




# Guernsey Grammar School and Sixth Form Centre



International Baccalaureate  
(IB) Diploma Programme

# The Aims of the IB


- ▶ To educate the whole person, emphasising intellectual, personal, emotional and social growth
  - ▶ To develop enquiry and thinking skills, and the capacity to reflect upon and to evaluate actions critically
  - ▶ To provide an internationally accepted qualification
  - ▶ To promote international and intercultural understanding
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# The IB Mission Statement

The IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

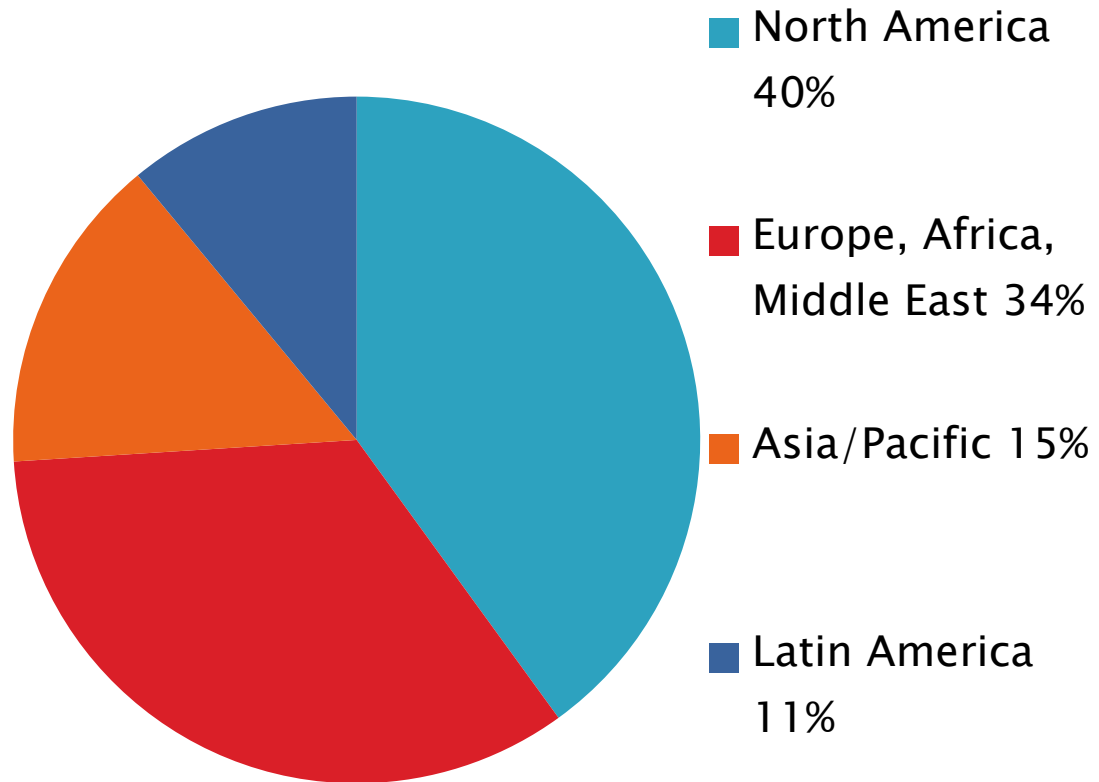


# Why do we want to introduce the IB?

- ▶ Guernsey Curriculum
    - Confident individuals
    - Successful learners
    - Responsible citizens
    - Effective contributors
  - ▶ Aims of the Guernsey Grammar School and Sixth Form Centre
  - ▶ Aims of the International Baccalaureate
    - A broad, balanced and rigorous programme of study
    - No early specialism
    - A holistic approach to education
    - Emphasis on critical and analytical thinking
- World wide recognition


# Facts about the IB Diploma Programme

- ▶ Since 1968 (A levels since 1951)
- ▶ 2185 schools worldwide (Nov 2010)
- ▶ More than 50% are in state schools
- ▶ More than 218 in the UK

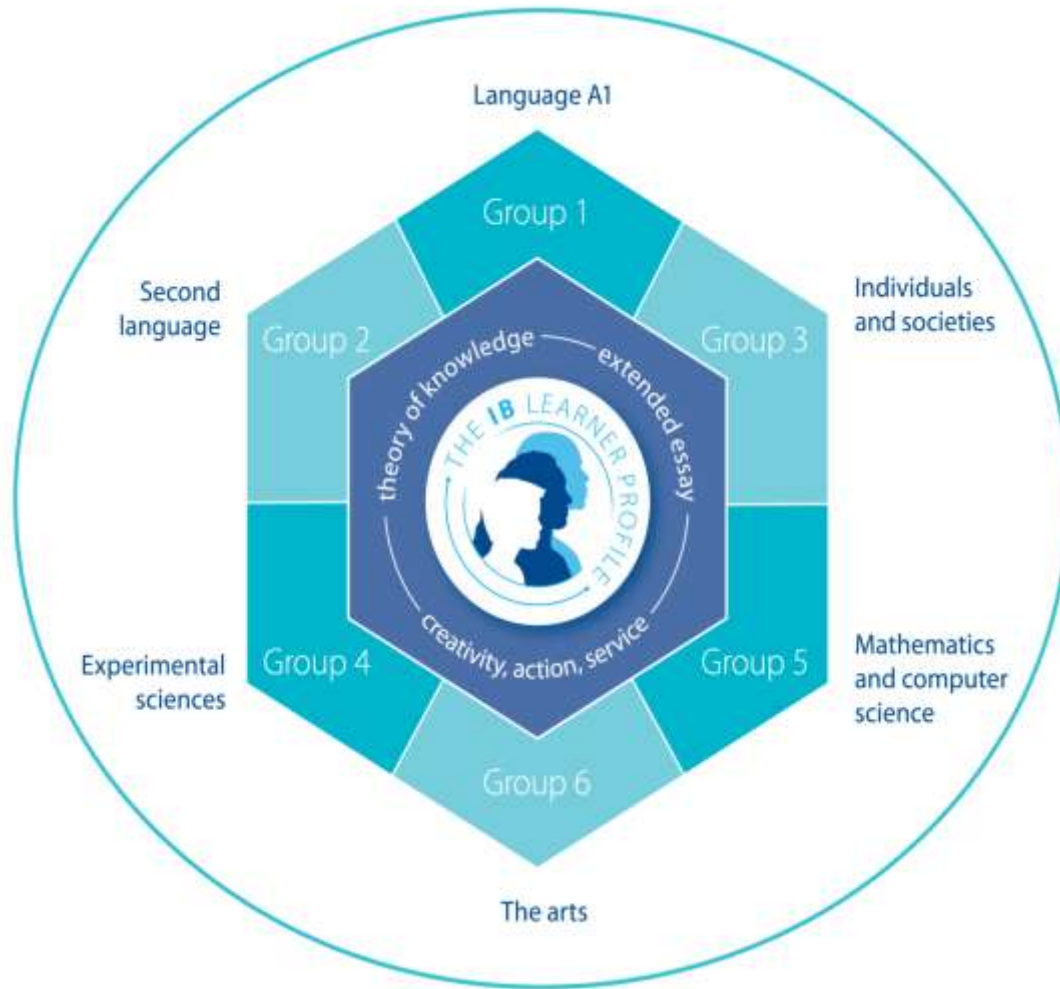


# What is the Diploma Programme?

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepare young people for success at university, in employment and life beyond.



# What is the structure of the Diploma Programme?



Students Study  
3 subjects at Higher Level  
3 subjects at Standard Level  
Plus  
The Core

The IB Learner Profile and the Core are central to the philosophy of the Diploma Programme

# Language A1 and Second Language

Students select two languages: one from group 1 and an additional language normally from group 2. Students select the language courses based on their language proficiency and the outcomes of the course.

# Individuals and Societies

- Business and management
- Economics
- Geography
- History
- Information technology in a global society
- Philosophy
- Psychology
- Environmental systems and societies\*

# Experimental Sciences

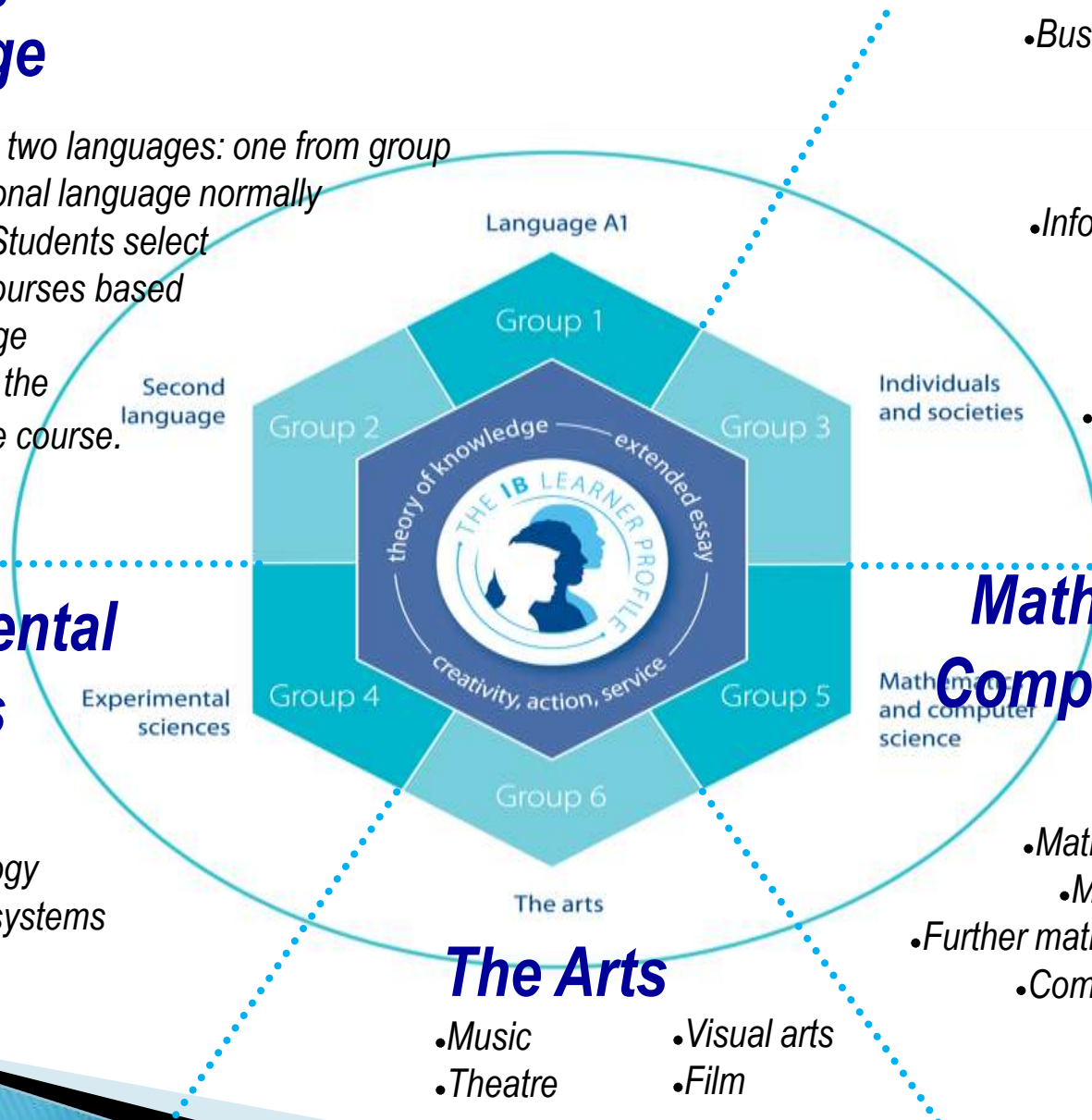
- Biology
- Chemistry
- Design technology
- Environmental systems and societies\*
- Physics

# Mathematics and Computer Science

- Mathematical studies standard level
- Mathematics standard level
- Mathematics higher level
- Further mathematics standard level
- Computer science (elective)

# The Arts

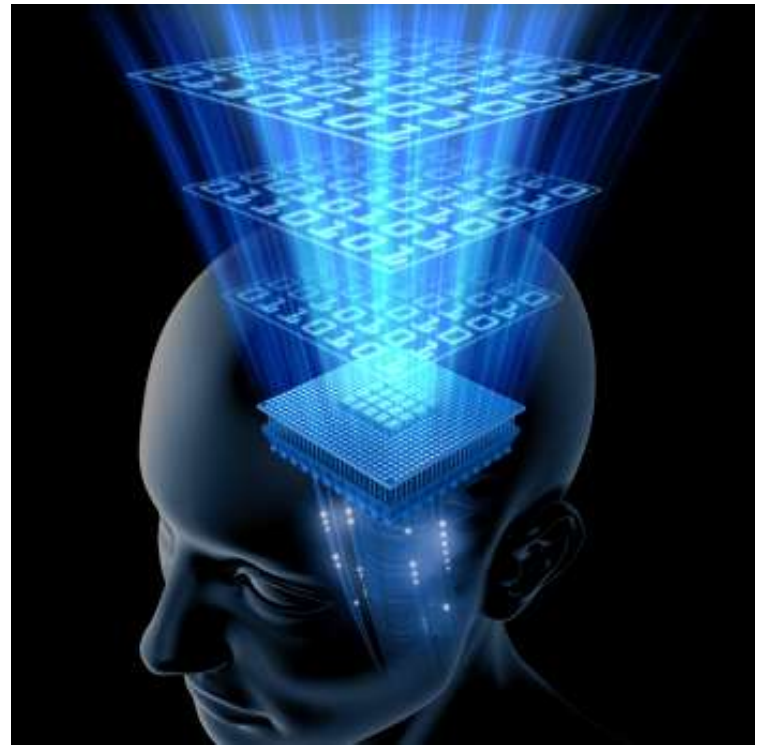
- Music
- Visual arts
- Theatre
- Film



# Theory of Knowledge (TOK)

- ▶ Interdisciplinary
- ▶ Explores the nature of knowledge across disciplines
- ▶ Encouraging an appreciation of other cultural perspectives

knowledge emotion reason perception



# Examples of TOK Essays

- ▶ What is good art?
- ▶ What is the nature of language? Is it possible to think without language?
- ▶ What is knowledge and how does it differ from belief?
- ▶ Is a mathematical statement true only if it has been proved?
- ▶ We see and understand things not as they are but as we are.
- ▶ Does History tell us the truth?
- ▶ ‘Art upsets, science reassures’ (Braque).  
Analyse and evaluate this claim.

# Creativity, Action and Service

- ▶ Encourages students to be involved in artistic pursuits, sports and community service
- ▶ Education outside the classroom
- ▶ Development of the learner profile



# Creativity





# Action



# Service



Peer Support

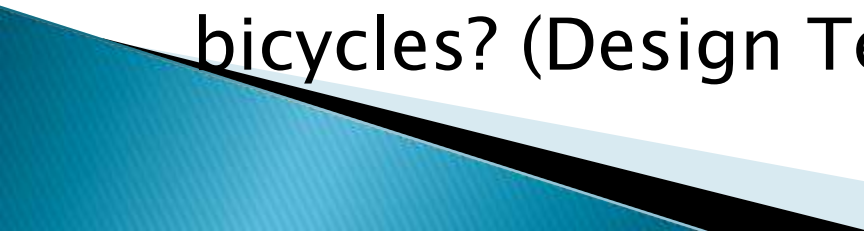


# Extended Essay


- ▶ 4,000 words
- ▶ Offers the opportunity to investigate a research question of individual interest
- ▶ Familiarises students with the independent research and writing skills expected at university



# Examples of Extended Essays


- ▶ How is the subject of death treated in selected poems by Emily Bronte and Emily Dickinson? (English)
  - ▶ Do young people use more words of foreign origin than older people? (Foreign Language)
  - ▶ Can a programme of training at high altitude have an impact on the fitness of an athlete? (Biology)
  - ▶ Has the introduction of new materials improved the performance of modern racing bicycles? (Design Technology)
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# Examples of Extended Essays

- ▶ To what extent are the philosophical principles and objectives of a local conservation group being fulfilled in protecting the local environment. (Env Systems)
  - ▶ How and why have explanations of the Cuban Missile crisis changed since 1962 (History)
  - ▶ What criterion can be identified in order to ascribe a moral status to stem cells? (Philosophy)
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# Examples of Extended Essays

## Mathematics:

- ▶ Probability in Gambling
  - ▶ Proof in Vedic Mathematics
  - ▶ Modelling the flight of a football in 3D
  - ▶ Alhazen's Billiard Problem
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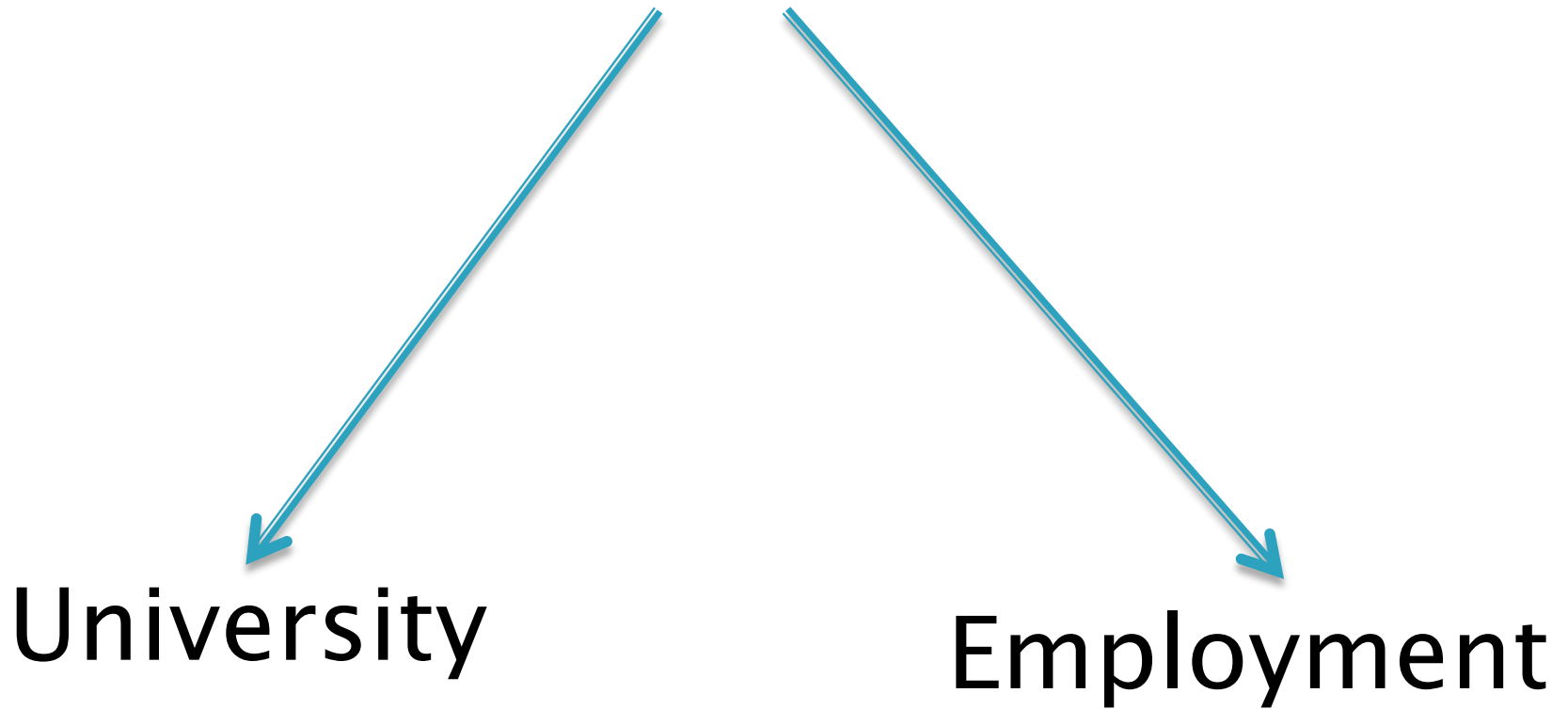
# Learner Profile

- ▶ Inquirers
- ▶ Knowledgeable
- ▶ Thinkers
- ▶ Communicators
- ▶ Principled
- ▶ Open-minded
- ▶ Caring
- ▶ Risk takers
- ▶ Balanced
- ▶ Reflective

The attributes of the learner profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the three programmes and, therefore, the culture and ethos of all IB World Schools.

IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.

# Post 18 Progression



# What do universities think?

- ▶ “The IB diploma is looked at very favourably by our admissions tutors because of the research skills, independent learning and breadth of knowledge students gain.” University of Liverpool
- ▶ “The qualification is excellent preparation for University and develops students into more rounded learners, which enables them to progress to undergraduate study with ease.” University of Manchester
- ▶ “We know from experience that good IB students tend to perform well on admission to all of our undergraduate programmes and beyond.” University of Leeds
- ▶ ‘Durham University recognises the IB. Our academic departments have noted the excellent preparation that the Diploma provides for university study, and we value the depth and breadth of study that it offers.’


# What do employers think?

'As one of the UK's largest private sector employer, we can see growing benefits in the IB system...


We now place increasing importance on the skills gained through work experience and extra-curricular activities.

In the past two years Deloitte has seen a slight increase in applications from people who have studied IB.


The IB assessment process is consistent worldwide and, as we see more applications from abroad, International Baccalaureate enables us to assess candidates on an equal basis." Deloitte



# What do students think?

- ▶ ‘If you are willing to put the work in, the IB gives you so many options.’
  - ▶ ‘As far as the universities go, it stands you in very good stead to have the qualification behind you.’
  - ▶ ‘I’m glad I’m doing the IB; the broad range of subjects means you can keep your options open until you decide what you want to do at university.’
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# What do students think?

- ▶ ‘I enjoy the IB as it offers a range of subjects without losing depth in any one. The skills I am developing are transferable from one subject to another which gives me a good all round education and increases my employability. The IB keeps my options open for university courses. It is also great for meeting people and you really get a sense of belonging.’
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## GCSE Profile

Art A  
Design Tech A  
Drama D  
English Language B  
English Literature C  
French B  
Geography C  
Mathematics C  
Science B



## IB Programme

English (HL)  
French (SL)  
Design (HL)  
Psychology (SL)  
Maths Studies (SL)  
Visual Arts (HL)

## University Place

Surrey

Interior Design  
26 points



## **GCSE**

English Language B  
English Literature A  
Business Studies B  
Geography A  
ICT A  
Mathematics A  
Religious Studies A\*  
Science A \*  
Science Additional A\*

## **IB Programme**

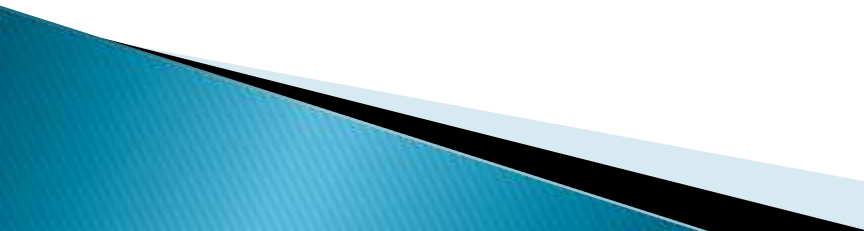
English (SL)  
Spanish ab initio  
(SL)  
Biology (HL)  
Philosophy (HL)  
Mathematics (SL)  
Psychology (HL)

## **University Place**

Nottingham

Philosophy  
30 points

# So what next?

- ▶ Spring 2011      School continues to prepare for the IB
  - ▶ Summer 2011
  - ▶ Autumn 2011      Post 16 Talks and Interviews
  - ▶ Spring 2012      Apply for Post 16 place
  - ▶ September 2012      Diploma teaching begins
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# What to do next?

- ▶ Please read the information leaflet and our web site
  - ▶ Contact Mrs Watson for more information or to ask questions
  - ▶ When you enter Year 11 you will be given more guidance on making the most appropriate choice for you.
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