



Curriculum Policy

Academic Year 2020-21

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THE STRUCTURE OF THE COLLEGE

The College is divided into five schools, each with its own Head. From Year 7 onwards there are also Year Heads, who work under the Head of each School and manage the team of Form Tutors in that year group. In addition there is a Deputy Head of Middle School and Deputy Head of Upper School that supports both head of School and Tutors in those areas of the school.

The five schools are as follows:

| | |
|-------------------|---|
| DUCKS | 0-3 years (Kindergarten) |
| | Nursery Class - Year 2 (Infant School) |
| The Junior School | Years 3 to 6 |
| The Lower School | Years 7 and 8 |
| The Middle School | Years 9 to 11 |
| The Upper School | Years 12 and 13 (called the Remove and Upper Sixth) |

INTRODUCTION TO THE CURRICULUM

Dulwich offers many opportunities for boys to learn; this document describes only those that are timetabled. The basic aim of our timetable is to develop boys' knowledge, skills, understanding of ideas, attitudes and confidence. We seek to provide a secure yet challenging environment, which encourages participation, curiosity and enquiry. In designing this curriculum there are five governing principles:

Breadth, so that boys are exposed to the full spectrum of areas of learning (linguistic, mathematical, scientific, technological, creative, literary, spiritual, moral, physical, cultural and social)

Balance, so that boys develop appropriately in each of these areas

Relevance, so that boys see the reasons for learning

Flexibility, so that at the highest levels of the College, where they must eventually specialise, boys can choose a combination of subjects that suits their personal interests and capabilities

Resourcing, so that boys are taught in groups of a suitable size in appropriate accommodation, by well-qualified teachers supplied with all the necessary technology and equipment

While we attach much importance to a boy's intellectual development, we are no less concerned with his personal qualities, which we seek to develop through every facet of his life at the College. An impression of the scope of our non-timetabled curriculum can be gained from the main prospectus or the College website.

To supplement and develop their timetabled learning, all boys are set homework on each of the five school days. For the youngest boys the homework is about 30 minutes, increasing to an hour in Year 7 and one and a half hours in Year 9. At GCSE the expectation increases to up to 2 hours per evening and at A level we expect boys to do at between 2 and 3 hours work each day.

A note on Free Learning

What is distinctive about learning at Dulwich? Like all good schools, we ensure that we prepare our pupils well for public examinations – results do matter – but we do not believe that “teaching to the test” should define a Dulwich education.

We believe that there are ideas to interrogate and knowledge to be found beyond syllabuses to which our pupils should be introduced, early and often; these will serve to enhance and complement the formal curriculum and provide a path to enjoyable lifelong learning.

So what is Free Learning? It is learning that extends beyond and is free from a syllabus and free from examination, and that challenges pupils to think for themselves. It is fed by intellectual curiosity, often supported by the interest and enthusiasm of a teacher or peer-mentor.

Free learning is often interdisciplinary in nature; it breaks through the compartmentalisation of learning that subject syllabuses can impose. It allows the possibility of failure, from which pupils can learn important lessons. It is about making connections, challenging what we know and about learning how to avoid following the herd in an unquestioning and accepting way.

This type of learning is not new to us. Every year there is a Free Learning Week that takes a different focus centred around a particular theme or discipline. Dulwich Creative (led by our Art and Design department) was followed by Dulwich Inventive (organised by our scientists), Dulwich Linguistic and Dulwich Political. In 2019, to celebrate our 400th anniversary, the theme was ‘Make Your Mark’ and free learning was placed at the heart of a Dulwich Olympiad which saw 700 students from our international schools join us for a week of intellectual, cultural and sporting engagement.

Under lockdown in Spring 2020 we launched ***Thinking About***, a series of live online lectures with Q&As for students in Years 11 and above with guests from the Arts, Sciences and Humanities. ***Thinking About*** is a partnership between Dulwich College and Southwark Schools’ Learning Partnership ([SSLP](#)), bringing together pupils from 13 state schools and four independent schools across or adjacent to the borough and offering an opportunity to listen and talk to experts sharing exclusive insights into their professional lives.

We study free learners in history who have made their mark and look to inspire the free learners of the present to challenge their peers, their communities, and their teachers.

THE COLLEGE DAY

The College runs a two-week timetable. There are 5 x 55 minute periods every day, Monday to Friday, with a five minute break between consecutive lessons. The timings are as follows in the Upper, Middle and Lower Schools:

| | |
|--------------|-------------|
| Registration | 0835 – 0850 |
| Period 1 | 0850 - 0945 |
| Period 2 | 0950 - 1045 |
| Break | 1050 – 1120 |
| Period 3 | 1120 – 1215 |
| Period 4 | 1220 – 1315 |
| Lunch | 1315 – 1435 |
| Period 5 | 1440 – 1545 |

There are the following Assemblies and Form Tutor periods (during Period 1 except where stated otherwise):

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|---|---|--|---|-----------------------------------|
| Upper School | Form Tutor period / Assembly (Period 1) | | | | |
| Middle School | Assembly / Form Tutor period (Period 1) | 1 additional Form period (per fortnight) that take place on another day of the week, dependent on Form group. | | | |
| Lower School | Assembly/Form Tutor period (Period 1) | | Great Hall Assembly (per fortnight Period 1) | | |
| Junior School | Whole School Assembly | Whole School Assembly (Chaplain / Hymn Practice) | House Meeting / Year Group meeting / Form Period /Music Assembly | Form Assembly (either upper or lower KS2) | Whole School Celebration Assembly |

THE JUNIOR SCHOOL

Period allocation

There are three Forms in each of Years 3 to 6. This table shows the time allocation for each subject. Each period is 55 minutes long. The Junior School timetable is a weekly timetable of 5x 55 minute and 1x25 minute periods per day. All subjects are taught continuously throughout the year, with the exception of the carousels. For clarity 0.5 refers to one of the 25 minute periods per day. These are named 5A on the timetable and take place from 14.25 - 14.50pm.

| | ENGLISH | MATHS | WELLBEING & CITIZENSHIP | FRENCH | HISTORY | GEOGRAPHY | COMPUTING | SCIENCE | ART | D.T. | GAMES | P.E. | R.S. | STRINGS/BRA SS | DRAMA | DANCE | PHILOSOPHY/ C. AFFAIRS | FORM PERIOD/READ | MUSIC |
|----|---------|-------|-------------------------|--------|---------|-----------|-----------|---------|-----|------|-------|------|------|----------------|-------|-------|------------------------|------------------|-------|
| Y3 | 5 | 5 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 0.4 | 0.6 | 0.3 | 0.3 | 0.2 | 2 | 1.5 |
| Y4 | 5 | 5 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 0.4 | 0.6 | 0.3 | 0.3 | 0.2 | 1.5 | 1.5 |
| Y5 | 5 | 5 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 0 | 0.5 | 0.5 | 0.5 | 1.5 | 1.5 |
| Y6 | 5 | 5 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 0 | 0.5 | 0.5 | 0.5 | 1.5 | 1.5 |

Carousels

- Y3&4 R.S./Philosophy, Drama/Dance, and the strings and brass lessons are taught in a carousel during two timetabled periods throughout the year. Y3/4 Drama/ Dance is taught on a half termly carousel. R.S./Philosophy is taught in termly units.
- In Years 5&6 it is timetabled for P5A throughout the year on a carousel with Current affairs.
- Drama and Dance are taught in half termly blocks to ensure equal coverage of both subjects.
- Early morning form periods vary from week to week as they are on a carousel on Wednesday with House Meetings and Thursday with Form Assemblies for parents. (These are not included in the period allocation grid above)
- Form periods in P5A are used both for pastoral time and for extra reading sessions.

| | |
|--------------|-------------|
| Registration | 0825 – 0835 |
| Assembly | 0835 – 0855 |
| Period 1 | 0855 - 0950 |
| Period 2 | 0950 - 1045 |
| Break | 1045 – 1110 |
| Period 3 | 1110 - 1205 |
| Lunch | 1205 – 1235 |
| Period 4 | 1240 - 1335 |
| Clubs | 1340 - 1420 |
| Registration | 1420 – 1425 |
| Period 5A | 1425 - 1450 |
| Period 5 | 1450 – 1545 |

The Junior School day

The Junior School Day is different to that of Years 7 to 13, with lunch happening when Period 4 happens in the senior School at 12:05pm. The school then has a shared clubs time from 13:40 – 14:20pm.

The Junior School then has an extra half lesson (Period 5A) from 14:25 – 14:50, in which Wellbeing, Philosophy, guided reading will take place.

THE LOWER SCHOOL

Period allocations per fortnight are as below:

| | EN | FR/SP | LA | HI | GY | RS | MA | SC | AR | DT | MU | DR | ICT | CHI | Wb | PE |
|-------------|----|-------|----|----|----|----|----|----|----|----|----|----|-----|-----|----|----|
| Yr 7 | 6 | 5 | 4 | 2 | 2 | 2 | 5 | 4 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 1 |

| | EN | FR/SP | LA/CHI/ GM | HI | GY | RS | MA | SC | AR | DT | MU | DR | ICT | Wb | PE |
|-------------|----|-------|------------|----|----|----|----|----|----|----|----|----|-----|----|----|
| Yr 8 | 6 | 4 | 4 | 3 | 3 | 3 | 5 | 5 | 2 | 2 | 1 | 2 | 1 | 1 | 1 |

The remaining periods are devoted to:

- (a) four periods of Games a fortnight
- (b) Great Hall assembly (Wednesday period 1 every other week)
- (c) EAT assembly/Form Tutor period (Monday period 1 each week)

Year 7 forms are created on the basis of choice of foreign language. Typically, there are three Forms of each language. Mathematics is the only subject in which boys are set by ability. It is expected that the language chosen at this stage will be taken through to GCSE.

Boys normally remain in the same Form from Year 7 through to Year 8.

In March, pupils in Year 7 are asked to select which language they want to focus on continuing into Year 8. They will all have to continue to study French or Spanish, however they will have the choice of continuing with either Latin, Chinese or starting learning German. By selecting one of these options pupils will be given double the teaching time during Year 8 in these subjects compared to the time in Year 7.

In March, pupils in Year 8 are asked to select the *second* Modern Language (one of French, Spanish, Latin, German, and Chinese) which they wish to study in Year 9 in addition to the Modern Language they chose in Year 7. Latin is a continuation course, but German, Chinese, French and Spanish are beginners' courses. The section of this Guide devoted to GCSE subject options describes the implications of this choice.

THE MIDDLE SCHOOL

Year 9

The forms in Year 9 have academic descriptors based upon perceived aptitudes in Mathematics, and French or Spanish. Where possible boys will be placed in a Form where there is a common second Modern Language. A final factor is whether some Forms require a different teacher:pupil ratio to suit the needs of the pupils. The maximum size of a Form is 25 and the minimum usually around 14. The Form structure is designed to provide a degree of homogeneity which then allows the curriculum, with the exception of the second language, to be delivered via Form teaching.

Please note that the structure changes each academic year to cater for the profile of that particular year.

The objective of this placing scheme is to prepare the ground for the placing of pupils in Year 10 for the final two GCSE years. The placing of an individual pupil in Year 9 does not have any implication for his choice of GCSE subjects.

Pupils take a second Language option (one of Latin, German, French, Spanish, Chinese – see previous section) in the “LANG” periods shown in the following table. Otherwise pupils in Year 9 follow a common curriculum:

| EN | FR/SP | HI | GY | RS | MA | PH | CH | BI | AR | DT | LANG | PE | MU | DR | Wb |
|----|-------|----|----|----|----|----|----|----|----|----|------|----|----|----|----|
| 5 | 4 | 3 | 3 | 3 | 6 | 3 | 3 | 3 | 2 | 1 | 5 | 1 | 1 | 1 | 1 |

The remaining five periods are devoted to Games (two period a fortnight) and assemblies/Form Tutor periods (three periods a fortnight).

The Choice of GCSE Subjects

In March, pupils in Year 9 are asked to choose the subjects which they will take to GCSE.

In Years 10 and 11 all pupils study:

| | | |
|---------|-------------|------------------|
| English | Mathematics | French / Spanish |
| Physics | Chemistry | Biology |

The choice of French or Spanish will already be determined as the language studied since Year 7.

In addition to these *core* subjects, pupils choose ONE subject from each of the following three groups:

| | | | |
|---|--|---|---|
| 1 | History | Geography | Religion & Theology |
| 2 | Latin (see note b) Geography Religion & Theology | German (see note b) Art Design & Technology | Spanish (see note b) Chinese (see note b) French (see note b) |
| 3 | Geography Music Religion & Theology | Art Greek (see note c) Computer Science | Design & Technology PE Drama |

Notes

- (a) The first subject may not, of course, be selected from more than one group.
- (b) A language may be selected from Group 2 only if it has been studied in Year 9 as a second language.
- (c) The 'fast track' two-year Greek option in Group 3 is for pupils wishing to start this subject in Year 10 and thereby include three Modern Languages among their GCSE subjects. This option is available only to boys whom we consider to have a particular aptitude for languages.

Science

All pupils study the three sciences as separate subjects throughout the Middle School up to IGCSE. They will be entered for either Double Award (that is, pupils take examinations which yield *two* IGCSEs) or for Separate Sciences (that is, pupils take examinations which yield *three* IGCSEs). The decision is made after Year 11 mocks in January, following recommendations by teachers and the analysis of examination results. The actual entry ratio varies from year to year, according to the perceived abilities of the pupils.

A pupil who has taken the Double Award course is just as eligible for Science courses at A level as a pupil who has taken IGCSE in Separate Sciences - providing, of course, in every case, appropriate grades have been obtained. Thus access to, and eligibility for, Advanced Level Science courses is affected by the *quality of the IGCSE grades* a pupil achieves, and not by whether he takes Double Award or Separate Sciences.

Modern Languages

All boys sit IGCSE French or Spanish at the end of Year 11. Pupils may also choose to study a second Modern Language to GCSE from the following options: French, Spanish, Italian* (*last intake Sept 2020), Chinese and German.

Within this scheme, no pupil will be awarded fewer than nine GCSEs, made up as follows:

| | | |
|--------------------|-------------------|-----------------------------------|
| English | French or Spanish | Double Award or Separate Sciences |
| English Literature | Mathematics | Three option subjects |

Year 10

Forms are constructed to cater for the perceived aptitude of boys in Mathematics, French/Spanish and Science.

As with Year 9 the maximum Form size is 25 and the minimum around 14. Again, the structure is created to provide the maximum amount of form teaching. All Forms are taught English and the three Sciences for both GCSE years in their Form group. Some Forms may also be taught one or more of the following as Form subjects: French, Spanish, Mathematics, History, Geography, Latin. Other subjects are provided through ability setting in French/Spanish and Mathematics, and access setting in the case of other GCSEs.

The period allocation per fortnight in Year 10 is:

| EN | LANG | MA | PH | CH | BI | WB | PE | Group 1 option | Group 2 option | Group 3 option |
|----|------|----|----|----|----|----|----|----------------|----------------|----------------|
| 7 | 5 | 5 | 4 | 4 | 4 | 1 | 1 | 5 | 5 | 5 |

Those pupils that make quick progress through the IGCSE syllabus in Maths, French and Spanish, will be given the opportunity to study the Add Maths course.

There are two periods per fortnight of Games, and two assemblies/Form Tutor periods.

Year 11

The Form structure continues with that established in Year 10.

There are two periods of Games, and two assemblies/Form Tutor periods.

The Choice of A Level Subject

In February of Year 11, pupils are required to submit their choices of A Level subjects to be studied in the Upper School.

Pupils in Year 12 (Remove) embark on **three** chosen subjects at A Level (unless they take Further Mathematics then they will take **four A levels comprising Mathematics, Further Mathematics and two other A levels**), along with our A level Plus courses and Liberal Studies programme. In a handful of cases, students are able to pick a fourth A level that is not Further Mathematics, which they are taught in an 'express' format in small groups with approximately half the normal timetabled periods.

In their second year in the Upper School (Upper Sixth), all students continue with their three (or four, in the case of boys taking Further Mathematics) A levels and a non-examined Liberal Studies course which takes place once per week.

Full details appear in the "Advanced Studies" booklet published annually. The list of A level courses is as follows:

| | | |
|------------------------|---------------------|-----------------------|
| Art | Geography | Music |
| Biology | German | Philosophy |
| Chemistry | Greek | Physical Education |
| Classical Civilisation | History | Physics |
| Computing | History of Art | Politics |
| Design & Technology | Italian | Psychology |
| Economics | Latin | Religion and Theology |
| English | Mathematics | Spanish |
| French | Further Mathematics | Theatre Studies |

Students can select Philosophy **or** Religion and Theology but **not both** courses.

Please note:

We invite Year 11 pupils to make their choices: we then create a timetable to incorporate them. The availability of any subject at A level depends on there being sufficient demand for it. We cannot guarantee that every *combination* of subjects will be available.

THE UPPER SCHOOL

Pupils in Remove and Upper Sixth take A level courses. For a list of courses available, see the previous page.

In addition, all pupils have to study a course in:

- Liberal Studies in the Remove and the Upper Sixth
- A level Plus in the Remove
- EPQ in the Remove

The period allocation per fortnight is as follows:

| | | | | | | | | |
|--------|------------------------|------------------------|------------------------|--------------------|-------------------|----------------------------------|------------------------|-------------------------------|
| Remove | A level option 1 10 | A level option 2 10 | A level option 3 10 | Further Maths 5 | A level Plus 3 | Liberal Studies (afternoon) 2 | Games (afternoon) 2 | Private Study 6 (FM) 11 |
| Sixth | A level option 1 11 | A level option 2 11 | A level option 3 11 | Further Maths 5 | | Liberal Studies (afternoon) 2 | Games (afternoon) 2 | Private Study 6 (FM) 11 |

The remaining two periods a fortnight comprise time with Form Tutors and/or in assembly and Wellbeing.

There are also departmental Oxbridge preparation classes, where appropriate. Most of these take place off-timetable.

Liberal Studies

All pupils follow a Liberal Studies course in the Remove year. These courses complement the aims of the A level Plus programme: where that offers depth and stretch in boys' A level subjects, Liberal Studies offers an opportunity for breadth, for exploration and study in subjects or areas of interest which boys may not be studying formally for A level. It is an opportunity to try something new, not narrowly restricted to the requirements of technical or professional training or examinations.

In the Remove, boys will have one period of Liberal Studies per week, on a Thursday afternoon, across two 'semesters' of the year (the first semester being the Michaelmas Term, and the second being the Lent Term and first half of the Summer Term). This will run in partnership with James Allen's Girls' School. This programme incorporates the opportunity for boys who require EAL support to take classes within its allocated periods.

Liberal Studies in the Upper Sixth

Upper Sixth pupils have a period of Liberal Studies on Monday afternoons in the Michaelmas and Lent terms. The courses - of approximately 10 weeks in length - are, as in the Remove, run in conjunction with

James Allen's Girls' School, and the courses offered are different from those in the Remove, but similarly broad in scope.

Pupils are asked to select from the following typical range of courses (a selection of Remove and Sixth Form options are amalgamated here):

| | |
|--|---|
| Beginners' Japanese | Composing for Film |
| An Introduction to Photography | Fundamental Moments in Science |
| Exploring Sculpture | India 1885-1947: The Unmaking of Empire |
| The History of Mental Health | Dance and Body Expression |
| French for the Workplace | Improve your Computer Graphics |
| Psychology and Philosophy of Mind | City Heights Community Support |
| International Development | Writing for Film and TV |
| Primary School Science Roadshow | A History of Modern Europe in Fifty Objects |
| Statistics for All | International Cooking |
| Technical Theatre | Spying and Separation |
| Introduction to Film Studies | Notes from the Underground: Cult Fiction |
| Understanding Contemporary Art | The Brain and Evolution |
| Revolution and Dictatorship in South America | Exploring the Dulwich College Archives |
| Sculpting the human form in clay | Religious Fundamentalism |
| Magic | Images of History: Looking at the past through Art |
| The Rise, Fall and Effects of Fascism in Italy | Science Communication |
| Game and Mobile App Development | Explore: The Culture, History and Practicalities of Exploration |
| Model United Nations | Refugee Project Southwark |

A Level Plus

We believe that there is much beyond their A level syllabuses that boys should learn and understand. Therefore, in addition to their chosen subjects, all pupils will follow an A level Plus programme in both the Remove and Upper Sixth. The boys will choose two courses over one year that provide an opportunity for them to fire their enthusiasm, and become experts in areas that lie just beyond the reach of the normal curriculum. Most often, boys will take courses that complement their existing choices and deepen their knowledge, often to near-undergraduate level. Frequently, courses are designed to introduce boys to the subjects that they want to study at university and the professions they might pursue afterwards, providing the opportunity for boys to see how their chosen subject relates to the world at large. We appreciate the intellectual excitement that takes place where the traditional subjects overlap. Therefore, many courses are also interdisciplinary in nature, involving, for example, art, literature, music and history being studied in unison and will be team taught. All courses will explore an area of study in more depth

than standard A level courses and will provide opportunities for boys to participate in competitions, such as the Weizmann Safecracking Competition in the Engineering course, or Target 2.0 in the Finance course.

The aim of the course is also to provide boys with the opportunity to deepen their knowledge, discover if they really want to pursue a particular discipline beyond school and also prepares them well for the university application process.

A selection of A Level Plus courses:

| | |
|--|---|
| Architectural & Interdisciplinary Studies | Music Production & Sound |
| Script to Screen | 21 st Century Geopolitics |
| Extended Project Qualification (EPQ) | Institute of Linguists Courses |
| European Studies | Classical Art & Architecture |
| Comparative Mythology | Astrophysics |
| Make it New: the birth of Modernism in 20 th Century Europe | Atoms & Molecules: How to experiment leads to theory |
| Comparative Mythology | Critical Thinking |
| Nazi Europe: from Occupation to Holocaust | Online Commercial IT Systems Development |
| War | Advanced Synthetic Organic Chemistry |
| Strength & Conditioning | Insights into the Learning Brain: practical psychology in the classroom |
| Abstract Problem Solving | Relativity and Quantum Theory |
| Business Management and Enterprise | Weizmann Safe-Cracking (STEM) |
| Engineering | Law |

EPQ (Extended Project Qualification)

In the Remove year, pupils are invited to apply for a place in 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 student 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.

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 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, and distinctions are awarded to pupils who have achieved success in either particular elements or overall.

Academic Study

Core Curriculum: The Diploma requires the study of at least 3 A levels (or their Pre-U equivalents). 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 follow an A level Plus and Liberal Studies programme.

Research: Every candidate will complete a 2000-word Extended Essay. Candidates will be introduced to how to use the internet, the Wodehouse Library and Archives to best effect. Those who achieve 80% or over in their essay will be eligible for a distinction in this area.

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, boys' 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, the SCEC Saturday School, 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.

The award of College Colours recognises boys' contributions in these areas, and those who receive Full Colours by the completion of their Dulwich careers will be eligible for a Distinction in this area.

Preparation for life after Dulwich

Informatics: During their time at Dulwich College all pupils will have followed an informatics course and demonstrated the basic skills required to successfully use their own mobile devices for learning in the Upper School. The course prepares them not just for using technology in lessons at the College but for life beyond.

Careers: All candidates will have taken part in the Careers education programme in Year 11, including Morrisby Profile, advice on subject choice at A level and an external Careers interview. (New pupils will follow an induction programme in the Remove). During their time in the Upper School, students will be encouraged to visit the Careers team for individual guidance sessions 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.

Those who fulfil the criteria for a distinction in two areas by the time of the Sixth-Form Leavers' Prize Giving will qualify for a Merit in the Dulwich Diploma.

Interview with the Master: In their final term, all candidates have an interview with the Master.

Damian King

Deputy Master Academic

September 2020



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