THE IB DIPLOMA PROGRAMME
COURSE OUTLINES

SENIOR SCHOOL

DULWICH COLLEGE | BEIJING |
北京德威英国国际学校

2014 - 2016
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Introduction

Our Guide is designed to give you detailed information about our examination results, university destinations and descriptions of the different subjects which the College offers for the International Baccalaureate Diploma Programme (IBDP). The IBDP provides a challenging but balanced education through an integrated programme which engages students at all stages of their intellectual development.

Here are some of the highlights of the 2014 examination results:

- IB Diploma Pass rate – 100%
- Highest point score - 45 (out of 45)
- 36% of students scored 40 points or higher (Worldwide average 6%)
- Average points scored: 37.5 (worldwide average of 29 in 2014, China average of 33 in 2013)
- 3 Dulwich students, out of 146 worldwide, achieved perfect scores
- 100% of students received a 6 or 7 grade in Mandarin Chinese

UNIVERSITY DESTINATIONS 2013 SUMMARY INFORMATION

The vast majority of Dulwich College Beijing’s graduates go to University as the next step in their career. Our students are welcomed by institutions all over the world, and during their time at Dulwich College Beijing they are well prepared for and guided through decisions and applications by their tutors and university counsellors.

Most students start university immediately after completing their IB Diploma, while a small proportion choose to develop their personal skills and interests by taking a ‘gap year’ in which to travel, work or volunteer. Some students complete their military service.

Students have been successful in taking places at prestigious universities around the world. 2014 was a year of excellent results, which has ensured success for our students, particularly at a time when competition is strong. Dulwich College Beijing students are now studying at the following top universities: Edinburgh, Warwick, University College London, Imperial, Oxford, Cambridge, University of California - Berkeley, Savannah College of Art and Design, Georgia Institute of Technology, New York University, Carnegie Mellon, Babson, Chicago, Duke, Yonsei, Seoul National University, Hong Kong University, HKUST, Toronto UBC and McGill.
English A: Language and Literature – Higher & Standard Levels

Language A

Introduction

In the Language A: Language and Literature course students are given the opportunity to explore how language develops in specific cultural contexts, how it impacts on the world and the ways in which language shapes both individual and group identity. Students will also get the opportunity to consider the way language is used in the media and to also address the issue of how the production and reception of texts is influenced by the medium in which they are delivered. They will have a chance to consider how meaning is shaped by culture and context and how literary texts are not created in a vacuum but influenced by social context, cultural heritage and historical change. Through the close reading of literary texts, students will study the relationship of literature to issues at large such as gender, power and identity.

As well as presenting ideas in writing, students taking the course will be expected to contribute and listen sympathetically to ideas in stimulating class sessions where discussion, debate and presentation play an essential role. During the course, students should develop their ideas, knowledge and enjoyment of literary themes, concepts and language. They should also develop the ability to examine and express ideas with confidence in a variety of contexts. Students’ achievements will be assessed through a combination of written and oral coursework as well as by written examination.

Course Details

Part 1: Language in Cultural Context
Texts are chosen from a variety of non-literary sources, genre and media.

Part 2: Language and Mass Communication
Texts are chosen from a variety of non-literary sources, genre and media.

Part 3: Literature – Texts and Contexts
Three texts (two for Standard Level), one of which is a text in translation from a language other than English.

Part 4: Literature – Critical Study
Three texts (two for Standard Level), which may come from a variety of published literature.
**English A: Language and Literature – Higher & Standard Levels**

**Course Assessment**

**External Assessment Standard Level**

**Paper 1: Textual analysis (25%)**
Students write an analysis on one of two previously unseen non-literary texts.

**Paper 2: Essay (25%)**
Students write an essay on one of six questions based on works studied in Part 3 (Literature – Texts and Contexts).

**Written task (20%)**
Students produce at least three written tasks and submit one written task for external assessment. Each task must be 800-1000 words and include a rationale.

**External Assessment Higher Level**

**Paper 1: Comparative textual analysis (25%)**
Students write a comparative analysis of one pair of non-literary texts.

**Paper 2: Essay (25%)**
Students write an essay on one of six questions based on works studied in Part 3 (Literature – Texts and Contexts). Students produce at least four written tasks and submit two written tasks for external assessment.

**Internal Assessment**

Each component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

**Higher and Standard Level**

**Individual oral commentary – 15%**
Students comment on an extract from a literary text studied in Part 4 (Literature – Critical Study) of the course. Students are given two guiding questions.

**Further oral activity – 15%**
Students complete two oral activities, one based on Part 1 (Language in Cultural Context) and one on Part 2 (Language and Mass Communication). The mark of one oral activity is submitted externally for final assessment.
English A: Language and Literature – Higher & Standard Levels

Careers
- Diplomacy
- Education
- Journalism
- Law
- Politics
- Publishing
- Radio, Television & Film
English A: Literature – Higher & Standard Levels

Language A

Introduction

The English Literature course, offered at both Higher and Standard Levels, is designed to meet the needs of students for whom English is normally their best language, or those who communicate effectively in English. The study of literature is the main focus of this course, which includes a Works in Translation component.

IB English provides the opportunity for students to examine, discuss and compare the ideas and language of a wide variety of writers from different times as well as from a variety of cultures across the globe.

As well as presenting ideas in writing, students taking the course will be expected to contribute and listen sympathetically to ideas in stimulating class sessions where discussion, debate and presentation play an essential role. During the course, students should develop their ideas, knowledge and enjoyment of literary themes, concepts and language. They should also develop the ability to examine and express ideas with confidence in a variety of contexts. Students’ achievements will be assessed through a combination of written and oral coursework as well as by written examination.

Course Details

Higher Level
In addition to the four Works in Translation texts, students study nine texts embracing prose, poetry and drama. The Higher Level course is both stimulating and enriching, but is also uncompromisingly demanding. Before considering entry, students should possess a voracious appetite for literature, combined with a capacity for hard work.

Standard Level
In addition to the three Works in Translation texts, students will study seven texts embracing poetry, prose and drama. This course is designed for non-specialists, and while students will practice the same skills as those encountered at Higher Level, it will be less demanding.
English A: Literature – Higher & Standard Levels

Course Assessment

Higher Level and Standard Level

Part 1: A study of three Works in Translation texts (two for Standard Level) assessed by one written coursework assignment, externally marked 25%

Part 2: A detailed study of three works (two for Standard Level), assessed by a formal oral commentary and a discussion. Internally assessed, externally moderated 15%

Part 3: A group of four works (3 for Standard Level) assessed by the written examination essay and marked by the IB examiners, a second examination paper is a commentary based on an unseen passage 45%

Part 4: A study of three texts listed by genre, period or theme which will provide the basis for oral presentations, internally assessed 15%

* At Standard Level, students will not be required to read as many texts as at Higher Level

All IBO course assessments are comprised of an internal and external assessment. Internal assessments are carried out by the students with guidance by their teachers. External assessments are written exams.

Careers
- Diplomacy
- Education
- Journalism
- Law
- Politics
- Publishing
- Radio, Television & Film
**Chinese A: Language and Literature – Higher & Standard Levels**

**Language A**

**Introduction**

This course is designed to meet the needs of students for whom Mandarin is normally their best language, or those who communicate effectively in Mandarin. Chinese A Language and Literature is comprised of four parts – two relate to the study of Mandarin Language and two to the study of Mandarin Literature.

A key aim of this course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text’s wider context in shaping its meaning. Students will develop the skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices.

**Course Details**

Part 1: Language in Cultural Context
Texts are chosen from a variety of sources, genre and media.

Part 2: Language and Mass Communication
Texts are chosen from a variety of sources, genre and media.

Part 3: Literature – Texts and Contexts
Three texts (two for Standard Level), one of which is a text in translation from a language other than Mandarin.

Part 4: Literature – Critical Study
Three texts (two for Standard Level), which are chosen from the prescribed list of authors in Mandarin.

**Course Assessment**

**External Assessment Higher Level**

**Paper 1: Comparative textual analysis (25%)**
Students write a comparative analysis of one pair of texts, at least one of which will be non-literary.
Chinese A: Language and Literature – Higher & Standard Levels

Paper 2: Essay (25%)
Students write an essay on one of six questions based on works studied in Part 3 (Literature – Texts and Contexts).

Written Task (20%)
Students produce at least four written tasks and submit two written tasks for External Assessment.

External Assessment Standard Level

Paper 1: Textual analysis (25%)
Students write an analysis on one of two previously unseen non-literary texts.

Paper 2: Essay (25%)
Students write an essay on one of six questions based on works studied in Part 3 (Literature – Texts and Contexts).

Written task (20%)
Students produce at least three written tasks and submit one written task for external assessment. Each task must include a rationale.

Internal Assessment

Each component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Higher Level and Standard Level

Individual Oral Commentary – 15%
Students comment on an extract from a literary text studied in Part 4 (Literature – Critical Study) of the course. Students are given two guiding questions.

Further Oral Activity – 15%
Students complete two oral activities, one based on Part 1 (Language in Cultural Context) and one on Part 2 (Language and Mass Communication). The mark of one oral activity is submitted externally for final assessment.

Careers
  ● Diplomacy
  ● Education
  ● Journalism
  ● Law
  ● Politics
  ● Publishing
  ● Radio, Television & Film
German Language A: Language and Literature comprises of four parts – two relate to the study of German Language and two to the study of German Literature.

The study of the texts produced in a language is central to an active engagement with language and culture. Students in the German Language A: Language and Literature course will be encouraged to question the meaning generated by language and texts. The course aims to develop in students skills of textual analysis and the understanding that texts can be seen as related to culturally determined reading practices. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production.

Why study German Language A

The course is designed to promote an enjoyment of language and literature. In addition, students who are thinking about studying at a German university will find that this course prepares them for using German in an academic environment.

The Conference of German Cultural Ministers has agreed in their declaration about the recognition of the IB, that German students, who didn’t take German in the IB, have to take an entrance examination at a German university to prove their German knowledge (see “Beschluss der Kultusministerkonferenz i.d.F. vom 31.05.2012”)

Course Details

Part 1: Language in Cultural Context
Texts are chosen from a variety of non-literary sources, genre and media.

Part 2: Language and Mass Communication
Texts are chosen from a variety of non-literary sources, genre and media.

Part 3: Literature – Texts and Contexts
Three texts (two for Standard Level), one of which is a text in translation from a language other than English.

Part 4: Literature – Critical Study
Three texts (two for Standard Level), which may come from a variety of published literature

Course Assessment

External Assessment Standard Level

Paper 1: Textual analysis (25%)
Students write an analysis on one of two previously unseen non-literary texts.
**Paper 2: Essay (25%)**
Students write an essay on one of six questions based on works studied in Part 3 (Literature – Texts and Contexts).

**Written task (20%)**
Students produce at least three written tasks and submit one written task for external assessment. Each task must be 800-1000 words and include a rationale.

**External Assessment Higher Level**

**Paper 1: Comparative textual analysis (25%)**
Students write a comparative analysis of one pair of non-literary texts.

**Paper 2: Essay (25%)**
Students write an essay on one of six questions based on works studied in Part 3 (Literature – Texts and Contexts).

**Written task (20%)**
Students produce at least four written tasks and submit two written tasks for external assessment.

**Internal Assessment**

Each component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

**Higher and Standard Level**

**Individual oral commentary – 15%**
Students comment on an extract from a literary text studied in Part 4 (Literature – Critical Study) of the course. Students are given two guiding questions.

**Further oral activity – 15%**
Students complete two oral activities, one based on Part 1 (Language in Cultural Context) and one on Part 2 (Language and Mass Communication). The mark of one oral activity is submitted externally for final assessment.

**Careers**
- Diplomacy
- Education
- Journalism
- Law
- Politics
- Publishing
- Radio, Television & Film
English B – Higher & Standard Levels

Second Language

Introduction

The Language B course will meet the needs of students with substantial previous knowledge of a second (or foreign) language in English.

The aim of this course is to enable students to communicate effectively in a second language, in a wide range of authentic situations and to a range of audiences, in both spoken and written form. They will also be able to understand a wide range of written texts and spoken material and respond accordingly. It is hoped that their experience and efficiency in using the target language will provide them with the confidence and enjoyment to further their language studies or to use these abilities in work or leisure throughout their future life.

The cultural context of the countries within which English is studied will provide exposure to the ideas and attitudes of these nations by means of texts and recorded material, creating an appreciation of cultural and international diversity. The cultural context will be related to young adult interests and concerns in a changing world.

The areas of Language, Message or Content and Format linked to the written assessment criteria, as well as the areas of productive skills, interactive and receptive skills linked to the oral assessment criteria, will be explored across the four main language-learning skills of Listening, Speaking, Reading and Writing.

The Language objective will demand a degree of depth, precision and range. Working on the Message objective will require attention to presentation, and evaluation of their organisation of ideas in order to communicate appropriately and clearly. Finally, working on the Format objective will require from students to select a type of text and language conventions adapted to the text. Such a thorough, eclectic and culturally aware approach to language learning should provide students with the desire to communicate, the tools to do so, and an appreciation of both the way languages work and their cultural background.

Syllabi at Language B Higher Level and Standard Level are similar in content, although study in the former will be more intensive, and the proficiency levels achieved will be higher.
English B – Higher & Standard Levels

Course Details

The core— with topics common to both levels—is divided into three areas and is a required area of study:

- Communication and Media
- Global Issues
- Social Relationships

In addition, at both Higher Level and Standard Level, teachers select two from the following five options:

- Cultural Diversity
- Customs and Traditions
- Health
- Leisure
- Science and Technology

Higher Level students will also be required to read two works of literature in their language of study.

Course Assessment

Higher Level and Standard Level

External Assessment

Receptive Skills 25%: External examination with comprehension tasks, based on a number of written texts.

Written Productive Skills 25%: One writing task from a choice of titles (250-400 words).

Written Assignment 20%:
Higher Level – Creative writing of 500-600 words plus a 150 word rationale, based on one of the literary texts read.
Standard Level – Intertextual reading followed by a written exercise of 300-400 words plus a 100 word rationale based on the core.

Internal Assessment

Individual Oral 20%: 10 minute interview with teacher/examiner based on stimulus of student’s choice followed by a general conversation.

Interactive Oral 10%: Mark from one piece of interactive oral work conducted during Year 13, which are spoken exercises where students speak to each other and the teacher listens and assesses.
English B – Higher & Standard Levels

Careers
- Diplomacy
- Education
- Journalism
- Business Management
- Law
- Media
- Travel and Tourism
- Event Management
Language B: French/Spanish/German/Mandarin – Higher & Standard Levels

Second Language

Introduction

All Language B courses meet the needs of students with substantial previous knowledge of a second (or foreign) language in French, Spanish or Mandarin.

The intention is to provide students with the linguistic skills necessary for further study in the language and to promote an understanding of the culture of the countries where the language is spoken as well as to promote the ability to cope with the language demands of day-to-day transactional and social contacts. The course should also provide an efficient tool for the study of other subjects.

Syllabi at Language B Higher Level and Standard Level are similar in content, although study in the former will be more intensive, and the proficiency levels achieved will be higher.

Course Details

The core—with topics common to both levels—is divided into three areas and is a required area of study:

- Communication and Media
- Global Issues
- Social Relationships

In addition, at both Higher Level and Standard Level, teachers select two from the following five options:

- Cultural Diversity
- Customs and Traditions
- Health
- Leisure
- Science and Technology

Higher Level students will also be required to read two works of literature in their language of study.
Course Assessment

Higher Level and Standard Level

External Assessment

Receptive Skills 25%: External examination with comprehension tasks, based on a number of written texts. Written Productive Skills 25%: One writing task from a choice of titles (250-400 words). For Higher level an additional writing task of 150–250 words to a stimulus text, based on the core.

Written Assignment 20%:
Higher Level – Creative writing of 500-600 words plus a 150-250 words rationale, based on one of the literary texts read.
Standard Level – Inter-textual reading followed by a written exercise of 300-400 words plus a 150-200 words rationale based on the core.

Internal Assessment

Individual Oral 20%: 10 minute interview with teacher/examiner based on stimulus of student’s choice followed by a general conversation.

Interactive Oral 10%: Mark from one piece of interactive oral work conducted during Year 13, which are spoken exercises where students speak to each other and the teacher listens and assesses.

Careers

- Diplomacy
- Education
- Journalism
- Business Management
- Law
- Media
- Travel and Tourism
- Event Management
Language Ab Initio: French/Spanish/Mandarin – Standard Level

Second Language

Introduction

IB Diploma students may choose to study a new language. The College offers (subject to demand) Ab Initio (beginners) courses in French, Spanish and Mandarin. These courses are available at Standard Level only and are open to students with minimal or no knowledge of the language.

Learning a new language teaches students how other people live, and allows learning about the world through their eyes. Students will find out more about different countries and their languages, and why it is sometimes needed to think about cultures closer to home as well.

Course Details

Standard Level Ab Initio students will be expected to demonstrate, through the use of authentic material, the skills of listening, speaking, reading and writing in everyday situations. These situations are defined by the core syllabus and the language specific syllabus.

The following topics are studied:

- Daily Routines
- Employment
- Environmental Concerns
- Education
- Entertainment
- Global Issues
- Food and Drink
- Holidays
- Neighbourhood
- Personal Details, Appearance, Character
- Media
- Physical Geography
- Physical Health
- Sport
- Town and Services
- Relationships
- Technology
- Weather
- Shopping
- Transport
Language Ab Initio: French/Spanish/Mandarin – Standard Level

Course Assessment

External Assessment 75%
Paper 1 – Reception Skills 30% questions based on 4 texts (reading comprehension)
Paper 2 – Productive Skills 25% students write 2 pieces:
  § Section A – 60 words
  § Section B 120 words
Written Assignment 20% 200-300 words carried out in a candidate’s own time with guidance from the teacher

Internal Assessment 25%
Individual Oral (10 minutes)
  § Part 1 – Presentation of a photo from a choice of 2
  § Part 2 – Follow-up questions on the photo
  § Part 3 – General Conversation (includes 2 questions on the written assignment)

Careers
  § Travel and Tourism
  § Engineering
  § Event Management
  § Law
  § Media
Economics – Higher & Standard Levels

Individuals & Societies

Introduction

The study of economics in an international setting is especially important for examining contemporary problems. It is only through studying a situation that one can hope to understand it and attempt to alleviate any problems. The study of economics is central to solving many of the world’s problems, such as population growth, development, hunger, poverty, and sound government.

Course Details

Both Higher and Standard Level students will study the following topics:

- Scarcity, choice and resource allocation including different economic systems
- Microeconomics: markets and market failure. Higher Level students will also study business economics
- Macroeconomics: national income accounting, economic growth and development, unemployment, inflation, contemporary theories of economics
- International Economics: international trade, exchange rates, economic integration, issues that arise from trade, balance of payments
- Development Economics

Course Assessment

Both Higher and Standard Level students will create a portfolio of commentaries on articles from the news Media.

Higher Level
Paper One (extended essay question) 30%
Paper Two (data response questions) 30%
Paper Three (Higher Level extension paper) 20%
Internal Assessment Portfolio 20%

Standard Level
Paper One (extended essay question) 40%
Paper Two (data response questions) 40%
Internal Assessment Portfolio 20%
Economics – Higher & Standard Levels

**Careers**
- Banking
- Business
- Government
- Journalism
- Law
- Non-Governmental Organisations
- Teaching
Introduction

IB Diploma students studying Geography should have an interest in the world, where and how people live and environmental issues. It is preferable for students to have taken (I)GCSE Geography, but this is not essential. IB geographers must be prepared to be challenged and to question everything they read, see and hear. This subject is unique in that it bridges the gap between the social sciences and natural sciences, making it an excellent choice for students who favour both the arts and the sciences.

Students will study a number of themes that cover elements of physical, human and environmental geography. The core themes cover population, development, resources and environment. Optional themes include food and health, hazards and disasters, and leisure, sport and tourism. There will also be a field trip for all Year 12 students during which they will collect and start to analyse their data for the fieldwork project that they are required to submit.

Course Details

Both Higher and Standard Level students will be expected to demonstrate the following objectives:

- Understand geographical concepts and theories – look at patterns and changes taking place on different scales and locations throughout the world
- Understand the social, economic and political interdependence of peoples
- Develop skills in research and mapping
- Develop fieldwork skills: knowledge of, and an ability to apply, appropriate fieldwork methodologies and techniques which will give students the skill to write a university-level dissertation or thesis

Course Assessment

Higher Level
External Assessment
80% Internal Assessment
20%
One 2500-word fieldwork project
**Geography – Higher & Standard Levels**

**Standard Level**

External Assessment 75%
Internal Assessment 25%
One 2500-word fieldwork project

The internal assessment will be based on a residential field trip that all students will be expected to attend. This trip will enable students to collect and analyse their data and start to write up their project as well as gain important case studies to support the core and optional themes.

All IBO course assessments are comprised of an internal and external assessment. Internal assessments are carried out by the students with guidance by their teachers. External assessments are written exams.

**Careers**

- Business and Finance
- Education
- Professional and Social Service
- International Development and Aid
- Environmental Management
- Information Services
- Leisure and Tourism
- Management and Administration
- Scientific Services
History – Higher & Standard Levels

Individuals & Societies

Introduction

History aims to develop a richer understanding of the present from a deeper understanding of the past. Students are encouraged to consider events and historical questions from multiple angles, developing a truly international perspective. They develop analytical skills by examining and evaluating different interpretations of past events and by making judgments on the reliability of different historical sources.

The (I)GCSE History course is an ideal foundation for students considering IB History, however the course is open to all students who are interested in the subject.

Course Details

Topics of study will include:

- “The Causes, Practices and Effects of War”, which will be explored through case studies including World War I, World War II, the Chinese Civil War, and the Arab-Israeli Conflict from 1945-1979.
- “Origins and Development of Authoritarian and Single-Party States”, which will be explored through case studies of Castro’s Cuba and Mao’s China.
- China, Japan and Korea 1850-c 1911 and China from 1911-2000 (Higher Level only)

Course Assessment

During the course, all students will complete a 2000-word historical investigation on a topic of their choice, which forms part of the official IB assessment. At the end of the course, all students write an exam testing their ability to use historical sources critically as well as one exam for Standard Level and two exams for Higher Level requiring them to write essays on historical questions. In-school assessment in this course is designed to give students plenty of opportunity to practice these assessment tasks, but it also includes less formal tasks such as debates and simulations.

Higher Level

External assessment 80%

- Paper 1: Assesses the students’ ability to interpret documents relating to the Arab-Israeli conflict.
- Paper 2: Essay questions on Twentieth Century World History topics
History – Higher & Standard Levels

Internal assessment 20%
   - This consists of a 2000-word historical investigation on a topic of the student’s choice.

Standard Level
External assessment 75%
   - Paper 1: Assesses the students’ ability to interpret documents relating to the Arab-Israeli conflict.
   - Paper 2: Essay questions on Twentieth Century World History topics.

Internal assessment 25%
   - This consists of a 2000-word historical investigation on a topic of the student’s choice.

Careers
   - Curator
   - International Relations
   - Journalism
   - Law
   - Librarian
   - Media & Broadcasting
   - Education

“Study history, study history – in history lie all the secrets of statecraft.” - Winston Churchill

“You may not be interested in history, but history is interested in you.” - Leon Trotsky
Business and Management – Higher & Standard Levels

Individuals & Societies

Introduction

Business and Management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by what is going on inside and outside a firm. It is designed to develop an understanding of business theory as well as an ability to apply business principles, practices and skills.

The course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective of business and to promote their appreciation of cultural diversity through the study of topics such as international marketing, human resource management, business growth strategies.

Note

This course is currently being updated by the IBO. There will be some changes to the structure and content of the course with effect from August 2014.

Course Details

The following topics will be studied by both Higher Level and Standard Level students:

- Business Organisation and the Environment
- Human Resources
- Accounts and Finance
- Marketing
- Operations Management

The following topic will be studied by Higher Level students only:

- Business Strategy
Course Assessment

Higher Level

A research project will be undertaken which will enable students to demonstrate the application of their skills and knowledge to real organisation issues or decision-making. Students must select a real organisation, not a fictitious one, and the issue or decision under investigation must also be real. The expectation is that a student should gather research from the organisation, and make an informed opinion based on the topics studied throughout the year.

Paper One
Case Study 40% - students will write a paper based on a pre-seen case study

Paper Two
Data Response 35% - short case studies (not pre-seen) are given to students and they answer exam questions by referring to these case studies
Internal Assessment 25% - research project

Standard Level

Students must produce a written commentary in which they will demonstrate the application of business and management tools, techniques and theories to a real business issue or problem.

Paper One
Case Study 40% - students will write a paper based on a pre-seen case study

Paper Two
Data Response 35% short case studies (not pre-seen) are given to students and they answer exam questions by referring to these case studies
Internal Assessment 25% - written commentary on assigned topic

Careers

- Accountancy
- Banking
- Financial Services
- Government
- Management Consultancy
- Non-Government Organisations
- Education
Psychology – Higher & Standard Levels

Individuals & Societies

Introduction

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

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

In Year 12, IB psychologists will examine human behaviour through the three lenses of Biological, Cognitive and Sociocultural Psychology.

Answering questions such as: Why do we experience disgust? How does memory work? How are stereotypes formed? Is there a particular gene for criminal behaviour?

In Year 13, IB psychologists will study applied Psychology. The first term will focus on Sport Psychology. In the second term students will study Developmental Psychology.

Course Details

Higher and Standard Level Psychology students will be expected to work toward the following objectives:

- Understanding psychology ideas, theories and methods
- Evaluate, analyse and assess psychological concepts
- Develop skills in assessment of different kinds of evidence, including both quantitative and qualitative data
- Develop the knowledge and skills required for experimental design

Course Assessment

Higher Level
External assessment 80%
Internal assessment 20%
One 1500-2000 word experimental study
Psychology – Higher & Standard Levels

**Standard Level**

External assessment 75%
Internal assessment 25%
One 1000-1500 word experimental study

The internal assessment will take the form of an experimental study. This study enables students to demonstrate the application of their skills and knowledge of psychology. Students choose a topic of interest to them and design an experiment, testing their own hypothesis, interpreting and analysing descriptive statistics and writing up a discussion of their results.

All IB course assessments are comprised of an internal and external assessment. The students carry out internal assessments with guidance from their teachers. External assessments are written exams.

**Careers**

- Neuroscience
- Advertising and Marketing
- Health Professions and Psychology
- Human Resources
- Research and Academia
- Counselling
Introduction

Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. There are more species alive on Earth today than ever before. This diversity makes biology both an endless source of fascination and a considerable challenge.

An interest in life is natural for humans; not only are we living organisms ourselves, but we depend on many species for our survival, are threatened by some and co-exist with many more. From the earliest cave paintings to the modern wildlife documentary, this interest is as obvious as it is ubiquitous, as biology continues to fascinate young and old all over the world.

The overarching theme in the Biology course is the nature of Science.

Course Details

There are 6 core units;

- Cell Biology – prokaryotes, eukaryotes, stem cells and mitosis
- Molecular Biology – the chemistry of life, DNA structure, replication and transcription
- Genetics – meiosis, genetic modification and biotechnology
- Ecology – energy flow and climate change
- Evolution and Biodiversity – natural selection, classification and cladistics
- Human Physiology - digestion, the heart, gas exchange, nervous system and reproduction

There are 5 additional units for the HL course

- Nucleic acids
- Metabolism, Cell respiration and photosynthesis
- Plant Biology
- Genetics and Evolution
- Animal Physiology
With the nature of Science as the overarching theme, each subtopic is further subdivided into how the nature of Science is relates to it, by developing understanding, application and skills and how it relates to the real world.

There are four basic biological concepts that run throughout both Higher Level and Standard Level:

**Structure and Function**
This relationship is probably one of the most important in a study of biology and operates at all levels of complexity.

**Universality versus Diversity**
Some molecules (for example, enzymes, amino acids, nucleic acids and ATP) are ubiquitous, and so are processes and structures. However, these universal features exist in a biological world of enormous diversity. Species exist in a range of habitats and show adaptations that relate structure to function. At another level, students can grasp the idea of a living world in which universality means that a diverse range of organisms (including ourselves) are connected and interdependent.

**Equilibrium Within Systems**
Checks and balances exist both within living organisms and within ecosystems. The state of dynamic equilibrium is essential for the continuity of life.

**Evolution**
The concept of evolution draws together the other themes. It can be regarded as change leading to diversity within constraints, and this leads to adaptations of structure and function.

These four concepts serve as themes that unify the various topics that make up the three sections of the course: the core, the additional Higher Level material and the options.

**Please Note:** It is recommended that students intending to study science at university / college take two science subjects at IB.

*At the end of Year 12 there will be a Biology field trip at an extra cost to all students.*
**Biology – Higher & Standard Levels**

**Course Assessment**

**External Assessment 80%**
All IBO course assessments are comprised of an internal and external assessment. Internal assessments are carried out by the students with guidance by their teachers. External assessments are written exams.

**Internal Assessment 20%**
Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It is a personalized project carried out by students to demonstrate the application of their skills and knowledge, and to pursue their personal interests.

**Careers**
- Conservation Work
- Dentistry
- Marine Biology
- Medicine
- Education
- University Research
- Veterinary Science
Chemistry – Higher & Standard Levels

Experimental Sciences

Introduction

Everything that we do, observe, touch, taste or smell can be somehow related to or explained by Chemistry, and studying this subject will help students to understand the world a little better. Chemical principles also underpin much of the work in Biology and Physics, and as such it is sometimes called the ‘central science’.

The Chemistry course is organised by topics, with Standard Level students having to study eleven topics and Higher Level students having to investigate ten of these topics to a greater depth. Both Standard Level and Higher Level students are responsible for covering one option topic.

The power of scientific knowledge to transform societies is unparalleled. It has the potential to produce great universal benefits or to reinforce inequalities and cause harm to people and the environment. In line with the IB mission statement, Group 4 students need to be aware of the moral responsibility of scientists to ensure that scientific knowledge and data are available to all countries on an equitable basis and that they have the scientific capacity to use this for developing sustainable societies.

The Chemistry course in IB is a rigorous and challenging course, designed for those students who enjoyed their Chemistry at (I)GCSE level and now want to look more deeply at the models and processes they have seen so far.

Please Note: It is recommended that students intending to study science at university / college take two science subjects at IB.

Course Details

Higher Level and Standard Level Chemistry students will be expected to demonstrate the following objectives:

- An understanding of scientific facts, concepts and methods
- The ability to apply and use their understanding
- The ability to construct and evaluate hypotheses and scientific explanations
- The personal skills of cooperation, perseverance and responsibility
- The manipulative skills to carry out scientific investigations
Chemistry – Higher & Standard Levels

Both HL and SL students will cover the eleven topics listed below. Ten of these topics contain more challenging content for HL students in order to deepen their understanding.

- Quantitative Chemistry
- Atomic Structure
- Periodicity
- Bonding and Structure
- Energetics
- Kinetics
- Equilibrium
- Acids and Bases
- Oxidation and Reduction
- Organic Chemistry
- Measurement and Analysis

Both Higher Level and Standard Level students will also choose one of the following option topics to study:

- Materials
- Biochemistry
- Energy
- Medicinal Chemistry

While the skills and activities related to Chemistry are common to both Higher Level and Standard Level students, students at Higher Level are required to study some topics in greater depth and to study extension material of a more demanding nature in the common options. The distinction between Higher Level and Standard Level is one of breadth and depth.

Course Assessment

External Assessment 80%
Consists of three written papers and provides opportunities for students to display their scientific understanding through the application, use, analysis and evaluation of scientific facts, concepts, methods, techniques and explanations.

Internal Assessment 20%
Students will complete an extended investigation on an aspect of Chemistry that they find interesting. The internal assessment allows students to demonstrate not only their scientific knowledge but also personal skills and manipulative skills.
Chemistry – Higher & Standard Levels

Careers
- Architecture
- Biological Science
- Dentistry
- Engineering
- Environmental Science
- Medicine
- Pharmacy
- Surveying
- Veterinary Science
Physics – Higher & Standard Levels

Experimental Sciences

Introduction

The IB Diploma Programme Physics course exposes students to this most fundamental experimental science, which seeks to explain the universe itself—from the very smallest particles to the vast distances between galaxies. Students develop traditional practical skills and techniques and increase facility in the use of mathematics, the language of physics. They also develop interpersonal skills as well as information and communication technology skills, which are essential in modern scientific endeavours—and are important life-enhancing, transferable skills in their own right. Students, moreover, study the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

Please Note: It is recommended that students intending to study science at university / college take two science subjects at IB.

Course Details

Note: This course is currently being updated by the IBO. There will be some changes to the structure and content of the course with effect from August 2014.

Core material (80 hours) Higher Level and Standard Level

- Physics and Physical Management
- Mechanics
- Thermal Physics
- Oscillations and Waves
- Electric Currents
- Fields and Forces
- Atomic and Nuclear Physics
- Energy, Power and Climate Change

Additional Material (55 hours) Higher Level only

- Motion in Fields
- Thermal Physics
- Wave Phenomena
- Electromagnetic induction
- Quantum Physics and Nuclear Physics
- Digital Technology
Physics – Higher & Standard Levels

Options for Standard Level students comprise of 30 hours of instruction on two additional topics:
- Sight and Wave Phenomena
- Quantum Physics and Nuclear Physics
- Digital Technology
- Relativity and Particle Physics
- Astrophysics
- Communications
- Electromagnetic Waves

Options for Higher Level students comprise of 45 hours of instruction on two additional topics
- Astrophysics
- Communications
- Electromagnetic Waves
- Relativity
- Medical Physics
- Particle Physics

Course Assessment

External Assessment 76%
Students will sit 3 papers combining for their final grade.

Internal Assessment 24%
Based on the best of their assessed practical work (externally moderated), personal skills demonstrated in the Group 4 project, and investigative skills over the duration of the course.

Careers
- Research and Development
- Education
- Computing
- Health Sciences
- Management and Administration
- Product Development
- Consulting
- Aeronautical Science
- Architecture
- Astronomy
- Avionics
- Dentistry
- Engineering
- Surveying
- Radiology
Design Technology – Higher & Standard Levels

Experimental Sciences

Introduction

Design is a process that links technological innovation and creativity. Designers use a wide variety of concepts, principles and strategies, which taken together, make up the ‘design cycle’ methodology. Designers adapt their approach to different design contexts, but they have a common understanding of the process necessary to form valid and suitable solutions. Competent design can be achieved by all and is not restricted to uniquely skilled individuals. The use of well-established design principles and processes increases the probability that a design will be successful.

Course Details

Inquiry and problem solving skills are at the heart of this subject. The Design Technology Diploma Programme achieves a high level of design literacy by enabling students to develop critical thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework. Students will develop valuable skills and knowledge related to creativity, analytical thinking, project management, business enterprise, and environmentally sustainable practices. The study of design introduces and develops many useful skills for the globally-minded person.

Through studying Design Technology, students should become aware of how designers work and communicate with each other. They will critically explore the latest advances in technology to determine how they can be used to develop the best solution to a problem. Modelling is central to design and all students have the opportunity to develop their design solutions using well-equipped workshop facilities.

All Design Technology diploma students will cover human factors and ergonomics, resource management and sustainable production, modelling, raw material to final product, and innovation and classic design. Those wishing to study the course at Higher Level will also cover user-centred design (UCD), sustainability, innovation and markets, and commercial production.

It is the intention of the Design Technology course that students achieve the following objectives:

- Demonstrate an understanding of relevant facts, concepts, methods, and techniques
- Apply, use, and present their understanding of ideas
- Construct, analyse and evaluate design briefs, data, information, specification, plans, technical methods, products
- Demonstrate the personal skills of cooperation, perseverance, integrity and responsibility
- Demonstrate the manipulative skills, processes and techniques necessary to carry out technological activity with precision and safety
Design Technology – Higher & Standard Levels

Course Assessment

Higher Level (HL) and Standard Level (SL)

All IBO courses are comprised of an internal and external assessment. Internal assessment involves a criterion-related personal design project, which is carried out by the students with guidance from their teachers. External assessments are written exams.

Practical work and internal assessment (40%)

The Internal Assessment (IA) requirement is worth 40% of the final assessment and consists of one design project. Student work is internally assessed by the teacher and externally moderated by the International Baccalaureate Organisation. The performance in IA at both SL and HL is marked against 4 common assessment criteria, with an additional 2 assessment criteria for HL.

External assessment (60%)

Paper One - (SL: 45 minutes / HL: 1 hour)
Paper Two - (SL: 90 Minutes / HL: 90 minutes)
Paper Three - (SL: Non Applicable / HL: 90 minutes)

The diploma is accepted for university entrance in many countries, and is a good preparation for careers in areas such as engineering, architecture, design, and education.

Future careers may include:

- Architecture
- Business Enterprise
- Civic Planning
- Education
- Engineering
- Ergonomics
- Fashion Design
- Film/Stage Design
- Graphic Design
- Interior Design
- Landscape Design
- Manufacturing
- Marketing & Advertising
- Product Design
- Textile Design
Computer Science – Higher & Standard Levels

Experimental Sciences

Introduction

Computer Science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The IB Diploma Programme Computer Science course is engaging, accessible, inspiring and rigorous.

Past experience shows that students will be able to study Computer Science at Standard Level successfully with no background in, or previous knowledge of, Computer Science.

The study of Computer Science at Higher Level demands a higher level of problem-solving skills and the ability to understand and manipulate abstract concepts. Students who struggle with Mathematics do not generally enjoy or perform well in Higher Level Computer Science. Although no previous knowledge of Computer Science is required, some exposure to programming is an advantage.

Course Details

The Computer Science Standard Level course focuses on:
- Four topics (system fundamentals; computer organization; networks; and computational thinking, problem-solving and programming)
- One option chosen from databases; modeling and simulation; web science; or object oriented programming. Note: one or more of these options will be offered at Dulwich College Beijing depending on students numbers, levels of interest and staff areas of expertise.
- One piece of internally assessed work, which includes a computational solution

The Higher Level course has three additional elements:
- Three further topics: abstract data structures; resource management; control
- Additional and more demanding content for the option selected
- An additional externally assessed component based on a pre-seen case study of an organisation or scenario
Computer Science – Higher & Standard Levels

Course Assessment

Higher Level
External Assessment 80%
Paper 1 – all core and extended topics – 130 minutes
Paper 2 – based on the option studied – 80 minutes Paper
3 – based on the pre-seen case study – 60 minutes

Internal Assessment 20%
The development of a computational solution and supporting documentation – 30 hours of class time
Group 4 Project – 10 hours of class time

Standard Level
External Assessment 70%
Paper 1 – all core topics – 90 minutes
Paper 2 – based on the option studied – 60 minutes

Internal Assessment 30%
The development of a computational solution and supporting documentation – 30 hours of class time
Group 4 Project – 10 hours of class time

Careers
- Animation
- Computer Aided Design
- Computer and Information System Management
- Computer Programming
- Computer Science
- Computer Support
- Computer Systems Analysation
- Computer Systems Design
- Database Administration
- Database Analysation
- Education
- Electronic Engineering
- Information Technology
- Network Administration
- Robotics Engineering
- Software Development
Mathematics – Higher Level

Mathematics

Introduction

This is a highly demanding course suitable only for talented mathematicians with a very strong mathematical background and an enthusiasm for the subject and who are competent in a range of analytical and technical skills. The majority of these students 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 and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

Students will study six core topics:
- Algebra
- Functions and Equations
- Circular Functions and Trigonometry
- Vectors
- Statistics and Probability
- Calculus

Plus an additional option topic from:
- Statistics and Probability
- Sets, Relations and Groups
- Calculus
- Discrete Mathematics

Course Details

The nature of the subject is such that it focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. This is achieved by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solving problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to
Mathematics – Higher Level

various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

This course is a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. Students wishing to study mathematics in a less rigorous environment should therefore opt for one of the Standard Level courses, Mathematics Standard Level or Mathematical Studies Standard Level. Students who wish to study an even more rigorous and demanding course should consider taking Further Mathematics Higher Level in addition to Mathematics Higher Level.

Course Assessment

External Assessment 80%
Internal Assessment 20%

Students must present an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

All IBO course assessments are comprised of an internal and external assessment. The students carry out internal assessments with guidance by their teachers. External assessments are written exams.

Careers

- Physical Sciences
- Engineering
- Actuarial Science
- Computer Science
- Statistics
- Economics

Please Note: Students will need to have a graphic display calculator for the duration of the course. The Maths Department recommends that students use the TI-84 Plus calculator (available from the school shop at Legend Garden).
**Mathematics – Standard Level**

**Mathematics**

**Introduction**

This course is designed to give students the necessary background for university study in fields such as chemistry, medicine, biology, economics, accountancy, the social sciences, psychology, business administration and engineering. A good student of Mathematics who wishes to pursue the subject further but does not wish to take Higher Level Mathematics would find this course stimulating and even challenging. Although officially a standard level course, this programme is closer in content to the Higher Level course than the Mathematical Studies course. Students require enthusiasm and a good mathematical background.

Students will study six core topics:

- Algebra
- Functions and Equations
- Circular Functions and Trigonometry
- Vectors
- Statistics and Probability
- Calculus

*Please Note:* These topics will not be studied to the same depth as in the Higher Level course.

**Course Details**

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

The 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 Higher Level. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows
Mathematics – Standard Level

students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

This course does not have the depth found in the Mathematics Higher Level course. Students wishing to study subjects with a high degree of mathematical content should therefore opt for the Mathematics Higher Level course rather than a Mathematics Standard Level course.

Course Assessment

External Assessment 80%
Internal Assessment 20%

Students must present an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

All IBO course assessments are comprised of an internal and external assessment. The students carry out internal assessments with guidance by their teachers. External assessments are written exams.

Careers
- Physical Sciences
- Engineering
- Actuarial Science
- Computer Science
- Statistics
- Economics

Please Note: Students will need to have a graphic display calculator for the duration of the course. The Maths Department recommends that students use the TI-84 Plus calculator (available from the school shop at Legend Garden).
Mathematical Studies – Standard Level

Mathematics

Introduction

This course is available only at Standard Level, and is equivalent in status to Mathematics Standard Level, but addresses different needs. It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking.

The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. These students may need to utilize the statistics and logical reasoning that they have learned as part of the Mathematical Studies Standard Level course in their future studies.

Students will study seven core topics:
- Number and Algebra
- Descriptive Statistics
- Logic, Sets and Probability
- Statistical Applications
- Geometry and Trigonometry
- Mathematical Models
- Introductory Differential Calculus

Course Details

The course syllabus focuses on important mathematical topics that are interconnected. The syllabus is organized and structured with the following tenets in mind: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students’ mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively.

The course includes project work, a feature unique to Mathematical Studies Standard Level within Group 5. Each student completes a project, based on their own research; this is guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical study of their choice using their own experience, knowledge and skills acquired during the course. This process allows students to take sole responsibility for a part of their studies in mathematics.
Mathematical Studies – Standard Level

The students most likely to select this course are those whose main interests lie outside the field of mathematics, and for many students this course will be their final experience of being taught formal mathematics. All parts of the syllabus have therefore been carefully selected to ensure that an approach starting from first principles can be used. As a consequence, students can use their own inherent, logical thinking skills and do not need to rely on standard algorithms and remembered formulae. Students likely to need mathematics for the achievement of further qualifications should be advised to consider an alternative mathematics course.

Course Assessment

External Assessment 80%
Internal Assessment 20%

The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements.

All IBO course assessments are comprised of an internal and external assessment. The students carry out internal assessments with guidance by their teachers. External assessments are written exams.

Careers

Mathematical Studies Standard Level provides qualification for general entry requirements of institutions and provides a sound level of mathematical ability essential in many courses and careers.

Students likely to need mathematics for the achievement of further qualifications are advised to consider an alternative mathematics course.

Please Note: Students will need to have a graphic display calculator for the duration of the course. The Maths Department recommends that students use the TI-84 Plus calculator (available from the school shop at Legend Garden).
Music – Higher & Standard Levels

The Arts

Introduction

The IB Music student is provided with an exciting opportunity to explore and enjoy the diversity of music from throughout the world and from different periods of history. The programme encourages the development of perceptual skills through a breadth of musical experiences, where students will learn to recognise, speculate, analyse, identify, discriminate and hypothesise in relation to music. A unique Philosophy of Music course has also been designed as a supplemental part to the core subjects to further this development.

Music students will creatively develop their knowledge, abilities and understanding through performance and/or composition. The programme will assist students in developing their potential as musicians, both personally and collaboratively, in whatever capacity, to the fullest.

Higher Level Music students will develop the necessary skills that would allow further formal study of the art and science of music in higher education.

Course Details

Higher Level 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.

Standard Level Music is designed for the student that desires to know more about the subject, and possesses a passion for this development whilst enabling music to be a part of their life after school.

Performance, Creativity (Composition) and a thorough training of the ear are at the heart of the course. At the end of the course it is envisaged the student will be highly trained in all facets of music whilst developing a strong self-esteem through engagement and pro-activity.

Course Assessment

Higher Level

Listening Paper: study of prescribed work, study of music genres and style – 3 hour paper 30%
Musical Investigation 20%
Solo Performance (Internal Assessment) 25%
Composition (Internal Assessment) 25%
Music – Higher & Standard Levels

Standard Level
Listening Paper: study of prescribed work, study of music genres and styles – 2.5 hour paper 30%
Musical Investigation 20%
Solo Performance, Group Performance or Composition (Internal Assessment) 50%

Careers
- Performing Arts
- Management
- Music Therapy
- Education
- Performance
- Composition
- Sound Engineering & Recording
Theatre – Higher & Standard Levels

The Arts

Introduction

IB Theatre leads students in a rigorous investigation of the nature of theatre from the page to the stage. Students will investigate both traditional as well as alternative forms of theatre, viewing them culturally as well as stylistically, while engaging in both the practical and the theoretical. Students will also study drama from the point of view of the director and will investigate methods of turning a play script into performance. A theatre production - a collaborative exercise animating a broad spectrum of talents and skills in which the principles and practices of theatre are explored by the students - is the high point of their practical and theoretical studies. Students also have the opportunity to learn skills from other art forms in their work such as music, psychology, costume and set design, marketing, sound and lights, filmmaking and photography.

Note

This course is currently being updated by the IBO. There will be some changes to the structure and content of the course with effect from August 2014.

Course Details


Part 2: World Theatre Studies – studies from an international perspective of selected texts and traditions, students will study in detail at least two contrasting practices.

Part 3: Practical Play Analysis – active exploration of extracts and complete play texts as plans for action

Part 4: Theatre Production – a practical study of the principles and practices of theatre production, building on skills developed in other areas of the course, students are required to be involved in at least one production.

Part 5: Individual Project – pupils pursue an independent area of interest, enquiry or passion that may have arisen throughout the course. This area of interest may include film and other forms of media.
Theatre – Higher & Standard Levels

Course Assessment

External Assessment 50%

Research Commission 25% - presentation of a study based on World Theatre Studies (1750-2500 words)
Practical Play Analysis 25% - portfolio (15-30 minutes maximum) of a directorial approach to a play

Internal Assessment 50%

Performance Skills and Theatre Production Presentation (20-30 minutes) 25% - contribution to, and participation in, practical classwork and theatre production

Independent Project and Portfolio - approximately 2000-3000 words reflecting on the candidates learning and development in Theatre in their own independent project.

Careers

- Performing Arts
- Television
- Radio
- Film
- Journalism
- Publishing
- Marketing & Advertising
- Arts Administration
- Education
- Law
- Technical Theatre
Visual Arts – Higher & Standard Levels

The Arts

Visual Arts

What is Art? It is almost impossible to define. It is everywhere; from Ingres to the ipod - it is inescapable. However, in taking art in the IB we can be more precise. The course will develop your understanding of the visual world, through creativity, individuality, visual literacy and the exploration of materials and processes through practical skills and experiences.

IB Visual Arts is a demanding and challenging course for the most able and enthusiastic Art students. You will find it is highly rewarding and a personally involving and creative subject, which would provide an excellent balance and breadth to any IB programme.

Note

This course is currently being updated by the IBO. There will be some changes to the structure and content of the course with effect from August 2014.

Course Details

The themes and projects offered vary every year and are constructed to reflect the individual interests and experiences of the staff and students. These include workshops in practical and technical processes and exercises to develop and deepen analytical awareness. Skills are reinforced at the beginning of the courses with greater focus on independent learning and breadth of outcome as the course progresses. Students have the opportunity to explore a range of disciplines: Sculpture, Painting, Printmaking, Photography, Textiles and Three Dimensional Design (including Ceramics, and Jewellery). However, the premise of the IB Visual Arts programme is that engagement in the Arts promotes a sense of identity, which makes a unique contribution to the development and views of each student. Students are expected to make their own journey of exploration, through sustained studio practice and record their observations, thoughts and influences and develop an understanding of the importance of Art in a cultural, historical and social context.

IB Visual Arts can be enjoyed for its own sake and is not just a course for potential artists and designers. However, if you are considering a career in any aspect of Design, Animation, Fine Art, Illustration, Architecture or Advertising, Visual Arts is an excellent choice at IB Level. Each year a number of students are accepted onto courses at prestigious colleges of Art and universities as a result of their involvement in our progressive department.
Visual Arts – Higher & Standard Levels

Course Assessment

Visual Arts is primarily assessed through coursework – there is no final written examination. After two years spent developing their work, studio work and sketchbooks are assessed, both internally and externally. A specified marking scheme and criteria are used in assessment. The quantity of work will vary depending on the level (HL or SL) of the course taken.

There are four options available in Visual Arts:

Higher Level Option A (HLA)
Students will spend two years developing Studio Works (producing 12-18 finished artworks in a range of different media) 60%

Students are also expected to spend considerable time developing a series of Investigation Workbooks (similar to sketchbooks) 40%

Standard Level Option A (SLA)
At Standard Level, the quality of work students are expected to achieve is similar to that at Higher Level, although less time is allocated and less work is required. Students will spend two years developing Studio Works (producing 8-12 finished artworks in a range of different media) 60%

Students are also expected to spend considerable time developing a series of Investigation Workbooks (similar to sketchbooks) 40%

Higher Level and Standard Level Option B
These courses are similar to Option A courses, but there is a greater emphasis on the Investigation Workbooks. This course is recommended for students who are better at sketchbook production, conducting research, written art criticism and written evaluation, rather than producing finished studio works.

Studio Works-40%
Investigation Workbooks 60%

We would hope that all the students who choose to pursue the IB course in Visual Arts would gain a comprehensive understanding of the importance of Art and Design in the world that we live in today and historically.
Visual Arts – Higher & Standard Levels

Note

This course has been updated by the IBO for students who will graduate in 2016. The assessment of the course has an effect on students commencing the IB in August 2014.

Higher Level & Standard Level: Starting August 2014
The content of the course changes to focus on three areas: theoretical practice, Art-making practice and curatorial practice.

Comparative Study-20%
Students’ analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.

Process Portfolio-40%
Students submit carefully selected materials, which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

Exhibition-40%
Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

Careers
- Architecture
- Animation/ Film
- Fashion/ Costume Design
- Visual Merchandising
- Graphic Design/ Illustration
- Fine Art
- Textiles/ Jewellery
- Marketing & Advertising
- Photography
- Product Design
Further Mathematics – Higher Level

Mathematics

Introduction

This course is available only at Higher Level. It caters for students with a very strong background in mathematics who have attained a high degree of competence in a range of analytical and technical skills, and who display considerable interest in the subject. Most of these students will expect to study mathematics at university, either as a subject in its own right or as a major component of a related subject. The course is designed specifically to allow students to learn about a variety of branches of mathematics in depth and also to appreciate practical applications. It is expected that students taking this course will also be taking Mathematics Higher Level.

Students will study six core topics:

- Linear Algebra
- Geometry
- Statistics and Probability
- Sets, Relations and Groups
- Calculus
- Discrete Mathematics

*Students are also required to be familiar with all of the core topics in Mathematics Higher Level.*

Course Details

The nature of the subject is such that it focuses on different branches of mathematics to encourage students to appreciate the diversity of the subject. Students should be equipped at this stage in their mathematical progress to begin to form an overview of the characteristics that are common to all mathematical thinking, independent of topic or branch.

All categories of student can register for Mathematics Higher Level only or for Further Mathematics Higher Level only or for both. However, students registering for Further Mathematics Higher Level will be presumed to know the topics in the core syllabus of Mathematics Higher Level and to have studied one of the options, irrespective of whether they have also registered for Mathematics Higher Level.

Examination questions are intended to be comparable in difficulty with those set on the four options in the Mathematics Higher Level course. The challenge for students will be to reach an equivalent level of understanding across all topics. There is no internal assessment component in this course. Although not a
Further Mathematics – Higher Level

requirement, it is expected that students studying Further Mathematics Higher Level will also be studying Mathematics Higher Level and therefore will be required to undertake a mathematical exploration for the internal assessment component of that course.

Course Assessment

External Assessment 100%

External assessments are written exams.

Careers

- Physical Sciences
- Engineering
- Actuarial Science
- Computer Science
- Statistics
- Economics

Note: Mathematics Higher Level is an ideal course for students 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. It should not be regarded as necessary for such students to study Further Mathematics Higher Level. Rather, Further Mathematics Higher Level is an optional course for students with a particular aptitude and interest in mathematics, enabling them to study some wider and deeper aspects of mathematics, but is by no means a necessary qualification to study for a degree in mathematics.

Please Note: Students will need to have a graphic display calculator for the duration of the course. The Maths Department recommends that students use the TI-84 Plus calculator (available from the school shop at Legend Garden).
**Theory of Knowledge**

**Introduction**

Theory of Knowledge (TOK) makes up part of the core of the IB Diploma Programme in combination with the Extended Essay and the Creativity, Action and Service (CAS) projects.

Broadly speaking, Theory of Knowledge seeks to answer the questions:

“How do we know the things we think we know?”

and

“How certain is our knowledge?”

**Course Details**

Year 12:

Part 1: Ways of Knowing

- Perception
- Language
- Reason
- Emotion

Part 2: Areas of Knowledge (At least four of the following topics will be covered.)

- Natural Sciences
- Human Sciences
- History
- The Arts (including Literature)
- Mathematics
- Religious Knowledge Systems

Year 13:

Part 3: Area of Knowledge

- Ethics

Part 4: Final Theory of Knowledge Essay

Part 5: Final Theory of Knowledge Presentation
Theory of Knowledge

Course Assessment

Essay (66.6%)

Students write an essay of up to 1600 words on one of six prescribed titles, which will be set by the IBO in September of Year 13. This is externally assessed.

Presentation (33.3%)

Students give a presentation of approximately ten minutes per person on the topic of their choice. The topic must link a real life situation to knowledge questions explored in the course. This is internally assessed.

The scores for the presentation and the essay are combined, with the essay counting twice as much as the presentation, to calculate a grade of A-E for each student. This, in combination with the student’s Extended Essay grade, will be used to calculate bonus points to be added to the student’s final IB Diploma score according to this matrix. Up to three bonus points are available:
**Extended Essay**

**Introduction**

The Extended Essay (EE) is an essential part of the IB Diploma core alongside CAS and TOK. It must be satisfactorily completed by all students in order to pass the IB Diploma. The EE process starts in January in Year 12, and finishes in October or November of Year 13.

The Extended Essay is a 4,000-word essay in which each student produces a piece of independent and original research. Students are encouraged to choose a subject area that they are interested in, and that is linked to one of the subjects they are studying, ideally at Higher Level. From this, they develop a detailed, narrowly focussed research question.

Each student is assigned a supervisor whose role is to guide and advise. The overall EE process is supervised by the EE Coordinator and the IB Diploma Coordinator.

**Assessment**

Each EE is marked by an external examiner, and is out of 36 points. A score of 29 or above is normally given an A grade.

Students who score 7 or less out of 36 points get an E grade in their Extended Essay. This is a failing condition in the IB Diploma.

Whilst most pupils find the EE to be a daunting experience, all learn from it in terms of research skills, writing skills and time management. The EE should be seen as good preparation for research at university, and can also be a focus in university application essays and interviews.
CAS (Creativity, Action and Service Programme)

Introduction

The CAS programme at Dulwich College, Beijing - is a mandatory component of the IB Diploma programme. It aims to provide a ‘counterbalance’ to the academic rigour of our educational programme; providing opportunities for students to develop skills in new creative fields, helping others and in considering the importance of a healthy and active lifestyle.

Students begin the course with the Y12 ‘Trips Week’ experience, which allows them to spend 3-4 days working with Beijing-based NGOs, orphanages and migrant schools. The emphasis for the ‘trips week’ experience – is to challenge the students to go into new environments and to help others less fortunate than themselves. A core aim behind this particular annual event – is that students will return during their time in the programme and develop further projects with the young people they encounter.

During the 18-month programme, students are expected to undertake 10 CAS activities with at least 2 activities for each CAS category and need to prove that they are participating in CAS activities on a weekly basis (though not necessarily all CAS categories each week). Moreover, students must have one CAS project which spans more than three months and bridges two CAS components e.g. creativity and service. Finally, students must prove that the CAS activities have resulted in the eight projected outcomes of the project (one CAS activity can have multiple outcomes).

Students in the programme will use the on-line Managebac programme to devise projects, upload evidence (at least 100 pieces) and record ‘interviews’ with their advisers. The Managebac platform allows us to centrally store evidence for the students and is used by IBO to moderate students work and progress.

Course Details:

The following learning outcomes need to be chosen before a project begins, and must be considered in the students’ evidence materials and reflection answers. Students will also complete four ‘formal’ interviews with their adviser during the programme, and must complete a final reflective essay to conclude their work in CAS.

The learning outcomes of CAS are

- Increase awareness of your strengths and areas for growth
- Undertake new challenges
- Plan and initiate activities
- Work collaboratively with others
- Show perseverance and commitment
- Engage with issues of global importance
- Consider ethical implications
- Develop new skills