DULWICH COLLEGE
FOUNDED 1619

Upper School Curriculum

Academic Year 2025-26

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Introduction

This booklet explains the organisation of the post-GCSE curriculum at the College and includes detailed information about our courses, subject by subject, to help inform pupils and their parents during the process of making decisions about what to study.

The Dulwich Diploma

The Dulwich Diploma, introduced in the Upper School in 2010, articulates the holistic education that we offer to all pupils. While this booklet focuses on the timetabled curriculum, it is important to understand that we expect pupils to take part in the wide range of other opportunities provided for them at the College, such as in the co-curricular sphere, in service and through our Careers Department. There is also an extensive academic programme beyond the classroom to complement and extend the curriculum described here, and we encourage pupils not only to be involved in this, but to lead it as well.

There are three component areas of the Dulwich Diploma:

- Academic Study
- Engagement beyond the classroom
- Preparation for life after Dulwich

The Diploma looks to offer the best of A level (depth of study) with the breadth and commitment to the learning beyond the classroom of the International Baccalaureate. All candidates will have achieved GCSE English and Mathematics (or equivalents). All candidates will be introduced to the concept of intellectual integrity and understand the importance of avoiding plagiarism and of referencing their work. All candidates should have a GCSE or equivalent in a foreign language before embarking on the course,or will be assisted in gaining an EAL qualification while undertaking the Diploma programme.

Diploma certificates are awarded to pupils who have completed every element when they leave the College at the end of the Upper Sixth Year.

Academic Study

Core Curriculum: The Diploma requires the study of at least three A levels. All candidates will be encouraged to take the most challenging programme possible, with a view to gaining a place at a leading university at home or abroad. Candidates will also take Advanced Electives in The Remove and Liberal Studies courses in the Upper Sixth; these unexamined courses, designed and delivered by our teachers (and by colleagues at JAGS and Sydenham High School), add academic depth and breadth and fire our pupils' intellectual curiosity.

Diploma candidates will also complete either an Extended Project Qualification (EPQ) or a 2000-word Extended Essay. They will be introduced to rigorous research methods and guided in how to use the Wodehouse Library and Archives to best effect.

Beyond the Classroom

Dulwich College is committed to providing a holistic education. The Diploma therefore complements the system of College Half Colours and Full Colours in requiring, and recognising, pupils' contributions in three areas:

Activity and Creativity: The Diploma requires candidates to contribute actively to the sporting and/or cultural life of the College.

Service: Giving something back is an important element of the Diploma. The Diploma requires candidates to offer one service activity within the College and its wider community: for example, through Junior Prefect duties, mentoring, Community Service, CCF, the Duke of Edinburgh Award, the Scouts, City Heights Academy, or as part of the Southwark Schools' Learning Partnership.

Engagement: Diploma candidates are strongly encouraged to make an active contribution to the Union, such as through membership or leadership of a society, or through journalism or creative writing for The Alleynian or other publications. They are also encouraged to take advantage of the opportunities that studying in London provides.

Preparation for life after Dulwich

All candidates will have taken part in the Careers education programme in Year 11, given advice on subject choice at A level and an external Careers interview. During their time in the Upper School, pupils will be encouraged to visit the Careers team for one-to-one individual guidance sessions with a careers advisor and shown ways to research their potential interests, identifying relevant information and subsequently securing insight opportunities within the sector or subject area of interest. These opportunities could comprise work placements, voluntary work, insight visits for discussions and tours, attendance at conferences and lectures, or meeting with professionals at a networking event.

The timetabled academic provision is now described in more detail.

The Curriculum

Post-GCSE, the two years of Advanced Level study at the College are called the Remove (also known as Year 12) and Upper Sixth (Year 13). All pupils choose three subjects (or four if they are studying Further Mathematics), and the list of subjects available is shown on page 10.

One distinct feature of the Upper School curriculum is the breadth provided by Advanced Electives (in the Remove), Liberal Studies (in the Upper Sixth) and the opportunity to take an EPQ (Extended Project Qualification). This is further supported by the extensive co-curricular programme provided within and across academic departments.

There is a free choice of A level subjects, and the timetable is designed to accommodate these choices. The range of examined subjects available at the College for advanced courses has evolved over the years and we are confident that we can meet the interests of our pupils from the wide range of challenging subjects we offer. The support on offer to help pupils and parents make the right choices is outlined in this booklet. Please do contact the Academic Office or with individual Heads of Subject with any questions.

Advanced **Electives**

In addition to core A level subjects, all pupils in the Remove (Year 12) follow a programme of Advanced Electives. These are bespoke, ten-week courses designed by teachers at Dulwich College, JAGS and Sydenham High School which inspire a genuine love of learning beyond exam curricula.

The Advanced Electives form a core part of the free learning ethos at Dulwich. We believe in preparing pupils for 21st century life by developing courses that are truly interdisciplinary, that straddle boundaries between academic, practical and emotional intelligence and which encourage pupils to think independently.

There are almost 50 courses to choose from that fit broadly into the arts, sciences, humanities, languages and social sciences. A few examples to courses include:

- Astrophysics
- 21st Century Geopolitics
- Literature and Culture Decolonised
- Casting and Mould Making
- Law
- Medicine

The Advanced Electives provide Dulwich pupils the opportunity to learn together with the Year 12s from JAGS and Sydenham High School in a manner which replicates the seminar-style, independent learning of universities and tertiary education. The lack of examination, characteristic of all courses, encourages freedom of thought and intellectual risk-taking.

The Liberal Studies Programme

In addition to their chosen subjects, in Year 13 all pupils follow a Liberal Studies programme, which is run in conjunction with James Allen's Girls' School, with some lessons taking place at the College and others at JAGS. Pupils are asked to choose courses from a wide selection offered by teaching staff, most lasting one term. Some courses are designed to stimulate an intellectual enthusiasm for a new, and often unusual area of study; others to broaden awareness of particular global or topical issues; others, still, aim to develop practical or study skills or give pupils an opportunity to engage in community service. Through these non-examined courses, we hope that pupils will gain a broader view of society and develop an intelligent, well-informed, enthusiastic response to the world around them. (Most years there are more than 40 courses.)

As part of the Liberal Studies programme, visiting speakers give lectures to the whole year group at intervals during the year on a variety of subjects; these can range from wildlife conservation to inequality or from Van Gogh to a survivor's account of a Nazi extermination camp. These are intended to enrich the curriculum for every pupil, irrespective of their chosen subject combination.

The Extended Essay

On completing Year 12, pupils are expected to research and write an essay of up to 2000 words over the summer holiday. (If a pupil has studied for an Extended Project Qualification, this will replace the need to complete an Extended Essay. Some pupils, however, choose to do both.) The essay provides an exciting opportunity to practise independently the critical thinking skills taught through the year, but more importantly it allows pupils to go further academically in a direction of their choice; they can delve deeper into one of their chosen subject specialisms, cross boundaries with an inter-disciplinary enquiry, or study a non-A-level subject, perhaps one that they plan to read at university, such as Law. In this way, pupils practise research and writing; they also, in most cases, acquire knowledge and understanding that may be useful for discussion at an interview for higher education. Preparation for this element of the programme begins in the Summer Term of Year 12, and pupils prepare their essay titles and start to research in the period after internal examinations in June, with subject-teacher support.

Each pupil's essay will be assessed by a subject specialist on the teaching staff. Subject teachers are available to offer one-to-one feedback to the pupil during the planning stage; this provides an experience similar to that of an undergraduate with a tutor, thus giving each pupil a flavour of work at university. Form tutors can see the marks and comments of their tutees' essays, so that, where appropriate, reference to an Extended Essay can be made in the UCAS application.

The essay is an exciting opportunity, and one which has benefitted pupils enormously in previous years; for many, it is their first taste of extended research in a subject of their choice. Many of the best essays are published in the magazine *Semantron*.

The Extended Project Qualification

In the Remove year, pupils are invited to apply for a place on the Extended Project Qualification, an independent research project culminating in a 5000-word dissertation or an artefact. The EPQ is an excellent way for sixth-form pupils to develop skills in project management, research methodologies and the construction of long-form analytical writing, with the bulk of the marks being awarded for

the quality of their process: their demonstration of problem-solving, of independent decision-making, of intelligent and focused research and thoughtful, honest self-evaluation. The project spans the period from October to June, with pupils delivering formal presentations to mentors and peers at its end, explaining both their dissertations or artefacts and the journey they have undergone. Each pupil is guided by a staff mentor through the process, who – through asking probing questions to help the pupil to overcome hurdles for themselves – encourages independent drive and reflective, meta-cognitive skills.

It is not just a project for the most academically successful, but for pupils with a real passion for a topic area and a desire to explore it in a focused, determined way. Those who thrive in the qualification will be the most organized, flexible, reflective and self-motivated, and universities are increasingly enthusiastic about the EPQ's potential to demonstrate not only deep interest in academic subjects beyond A level, but the practical and knowledge-based skills required to succeed in 21st-century higher education and beyond. In some cases, a successful EPQ can lead to a university lowering their offer grade.

Wellbeing

Pupils' wellbeing is central to everything we do in the Upper School. The Wellbeing curriculum has been designed to prepare young people for life beyond the College, giving them the tools to make the right decisions that will enable them to live happy, healthy and balanced lives, or help others do so. Through a series of fortnightly lessons and workshops from external partners, pupils will study the topics of addiction, male mental and physical health, healthy relationships, consent, pornography, sexual health, misinformation, social media and extremism in Year 12. When they reach their final year at the College, they will discuss pupil finance, credit, buying and renting, scams, tax, job interviews, CV writing, workplace discrimination, sexual harassment, staying safe abroad, and maintaining healthy university lifestyles.

Games

In the Upper School, all pupils participate in a mandatory weekly Games lesson every Wednesday afternoon, engaging in 75 minutes of activity across various sports. The programme is structured around two main pillars: *Performance* and *Participation*. Its goal is to provide pupils with a range of options to discover and nurture their interests. All of the available activities can be seen in the table below.

The *Performance* pillar includes Dulwich's *Performance* and *Squad* Sports. *Performance Sports* are accessible to all pupils who want to compete, with many progressing to regular training and representing the College in inter-school fixtures. *Squad Sports*, in contrast, feature a limited number of places, with priority given to those in the playing squads and those who consistently attend Co-Curricular training sessions.

The Participation pillar seeks to provide a varied curriculum that enables pupils to explore a range of sports and activities, fostering fitness and nurturing their existing passions.

The *Participation* pillar aims to provide a diverse curriculum that allows pupils to explore different sports and activities, promoting fitness, or continuing existing passions. This pillar's main goal is to ensure that all pupils remain active and find enjoyable activities that they will carry on beyond their time at the College.

Qualifications for entry into the Remove

The Upper School provides a demanding academic curriculum that requires both intellectual ability and a strong work ethic. It is therefore suitable only for pupils who have both of these qualities. A pupil entering the Remove to embark on advanced studies must have achieved an appropriate level of success at GCSE. The standard requirement will be 65 points (calculated by adding up a pupil's grades at GCSE). Moreover, grades should indicate a pupil's suitability to study his chosen courses; our experience is that if a pupil has not managed to gain grade 8 at GCSE he will find advanced study in that subject extremely difficult.

In assessing the suitability of a Dulwich pupil for entry into the Remove, we shall also consider his general performance in the Middle School. Poor effort grades in Years 10 and/or 11, reflecting unsatisfactory attitude, behaviour or application, can serve to disqualify a pupil from admission to the Upper School. In the few cases where we foresee problems, the Head of Middle School will inform parents in good time. To note:

(1) For 16+ applicants to enter the Remove from elsewhere in the UK, the minimum requirement for entry will be 65 points at GCSE (see above) or the equivalent. We look for a grade 8 or above in English Language, Mathematics, and in all subjects chosen for study at A level.

(2) for overseas applicants there are special qualifications and procedures, as appropriate, details of which can be obtained from the Head of Upper School or from the Registrar.

All pupils new to the College whose first language is not English are required to take an English test before arrival. If support is needed, pupils are required to take the English as an Additional Language (EAL) course through the Remove year. This leads to the IELTS qualification, which a number of universities now require from EAL pupils.

The Subject Choice Process

Making the right choice of subjects for A level is very important, so we hope to support pupils and parents well through this process, giving plenty of time for the appropriate discussions. Final choices are not required until mid-February each year, but the process starts in November and will run as follows:

Friday 18 October	Online choice system opens to submit 5 subject choices for the A Level Options Evening
Friday 08 November	Online choice system closes for 5 subject choices
November - December	Careers programme in Wellbeing
Thursday 14 November	A level Options Evening and *provisional* 3 choices open
Mon 18 – Fri 29 Nov	Individual guidance interviews with external Careers

Friday 29 November	*Provisional* 3 A level choices closes
Wed 08 – Friday 17 January	Mock GCSE exams
Mon 20 January	Online choice system opens for *final* A level choices
Sat 8 February	Careers and Courses Convention
Mon 29 & 30 January	Year 11 Parents' Evenings (Online)
Mon 10 February	Final choice deadline for A levels

Choice of Subjects for Advanced Study: Advice to Pupils

In nearly all cases, you are well advised to base your choices more on interest and aptitude than on any supposed requirements in the future. What are you going to like most and be best at? Your advanced level courses should interest, challenge and stretch you intellectually, while enabling you to acquire valuable skills for the future. Our Careers programme through Year 11 will help you to focus your interests and suggest a number of subject choices. On aptitude, if you are likely to apply to some of the top 30 universities, as most pupils will, then you will need either A*, A or B grades at A level depending on your choice of course and institution; these A level grades are not commonly achieved without at least a grade 8 at GCSE in the same or related subjects. The most competitive universities will expect a mixture of A and A* grades at A level.

The following subjects are offered in the Upper School:

Art and Design	French	Music
Biology	German	Philosophy
Chemistry	Classical Greek	Physical Education
Classical Civilisation	Politics	Physics
Computer Science	History	Psychology
Design & Technology	History of Art	Religious Studies
Drama & Theatre Studies	Latin	Spanish
Economics	Italian	
English	Mathematics	
Geography	Further Maths (Statistics) *Or* Further Maths (Mechanics)	

Please bear in mind the following:

- Universities: entry to a university course may or may not be dependent on your having studied a particular subject, or a combination of subjects - do not assume: please check early. Engineering (which nearly always requires Mathematics and Physics) and Medicine (Chemistry is essential, and usually Biology).

- Employers: character and potential are of great importance to graduate recruiters, but there are a number of professional areas and careers where it is important to have relevant degree course subjects. The Careers Department can advise you whether this is so in your case and, if it is, can help you decide how best to proceed.

Please note too that:

- the availability of any chosen subject, or subject combination, will depend on pupil demand, on staff availability and on time-tabling contingencies. Most choices can be met but in rare circumstances, sets for very few pupils may not be viable for timetabled teaching and are thus unlikely to run;

- all subjects in the Remove year will normally have the same period allocation of ten periods per fortnight

As part of the subject choice process, each pupil in Year 11 will have an interview with an external Careers advisor. This interview will take place after pupils have received their Morrisby Online Careers profile, which will suggest possible subjects to consider at A level. Soon after the A level Options Evening, we will ask for preliminary choices; these are not binding, but allow the College to plan resources. GCSE mock examinations will take place at the start of the Lent term, and Parents' Evenings then follow at the end of January, where likely GCSE grades and subject choices are also discussed with teachers. The HE Fair in February then provides an opportunity for pupils and parents to meet university representatives and employers. The deadline for final choices will be Friday 10 February.

Every pupil should of course think about their choices very carefully before making a final decision, seeking advice from Heads of Subject, and the Careers and UCAS teams at the College. Decision-making is not easy in many cases each year, but the more carefully you can consider the information and advice in this booklet, and the earlier the decision-making process begins, the more likely you are to enjoy advanced studies at the College.

Subject teachers, Form Tutors, Heads of Year, or any senior members of staff are happy to be contacted directly if you would like to talk through any particular issues, so please do take up this opportunity either within, or outside of, the programme of events for this purpose.

S J Dungate-Jones
Acting Deputy Master Academic
October 2024

Structure of the Timetable

The College has five, 55-minute lessons a day, and operates on a two-week timetable.

Registration	0835 – 0845
Period 1	0850 – 0945
Period 2	0950 – 1045
Break	1045 – 1120
Period 3	1120 – 1215
Period 4	1220 – 1315
Lunch	1315 – 1440
Period 5	1440 – 1545

There are 50 timetabled lessons per fortnight and these are allocated as follows:

Remove (Year 12)

Subject Option 1 (10)

Subject Option 2 (10)

Subject Option 3 (10)

Further Mathematics (5 extra periods) *

Advanced Electives (2)

Games (2)

Private Study (8) */ (13)**

Wellbeing (1)

Form Tutor Period (2)

[50]

***If not studying Further Maths, the extra periods will go to Private Study.*

(The following subjects will not have been studied at GCSE)

Classical Civilisation

(OCR)

Classical Civilisation is a course which offers the opportunity to confront the most important, influential, and fascinating aspects of the ancient world. Pupils require no prior knowledge or experience of the classical world, merely the curiosity to understand the foundational pillars of Western Civilisation. All texts are studied in translation, so there is no need for pupils to have any knowledge of either Latin or Classical Greek.

The course explores the wide range of topics from both Greek and Roman culture, studying essential literary texts in English translation, a range of physical remnants of Greek and Roman culture, including beautiful statues and inspirational works of art, vast and fascinating archaeological sites, and the oft-forgotten artefacts of everyday living such as coins and pottery. This broad array of sources encourages pupils of Classical Civilisation to develop a similarly extensive assortment of skills, making this subject a perfect complement to both pupils who are interested in history as an academic discipline, and those who are interested in studying literature, art or culture. It also provides the ideal starting point for pupils who wish to study classical subjects at university, as its range of disciplines and thoughtfully chosen topics marry neatly with the requirements of undergraduate degrees, and its academic rigour will introduce pupils to the broader world of classical scholarship.

The course is divided into three sections; the first, "The World of the Hero", constitutes 40% of the total mark; the second, "Culture and the Arts", and third, "Beliefs and Ideas" are both worth 30% of the total. All three papers are assessed by examinations at the end of the course. For further details on each topic, please see the descriptions below.

The World of the Hero

This topic introduces pupils to the foundational texts of Western literature: the epics of Homer and Virgil. These texts are not only brilliant works of art in their own right, but also offer unparalleled access to the values and social structures which underpinned ancient Greece and imperial Rome. We study them both from a literary perspective, analysing character, theme and narratology, and also from a historical perspective, contextualising both their composition and their reception. In particular here we have an opportunity to get to grips with Roman imperialism and with the origins of Greek social organisation. We read widely in translation from *The Iliad* and *The Aeneid*, offering a much broader insight into these texts than the narrower focus of A level Latin or Greek.

Culture and the Arts

This component explores the lived experience of the Greeks and Romans. The module focuses on crucial aspects of ancient ideology and offers a broad range of evidence, from acropolis to necropolis, from Athens to Zymrna, to illustrate key ideas and developments. While the precise topic chosen will depend on the teacher, choices include: the "Invention of the Barbarian", which looks particularly at the way the ancient Greeks represented the neighbouring cultures of Persia and the Medes and how that changed throughout the course of the Greco-Persian conflict of the Fifth Century; and the "Imperial Image", which explores how Augustus created a visual

idiom to disguise his dictatorship, drawing together traditional Roman architecture, mythology and iconography in order to create the image of the eternal *princeps*.

Beliefs and Ideas

This component engages with many of the 'big' ideas which have come from the ancient world and still impact upon our lives today, assessing the origin, context and influence of ancient ideologies. Again, the specific topic chosen will depend upon the teacher, but two particularly attractive courses are "Democracy and the Athenians", which delves into the radical political experiment of Pericles and his fellow Athenians at the height of the city's power, and "Politics of the Late Republic", which looks at the collapse of the Roman political system under the stresses of its rapid expansion under such figures as Caesar and Pompey the Great. As with the Culture and the Arts module, evidence is drawn both from material culture and from literary sources studied in translation.

Beyond the Classroom

For further details regarding the supra- and co-curricular opportunities for those studying Classical Civilisation, please see the Classics section of this booklet, which provides fuller details of the department's provisions. Classical Civilisation pupils are often at the centre of our Senior Classics society, as their unique perspective allows them to lead discussions on both Greeks and Romans in an accessible and engaging way, and they are most are welcome on all trips and expeditions organised for the Upper School.

Mr M Thompson

Economics

(AQA)

Should the UK government regulate Google and other 'tech giants'? Why do so many people sign up for expensive gym memberships but then never attend? Should the Bank of England cut or raise interest rates? And how will the latest government budget announcements affect our prospects as individuals and as an economy?

At heart, Economics is the study of decision-making. Because economic resources are scarce, every economy faces three key types of questions. First, *what should an economy choose to do*? For example, should the UK economy continue to specialise in financial services or move its resources towards a different sector? Secondly, once an objective has been set, *how should we manage our resources to achieve our desired aims*? How should you manage your time at school, for example, to best achieve your academic and extra-curricular objectives? Finally, *who receives the rewards of economic activity and how are these distributed*? Would a change to income taxation policy increase or reduce inequality (and what might the effects of this be upon an economy)? Economists have developed an entire framework and way of thinking to answer these core questions. Learning these techniques and the economist's mindset is perhaps the greatest benefit to studying Economics – as you can see from the range of questions listed above, such techniques can be applied to any number of interesting contexts, helping to explain why the subject is so influential in modern life.

It is important to note that Economics is a social science: social, in its study of the behaviour of people, and a science in terms of both its analytical approach to model-building and its use of empirical data. A good economist strives to be politically neutral and to use analytical models to offer insight - if not definitive answers - to crucially important matters such as trade and globalisation, the extent of government influence on our lives, and the impact of climate change on economies and the people living in them.

In both years of the A level, pupils study the two main areas of economic theory: macroeconomics and microeconomics. Macroeconomics is concerned with how economies operate on a large scale, and how governments or central banks can attempt to correct economic problems. In microeconomics, we evaluate the importance of markets in allocating resources, and what happens when free market systems are allowed to exacerbate problems such as inequality, monopoly power and pollution. Very quickly in your first year of study you will start not only to understand the issues which politicians are discussing in the news, but also to critically evaluate the arguments they put forward to justify their actions (or inaction!). Pupils will sit two internal exams (microeconomics and macroeconomics) at the end of the first year. A predicted grade, which must be submitted as part of a university application, will be based largely on the outcome of these two papers.

Year 13 Economics builds on the core knowledge from Year 12 to examine issues in greater detail and so is normally the highlight of the course for pupils and teachers alike. In macroeconomics we delve into questions of international trade, development and financial markets, whilst the microeconomics course focuses on how firms behave in different market structures, but also gives pupils time to consider labour markets and the appropriate scope for government intervention in markets. The A level exams comprise 3 papers with data response questions, multiple choice questions and essays. Writing skills combined with the ability to think logically and precisely become more important as the course goes on; informed pupils will learn to debate issues and to 'think like an economist'.

There is no coursework for Economics A level.

The Economics Department uses regular essays, tests, group projects and assignments to monitor and help pupils to fulfil their potential. Successful pupils must be willing to keep up to date with current affairs and economic news through quality newspapers such as The Economist or The Financial Times – a degree of independent study is essential to achieve top grades in the subject. A high proportion of Economics A level pupils go on to study a related subject at university; regardless, Economics offers an excellent intellectual grounding for a wide range of courses in higher education. There is also a broad supra-curricular provision to help pupils excel in the subject. The Economics Society meets every week, inviting visiting speakers throughout the year, and pupils have the chance to contribute to the Department's annual Political Economy Review magazine. In addition to opportunities to go on overseas trips (e.g. an Easter 2023 trip to Frankfurt), the department has organised trips to the City of London as well as visits to lectures at Cambridge University, the London School of Economics and other public events. Pupils also compete in various competitions, which in the past have included the ICAEW BASE Business Skills competition, the CORE Economics video collaboration, numerous Economics essay competitions, and the KWHS Investment Competition - an international investment challenge open to pupils who wish to try their luck on the stock exchange. Finally, as part of the Department's Free Learning programme we host the Southwark Schools Learning Partnership's Young Economists' Conference for all Year 12 economists in July each year.

Dr J M D Wisson

Politics

(Edexcel)

In its broadest sense, Politics is concerned with power and the way in which, for better or worse, it is distributed and exercised in society. It is also concerned with people: how they interact, make decisions, and settle disputes. The study of Politics at A level provides a well-developed understanding of the British and American political environment, as well as the big political ideas that have shaped the western system of government and society. Politics lessons are marked by discussion and debate, focusing on some of the most pressing issues facing today's world.

We follow the 2017 Pearson Edexcel specification. There are three components, each assessed by a separate examination lasting two hours. As well as writing essays, pupils will also engage with source material and write shorter answers comparing UK and US systems.

Component 1: UK Politics

Syllabus content includes:

Political Participation

- Democracy and participation
- Political parties
- Voting behaviour
- The media

Core Political Ideas

- Conservatism
- Liberalism
- Socialism

Component 2: UK Government

Syllabus content includes:

UK Government

- The constitution
- Parliament
- Prime Minister and executive
- Relationships between the branches

Non-core political ideas

- Feminism

Component 3: Comparative Politics (USA option)

Syllabus content includes:

- The US Constitution and federalism
- US Congress, US presidency
- US Supreme Court and civil rights
- Democracy and participation
- Comparative theories

To succeed in Politics, you need to enjoy reading the news and staying abreast of the fast-changing political scene. You also need to be willing to engage with both sides of an argument before coming

down on one side, and the analytical demands in politics essays are challenging so this is not a subject for those who dislike long format essay-writing.

Complemented by a diverse supra-curricular programme – which includes weekly Politics Society meetings with high-profile visiting speakers, and trips to Westminster, Washington DC, and Model United Nation events – the subject provides an excellent grounding for degree courses such as PPE, HSPS, International Relations and Sociology. More widely, its rigorous emphasis on debate, analysis and evaluation will help pupils in any degree or career involving persuasive writing and speaking.

Mr D Mackintosh

History of Art

(Edexcel)

History of Art offers pupils the opportunity to explore history through the conduit of art. A level art historians will have a desire to discover the meaning behind our visual world and discuss the impact of artists and art movements. Across the two years, pupils develop skills in visual analysis, research, debate and essay writing, alongside a broader appreciation of visual and cultural histories. A wide variety of artworks will be studied, spanning 500BC to the present day. Pupils might find themselves analysing the role of Picasso's Guernica in defining art as political protest, or even studying how the invention of the portable paint tube revolutionised European art in the nineteenth century. Pupils require no prior knowledge of art history, however an interest in visual culture is useful. The subject shares skills and subject matter with History, Classics, Art and English and trips to galleries in central London are an exciting part of the course.

Paper One – Visual Analysis and Themes

In the Visual Analysis element of this paper, pupils will be equipped with the skills to visually analyse a selection of unseen artworks, sculptures and architecture and will gain a chronological overview of the art historical canon. Pupils will also study artworks through the lens of key themes such as War and Identity.

Paper Two – Periods

In Paper Two, pupils will delve into two periods of art history in greater depth. There is an emphasis on the relationship between art, societal issues, cultural developments and historical events. The courses currently offered are: *Rebellion and revival: the British and French Avant-Garde (1848–99)* and *Pop life: British and American contemporary art and architecture (1960–2015).*

Ms V Trevelyan

Philosophy

(AQA)

What is Philosophy?

Philosophy deals with many of questions which are central to our understanding of ourselves, and of our world. How do I know that I am not merely a brain in a vat, or living in "The Matrix"? What is the "good life"? Who, or what, am I? Does free will exist? Do animals, or indeed humans, have rights? Indeed, Philosophy is a subject concerned with the clarification of concepts and the justification of beliefs. To paraphrase the German philosopher Immanuel Kant, you will be given the opportunity to ask, 'what can I know, how ought I to act, and what can I hope?

Philosophy complements other academic disciplines by helping to develop analytical rigour and the ability to criticise and reason logically, allowing you to apply these skills to many contemporary and historical thinkers and schools of thought.

The A Level focuses in particular on the following 4 key questions:

- What can we know?
- How do we make moral decisions?
- Is the concept of God coherent?
- What is the mind, and are mind and body separate?

The Course

A level Philosophy is a course offered by the Religion and Theology Department. The aim of the course is to enable pupils to gain a thorough grounding in some key philosophical concepts and arguments, themes, texts and techniques. Pupils will develop their abilities to analyse and assess philosophical writings and to reason, form their own judgements, present their own arguments clearly and logically, and contribute to the process of debate.

It is a subject which complements many other subjects well, in terms of both subject matter and skills, and it can be studied on its own at university or in conjunction with a range of subjects (such as Mathematics, Politics, Psychology, Modern Languages etc.). It would suit those with a logical mind and the ability to write with precision and concision.

All of the topics at A level are compulsory.

Topic 1: Epistemology (Theory of Knowledge)

This focuses on comparing different theories of perception and what they have to say on the nature of the world and the acquisition of our knowledge of it, as well as definitions of knowledge and the origins of concepts and ideas; is all knowledge gained from experience, or is any knowledge innate?

Topic 2: Moral Philosophy

This topic considers different approaches to answering the question of what is the right thing to do (including Utilitarianism, Deontology and Virtue Theory). These theories are also applied to practical concerns such as simulated killing in computer games, theft and the eating of animals. The topic also covers the issue of the status of ethical language; are ethical statements claims about reality which can have a truth value?

Topic 3: The Metaphysics of God

This topic considers concepts of and attributes of God, and arguments questioning their coherence, as well as various arguments relating to the existence of God, and the use of religious language.

Topic 4: The Metaphysics of Mind

This topic considers the relationship between the mental and the physical. Is the mind distinct from the body? Are thoughts, ideas, beliefs and emotions anything other than physical events in the brain?

Assessment

The A Level examination consists of two 3-hour papers (each examining two of the above topics), which are evenly weighted.

Why study Philosophy?

1. Independent thought: doing philosophy is an excellent training in thinking. Do you have good reasons for believing what you do? If you aren't thinking for yourself already, doing philosophy will provide you with the perfect opportunity!

2. Subject matter: the questions that philosophy investigates are the most profound questions that we can ask. It investigates the deepest aspects of what it means to be human.

3. Transitional Skills: doing Philosophy is not easy, yet the skills you develop are fundamentally important for all careers and walks of life. Some of the skills that doing Philosophy can teach you are: understanding the relations between ideas; the ability to spot flaws in arguments; the ability to argue; coming to reasoned judgements; communication.

4. Self-understanding: taking all these ideas together - being able to think and think independently, thinking about deep questions but without resorting to what you already believe - philosophy can help you to understand yourself.

Mrs C A Malacrida

Psychology

(AQA)

- Why do people conform to societal norms?
- Is gender a choice?
- What happens if the two hemispheres of your brain are separated?
- Why are prisons violent places?
- How does your relationship with your parents affect your future relationships?

Psychology is the scientific study of behaviour and the mind. The A level course tackles questions such as those above and, although it is based in the sciences, allows more scope for discussion and debate than is usual in most science subjects. Throughout the course you will develop a broad set of skills, including effective communication and the interpretation and critical assessment of scientific data. You will therefore develop both your literacy and numeracy skills within the context of a subject that many find intrinsically interesting. Psychology is one of the most consistently popular subjects for study at undergraduate level and the A level course provides a solid grounding for those wishing to take their study of the subject further. It is also, however, a good choice for those who see their main interests lying elsewhere yet who find the subject intriguing and who wish to complement their other A level choices with an option that has both scientific and more discursive aspects. During the first year of the course we study the effects of society on individual behaviour, the psychology of memory and attachment in both humans and other animals. We also begin our comparison of the various approaches within psychology that have developed since it emerged as a distinct discipline in the late nineteenth century. These include the behavioural, psychodynamic and cognitive schools. We also consider some of the debates and issues relevant to the discipline including nature versus nurture, and determinism versus free will. We also study the psychology of relationships, aggression and stress. In both years of the course a considerable amount of time is devoted to the research methods employed by psychologists engaged in practical studies of the subject. These encompass both experimental design and statistical aspects. The course is linear and assessment is through a combination of both short answer questions and essays. There is no coursework component.

Psychology would be a good option for pupils wishing to study a wide range of subjects at university level including but not limited to Medicine, Economics, Sport Science or the Social Sciences. As such, it is one of the most versatile subjects offered by the College and, given that entrance on to the A level course does not require prior knowledge of it, one of the most accessible.

Miss T Sopaul

(The following subjects are also offered at GCSE)

Art and Design

(AQA)

The Art and Design course at Dulwich College meets the increasing demand for an A level pupil to work to work across multiple creative medias in an interdisciplinary way. Using the specification entitled *'Fine Craft and Design',* the course draws in ideas and inspiration from other disciplines such as science, engineering, future materials, ecology etc. We are confident that the course echoes how professional designers and artists work in the real work and that our model of working breeds innovation and change. Creative problem solving and risk taking make up the fabric of the creative process in the art studios and beyond.

In 'Art, Craft and Design' we are preparing our pupils to be independent, curious and resilient with the flexibility and skills to see good ideas through and work as part of a diverse team. Essential for aspiring architects and potential Art College applicants, one of the key aspects of the course is encouraging pupils to form opinions about the visual world and to express those opinions in a highly personal and well-considered way, and to this end the course is equally suited to most purely academic university pathways. The lessons are largely practical and studio-based, although there is a written element which runs through each unit of work, including an extended essay which relates to the pupils' emerging art practice.

The course gives our pupils the opportunity to explore a wide range of two and three-dimensional disciplines, which can include painting and drawing, printmaking, sculpture, alternative media, installation, photography, film and video, in any combination. Therefore, pupils will strengthen their skills in tractional and experimental drawing and three-dimensional approaches while also extending their IT creative skills in Adobe Photoshop and Premiere Pro, Blender and studio photography. Experimentation in creative digital platforms now forming a huge part of the art and design curriculum. The course is also punctuated with a series of 'break-out' exhibitions which operate in transient spaces, challenging the pupils to problem solve, be flexible and take risks; pupils exhibit their work no less than four times over the course duration.

Component 1- Personal Enquiry (60% of the final grade)

In the first year, pupils are required to conduct a practical investigation into an idea, issue, concept or theme, supported by visual research and written analysis. The focus of the investigation must be identified independently by the pupil through the creative process and must lead to a finished outcome or a series of related finished outcomes. This in-depth study will demonstrate the pupil's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. It will include evidence of the pupil's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual material. In the second year, pupils are expected to demonstrate a greater depth of personal study. This might be achieved by, for example, in a greater specialisation in a particular medium or process or in an extended development or particular themes, ideas, concepts or issues. Further theoretical research is introduced with an increasing requirement to demonstrate understanding through integrated practical and written forms through a more rigorous exploration of inter-disciplinary or multi-disciplinary approaches.

Component 2 - Externally Set Assignment (40% of the final grade)

The externally set assignment, which begins on 1 February in Year 13, comprises a choice of eight starting points from which pupils are required to select only one. Following a six-week period of investigations, research and media experiments, pupils complete 15 hours of unaided, supervised

time to produce a finished outcome of a series of related finished outcomes, informed by their preparatory work.

Both components are assessed against all four objectives.

There is no restriction on the scale of work produced. Pupils carefully select, organise and present work to ensure that they provide evidence which meets the requirements of all four assessment objectives which are given equal weighting.

Those are (briefly):

- Developing a range of ideas from a given starting point
- Experimentation with a wide range of materials and approaches
- Recording observation
- Presenting a personal and well-informed response

The Art Department supports the idea that while many of our pupils will take their studies further at either Art College, University or Architecture School, we want our pupils to use the subject to learn skills that are transferable across a wide range of professions, to make them ready in an ever-changing world, to prepare them to challenge, adapt and to be prepared to never stop learning. The A level course will help equip pupils with the making and independent skills needed for future careers.

"It was really when I was at art school that I started to see the relationship between history, philosophy, politics and art. Prior to that I thought art was about making pretty pictures. Actually, art is connected to, you know, life." Yinka Shonibare MBE

Ms M J Doherty

Biology

(CAIE)

A level Biology is a demanding course that tries to develop the intellectual and practical abilities needed to understand the biological and medical sciences as they exist today. It suits pupils who are able to rapidly assimilate large volumes of factual information and who are both self-disciplined and organised with a genuine interest in the subject.

As to the content of the course, we extend the predominately traditional topics met at GCSE as well as introducing some which are new at A level. The course encompasses the whole of the biological spectrum, from the molecular and the sub-cellular to the behavioural and the ecological. Practical work is at the core of the A level Biology course. Over the two years pupils will carry out a large number of practical activities and a minimum of 15% of questions in the examinations will be on practical work. There is no coursework; rather, there is a practical exam in which pupils' complete various exercises including microscopy and making a serial dilution, all under exam conditions. At the end of the two-year course pupils will sit four written papers in addition to this practical exam: one multiple choice paper, two short-answer-question papers and an exam on experimental technique and scientific method. There are no external examinations at the end of the first year of study.

One feature common to all science A levels is a continuation of the study of the methodology of science and its wider role in society. This "How Science Works" aspect is introduced at GCSE. It is incorporated into the teaching of the factual content and is an integral component of the course.

The Remove year extends the basics of cell function and structure below the 'thousandth of a millimetre' scale which seems to set a limit at GCSE. The effects of lifestyle and diet on health are explored as well as several pathological conditions and their related biology. Later we consider the essentials of genetics both at the cellular and the population level and this is followed by a study of the processes of breathing, circulation and the supply of nutrients in both plants and animals. At the end of June of the Remove year, pupils attend a three-day compulsory field trip to Surrey, in which they apply their study of ecology. This course is paid for by the Biology department.

In the second year we extend the ecological work begun the previous year and then move on to the biochemistry of photosynthesis and respiration. We also study neurobiology and the functioning of muscle, homeostasis, exemplified by the oestrous cycle and the control of blood sugar, and a detailed look at the process of gene expression and protein synthesis. Microbial biology, including aspects of disease and Biotechnology will be extended in the second year to make the deeper links with respiration and cell chemistry.

A level Biology is essential for potential medics, dentists and veterinary scientists and many of our A level pupils apply for these subjects at university. This said, we also get a number of pupils studying A level each year who simply enjoyed the subject at GCSE and who do not wish to study it beyond the A level. Being a science, A level Biology is considered to be one of the more academically rigorous subjects and therefore, regardless of future intentions, it is an excellent subject to offer prospective employers and places of further education.

Mr T J Pimlott

Chemistry

(Edexcel)

Chemistry is often called 'the central science' because it connects the laws of physics governing matter, thermodynamics and kinetics, with life and applied sciences such as biology, medicine and engineering. The goal of A level Chemistry is to provide pupils with not only a conceptual framework to understand chemistry but also the advanced problem-solving skills essential to chemistry and all related sciences. Chemistry, of course, is a fascinating subject in its own right. Not only is there a beauty in the fundamentals of the science itself, but there is also the potential to apply the principles learnt towards solving many of our grandest global challenges. Chemists around the world are currently working on eradicating HIV, developing "smarter" and more sustainable materials, and working out how to power our planet for centuries to come.

The A level course is built around the four areas that underpin chemistry: organic chemistry (the chemistry of carbon and its compounds), inorganic chemistry (the chemistry of the groups of the Periodic Table, including main group chemistry and transition metal chemistry), physical chemistry (including thermodynamics and kinetics) and analytical chemistry (including advanced spectrometry and spectroscopy). Within each of these areas a strong emphasis is placed on mathematics, with approximately a quarter of each paper based on chemical calculations.

The final examination, taken in May/June of Year 13 consists of three papers assessing the following topics:

Paper 1 (1h 45min, 30%): Topic 1: Atomic Structure and the Periodic Table • Topic 2: Bonding and Structure • Topic 3: Redox I • Topic 4: Inorganic Chemistry and the Periodic Table • Topic 5: Formulae, Equations and Amounts of Substance • Topic 8: Energetics I • Topic 10: Equilibrium I • Topic 11: Equilibrium II • Topic 12: Acid-base Equilibria • Topic 13: Energetics II • Topic 14: Redox II • Topic 15: Transition Metals

Paper 2 (1h 45min, 30%): Topic 2: Bonding and Structure • Topic 3: Redox I • Topic 5: Formulae, Equations and Amounts of Substance • Topic 6: Organic Chemistry I • Topic 7: Modern Analytical Techniques I • Topic 9: Kinetics I • Topic 16: Kinetics II • Topic 17: Organic Chemistry II • Topic 18: Organic Chemistry III • Topic 19: Modern Analytical Techniques II

Paper 3 (2h 30min, 40%): All topics from papers 1 and 2, with an emphasis on synoptic problem-solving.

Practical skills are an important component of A level Chemistry, and knowledge of experimental techniques are assessed throughout the three papers above. Lessons often contain a practical component to both enhance theoretical content and develop important experimental skills. In addition, the A level contains sixteen compulsory Core Practical tasks, which are completed throughout the two years of the course. Satisfactory completion of the Core Practical tasks leads to a 'Science Practical Endorsement'.

A level Chemistry is a highly academic course, requiring a combination of memorisation of facts, precise explanation of trends, unstructured mathematical problem-solving and the ability to "think like a chemist". It is a prerequisite for virtually all medicine, veterinary medicine and dentistry university courses in the country, resulting in a highly competitive field of A level candidates

nationally. The pace of lessons is quick, and all pupils are expected to be extremely proficient with the content of the IGCSE (or equivalent) Chemistry syllabus before considering undertaking this demanding A level. Because of its academically rigorous nature and the problem-solving skills developed within the course, an excellent A level performance in Chemistry is highly valued by universities (regardless of the course applied to) and future employers.

Our ultimate hope as teachers is to elicit a scientific curiosity within each pupil both inside and outside lessons. The department holds weekly clubs for those in Years 12 and 13: Chemistry Extension Club goes beyond the A level syllabus to help prepare pupils for Oxbridge applications, and Chemistry Problem Solving prepares pupils to compete in the Chemistry Olympiad and the Cambridge Chemistry Challenge. Pupils may also elect to take a chemistry-related A level Plus or Liberal Studies option alongside the main A level.

Miss H M Parker

Classics

Classical Civilisation (OCR), Classical Greek (OCR), Latin (OCR)

The civilisations of ancient Greece and Rome underpin all of Western society, their long influence still felt from Afghanistan to the United States of America; whether in politics, philosophy, art or the sciences an acquaintance with the classical world will not only enrich a pupil's experience, but also offer him fresh perspectives and ideas, drawn from the well-spring of European civilisation.

Classical Subjects at Dulwich

Dulwich College is lucky to be able to offer a full suite of courses at A level, which allows every pupil the opportunity to engage with the classical world. Latin and Classical Greek offer their traditional virtues, having been central to the British education system since the foundation of Oxford University, and the first public schools which followed it, while Classical Civilisation opens up our subjects to pupils who do not read Latin or Greek by viewing the cultures through sources in translation and their physical remains. While the texts may be ancient, the approach is not, as we bring modern academic techniques from literary criticism, history and archaeology to bear in all three disciplines, providing courses which are engaging, exciting, and academically satisfying.

Candidates for our subjects combine intellectual curiosity and independence, and we encourage them to pursue their interests throughout the broad range of disciplines that universities recognise as integral to degrees in Classics. These subjects are ideal in combination with other humanities such as History, English, and Philosophy, as they complement the core skills of these subjects, and often open up new areas of critical engagement. Latin and Greek are also particularly appropriate in parallel with other languages, as the focus on ancient literature and history offers an alternative view on the value of language acquisition. Finally, we have often had many candidates choose classical languages as a counterpoint to the natural sciences; it is no secret that many successful figures in the world of IT, including Mark Zuckerberg, view the logical demands of the language as at the heart of their success. In the words of Professor Llewelyn Morgan, "Latin is the Maths of the Humanities. But Latin also has something that Mathematics does not and that is the history and mythology of the ancient world. Latin is Maths with goddesses, gladiators and flying horses, or flying children."

Beyond the Classroom

Studying classical subjects at Dulwich opens up a wealth of supra-curricular opportunities. Within the College there is both a pupil-led Senior Classics Society and a teacher-led Oxbridge Seminar course, both of which explore the broader classical world, and offer pupils the chance to engage in lively academic debate. The department runs a busy programme of trips both at home and abroad. The Lower School pupils have the opportunity to visit Naples each year, including the sites of Pompeii, Herculaneum, and Mount Vesuvius. The senior expedition changes location every year, with Greece, Italy, and Sicily regularly the chosen destination. Classical culture thrives in Dulwich almost as vibrantly as it once did in Athens' agora!

Mr M Thompson

Classical Greek

(OCR)

No subject can have a better claim to influence and importance than Classical Greek, whose language gave almost all other subjects their very names, whose thinkers invented many of our core ideas and ideologies, and whose literature and works of art still dominate the Western tradition. Dulwich College is extremely proud to be able to offer this subject which has, since Plato, been the origin and heart of academic endeavour. Classical Greek requires pupils to develop both their close reading, linguistic competence, and their essay writing skills.

A level is a particularly appealing course, designed to provide both linguistic excellence and a deep and thorough knowledge of classical culture. In particular, our course allows pupils to move beyond the intellectual confines of the GCSE course, introducing them to history, philosophy, tragedy and epic poetry in their original language. The technical precision demanded by prose composition supplements the sophisticated analytical requirements of literary criticism, allowing pupils to develop into deeply impressive classicists. During the Remove, alongside language learning, pupils will encounter a variety of the most important writers of the classical world, including Plato, Sophocles, and Homer, before moving on to study specific texts in greater detail.

The A level examination consists of four papers, all taken at the end of the sixth form. Details of each module are given below:

Verse Literature (2 hours)

This paper looks at Greek poetry and drama, in particular the Athenian tragedians of the 5th Century BC and Homer. Although precise choice of text depends on the teacher, in 2026 the set texts are Homer's Iliad, book 16 and Euripides' Hippolytus. Aristophanes' Frogs may also be studied in year 13. These seminal works of literature are studied in both Greek and in translation, and literary criticism is paired with historicist interpretation of the texts in their original context. The paper is worth 35% of the total.

Prose Literature (2 hours)

In this paper, pupils may either read extracts from the opening book of Herodotus' account of the Persian Wars, or look at the Republic of Plato, the father of Western Philosophy. Plutarch's Antony may also be studied in year 13. As with the verse paper, it is examined through both commentaries and essays; the paper is worth 25% of the total.

Unseen Translation (1 hour 45 minutes)

Candidates translate one passage of prose (approximately 140 words) and one of verse (of approximately 18 lines) into English. The passages are drawn from Xenophon and Euripides or from Thucydides and Sophocles. The paper is worth 33% of the total.

Prose Composition or Comprehension (1 hour 15 minutes)

Candidates translate a passage of approximately 140 words into Greek, or undertake a grammatical analysis of a piece of Classical Greek. The paper is worth 17% of the total.

Mr M Thompson

Latin

(OCR)

The A level course in Latin is a hugely exciting blend of disciplines; alongside a much more profound engagement with the Latin language, candidates read some of the foundational works of Western literature, using modern literary critical techniques to bring fresh insight into these crucial texts. Candidates develop a keen eye for detail through their linguistic work and their literary commentaries, while essays allow them to explore the broader social connotations of the texts they read.

The Remove year introduces pupils to a range of literary texts, including the oratorical works of Cicero and the poetry of Augustan Rome. Candidates also continue to improve their understanding of the Latin language, imitating the style of Julius Caesar himself in their own Latin prose composition. These studies lead into the exam modules which are taught throughout years 12 and 13, on which more details are given below:

Unseen Translation (1 hour 45 minutes)

Candidates translate one passage of narrative prose drawn from Livy and one passage of unseen verse drawn from Ovid into English. Pupils will also learn how to scan Latin verse, helping to understand the rhythms of the language. The paper is worth 33% of the total.

Prose Composition or Comprehension (1 hour 15 minutes)

For this paper candidates are required either to translate unseen material into Latin or to demonstrate their understanding of a passage of unseen prose through comprehension, translation and grammatical analysis. The paper is worth 17% of the total.

Verse Literature (2 hours)

In this topic we study the poetry of Virgil, and in particular *The Aeneid*. Candidates study two extended selections in Latin, and also read one book of the epic in translation. In 2026, these passages will be drawn from Aeneid 2. The paper is worth 25% of the total.

Prose Literature (2 hours)

Candidates study two Latin prose authors: Cicero and Tacitus. In 2025 and 2026, the set texts will be selections from Cicero's Pro Caelio and from Tacitus' Annals, which must also be read in English. The paper is worth 25% of the total.

Mr M Thompson

Computer Science

(OCR)

Computer Science teaches you how to solve problems in the real-world using technology. It is a core discipline in itself but has an extremely broad application to a number of industries such as finance, entertainment, medicine, communications, management, consulting, sport and manufacturing. The skills you will learn can be transferred to many disciplines and will be of great benefit in other degree courses such as engineering, physics, mathematics or any type of business or design course to name a few.

When taking Computer Science, you will learn how not only how to program in a variety of languages, but also how computers work and how they communicate with each other. You will learn about the process of writing software and how to develop an idea into a working application for different devices and markets. You will have the chance to design your own software using whatever languages and techniques you wish. This is an opportunity to be truly creative and many of these projects have gone on to be released on a commercial basis. Computer Science will be invaluable for all pupils ranging from those who are determined to release their own software and make a "dent in the universe" as Steve Jobs wrote, to anyone interested in technology and its effects on our world today.

Computer Science will develop your problem-solving skills, allow you to make a positive contribution in a very wide range of fields even if computing is not your main career choice and enable you to use your creativity to construct elegant solutions to real-world problems. Furthermore, the skills Computer Science teaches such as computational thinking, logic and problem solving are highly regarded by universities and employers and will provide a gateway to numerous, highly lucrative career paths.

The course consists of the following components.

Component 01	• Software Development • Exchanging Data • Data types, data structures and algorithms • Characteristics of contemporary processors • Legal, moral, cultural and ethical issues	40% of total A Level
Component 02	• Computational Thinking • Problem solving and programming • Algorithms to solve problems and standard algorithms	40% of total A Level
Component 03	• A coursework project of your own choosing. Most projects revolve around creating a game	20% of total A Level

and demonstrate the following phases of the system development lifecycle.

- Analysis of the problem
- Design of the solution
- Development of the solution
- Evaluation

Programming languages

No prior experience of programming or knowledge of a particular programming language is needed for the A Level course. Over the two-year course, you will learn HTML, CSS, JavaScript, Visual Basic and Python with the PyGame library. The course is designed to teach the principles of programming which remain applicable to any programming language.

Further opportunities for other languages and experience of different platforms are offered through the Programming Club with robotics, encryption, Raspberry Pi and computational thinking competitions entered throughout the year.

The future for computing in today's society holds almost limitless opportunities and it is impossible to predict exactly where it will lead. Computer Science will provide an insight into the issues, a chance to become involved now and an opportunity to learn the skills required to make a significant contribution in the future.

Miss M Son

Design and Technology – Product Design

Design and Technology offers pupils the opportunity to develop their knowledge and understanding of the constructed environment. The course integrates skills from Science, Mathematics, Engineering and Art, encouraging a creative approach to problem-solving in design.

Our pupils create high-quality, bespoke products for a variety of clients. They learn the delicate balance between form and function and how consumer demand influences commerce, industry, and employment, all of which have environmental implications. This diverse and academically challenging course stays up-to-date with the ever-changing world of technology, encouraging the use of new materials and manufacturing processes to create modern products that meet clients' design requirements.

The course provides a solid foundation for pupils interested in pursuing university courses or careers in architecture, engineering, product design, graphic design, project management, surveying, manufacturing, and construction. With its continued focus on branding, graphic, and written communication, it is also suited to those considering starting their own business.

Year 12 Projects

The year begins with a live brief, tasking pupils with designing a collection of jewellery to be auctioned for the MyStart charity in the run-up to Christmas. Pupils draw inspiration from the creative work and experiences of people living in the Kakuma refugee camp, who receive all the profits from this initiative. Pupils' design, prototype, and manufacture four identical pieces of jewellery, developing fine motor skills while working to a high level of detail. To support their progress, they attend a masterclass in silver smithing, where they learn to fuse, shape, and finish silver to a professional standard

In the Lent term, pupils tackle an architectural redesign of the pavilion salle. They conduct interviews with key stakeholders, including the Head of Grounds at DC and a representative from Dulwich Estates, using their research to inform a series of sketches, models, and drawings. Their final designs are rendered and modelled using CAD, and pupils explore their creations through virtual reality, experiencing their designs as immersive environments.

The next project brings pupils back to the workshop, where they design a simple vehicle from stock pieces of shaped steel. They learn to cut, grind, weld, and finish steel, completing the product with a bright, colourful powder coating.

Coursework

Pupils undertake a practical application of technical principles through a portfolio that accounts for 50% of the final A Level mark. After Easter, they begin their coursework, applying their newly acquired skills to design and create a product of their choice. Pupils adopt a commercial design approach, similar to how professional designers tackle design problems. The product involves input from a client or user group, with a focus on sustainable design and its environmental impact. Their final project is accompanied by a portfolio containing research, design drawings, construction evidence, and testing results.

Exams

- Theory Paper 1: Technical Principles – 30% of the final mark
- Theory Paper 2: Designing and Making – 20% of the final mark

From the beginning of Year 12, pupils have weekly lessons for each theory paper, building on existing knowledge across topics like design, engineering, manufacturing, and sustainability. Practical explorations in class support their theoretical learning, demonstrating real-world applications of key concepts. Pupils also develop an understanding of modern design, manufacturing practices, contemporary design issues, and the contributions of significant designers from the last hundred years. The course emphasises sustainable engineering and product design, raising awareness of the environmental impact of technological activities

Mr J Humphrey

Drama & Theatre

(AQA)

AQA Drama and Theatre is recognised by all universities including Oxford and Cambridge, as a demanding and exacting examination. Past pupils of Theatre Studies are currently on a wide range of courses at all the top universities including Oxford, Cambridge, Durham, Glasgow, Bristol, Trinity College Dublin, Edinburgh, Manchester and other Russell Group universities. OAs who studied Drama & Theatre at Advanced level have also furthered their vocational training in acting, directing, and technical theatre at RADA, LAMDA, Guildhall, Bristol Old Vic, Birkbeck and Royal Central School of Speech and Drama. They continue to work widely in the industry and are outstanding practitioners in their own right, and this is how they got where they are now:

Having an original idea, thinking it through and lending it creative shape and form is at the heart of all activity in the Edward Alleyn Theatre.

Drama & Theatre is an exciting and demanding course teaching pupils acting, directing, technical skills and other aspects of dramatic production through practice. You need to be bold, fearless, and an independent thinker.

A keen sense of play, relishing the sharing of ideas, and working collaboratively within an ensemble to create ambitious original work of the highest dramatic order are key attributes of Drama & Theatre pupils.

At the core of the course is the rich programme of visits to the best live theatre London has to offer, from the conventional to the ground-breaking; going to the theatre allows you to make a personal response to often challenging material.

Developing an informed and critical response to Live Theatre and confronting historical, social, and cultural themes through drama provides a rich frame of reference for pupils to make connections with their other subjects and interests. Pupils will attend around a dozen theatre performances throughout the course; tickets for plays studied on the course are subsidised by the College. The choice of plays seen reflects our desire to challenge pupils' expectations of theatre and look at the world through a different lens.

Over the two years pupils will be engaged in:

Component 1 – interpreting Drama & Theatre 40% Written Examination

- Knowledge and understanding of Drama and Theatre
- Study of prescribed plays which include Sophocles' Antigone, Dario Fo's *Accidental Death of an Anarchist,* Timberlake Wertenbaker's *Our Country's Good*
- Analysis and evaluation of the work of Live Theatre makers

Component 2 – Creating Original Drama 30% Practical Coursework

- Creating and peforming a piece of Original Devised Drama influenced by the work and methodologies of an influential theatre practitioner, eg, Kneehigh, Punchdrunk, Headlong, Complicité, Frantic Assembly, Emma Rice.
- Research and application of ideas in a written Working Notebook forms part of this practical coursework.

Component 3 – Making Theatre 30% Practical Coursework

- Practical exploration and interpretation of extracts from a range of plays chosen by the pupil. These will be presented in the form of a monologue and duologue with the final assessed piece being an ensemble presentation staged for a public audience. Again, presentation of extracts will be fuelled by an influential theatre practitioner eg Steven Berkoff, Bertolt Brecht, Antonin Artaud, Katie Mitchell, Konstantin Stanislavski.
- A Reflective Report with analysis and evaluation of the theatrical interpretation of the extract forms part of this practical coursework.

Over the two years pupils will make increasingly sophisticated connections between theory and practice demonstrated through wider experience of a range of genres and performance styles; their frame of reference will become more eclectic.

Pupils will aim for an advanced level of performance, design, and production skill, with a clear idea about the potential effectiveness of their work for an audience. The ability to think independently, make judgements and refine work in the light of research is key. Making dramatic intent clear to enhance the theatrical effectiveness of work is the goal.

Drama & Theatre pupils regularly collaborate with pupils from JAGS for rehearsed play-readings and theatre trips and sometimes we combine with the drama departments of all three Foundation Schools and other schools within the Southwark Schools Learning Partnership for specialist workshops from visiting theatre professionals.

Many pupils go on to follow Drama & Theatre courses at university, perhaps combining their interest within a joint degree. Pupils also embark on drama school and specialist technical theatre courses.

Our results are excellent. Pupils are regularly awarded full marks for practical demonstration of skill, and the work of Dulwich pupils is regularly used for standardisation by the exam board for being of the highest dramatic order. In the past four years, the overwhelming majority of candidates achieved A* and A grades.

The course is being taught by a team of specialist theatre practitioners and teachers including Kathryn Norton-Smith and Emma Prendergast-Haxton. Our Head of Dance, Laban trained Catherine Ibbotson, also contributes to practical work and development of movement skills. They will be happy to answer any further questions about the course.

Mrs K Norton-Smith

English

(OCR)

The study of literary texts lies at the heart of English Literature A level and many pupils at Dulwich pursue the subject beyond GCSE merely for this reason. However, there is much more to the subject than that: novels, plays and poetry are read within the context of the historical, political and economic conditions in which they were written; different interpretations are discovered and debated; vital, contemporary issues are critically addressed through the lens of literature. Many who take English A level do so because they see what they can become after two years of literary study: sharper thinkers; more rounded, empathetic citizens; and, above all, skilled communicators and writers.

English A level provides a unique foundation for any degree course. It is universally regarded as a both a creative and rigorous academic discipline of special worth that opens doors to a wide range of careers, far beyond those traditionally associated with 'English'. The communication and emotional intelligence Increasingly demanded by employers are among the many desirable attributes developed by English A level pupils and undergraduates.

During the course, pupils explore eight texts spanning poetry, prose and drama and ranging from established classics to contemporary writing. 20% of the A level is devoted to coursework and pupils are supported in reading beyond the boundaries of the syllabus.

The greater proportion of the two years involves seminar-type discussion based on the set texts, related works, critical technique and historical, social and political contexts. Pupils are taught by two members of staff who divide up the syllabus content according to areas of expertise and fields of research. Pupils undertake research and presentation tasks as well as responding to texts through essays: the structure and style of the latter form of assessment are the focus of concerted teaching and pupils develop high levels of articulacy orally and on paper.

Further English

The Further English course taught by two members of the English Department is a series of off-timetable lessons that are offered to all pupils wishing to study English at university. The course is designed to supplement A Level English Literature studies by introducing a mixture of canonical and contemporary texts and contexts (historical, literary and theoretical) which might not otherwise by taught. Pupils who will be applying to Oxford and Cambridge are given specialist advice in preparation for the ELAT test, but all pupils will be offered help and support in their university decision-making.

English Societies and trips

There is a flourishing Literary Society (LitSoc), run by pupils with help from staff, which convenes regularly through the year and is attended by pupils from JAGS and Sydenham High. A lively and varied programme of talks is given by pupils and staff as well as OAs and visiting speakers. Upper Case is a regular workshop for enthusiastic writers that produces professional-level work, with much of this being published by the department. Finally, the department takes full advantage of our proximity to London and to other cultural centres, arranging theatre visits to support the taught curriculum, and organises trips further afield where possible: in November 2024, a study trip to New York immersed pupils in the culture and history of the American Literature 1880-1940 unit.

A Level Course Summary (OCR)

Unit 1	Shakespeare Drama pre-1900 Poetry pre-1900	Written Paper 2.5 Hours	40%
Unit 2	Comparative & Contextual Study (American Literature 1880-1940)	Written Paper 2.5 Hours	40%
Unit 3	Literature post-1900	Internally Assessed	20%

Sample Text Framework

Unit 1	*Hamlet* – William Shakespeare
(closed text)	*A Doll's House* – Henrik Ibsen
	Selected Poems – Christina Rossetti
Unit 2	*The Great Gatsby* – F Scott Fitzgerald
(closed text)	*Passing* – Nella Larsen
	Contextual Anthology: American Literature 1880-1940
Unit 3	*Jerusalem* – Jez Butterworth
(coursework)	*Selected Poems* – TS Eliot
	The God of Small Things – Arundhati Roy

Mr R W H Fisher

Geography

(CAIE)

In a world where society is increasingly concerned about pressing issues such as climate change, inequality and natural hazards, Geography has never been more important. The A Level course equips pupils with the knowledge and skills to write about, debate and intervene in these issues.

Geography is taught by subject experts who ensure the latest knowledge and ideas are brought into the classroom; consequently, it is a thriving subject at Dulwich and one which pupils genuinely enjoy. It is common for A Level Geography pupils to go on to study Geography at top universities, including at Oxford and Cambridge.

At Dulwich we encourage pupils to think critically about the world but also help them forge their own views and ideas. This is enabled through classroom teaching and through the rich co-curricular offering. We encourage Sixth Form Geographers to get involved in and lead the running of the Middle and Upper School Geography society- GeogSoc- which hosts an impressive variety of external speakers and events. We also have a well-stocked Geography library which we encourage pupils to use to develop their subject knowledge beyond the syllabus in a way which enriches their own interests.

A Level

At A level the course is weighted 50:50 in terms of Physical and Human Geography. It is examined with four papers:

Paper 1 (1.5 hours, 25% of marks overall for A2):

Core Physical Geography:

- Hydrology and Fluvial Geomorphology (Rivers)
- Atmosphere, Weather and Global Warming
- Tectonics, Rocks and Weathering

Paper 2 (1.5 hours, 25% of marks overall for A2):

Core Human Geography:

- Population
- Migration
- Settlement Dynamics

Pupils will have to answer ***structured short answer questions***, which will involve data response from stimulus material such as maps, graphs, photographs and diagrams, as well as the application of knowledge and case studies. The second part of each paper will require pupils to demonstrate ***extended writing for both Physical and Human Geography*** with a choice of longer answer guided essay questions on the core topics above.

Paper 3 – Advanced Physical Geography (1.5 hours, 25% of overall A level):

- Coastal Environments
- Arid and Semi-Arid Environments

Paper 4 – Advanced Human Geography (1.5 hours, 25% of overall A level):

- Environmental Management *(energy and sustainable resource use)*
- Global Interdependence *(world trade and development)*

Coursework

There is no coursework requirement in A Level Geography.

Fieldwork

To enhance AS level subject knowledge and as a requirement of the examination awarding body, pupils will take part in a compulsory field trip. In the Remove, pupils partake in a three-day residential field work course to Dorset, where they are taught by fieldwork experts and partake in wide range of both Human and Physical Geographical fieldwork investigations and practice.

Ms H Jackson

History

(AQA)

The French medievalist, Marc Bloch, considered History to be the 'master discipline'. He meant, first, that a critical reading of the past was foundational in any and every field of intellectual endeavour from astronomy to zoology. And second, that the historian must – in turn – be willing and able to draw upon every one of these fields in their reconstruction of the past. One cannot rely alone on traditional historiographical methods. Further to the interrogation of documentary evidence, Bloch proposed, the historian must also be an archaeologist, an art historian, a philologist, a philosopher, a palaeographer, a critic of literature, a cultural theorist, an economist, a musicologist, and so on. In choosing to study History at A Level, you will see for yourself the enormous diversity of the past and will come to appreciate the endless intellectual possibilities associated with studying it. Depending on which set you are assigned to, you might find yourself exploring the machinations of the medieval papacy, the economic might of Britain's informal empire in South America, the high politics and not-so-high morals of Catherine the Great's St Petersburg, or the cultural catastrophe that overtook China in the 1960s. Whichever topics you end up studying, you can be assured of no shortage of colour, drama, and challenge. You will be exposed to a dazzling range of source materials and will master all manner of new historiographical techniques with which to decode, deconstruct, and demystify them.

Module 1:

Each candidate will study one of the following breadth topics, depending on the set to which they are allocated: The Age of the Crusades, *c*.1071-1204; The British Empire, 1857-1967; Stuart Britain and the Crisis of Monarchy, 1603-1702; Russia in the Age of Absolutism and Enlightenment, 1682-1796; The Tudor Age, 1485-1603 and Germany, 1871-1991. The examination paper is based on three historical interpretations and two essay questions.

Module 2:

Each candidate will study one of the following depth topics, depending on the set to which they are allocated: The Angevin Kings, 1154-1216; Louis XIV, France and Europe, 1646-1715; Italy and Fascism, 1900-1945; The transformation of China, 1936-1997 and the Making of Modern Britain, 1951-2007. The examination paper is based on three original sources and two essay questions.

Module 3

A guided individual study of 4000 words based on the study of a 100-year period or question. Topics will vary from set to set but may include: the Reformation; the English Revolution; the Ottoman Empire; the British Way in Warfare, 1793-1918; Tsarist and Communist Russia; Witchcraft in Seventeenth Century Britain and German Foreign Policy, 1848-1945.

The lively and popular History Society meetings, to which any pupil may come and contribute, take place after school every Friday. Recent sessions have asked how micro-history can add fabric to our understanding of past lives and have reflected on the value of Hernan Cortes' letters to historians of 16th century Mexico. We also host a number of visiting speakers each year and recently enjoyed talks from Prof. Roy Foster (Oxford), Rosemary Hill (Oxford), Prof. John Breuilly (LSE) and Jim Hoare (the first Charge d'affaires in Pyongyang). Every year, overseas visits are made to cities of historic interest, including Berlin, Paris, Prague and Vienna.

Miss H Gibbons

Mathematics

(OCR A)

The Reasons

There are many reasons why pupils continue with Mathematics, but perhaps three main reasons are:

- you have enjoyed studying the subject so far, have demonstrated a good grasp of problem solving using algebraic techniques and are keen to study the subject at a deeper level;

- you may be following Science-based courses for which Mathematics fits particularly well with subjects such as Physics or Economics and leads to university courses in Mathematics, Physics, Engineering, Economics, Architecture, Computing etc;

- you may not be following a Science-based course but may still choose Mathematics in order to add breadth to your studies. By taking Mathematics you will continue to develop a logical and rigorous approach to solving problems – a useful skill in most subjects.

Making the Decision

A level Mathematics is a challenging course. If you enjoy Mathematics now and have coped well with algebra, trigonometry, geometry and problem solving, you will probably continue to enjoy Mathematics at A level. However, if you don't enjoy Mathematics now or find it challenging then it will most likely only get worse! Mathematics at A level is more abstract and more algebraic, and progresses at a much faster pace than IGCSE. At IGCSE, questions tend to lead you through to the answer whereas at A level the questions are less directed.

Details of the Courses

The subject is now a linear course with all exams sat at the end of Year 13. It covers three broad strands: Pure Mathematics, Mechanics and Statistics. There are two basic courses which you can study:

A Level Single Mathematics

This course covers a range of topics from Pure Mathematics, e.g. further algebra, trigonometry, and calculus, plus some topics from Mechanics and Statistics. All pupils follow the same course, no longer choosing between Mechanics and Statistics. A-Level Mathematics is highly valued by both universities and employers for the skills of reasoning, problem solving, logical argument and analytical thinking that it cultivates. Many pupils find the step from IGCSE to A Level quite challenging; the experience of most pupils is that the subject becomes harder but a lot more interesting and rewarding. As a general rule, it is probably unwise to contemplate taking A Level Maths without a grade 8 or 9 at IGCSE, but if in doubt, discuss the matter with your teacher.

A Level Further Mathematics

This course contains roughly twice as much material as the Single Mathematics course and results in two full A levels in Mathematics, to be taken alongside two other A level subjects. The board we follow, OCR A, allows pupils to learn several higher Pure Mathematics topics, including group theory, number theory and partial differentiation, along with being able to specialise in either further Mechanics or Statistics. The Mechanics course is recommended for pupils considering studying Physics, Engineering or related subjects at University and the Statistics course for pupils considering

studying anything Financial or Medical at university. Pupils thinking of studying Mathematics at university can take either course based on which they think they would enjoy the most. Most pupils who study Further Mathematics are taking both the IGCSE and Additional Mathematics course or a similar qualification. As a general rule, it is probably unwise to contemplate taking A Level Further Mathematics without a grade 9 at IGCSE and a good track record in the harder material in the Additional Mathematics course. Pupils not currently studying Additional Mathematics should chat to Mr England to consider how they can bridge the gap if they want to study Further Mathematics. Pupils who opt for Further Mathematics are expected to gain four full A levels, i.e. to continue both of their other two subjects to A level in order to give breadth to their studies. Further Mathematics is fast paced and hard work but it is really rewarding for those who enjoy Mathematics.

More Detail on the Three Main Strands

Pure Mathematics

The Pure Mathematics part of the course develops the ideas and techniques that you have already met at IGCSE - algebra, trigonometry, co-ordinate geometry and basic differential calculus. The second year of Single Mathematics will cover topics such as use of trigonometric identities to solve equations, solving equations via the factor theorem, numerical methods to solve equations, vector geometry and methods of integration. These aspects of the course are interesting in their own right but also serve as mathematical tools for problem solving in Mechanics or Statistics.

Mechanics

When you study Mechanics, you will learn to describe mathematically how physical objects move according to Newton's laws, including ideas of force, friction, centre of mass, momentum and energy. The concepts are clearly linked to work at Physics A level although it is not necessary to take Physics if you are taking Mathematics A level.

Statistics

The Statistics course includes presenting data graphically, reducing data to manageable form for describing in a clear way, probability, hypothesis testing and regression and correlation. Applications to real life problems are important in the study of statistics to show how the theory relates to reality. In the more advanced part of the course, specific statistical models are studied to try and predict what might happen in a real-life situation. It is worth pointing out that Statistics at A level is a much more mathematically rigorous discipline than that which you will have encountered at IGCSE.

STEP, MAT, AEA and Olympiad Problems

For pupils who are very able at Mathematics there are opportunities to tackle even more challenging problems via STEP, MAT, AEA or Olympiad questions. STEP and MAT papers are often required for entry to read Mathematics at Cambridge, Oxford or Warwick and the Olympiad paper is a national competition sat in November/December following on from the Senior Mathematics Challenge.

Mr A England

Modern Languages

French (AQA), German (AQA), Spanish (AQA), Italian (Edexcel)

If you have enjoyed your languages up to IGCSE, then A level study in one or more languages is likely to be an attractive and exciting proposition. The courses are stimulating, innovative and firmly rooted in the culture and society of the country or countries where your language is spoken.

Achieving a good grade at A level will enable you to achieve near fluency by the end of your Year 13 studies. Whatever your other choices, in a rapidly shrinking world, the ability to speak at least one modern language to this level will be beneficial to your future career.

As you make progress, you will become increasingly proficient at listening, speaking, reading and writing, dealing with exciting and up to date subjects. The emphasis is on spoken language and you will be communicating in your language in class and in weekly speaking tutorials with one of our Assistants. These interactive lessons, usually with one or two pupils, extend and support the work you complete in your timetabled lessons and form an essential and enjoyable element of the course. Though you may not necessarily feel fluent in the early stages of Year 12, as you gain confidence, progress is rapid.

If you do choose a language at A level, we expect you to watch or listen to the news, use foreign language apps, conduct research on the Internet and make use of the many language resources in the Wodehouse Library. We also strongly encourage you to spend some time in the country whose language you are studying. This means a residential study course, exchange, home stay visit or work experience. Currently we offer an exchange visit to Germany, a home stay trip with tuition to Montpellier, work experience in Cantabria and study trips to China and Italy.

At A level you will typically have to:

- sit a speaking examination
- respond to recorded extracts
- respond to a variety of written passages
- translate short passages into the target language and vice versa
- respond to questions dealing with literature, film and other cultural topics

Languages are popular in the Upper School and many Upper School Linguists go on to study Modern Languages at university, often in combination with other subjects.

Throughout the year various co-curricular activities are on offer – the chance to take part in the flourishing Modern Languages Society, theatre visits, external language competitions, film showings and study days, visiting speakers and trips to the BFI, which all combine to enhance your enjoyment of the courses.

Mr R R S Baylis (Head of Modern Languages)

French

(AQA)

French is a global language, spoken by hundreds of millions of people across the world and bringing with it hugely rich cultural and economic rewards and great opportunities for work, study and travel.

At A level, we place emphasis on the countries and cultures of the entire French-speaking world including those in Europe, Africa, the Americas and the Caribbean. With a dynamic international focus, pupils can expect to become fluent by the end of the two-year course and gain all the linguistic and cultural tools they need to go out and explore the vast Francophone world.

Over the two years, every pupil has a weekly speaking session with a French native speaker. In Year 12 pupils have the opportunity to take part in a homestay trip to Paris in the October half-term, spending some time in a language school and actively using their French. There is also opportunity to go to Montpellier in Year 13 in a homestay. In addition to this, we offer a variety of opportunities over the two years, including: French debating competitions, (both with JAGS and at a national level), exchanges, film study days at the BFI, and trips to the *Institut Français.*

In terms of content, we explore interesting, relevant topics including politics, sport, economics, religion, culture, heritage, and history. A part of the A level involves some engagement with literary and film study, which makes up a smaller part of the course but which pupils really enjoy and allows them to explore broader topic work and cultural aspects of the Francophone World.

Beyond language skills, the A level in French equips pupils with many skills useful for university and working life, offering an opportunity to develop their intellectual capacity to consider issues of moral, political, and philosophical importance and pupils will develop research and presentation skills in French, ending up being analytical, well rounded and well-informed global citizens.

Dulwich pupils often combine A level French with a variety of subjects at A level and many go on to study French at university, often in combination with another language or with other subjects such as English, Economics, Maths, or History.

Mr J Poynton

German

(AQA)

There are many reasons for choosing German at A level! The UK economy has a high level of demand for German speakers and ever fewer people with the advanced-level skills to take advantage of the resulting opportunities. In addition, German is a highly respected subject for all university course applications.

The course is designed to take learners from GCSE level to a point where they will have the skills required to make a success of their studies at university. In German, this means developing pupils' grammatical knowledge and vocabulary so they can express themselves in a sophisticated way on topics ranging from current affairs to contemporary and historic social issues and culture in the German-speaking world, including film and narrative fiction.

After a transition period from GCSE, pupils will be asked to source and use authentic articles, film and audio clips independently to research and then respond to the issues they raise. German pupils will be expected to attend an additional one on one speaking lesson with a German *Lektor* or *Lektorin*.

We strongly advise all pupils studying German A level to take part in our German exchange during which Sixth Form pupils engage in three days of work experience. This immersive experience helps considerably to deepen pupils' knowledge, confidence and fluency. We also run a trip to Berlin every other year which ties in closely with the historical background required for the film and novel studied at A level.

Beyond language skills, our sixth form course seeks to develop pupils' intellectual capacity to consider issues of moral, political and philosophical importance. The A level examination papers include Listening, Reading, Writing, Translation, and Speaking. In the written section, candidates write essays in German on both a film and literary text they have studied during Year 13.

Miss E L Corris

Italian

(Edexcel)

The A level in Italian has been developed to inspire all pupils who wish to deepen their appreciation and understanding of all things Italian. The course builds on understanding developed during study at IGCSE and gives pupils the skills to communicate at a level of near fluency by the end of Year 13.

The content enhances pupils' understanding of contemporary Italian society and its history. Through the study of literature, film and music, pupils gain an appreciation of Italy's uniquely rich historical and cultural heritage.

The course is exciting, contemporary and relevant and covers a range of themes that are designed to inspire interest and ability in the subject.

In Year 12 pupils explore topics relevant to the Italian-speaking world in the 21st century. These include the evolution of the family, the challenges faced by young people, and the cultural and artistic heritage of Italy. The topics are taught using contemporary materials drawn from a variety of sources and classroom teaching is supplemented by speaking lessons with a native speaker Assistant, trips in London and a trip to Florence.

In Year 13, pupils study a literary text and a film in Italian which is examined through a written response for each of the chosen works. There is also the chance to study Italian history with a particular focus on Italian fascism. Finally, pupils undertake an independent research project in which they explore a subject of personal interest related to Italian-speaking society and culture. This project is examined in the speaking test and is a great opportunity for pupils to deepen their knowledge on a topic related to their A level study. Many A level Italian pupils go on to study Italian post A level.

Mr R R S Baylis

Spanish

(AQA)

With 570 million speakers worldwide, Spanish –the world's second most widely spoken language – is one of the most popular choices of language at A Level for Dulwich College pupils. The Remove plunges A level pupils into the rich culture of Spain and South America; each pupil researches one key aspect of Hispanic culture, ranging from the importance of flamenco to the pre Colombus civilisations to the controversial monument built by Franco to honour those who died during the Spanish Civil War. Pupils present the key issues and Spanish vocabulary relating to their theme in front of their peers and the topic is debated as a class.

Culture is at the heart of the A Level course: pupils use authentic sources online, in film, and in the press to enrich their knowledge of Spain and Latin America. They also study prescribed cultural topics - two films and at least one text in the target language – developing a deep understanding of cinematic and literary techniques. They write two essays on their cultural topics and are assessed for both language quality and content. During their final year, pupils focus on an area of independent research on a topic of their choice. In the past, these have included the role of dictatorships in Latin America, the issue of racial identity in the Caribbean, and the role of politics in bullfighting.

Core linguistic skills that are developed during regular classroom lessons include:

- Listening and reading comprehension, including summaries of passages in the target language using a range of synonyms
- Active grammatical awareness and accuracy
- Discussion and debate a wide range of prescribed topics in the target language
- Writing essays on the cultural topics in the target language

All Spanish pupils receive weekly oral classes lasting 30-60 minutes with our native language speaking assistants in pairs or individually in the Remove and individually in Year 13. These not only help prepare pupils for the oral examination, but also help develop pupils' understanding of the films and texts that they are studying.

Since 2018, there has been an Upper School Work Experience trip to Cantabria, in northern Spain. Pupils sign up to work alongside native professionals in a wide range of areas: schools, pharmacies, restaurants, and tourist offices. It has been an excellent opportunity for pupils to develop their confidence in the spoken language as well as to explore future work interests. The Spanish Department also organises a range of extracurricular events or outings in the UK, including theatre and cinema visits to see the works studied in class, and university visits to give pupils a greater understanding of the Spanish courses on offer in the future. Spanish pupils have also visit Dulwich College to take part in activities with our Upper School pupils.

Spanish has proven a popular option beyond A Level and extension classes prepare pupils for this, looking at a range of texts, language puzzles for entrance examinations, and cultural topics.

Mr R García

Music

(Edexcel)

This is an academically challenging course that extends the core GCSE skills of Performing, Composing, and Appraising music. Music at A Level serves as a principal subject for any pupil wishing to apply for a course at a university or conservatoire, and as a supporting subject for a wide range of Humanities and Languages, as well as Mathematics and Science. A degree or professional diploma qualification in Music presents many job opportunities, including performing, composing, arranging, arts administration, the music industry, broadcasting, recording, teaching, as well as professions where a range of subjects will be accepted at graduate level as an initial entry qualification.

Before you start this course, you should have studied Music to GCSE level, and it is helpful to have passed the ABRSM Grade 5 Theory examination. The performance level of the examination is equivalent to ABRSM Grade 8. There are three A level components studied over two years and reflect the three discrete musical areas explored by this qualification:

Component 1 Performance (60 marks) 30% of the total mark

This component gives pupils the opportunities to develop their performance skills as soloists. Pupils can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of an 8-minute performance (minimum) of a balanced programme of music. Pupils should be performing a programme of grade 8 standard pieces, though do not have to have formally taken the exam.

Component 2 Composing (60 marks) 30% of the total mark

This component gives pupils to develop compositional skills across the two years. In Year 12 pupils compose a range of shorter compositions to develop techniques before writing a longer piece in Year 13. For the A Level, pupils submit one composition lasting around 5 minutes in length and one brief assessed technique (Bach Chorales or Remix). All pupils study 4-part harmony in both Year 12 and 13 and have the option to take up the Remix option in Year 13.

Component 3 Appraising (100 marks) Written examination paper (2 hours 10 mins) 40% of the total mark

This component focuses on listening to music, familiar and unfamiliar and understanding how it works. Pupils will analyse set works from 6 Areas of Study: Vocal Music; Instrumental Music; Music for Film; Popular Music and Jazz; Fusions; New Directions. Pupils will also examine a wide range of supporting musical examples related to the areas of study. They will learn how to compare and contrast excerpts, contextualise music and identify harmonic and tonal features.

A level Music offers a wide variety of supra-curricular activities for the pupils. There are regular academic seminars given by eminent musicologists and use is made of the College's unique archive of books and eighteenth-century music manuscripts.

Composition skills are further enriched by our Visiting Composer, Cecilia McDowall who provides one-to-one tuition to A level pupils. In addition, there are regular opera trips, concert visits and workshops during the academic year. Our professional studio engineer, Isa Khan, provides expert coaching in all aspects of music technology and studio techniques.

Performance skills are nurtured through a wide range of co-curricular ensembles, choirs, competitions and masterclasses given by distinguished visiting musicians. All pupils are encouraged to take part in the College's concerts. Performances regularly take place in leading London venues, including the Royal Festival Hall, Queen Elizabeth Hall, St John's Smith Square and Cadogan Hall, as well as in St Paul's and Southwark Cathedrals and Kings' College Chapel, Cambridge.

Each year we have a number of pupils pursuing Music beyond Dulwich including going to a range of Conservatoires and Universities including Oxbridge.

Music staff will be pleased to give further details about this stimulating course.

Mrs L Bannan

Physical Education

(Pearson Edexcel)

Advanced Level Physical Education is a multi-faceted subject. It offers an opportunity for pupils to develop a theoretical understanding of the physiological, psychological and sociological factors that underpin their sporting performance. This knowledge is used to enhance the performance of the individual.

All pupils considering taking this course should have an enthusiasm and keen interest in sport, as they will be required to carry out extensive reading around the subject. It is also expected that pupils will be playing sport for the college at least at 2nd team level.

The assessment of this course is through coursework (15%), practical assessment (15%) and two end of course examinations (70%). The course is an excellent foundation subject for those intending to pursue careers in teaching and coaching; medicine; the leisure industry; recreation management; health and fitness; the sporting media; or professional sport. For others the multi-disciplinary nature of the course complements many other science or humanity subjects and it is therefore a good course for any pupils with an interest in sport.

Content overview

- Topic 1: Applied anatomy and physiology
- Topic 2: Exercise physiology and applied movement analysis
- Topic 3: Skill acquisition
- Topic 4: Sport psychology

Throughout the two years of study pupils will cover four units that provide a variety of learning experiences:

Component 1: Scientific Principles of Physical Education

Written examination: 2 hours and 30 minutes, 40% of the qualification

Content overview

- Topic 1: Applied anatomy and physiology
- Topic 2: Exercise physiology and applied movement analysis

Biomechanics is embedded within the content of Topics 1 and 2

Component 2: Psychological and Social Principles of Physical Education

Written examination: 2 hours, 30% of the qualification

Content overview

- Topic 3: Skill acquisition
- Topic 4: Sport psychology
- Topic 5: Sport and society

Component 3: Practical Performance

Practical Performance, 15% of the qualification

Content overview

- Skills performed in one physical activity as a player/performer

  OR

- Skills performed in one physical activity as a coach

Component 4: Performance Analysis and Performance Development Programme
Coursework, 15% of the qualification

Mr C Sewell

Physics

(Eduqas)

A level Physics at Dulwich is concerned with developing skills of reasoning, processing information and solving problems both theoretically and practically. We build on the ideas introduced during the GCSE courses, such as forces, energy, kinetic theory, fields, and waves, but there are two main differences in the way we handle them. First, we strive to unify, to bring out the connections between seemingly unrelated branches of the subject. Secondly, we develop theories that generate algebraic formulae and test whether these match the measurements we make in the laboratory. Inevitably, the subject is more mathematical than at GCSE. Studying A Level Mathematics is not absolutely essential for A level Physics however it is very helpful and we strongly advise pupils to choose Mathematics in conjunction with Physics. The main requirements are the ability to do straightforward trigonometry, such as using the sine and cosine functions, accurately draw and analyse data graphically, and algebraic manipulations, such as changing the subject of an equation, this includes manipulation of exponential equations. Pupils are also expected to be able to use a calculator confidently and accurately with very large and very small numbers in standard form. In Year 13 pupils will also be expected to use logarithms and have a rudimentary understanding of differentiation and integration.

Teaching is split between two teachers and will involve demonstrations, explanations and discussions during which you will be expected to contribute by your interest, awareness and regular revision of previous material. In practical periods you will work individually on routine and more challenging exercises, thereby developing your technical, theoretical, analytical and presentational skills.

Prep will take a number of forms. You will be set problem exercises once or twice a week, the intention of which is to consolidate and extend any topic you are studying. Examples of such tasks are numerical problems and research projects involving textbooks or other sources where you have to extract and process relevant information. These tasks may be via traditional paper and pen but the department increasingly uses online resources too, like Isaac Physics. Reading scientific journals, New Scientist or Physics Review for example, and contributing to the Physics Society and all the projects that it supports will further increase your chances of success in public examinations, the British Physics Olympiad and at university selection interviews. There are also opportunities to expand your studies through trips organised to lectures and workshops as well as to the particle accelerator at CERN in Geneva.

We follow the Eduqas examination board, and you will be entered for 3 written examinations at the end of the second year. The linear nature of the course now requires that the entire course is examined at the end of the second year of study. You will however sit 2 internal exams at the end of Year 12, and these will be the predominant factor in determining A level predictions.

With the new A level examining structure the coursework element has been reduced to an ‘endorsement’ in which the College certifies that each pupil is competent at the various practical skills and techniques that universities expect to see from their undergraduates. We expect that every pupil will achieve the endorsement. There is no specific examined practical element, but there will be a significant amount of questions of a practical nature in each of the written papers sat by candidates. This means that gaining a high level of competency in practical skills is vital for success at A Level.

The course is also practical in another sense: it provides the foundations for a wide variety of Applied Science disciplines, ranging from Mechanical Engineering to Electronics. At A level we don’t set out

to teach you specifically how a petrol engine or a CD player works, but you will meet the principles that underlie all such pieces of technology.

While the specification determines the content of the examinations, your teachers will aim to expand your knowledge and interest well beyond this. The course structure is as follows:

Year 12 content:
Paper 1: Kinematics, Dynamics, Energy, Materials, Cosmology, Particles
Paper 2: Electricity, Waves, Photons, Lasers

Year 13 content:
Module 1: Circular Motion, SHM, Thermodynamics (+ Kinematics, Dynamics, Energy)
Module 2: Capacitance, Electric and Gravitational Fields, Orbits (+ Electricity, Materials, Cosmology)
Module 3: Nuclear Physics, Magnetism, Options (+ Waves, Photons, Lasers, Particles)

N.B. Content in brackets is that studied in Year 12, but examined in these papers at the end of Year 13.

The Options available are Alternating Currents, Medical Physics, The Physics of Sport, Energy and The Environment. Generally, all pupils study the Physics of Sport option, however in exceptional circumstances some pupils may self-study Alternating Currents.

In combination with other subjects Physics aims to provide a valuable skills base for courses and careers in Mathematics, Science, Engineering, Design, Computing, Medicine, Law, Economics and Business and any other discipline in which the abilities to acquire, access and evaluate information are at a premium.

Mrs R J Sym

Religious Studies

(OCR)

What does Religious Studies at A level involve?

Religion is central to world history, society and human life. Religious Studies A level lets you study the various philosophies and beliefs that underlie major religions and helps you understand the perspectives and motivations of believers. This course critically examines how religion and philosophy play an integral part in the thinking and day-to-day lives of a large proportion of the world's population. Religious Studies provides you with a broader outlook on life and increases your skills in abstract thinking and critical thinking.

The Philosophy of Religion

In this module you get the opportunity to study some of the most influential thinkers in human history. The course begins with foundational studies of the two fathers of Western Philosophy, Plato and Aristotle, before using these thinkers as a springboard for further enquiries. Throughout the module we consider some of the most significant questions in Philosophy; is Religious Language meaningless? Are there any successful arguments for the existence of God? Does the existence and/or quantity of evil in the world render the concept of God incoherent? The Philosophy of Religion module aims to develop pupils' ability to reason and construct an argument with robust chains of reasoning; an invaluable skill in the modern world.

Moral Philosophy

If I travelled back in time to 1909 and met an Austrian art pupil called Adolf in a bar, would I be justified in poisoning his beer, knowing as we do what he will do? Indeed, if my actions are determined in what sense am I free? What do ethical theories such as Thomas Aquinas' Natural Law or Bentham and Mill's secular Utilitarianism say about issues arising from ethical dilemmas such as medical ethics, war and homosexuality?

Christian Thought

It took the Church 451 years to understand who Christ was! Who actually was Jesus? Is it possible for him to be both human and divine, and if so, how? In addition to questions such as these pupils will explore the different Christian interpretations of the human condition and the promise and nature of an afterlife and assess how valid such claims are. The challenge secularism poses to Christianity will be investigated as well as the religion's response to changing views on issues such as gender.

Conclusion

Universities like pupils who can reason and think in a mature and balanced way, as does the world of work. Religious Studies builds these skills of analysis and debate, critical thinking and mature reflection. These skills will be honed by challenging our thinking at every level. The content that will produce such thoughtful and employable pupils just happens to be fascinating too.

Higher Education and Career Opportunities

If pupils wish to go on to study the subject at university, there is a huge range of courses available, including Philosophy, Theology, Biblical Studies, World Religions and Anthropology. Other related degrees favouring RS A Level include History, Law, Psychology, PPE and Education.

International Trips

The Religion and Theology department offers the opportunity for Upper School pupils who have opted to take the subject at A level to go on a variety of international trips. As such, during the Upper School years, pupils taking A level Religious Studies have the opportunity to enhance both their academic and cultural knowledge and experience. In recent years destinations have included, Israel, Jordan, Nepal and Rome.

Eligibility

This course requires pupils to have an enquiring mind and a desire to examine some of most significant questions that humans can consider. Pupils do not need to have a GCSE in Religious Studies. This course, as with all Religious Studies at Dulwich, taught academically. It is non-confessional.

Why study Religious Studies at A level?

- Provides pupils with the exciting opportunity to gain a deeper understanding of world religions, and explore philosophy of religion and religion and ethics.
- If you want a course which will complement other Humanities subjects.
- If you want a special philosophical dimension within science or mathematics combinations.
- If you are considering studying Philosophy or Theology at University.
- If you have not done GCSE Religious Studies but enjoy thinking for yourself and feel attracted by the challenges of the course.
- The specification offers an academic approach to the study of religion and is accessible to candidates of any religious persuasion or none.
- Adopt an enquiring, critical and reflective approach to the study of religion.

RS A level Assessment:

- Assessment will be linear (at the end of the two-year course): three 2 hour 15 written examinations (three questions), one paper per module:
    - Module 1 (H573/01) Philosophy of Religion
    - Module 2 (H573/02) Religion and Ethics
    - Module 3 (H573/03) Development in Christian Thought

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