



THE BRITISH SCHOOL
OF BEIJING, SHUNYI
A NORD ANGLIA EDUCATION SCHOOL

From IGCSE to IB

Parent Workshop (Years 10 & 11)



Agenda

- IGCSEs, teaching and learning (Daniel Green)
- Year 10 student representatives
- Monitoring, tracking & support (Jade Sinton)
- IGCSE & the IB Diploma (Sarah Donnelly)
- IB interactive workshop activities (Terry Creissen & Bevan Graham)
- Mingle / Q&A



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What are IGCSEs?

- The International General Certificate of Secondary Education (IGCSE) is the international version of the GCSE courses taken by students in the United Kingdom.
- IGCSE courses are offered in a range of subjects.
- Internationally recognised qualifications that strengthen university applications
- IGCSE students gain necessary academic, social and critical skills required for a successful career in the future.
- At the end of the two-year course, students will be formally awarded a certified qualification in each subject completed (which you keep for life).

IGCSE Exam Boards

At BSB, we use two exam boards, both of which are highly respected internationally:

- **Cambridge International Education**
offering examinations and qualifications to 10,000 schools in more than 160 countries. It is part of the University of Cambridge.
- **Pearson Edexcel**
offering worldwide recognised qualifications for more than 150 years. Pearson Edexcel is the UK's largest awarding organisation

Why IGCSEs?

Why do Admissions Officers rate Cambridge so highly?

We asked some of the world's top universities, including Yale and Harvard, to tell us what they think about Cambridge qualifications.

98% said Cambridge qualifications give students excellent preparation for university

95% agreed Cambridge students think independently

98% said Cambridge qualifications help students succeed at university

100% agreed Cambridge students think logically and present coherent arguments

100% agreed Cambridge students have in-depth subject knowledge

99% agreed Cambridge students present reasoned explanations, understand implications and communicate them logically and clearly

Benefits:

- Taken by around 1 million students each year
- results are fairly awarded against a consistent global standard
- universities and employers worldwide value and recognise Cambridge qualifications as evidence of academic ability
- Excellent preparation for the **IB Diploma**

IGCSE: Teaching & Learning

Cambridge IGCSEs develop learner knowledge, understanding and skills covering areas such as:

- Subject-specific content
- Applying knowledge and understanding to new as well as familiar situations
- Intellectual enquiry
- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes
- Cultural awareness

What are some of the most interesting things you have learned in your Y10 GCSE subjects so far?

Describe an example of when you learned something in one subject and then found that you could use it in a different subject

Describe how a teacher has helped you to explore ideas and learn independently

How have you had to adapt and change your studying habits to fit with all the different subjects you do? Do some subjects need you to be flexible from lesson to lesson?

Is English your first language? How does studying using English develop your English ability?

What can you do to influence how well you do in a subject.

Give an example of a lesson / subject in which having students of different cultures in the group helps you to learn

Monitoring, Tracking and Support

Strategies implemented to ensure you child is fulfilling their potential:



Monitoring progress

Regular feedback in daily teaching
Formative assessment
Conversations between teachers, parents, students



SMART target Setting

Review and reflect on previous goals
Termly – before term and after a report
Long term/short term



Data Analysis

Mock exams
Comparative data
CAT 4 – projected grades and learning styles



Subject specific intervention

Differentiated tasks – setting appropriately challenged tasks for all levels
Individualised subject directed targets
Invite to CCAs for extra support

Monitoring, Tracking and Support

Strategies implemented to ensure you child is fulfilling their potential:



Academic support

Organisation skills – time management, motivation etc

Check ins for emotional wellbeing



Guidance

Heavy emphasis on:

Study and Exam Techniques

Stress management



Form Time

First level pastoral – knowledge of students

Mentoring days

Useful time to consolidate during study days



Safe Space

Drop in Wednesdays

Informal setting

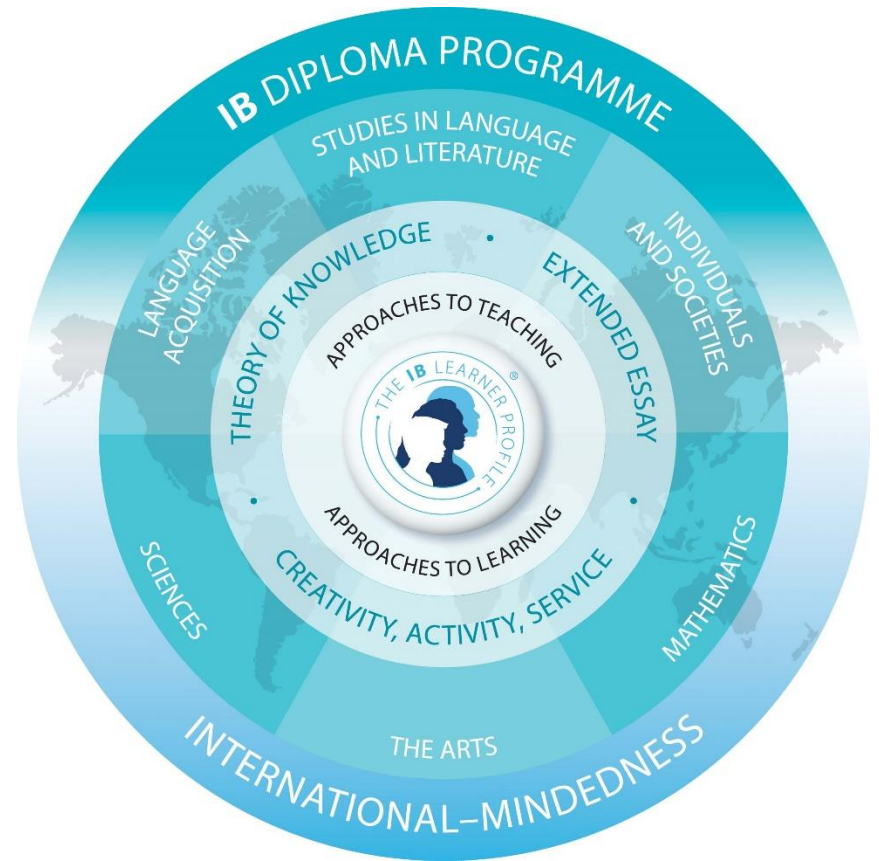
Somewhere to go to have space and relax

A group of students in a science laboratory. They are wearing white lab coats and safety goggles. One student in the center is holding a test tube with a blue substance. The background shows a wall with colorful charts or posters.

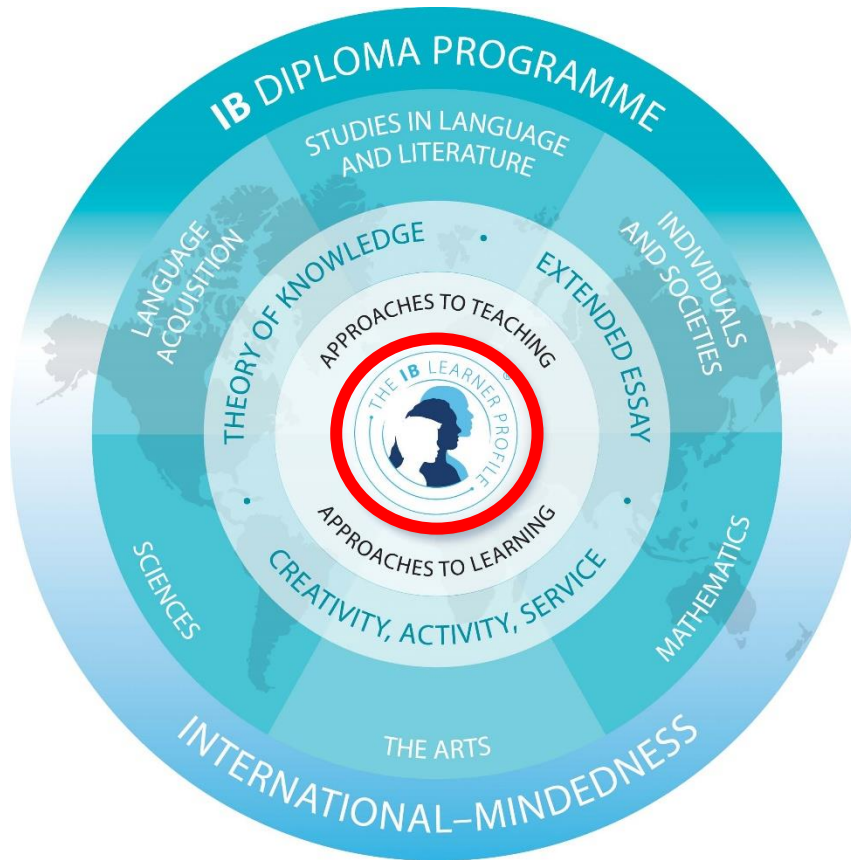
*Our programmes **encourage** students across the world to become **active, compassionate** and **lifelong learners** who **understand** that other people, with their differences, can also be right.*

The IB Diploma Programme Curriculum Model

The IBDP Curriculum Model articulates graphically the conceptual framework of the IB Diploma Programme.



The IBDP Curriculum Model



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:

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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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.

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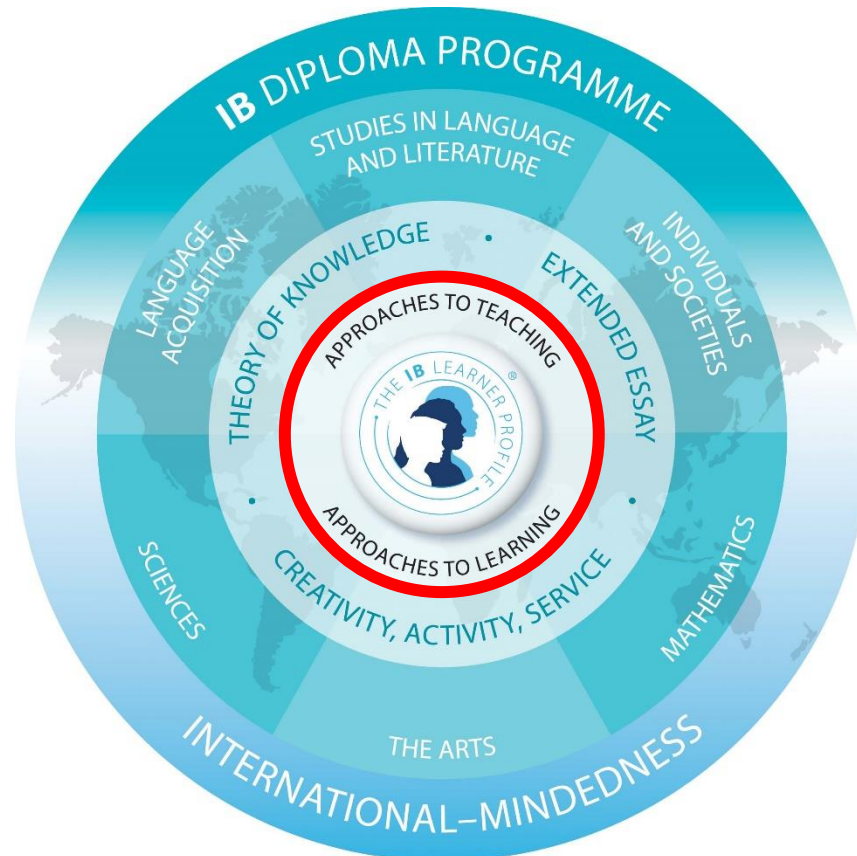
The IBDP Curriculum Model

Approaches to

Teaching:

Teaching based on:

- Inquiry
- Conceptual understanding
- Local and global contexts
- Effective teamwork and collaboration
- Meeting the needs of all learners
- Assessment



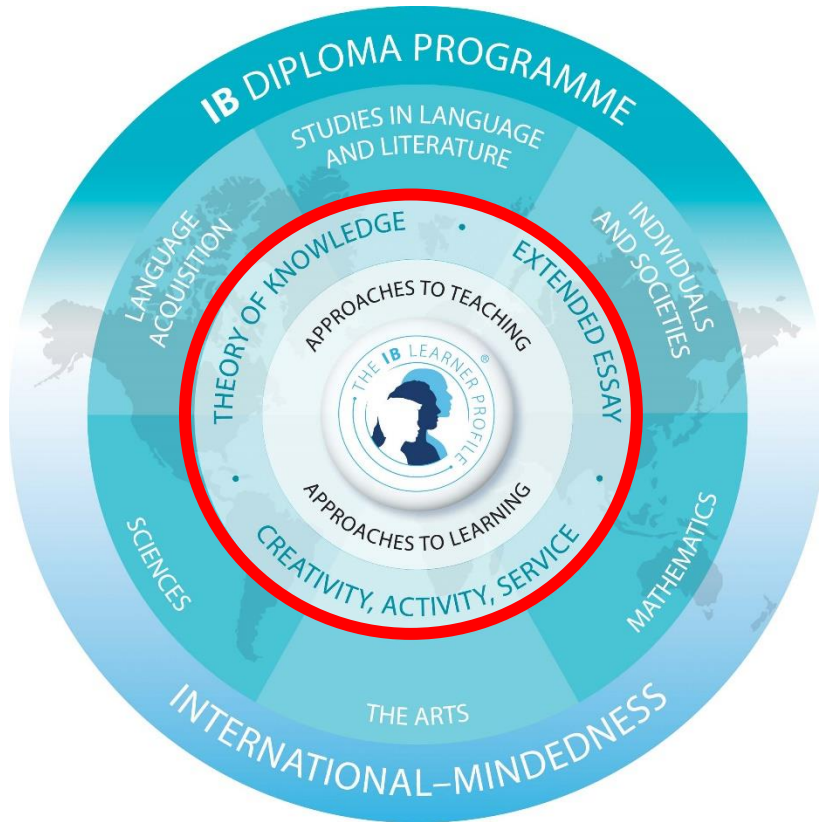
Approaches to

Leaching:

Approaches that develop skills in:

- Thinking
- Communication
- Social
- Self-management
- Research

The IBDP Curriculum Model



The IB Core

Theory of Knowledge

Extended Essay

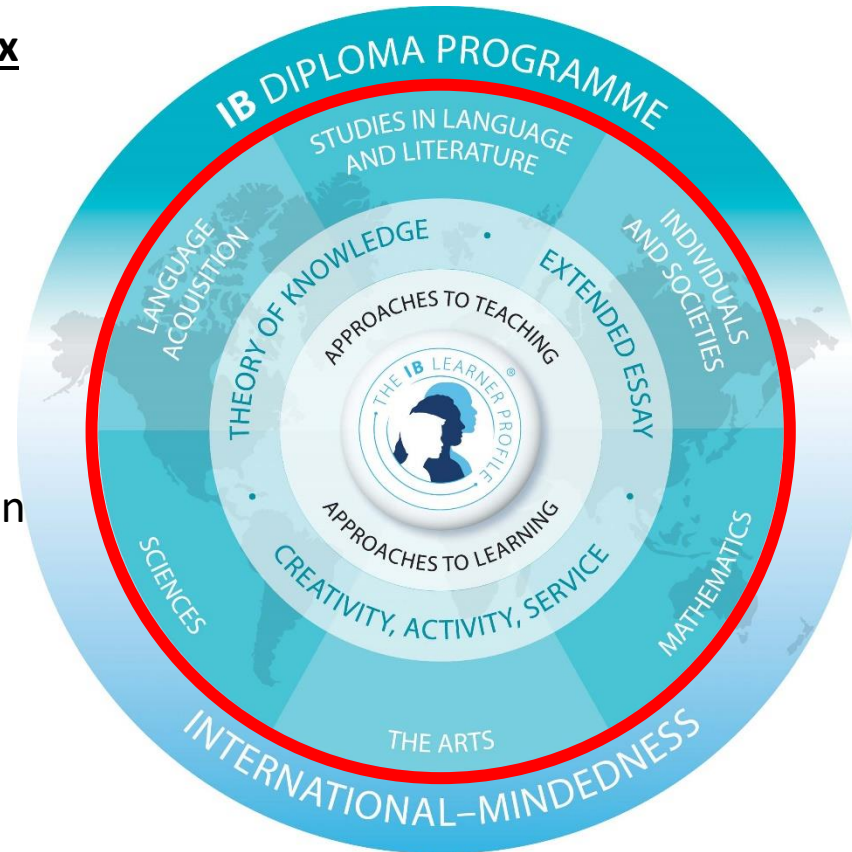
Creativity, Activity,
Service

*Diploma students must
pass all 3 parts of the
Core*

The IBDP Curriculum Model

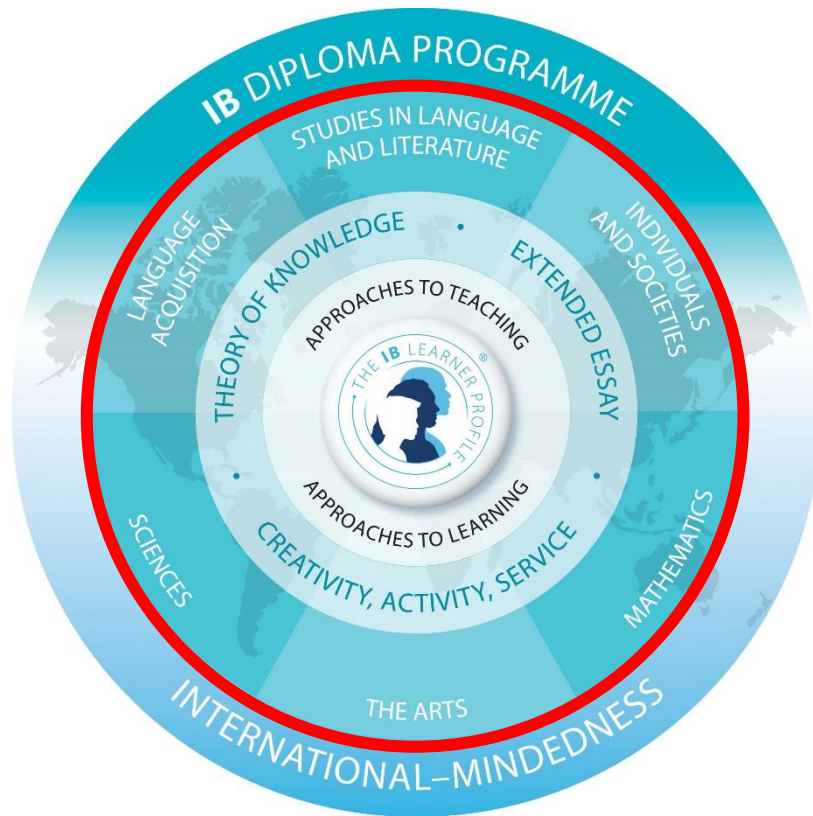
IBDP students study **six subjects**. They must choose one subject from each of the six groups:

1. Studies in Language and Literature
2. Language Acquisition
3. Individuals and Societies
4. Sciences
5. Mathematics
6. The Arts/ Electives



Three subjects are taken at Higher Level (HL) while the other three are taken at Standard Level (SL).

Assessment in the IB Diploma Programme



The IB Grading System

7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor

The total point scores



Maximum subject points possible:

$$6 \times 7 = 42 \text{ points}$$

Maximum core points possible

3

Maximum IBDP point score possible:

$$42 + 3 = 45$$

You need a minimum of 24 points to pass the diploma!

The IBDP Curriculum Model



“International-mindedness is a multifaceted concept that captures a way of thinking, being and acting characterized by an openness to the world and a recognition of our deep interconnectedness to others.”

In summary:

What the *IBDP Curriculum Model* highlights...

The importance of
the IB Learner
Profile

The importance of
the IB Core

The collaborative
nature of each
component



The holistic nature
of the diploma

The ultimate goal
of fostering
international-
mindedness

That the student is
at the centre