

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.



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 ICOSA 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"> Literature Language & Literature Literature and Performance (SL only) Self-taught Literature (SL only) | <ul style="list-style-type: none"> All Modern Foreign Languages Classical languages <i>Ab initio</i> languages (SL) A second Language A (bilingual students) | <ul style="list-style-type: none"> Geography History Philosophy Business & Management Economics World Politics World Religions Classical Civilisation Ecosystems & societies | <ul style="list-style-type: none"> Chemistry Biology Physics D.T. Computer Science Sport, Health and Exercise Science Ecosystems & societies | <ul style="list-style-type: none"> Maths HL Maths SL Maths Studies (SL) Further Mathematics (HL) | <ul style="list-style-type: none"> Theatre Arts Film Visual Arts Dance <p>Or a second language, science, humanity or mathematics</p> |

Potential student programmes...

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

A potential Medic..?

HL: Chemistry

Biology

Philosophy

SL: **Maths**

English

French

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

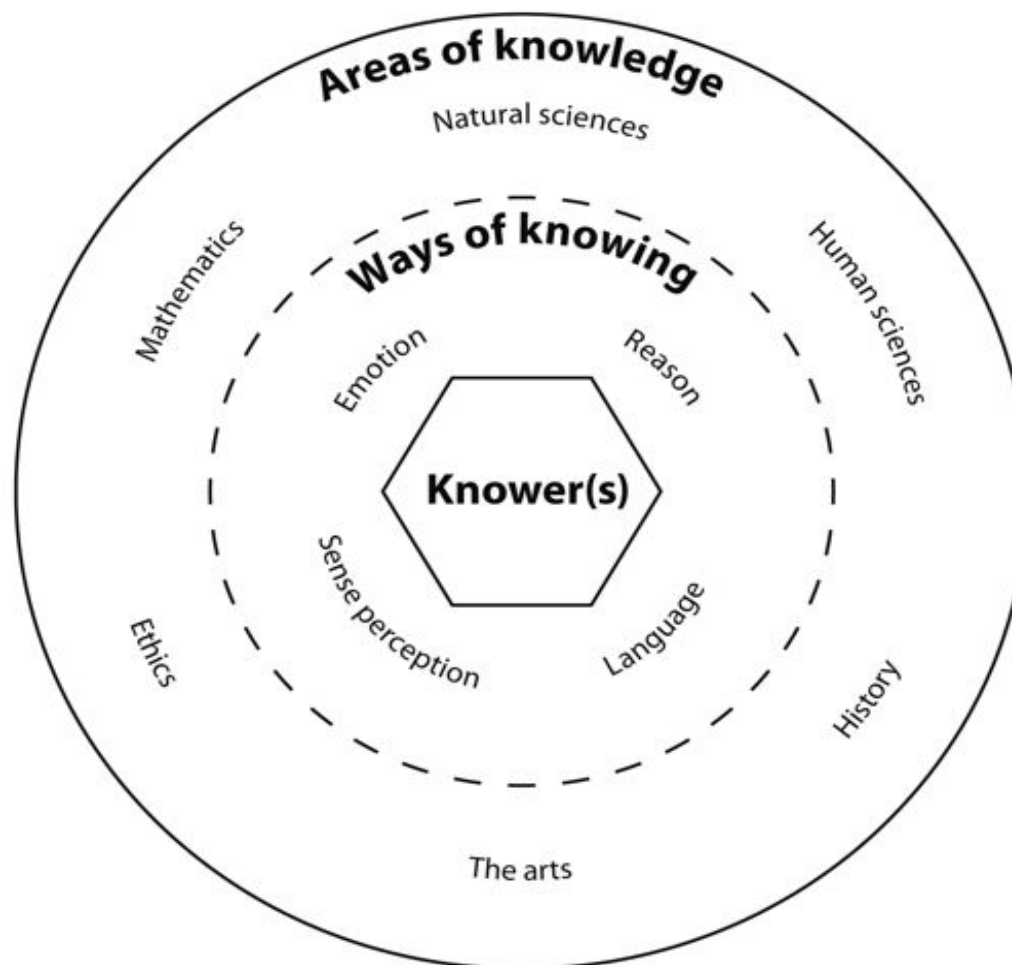


Theory of Knowledge
(graded A-E)

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

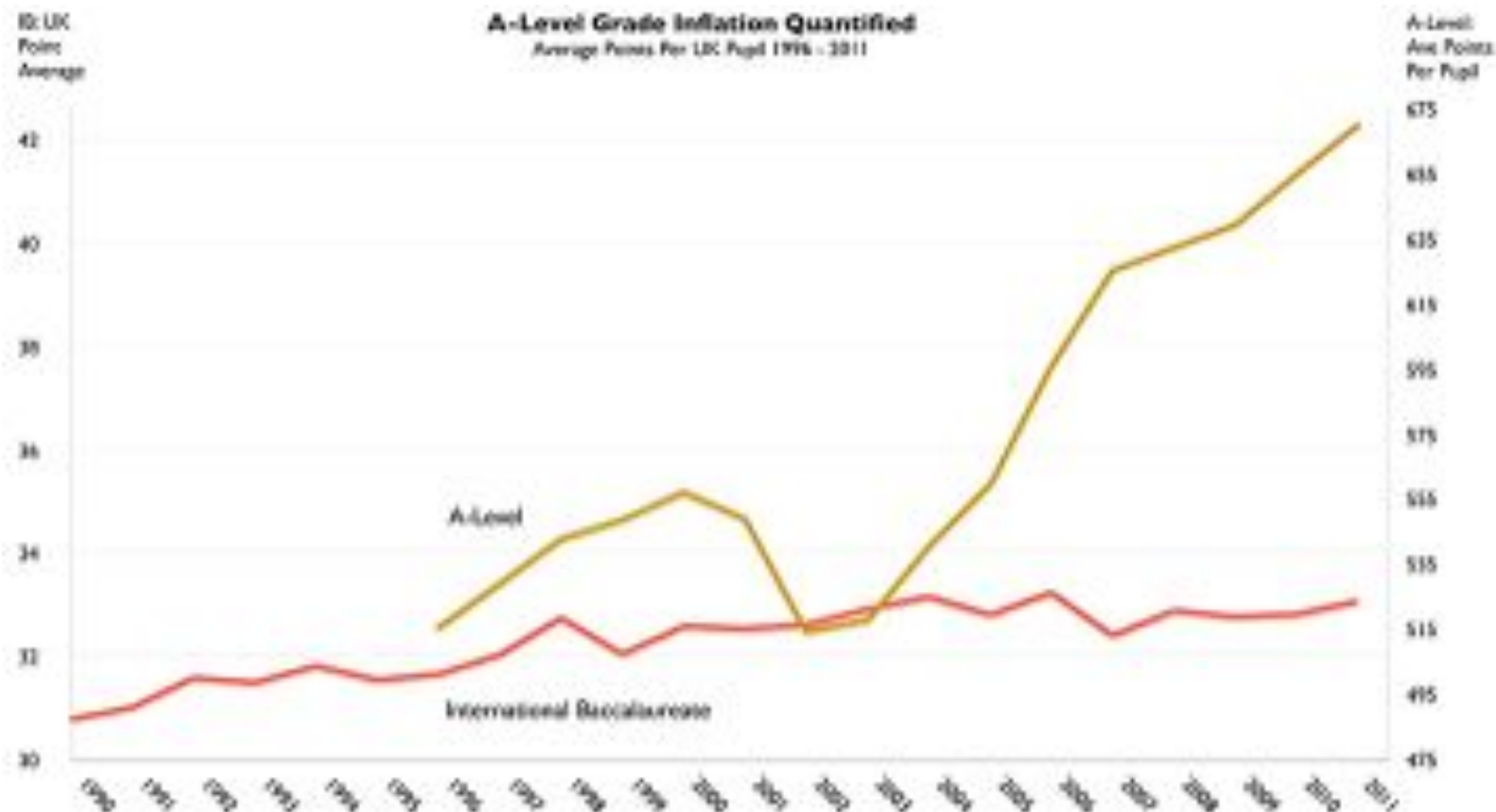
- 4000 words.
- Academic essay in an academic subject area.
- Very limited teacher input
- Abstract/Argument/Conclusions
- Bibliography & footnotes
- Must demonstrate research/investigation
- Essay is graded A-E
- Ofqual accredited at level 3
- Different to the Extended Project Qualification

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: |
|--|--|
| 3 Standard Level Courses: <ul style="list-style-type: none"> - Maths Studies - Maths Standard - Further Maths (tiny globally!) | 2 Standard Level Courses: <ul style="list-style-type: none"> - Maths Studies - Maths Standard |
| 1 Higher Level Course: <ul style="list-style-type: none"> - Maths Higher Level | 2 Higher Level Courses: <ul style="list-style-type: none"> - Maths Higher Level - Further Maths Higher Level (tiny globally!) |

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

ICOSA 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 | 29 |
| BBB | 33 | 31 | 31 | 31 |
| ABB | 34 | 32 | 33 | 32-33 |
| AAB | 36 | 34 | 35 | 34-35 |
| AAA | 38 | 36 | 37 | 36-37 |
| *AA | 39 | 38 | 38 | 38-39 |
| **A | 41 | 40 | 41 | 40-41 |
| *** | 44 | 42 | 42 | 42 |



047555 UNIVERSITY OF LONDON



**GENERAL CERTIFICATE OF
EDUCATION EXAMINATION**
SUMMER 1973

This is to certify that

SAN RAYED SQUIRES
OF RUPIELLA GHANMAR SCHOOL, NOTTINGHAM

passed in the following THREE subject(s):

ADVANCED LEVEL

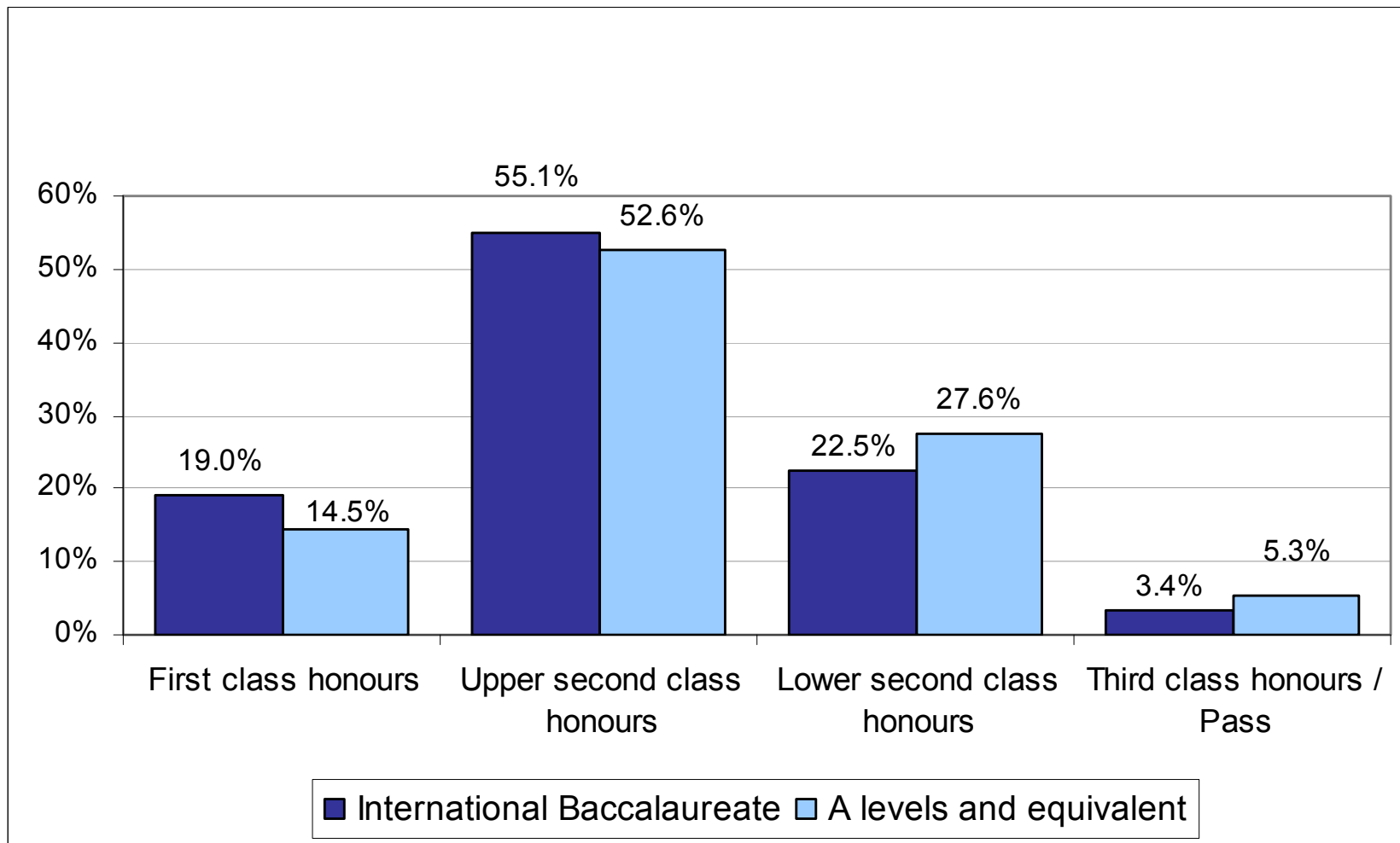
| | |
|--------------------------------|---------|
| ECONOMICS | GRADE B |
| MATHEMATICS (PURE AND APPLIED) | GRADE D |
| PHYSICS | GRADE E |

Signed on behalf of the University of London *A.R. Stephenson*
Secretary to the University Examinations and School Examinations Council

The Department of Education and Science accepts the examination as reaching the approved standard.
Signed on behalf of the Department of Education and Science
Geoffrey Cookhill
Chief Secretary

20450 02131

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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