

# Birmingham University

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Founded in **1968**

We currently work with over **3,500** schools,

In **144** countries,

To develop and offer four challenging programmes to over

**1,000,000** students worldwide.



# 4 Programmes



# The IB Mission Statement

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

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.’

# The IB Learner Profile

- Inquirers
- Thinkers
- Communicators
- Risk-takers
- Knowledgeable
- Principled
- Caring
- Open-minded
- Well-balanced
- Reflective



# The DP Curriculum

*The curriculum contains six subject groups and a core of three parts.*



# The DP Curriculum

All IB students are required to take:

- **3 subjects at Higher Level which have the same depth as A level** (as confirmed in Ofqual's ICOSSA report, published May 2012)
- **3 subjects at Standard Level** which, in most cases, have the same depth as Higher Level (just with a reduced content/taught learning hours requirement). Bigger than AS.

## The Core

- **Theory of Knowledge:** an epistemological course assessed and graded by presentation and externally marked coursework essay.
- **Extended Essay:** 4000 word academic essay linked to one of the IB subjects, based on wider research and cannot be directly linked to coursework or classwork.
- **150 hours of Creativity, Action and Service.** Not assessed, but compulsory

# IB Diploma

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Language A	Language B (Foreign Languages)	Humanities	Experimental Sciences	Mathematics	Creative Arts of Groups 2,3, 4 or 5
<ul style="list-style-type: none"> <li>• Literature</li> <li>• Language &amp; Literature</li> <li>• Literature and Performance (SL only)</li> <li>• Self-taught Literature (SL only)</li> </ul>	<ul style="list-style-type: none"> <li>• All Modern Foreign Languages</li> <li>• Classical languages</li> <li>• <i>Ab initio</i> languages (SL)</li> <li>• A second Language A (bilingual students)</li> </ul>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> <li>• Philosophy</li> <li>• Business &amp; Management</li> <li>• Economics</li> <li>• World Politics</li> <li>• World Religions</li> <li>• Classical Civilisation</li> <li>• Ecosystems &amp; societies</li> </ul>	<ul style="list-style-type: none"> <li>• Chemistry</li> <li>• Biology</li> <li>• Physics</li> <li>• D.T.</li> <li>• Computer Science</li> <li>• Sport, Health and Exercise Science</li> <li>• Ecosystems &amp; societies</li> </ul>	<ul style="list-style-type: none"> <li>• Maths HL</li> <li>• Maths SL</li> <li>• Maths Studies (SL)</li> <li>• Further Mathematics (HL)</li> </ul>	<ul style="list-style-type: none"> <li>• Theatre Arts</li> <li>• Film</li> <li>• Visual Arts</li> <li>• Dance</li> </ul> <p>Or a second language, science, humanity or mathematics</p>

# Potential student programmes...

**A potential Medic..?**

HL: Chemistry

Biology

Philosophy

SL: **Maths**

English

French

**An Arts Student..?**

HL: English

History

Theatre Arts

SL: Latin

**Maths Studies**

Chemistry

**Plus 'the Core':**

Theory of Knowledge

Creativity, Action and Service

The 4000 word Extended Essay

**Engineer or Business..?!**

HL: **Maths**

Physics

Economics

SL: English

Spanish *ab initio*

World Politics

# The DP

Some initial points worth remembering:

- Linear, not modular (exams in May of Year 13)
- Connections within subject areas
- Connections between subject areas
- Assessment: more 'open question' than A level (hard to 'teach to the test')
- Standard Level (SL) courses are as challenging as Higher Level (HL)
- Theory of Knowledge (TOK) a very good indicator of a student's ability to think analytically, critically and independently

# The IB Diploma Core



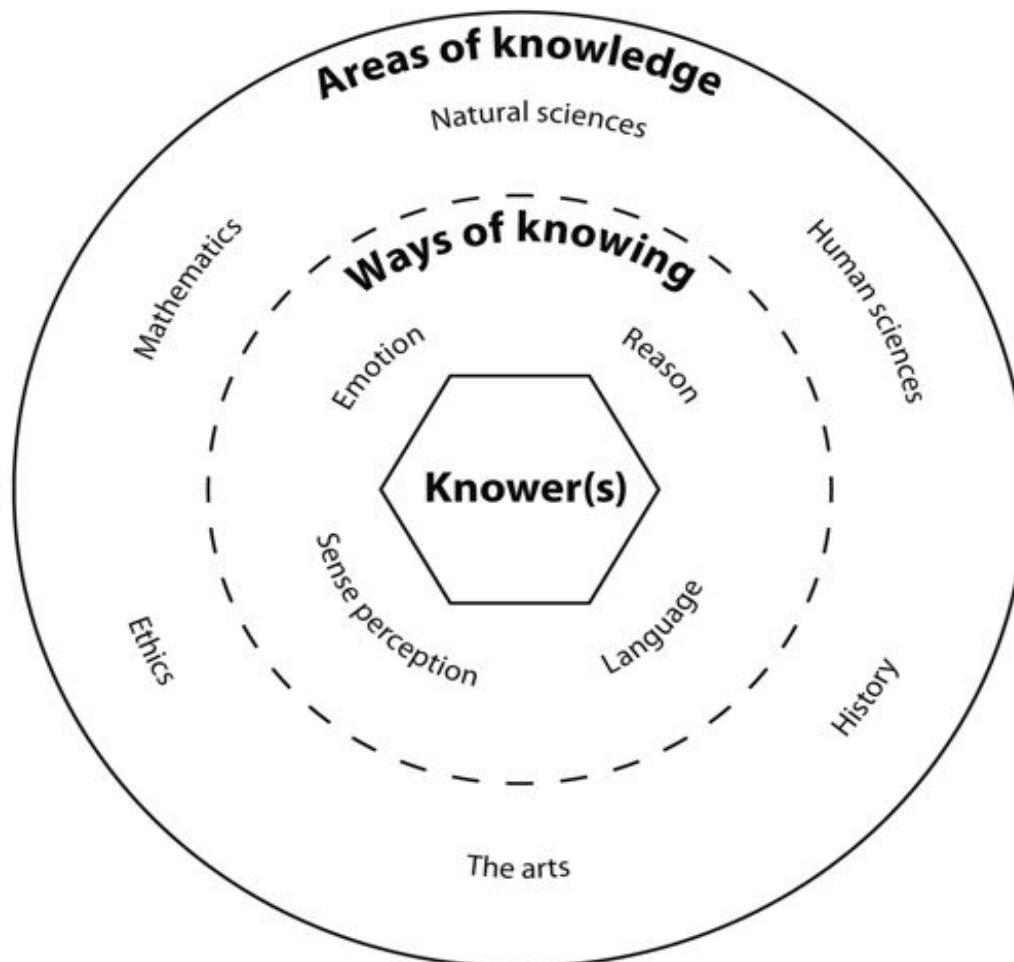
*"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"*

Theory of Knowledge  
(graded A-E)

4000 word Extended  
Essay (graded A-E)

150 hours of  
Creativity, Action &  
Service

# Theory of Knowledge



# Sample TOK Questions

1. Knowledge is generated through the interaction of critical and creative thinking. Evaluate this statement in two areas of knowledge
2. 'Through different methods of justification, we can reach conclusions in ethics that are as well-supported as those provided in mathematics.' To what extent would you agree?
3. 'What separates sciences from all human activities is its belief in the provisional nature of all conclusions'. (Michael Shermer). Critically evaluate this way of distinguishing the sciences from other areas of knowledge.
4. Using history and at least one other area of knowledge, examine the claim that it is possible to attain knowledge despite problems of bias and selection.
5. When should we discard explanations that are intuitively appealing?
6. To what extent is truth different in mathematics and the arts?
7. All knowledge claims should be open to rational criticism. On what grounds and to what extent would you agree with this assertion?
8. 'We see and understand things not as they are but as we are.' Discuss this claim in relation to at least 2 ways of knowing.

# The Extended Essay

- 4000 words.
- Academic essay in an academic subject area.
- Very limited teacher input
- Abstract/Argument/Conclusions
- Bibliography & footnotes
- Must demonstrate research/investigation
- Essay is graded A-E
- Ofqual accredited at level 3
- Different to the Extended Project Qualification

# IB Diploma Grading

- 3 Higher Level subjects: graded 7 – 1
- 3 Standard Level subjects: graded 7 – 1
- Core:  
graded 3 – 0  
(TOK: A-E, EE: A-E)
- **Total Diploma Score: 45**

May 2012				
World	AEM	UK	UK State	UK Independent
29.83	31.55	33.42	31.56	35.06

# Grade Inflation



# IB Mathematics

- Problematic... (in UK terms!)

Currently (for May 2013):	First exams May 2014:
<b>3 Standard Level Courses:</b> <ul style="list-style-type: none"><li>- Maths Studies</li><li>- Maths Standard</li><li>- Further Maths (tiny globally!)</li></ul>	<b>2 Standard Level Courses:</b> <ul style="list-style-type: none"><li>- Maths Studies</li><li>- Maths Standard</li></ul>
<b>1 Higher Level Course:</b> <ul style="list-style-type: none"><li>- Maths Higher Level</li></ul>	<b>2 Higher Level Courses:</b> <ul style="list-style-type: none"><li>- Maths Higher Level</li><li>- Further Maths Higher Level (tiny globally!)</li></ul>

## 2 Standard Level Maths courses:

- **IB Maths Studies:** (Standard Level)
  - Broadly an AS level course
  - Will help any undergraduate who needs good numeracy skills
- **IB Maths Standard (Methods):**
  - Comparable to A level in demand
  - Excellent preparation for Economics courses, or for science specialists
  - Level 6 or 7 is comparable to A/A\* at A level
  - Level 6 or 7 candidates have demonstrated the ability to cover mathematics topics at a faster rate than A level peers: they can assimilate and apply new concepts very quickly

## (2) Higher Level Maths Courses:

### Maths Higher Level

- Depth is akin to A level Further Maths
- Volume is ‘above’ A level Maths
- Students have to complete a large volume of work in a short space of time
- IB Diploma students doing HL Maths achieve, on average, 1 IB Diploma point less overall

# ICOSSA Report

## International Comparisons in Senior Secondary Assessment

### Findings: Mathematics (HL)

The topics in this programme of study are more demanding than A level mathematics but less demanding, when taken as a whole, than Further Mathematics.

Questions were well written and well constructed and would provide excellent differentiation of candidates. It was found that the International Baccalaureate Diploma to be more challenging than the A level benchmark. This was partially due to several factors:

- The extended unstructured nature of many of the questions which required substantial arguments
- The increased technical level of the content when compared to A level
- The time demand of the papers which was considered to be very challenging

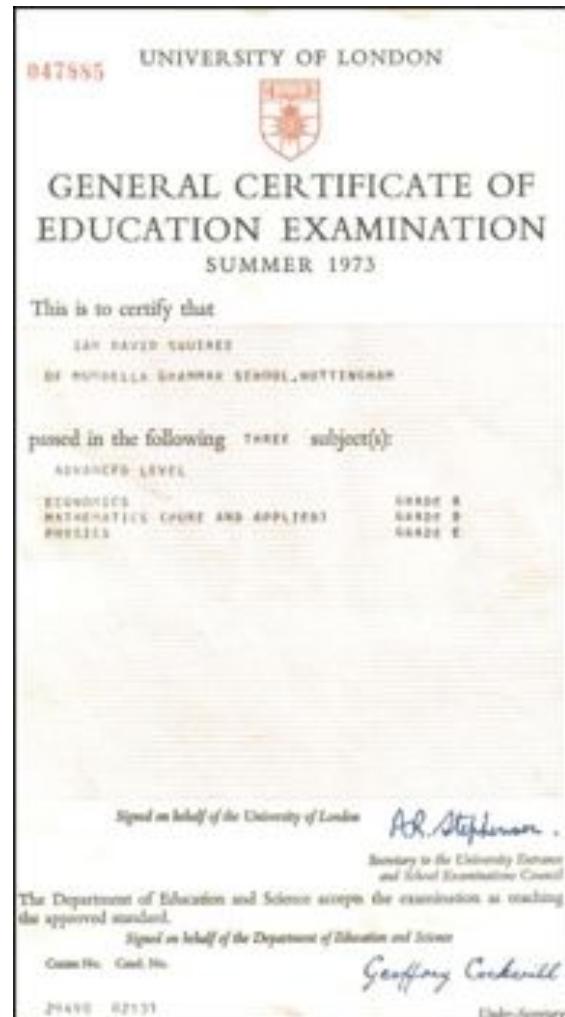
The Higher level was judged to be of a similar technical standard to Further Mathematics A level however Further Mathematics encompasses a much wider range of mathematics and so is judged to be more demanding overall.

# Equivalence

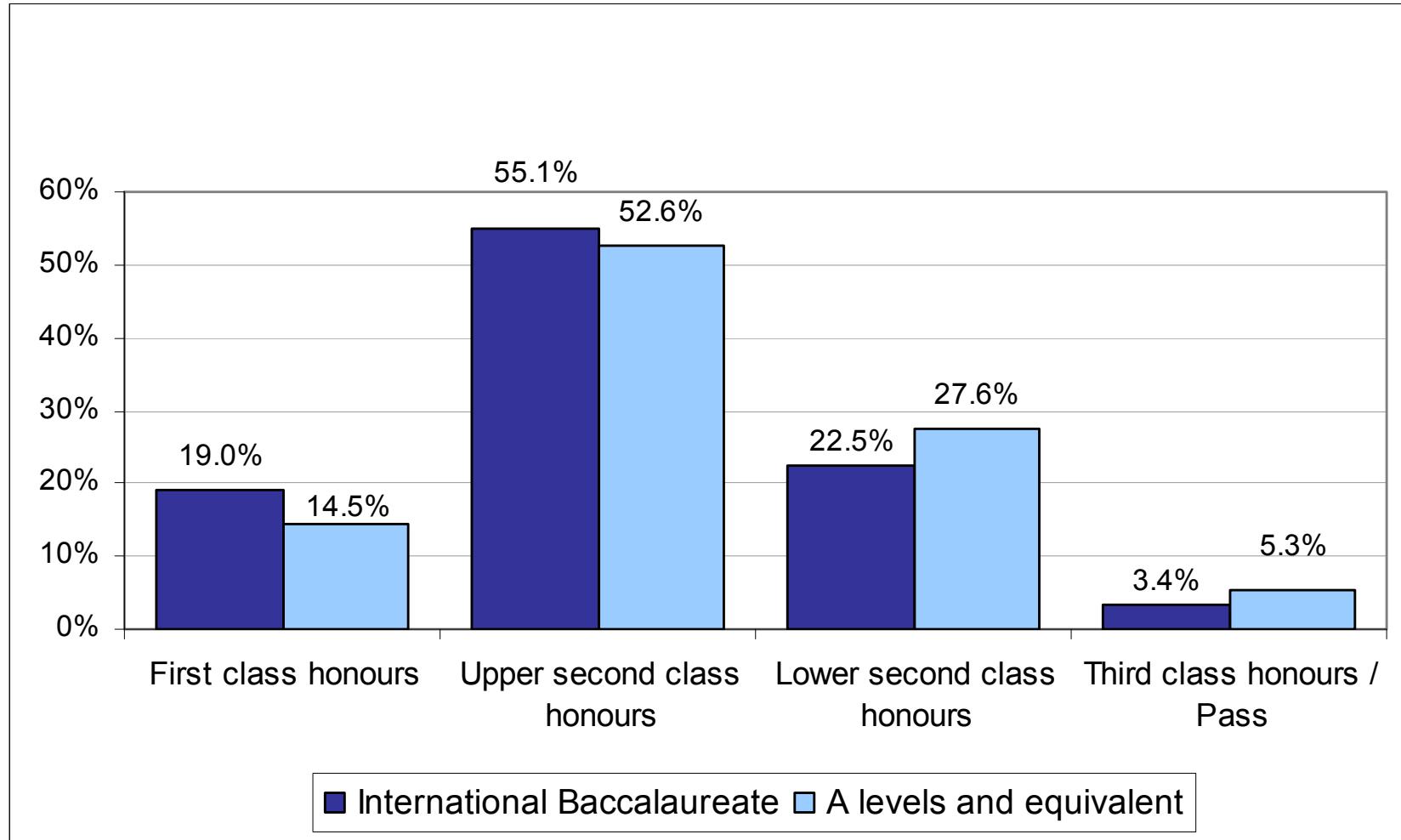


# Fischer Family Trust Research into outcomes

	FFT Best 3 A levels			
	Prior attainment only	Prior attainment and volume	Average IB total (based on HL outcomes)	'Equivalence'
BBC	32	28	29	<b>29</b>
BBB	33	31	31	<b>31</b>
ABB	34	32	33	<b>32-33</b>
AAB	36	34	35	<b>34-35</b>
AAA	38	36	37	<b>36-37</b>
*AA	39	38	38	<b>38-39</b>
**A	41	40	41	<b>40-41</b>
***	44	42	42	<b>42</b>



# Full-time first degree qualifiers by class of degree



If you would like copies of IB syllabi, exam papers, course descriptors, other info, please let me know.

**Thank you :)**

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