

GRADUATE WORLDWISE.

Welcome to the IB Diploma Programme
Dulwich College (Singapore)



Welcome

At Dulwich College (Singapore) we are committed to creating personalised pathways for our students that will recognise each individual's passions and aspirations. This is particularly important as our students get older, and in the Upper Senior School we seek programmes that are innovative and allow students to apply their skills in a variety of different contexts.

The IB Diploma Programme (IBDP) is a highly respected and rigorous programme, both academically and personally. IBDP students will be engaged and challenged and at the heart of all their experiences, they will be developing their skills to demonstrate all of the characteristics associated with the IB Learner Profile; they will graduate being able to 'Live Worldwide'. They will also be learning in a range of academic disciplines and will be supported by our experienced and effective University and Careers Counselling team in order to find their next 'best fit' step beyond Dulwich College (Singapore).

Dulwich College (Singapore) believes in an education that prepares its students to be able to carve out their best future for themselves, one that equips them both academically and personally for the opportunities and challenges that they will meet. The IBDP is superb preparation for this.

Melanie Ellis
Head of Senior School



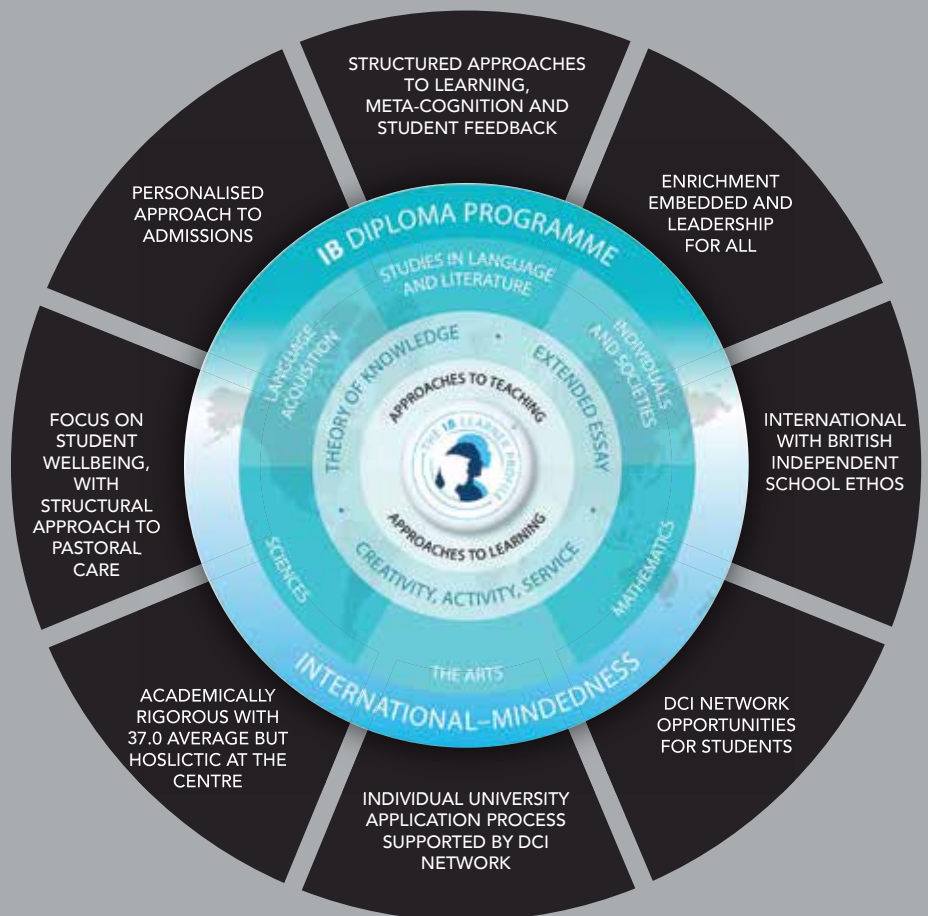
IB Learner Profile

Our IBDP teachers here at Dulwich College (Singapore) help students to develop these attributes over the course of their IB education, and to demonstrate them in increasingly robust and sophisticated ways. The development of these attributes is the foundation of developing internationally minded students who can live and graduate 'worldwise'.



The Dulwich Difference

As a College, we believe there are **many reasons** that make us a good choice to study the IBDP. The model below shows the IBDP's main features and how we as a College ensure students are supported from the initial application to graduation.



"Success in an IB programme correlates well with success at Harvard."
Director of Admissions, Harvard University



Our IBDP Curriculum

Our curriculum has been designed to fully reflect the four foundational and interrelated elements that are central to all IB programmes:

- International mindedness
- The IB learner profile
- A broad, balanced, conceptual and connected curriculum
- Approaches to teaching and learning

The curriculum contains 6 subject groups together with the IBDP Core components: Creativity, Activity, Service (CAS), Theory of Knowledge (TOK) and the Extended Essay (EE). At Dulwich College (Singapore), we believe that students should choose a broad and balanced curriculum that is suited to their personalised pathway. We actively encourage students to select subjects that they are passionate about, that will maximise their potential and are appropriate for their university entrance.

The IB Diploma Programme is constructed and assessed as follows:

- Students choose 3 Standard Level (SL) and 3 Higher Level (HL) subjects
- Standard Level subjects are taught over 150 hours and Higher Level subjects are taught over 240 hours with more depth and breadth
- Subjects are scored from Levels 1-7
- There is a possible score of 42 points from six subjects
- The CORE is worth three points in total
- The maximum score for the IB Diploma is 45 points
- The minimum score to pass the IB Diploma is 24 points

We are fully committed to providing personalised pathways at Dulwich College (Singapore) and are therefore also pleased to offer the IB Courses pathway for students who may not wish to follow the full IB Diploma Programme. This enables students to reduce the breadth of the subjects they choose so they can focus on raising achievement and remaining competitive in subjects that they wish to pursue in further education.

Information regarding each specific subject curriculum can be found on our website pages, or through our comprehensive options booklet found here.



Upper School IBDP subject offerings

(Please refer to the IBDP options guide on our website for detailed information and guidance)

IB Subject Group	Description	Choice	Level
Group 1: Studies in Language and Literature	(A) First language or mother tongue study	Mandarin Language and Literature	SL / HL
		English Language and Literature	
		English Literature	
		School Supported – Tutored / Self-Taught First Language	SL
Group 2: Language Acquisition	(B) Second language learning or a second (A) language can be followed and supported	Mandarin	Ab / SL / HL
		Spanish	
		French	
		German	
		English	
Group 3: Individuals and Societies		History	SL / HL
		Psychology	
		Geography	
		Global Politics	
		Digital Society	
		Economics	
		Business Management	
		Environmental Systems and Societies	SL
Group 4: Sciences	Lab based traditional sciences alongside more creative science options	Physics	SL / HL
		Biology	
		Chemistry	
		Design Technology	
		Computer Science	
		Sports Exercise and Health Science	
		Environmental Systems and Societies	
Group 5: Mathematics	Mathematics with different levels and focus	Mathematics: Applications and Interpretation	SL / HL
		Mathematics: Analysis and Approaches	SL / HL
Group 6: The Arts	Various creative subjects or students may take an elective from another group	Theatre	SL / HL
		Visual Arts	
		Music	
		Film	
		Dance	





The IBDP Core

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 IBDP subjects they are studying. The EE is an externally assessed piece of academic writing, with a prescribed limit of 4000 words.

The aims of the Extended Essay are for students to:

- Be equipped with the independent research and writing skills expected at university
- Engage in independent research with **intellectual initiative and rigour**
- Develop research, thinking, **self-management and communication skills**
- **Reflect on what has been learned** throughout the research and writing process

Theory of Knowledge (ToK)

The ToK requirement is central to the educational philosophy of the IBDP and provides an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. ToK is an interdisciplinary course and allows students to make connections across all of their subject disciplines through a conceptual approach to learning.

ToK is assessed through:

- The ToK exhibition and
- The ToK essay

For the ToK exhibition, students are required to create an exhibition comprising of three objects, or images of objects, and an accompanying written commentary on each object. The ToK essay engages students in a formal, sustained piece of writing in response to one of the six titles that are prescribed by the IB. The ToK essay is 1600 words and is an externally assessed component.

Creativity, Activity, Service (CAS)

Participation in the College's CAS programme encourages students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others and at the same time, is an important counterbalance to the academic pressures of the IBDP.

The three strands of CAS, which are often interwoven with particular activities, are characterised as follows: **Creativity** – arts, and creative thinking, **Activity** – physical exertion contributing to a healthy lifestyle, **Service** – an unpaid and voluntary exchange that has a learning benefit for the student.

In order to demonstrate these concepts, students are required to undertake a CAS project. CAS is not formally assessed. However, students reflect on their CAS experiences as part of the IBDP, and provide evidence of achieving the seven learning outcomes for CAS.

Leadership

At Dulwich College (Singapore), we encourage all students to develop and demonstrate the qualities and characteristics of effective leaders. We expect all senior students to be considerate of the welfare of younger students and to see themselves as role-models in terms of their attitude, work ethic, manners, and appearance. General leadership opportunities exist in the areas of sports, action groups, through leading CAS projects, leading and running academic societies and participation in whole-school performances and College-wide events.

Students in the Upper Senior School are expected to lead and collaborate on student projects intended to develop different aspects of the College. As well as leading and collaborating on a range of projects, during the course of their time in role, student leaders will also be offered leadership skills-development and support sessions, led by people who are experienced in those areas.

The range of Senior Student leadership roles include Head Students, House Captains, Academic Ambassadors and coordinators of student-led societies and community service projects.

A Personal Approach to University Counselling

Students at Dulwich College (Singapore) benefit from our unique university counselling curriculum which starts to prepare students from Lower Senior School. The programme is centred around making informed choices regarding their futures, focusing on their strengths, their priorities in the world of work and jobs, along with exploring university pathways, and career opportunities beyond school. As a result, students select universities and degree courses which are the most appropriate to them, leading to a more suitable university matching process. Our team of university counsellors has strong connections with a host of leading institutions from around the world and the past two years of graduates have attended universities all over the world.

The personalised pathways and 'best fit' approach is reflected in the A to Z of degree fields, which include Architecture, Art and Design, Business and Management, Computer Science, Economics, Engineering, Global Development, Fashion Design, Marine Biology, Medicine, Psychology, Sports and Exercise Science and Wildlife Conservation to name a few.

Beyond Dulwich College (Singapore) wider benefits to students are offered from the indirect support to the university counselling team via sharing ideas, best practices and resources through the Dulwich network of schools. Education in Motion (EiM), our family of schools, has an excellent and growing reputation with universities, to which our students have unrivalled access.

"IB students rarely fail."
Paul Teulon,
King's College London
Director of Admissions





DULWICH COLLEGE

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