



BRADFIELD COLLEGE

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME



- 1 - SUBJECTS ON OFFER
- 2 - WHAT IS THE INTERNATIONAL BACCALAURETE DIPLOMA?
- 3 - THE EDUCATIONAL BENEFITS
- 4 - WHAT UNIVERSITIES THINK
- 5 - UNIVERSITY INFORMATION
- 6 - WHAT OUR PUPILS THINK

SUBJECTS ON OFFER

IBDP Options

| | Higher Level | Standard Level |
|---------|--|--|
| Group 1 | English Language and Literature English Literature German Literature | English Language and Literature |
| Group 2 | French German Latin Spanish | French German Latin Spanish Italian ab initio Spanish ab initio |
| Group 3 | Economics Geography History Psychology | Art History Economics Environmental Systems and Societies* Geography History |
| Group 4 | Biology Chemistry Computer Science Physics | Chemistry Computer Science Environmental Systems and Societies* Physics |
| Group 5 | Mathematics: Applications Mathematics: Analysis | Mathematics: Applications Mathematics: Analysis |
| Group 6 | Film Music Visual Arts | Film Music Visual Arts |
| | Or a 2nd subject from Groups 2, 3 or 4 | Or a 2nd subject from Groups 2, 3 or 4 |

*ESS counts as either a Science (Group 4) or a Humanity (Group 3)

Pupils have to choose one subject from Groups 1-6

Three Subjects must be chosen at Higher Level & three at Standard Level

If no Group 6 Arts subject, choose a second option from Groups 2-4

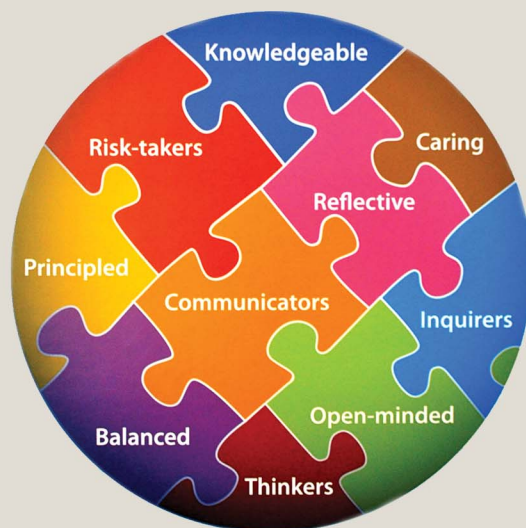
Subject availability and combinations are dependent on pupil uptake and timetabling

WHAT IS THE INTERNATIONAL BACCALAUREATE DIPLOMA?

In the IB Diploma Programme (IBDP), pupils are required to study six subjects (three at Higher Level and three at Standard Level) together with the Core which consists of Theory of Knowledge, Extended Essay and Creativity, Activity and Service (CAS). They are encouraged to think across the curriculum and to appreciate the benefits of learning in one subject within the context of all their areas of study.

Explanation of The Core

The Core represents the heartbeat of the IBDP. All study meets here and an IB education cannot function without it. It is comprised of three equally important components together with the Learner profile and International-mindedness that act as the glue that bonds the Core and all of the subjects across the curriculum.



THEORY OF KNOWLEDGE encourages pupils to consider how we learn, how we know what we know and how the acquisition of knowledge varies across different subjects. Pupils are required to think critically and to analyse all information and knowledge. ToK is assessed through an essay and presentation, carried out in the Upper Sixth.

THE EXTENDED ESSAY is a 4,000 word academic document produced as a result of a project on a research question of the pupil's choice that is linked to one of their Higher Level subjects. This allows him/her to pursue an area of particular interest with one-to-one supervision from a member of the teaching staff. It is invaluable for university interviews and prepares pupils well for the rigours of university study. The EE process starts in November of the Lower Sixth for submission at the beginning of the Michaelmas Term of the Upper Sixth.

THE CAS PROGRAMME is a fundamental part of the IBDP, providing counterbalance to its academic requirements. Pupils will have an opportunity to fulfil the requirements of the three elements (Creativity, Activity and Service) through the College's charities and community service programme, as well as through the co-curricular activities on offer.



WHAT ARE THE EDUCATIONAL BENEFITS?

- **SCOPE** – Ideal for those who are all-rounders and who wish to continue with subjects that they love.
- **MATHEMATICS** – We are one of only three developed countries in which young people are not obliged to continue with Mathematics until the age of 18. Most careers require a good grasp of Mathematics.
- **MOTIVATION** - IBDP keeps pupils on their toes, allows for more teacher contact time and teaches pupils how to meet deadlines and how to manage their time.
- **SKILLS FOR LIFE** - IBDP develops the key skills that are essential for employment, university and life in general such as time-management, communication and prioritisation, amongst many others.

What Universities think

- Universities fully appreciate skills developed by the IBDP
 - 57% greater likelihood of attending one of the 20 top UK universities
 - 4% higher chance of getting a 1st at university than A Level
- (Higher Education Stats Agency)

The IBDP is seen by admissions officers to have some stand-out positive qualities. Pupils are more able to persevere and complete a task, they possess the skills to thrive at university and are able to think and work independently. (ACS International Schools/IBSCA/IB survey done by MRS)

Standard University offers

Oxford 38-40

Leeds 35

KCL 35

Manchester 32

Birmingham 32

Bath 36

Bristol 32-38

Durham 38

All may include a Higher Level requirement

REAL EXAMPLE COMBINATIONS, OFFERS, FINAL SCORES

LAND ECONOMICS - CAMBRIDGE

Offer - 41 - Final score - 43

- 1 Geography HL
- 2 Economics HL
- 3 German B HL
- 4 English Lang. & Lit. SL
- 5 Maths SL
- 6 ESS SL

HISTORY - NOTTINGHAM

Offer - Unconditional - Final Score - 36

- 1 History HL
- 2 Spanish HL
- 3 Physics HL
- 4 Maths SL
- 5 English Lang. & Lit. SL
- 6 Economics SL

SOCIOLOGY - BATH

Offer – 35 – Final score 36

- 1 Economics HL
- 2 French HL
- 3 English Lit HL
- 4 Latin SL
- 5 Chemistry SL
- 6 Maths Studies SL

MEDICINE - MUNICH

Offer - 41 - Final score - 41

- 1 Biology HL
 - 2 German Lit. HL⁺
 - 3 History HL
 - 4 Chemistry SL
 - 5 English Lang. & Lit. SL
 - 6 Maths SL
- Bilingual Diploma issued⁺

INTERNATIONAL MANAGEMENT AND SPANISH - BATH

Offer - 37 - Final score - 34*

- 1 Economics HL
- 2 Spanish HL
- 3 Computer Science HL
- 4 English Lang. & Lit. SL
- 5 Maths Studies SL
- 6 Physics SL

HISTORY OF ART - EDINBURGH

Offer – 35 – Final score 37

- 1 English Lit HL
- 2 History HL
- 3 Visual Arts HL
- 4 Italian ab initio SL
- 5 Maths Studies SL
- 6 ESS SL

* Gained a place despite missing the offer





WHERE OUR PUPILS GO

- 71% - UK Russell Group universities
- 75% - UK Sutton Trust 30 Top universities
- 38% - QS Top 100 universities
- 8% - Overseas universities – Europe & USA

Some of these figures overlap

Feedback from our pupils

- Gives you broad knowledge and skill base
- Universities often give more lenient offers
- Puts subjects in an international context - global awareness
- Better preparation for university
- Makes you a well-rounded individual
- Allows you to compete with the whole world
- Offers variety and diversity
- Good training for time-management
- EE and coursework help with university study
- More teacher-pupil contact hours
- Unlocks potential
- Encourages a love of learning and open-mindedness
- Teaches you to question
- Always busy and trying new things
- Improves focus
- Teaches you hard work pays off

THE IBDP IN NUMBERS

1968 The year the international baccalaureate organisation was founded

2,795 Schools offering the IBDP worldwide, a truly global examination programme

2 Levels at which subjects are studied as part of the programme: standard level and higher level. Pupils take three of each of the IB examinations at the end of their final year at school

6 Subject groups within the IB diploma programme ensuring a broader base to study than offered by A Level. The subject groups are: Mathematics; Language Acquisition; Sciences; The Arts; Individuals and Societies; and Studies in Languages and Literature

126 Schools that offer the IBDP in the United Kingdom, straddling independent and state sectors. Often alongside A Level teaching, although some schools are wholly IB in the Sixth Form

3 Core components to the programme, covering: Theory of Knowledge; Creativity, Activity, Service; and a

4,000 word Extended Essay - an independent, self-directed piece of research, which acts as a good preparation for doing a dissertation at university

45 The maximum point score possible for IB pupils. Attained by about 150 pupils worldwide each year

1 Website to find out more about the IB and where it is offered near where you live: www.ibo.org

THE IBDP IN NUMBERS - Extract from an article which appeared in The Sunday Times 27.11.16



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IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.