

# Year 11 IB Options-Part 1

## Paving the Way to University

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# The CUG Team



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- ▶ **What can you remember?**
- ▶ **How many subjects can you take?**
- ▶ **Are there any compulsory subjects or other conditions?**
- ▶ **What is the IB Core?**

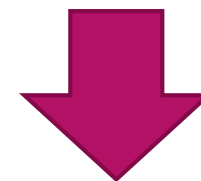
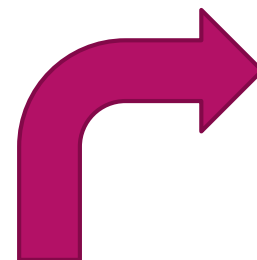
# 6 groups, 6 choices



Group 1 Studies in Language & Literature	Group 2 Language acquisition	Group 3 Individuals & Societies
Chinese	English Language B	Business Management
English	French B	Economics
Korean	Spanish B	Geography
Vietnamese	Spanish Ab Initio (SL)	History
	Chinese Ab Initio (SL)	Information Technology in a Global Society
		Psychology

Group 4 Experimental Sciences	Group 5 Mathematics	Group 6 Arts and Electives
Biology	Mathematics: Analysis and Approach	Visual Arts
Chemistry	Mathematics: Applications and Interpretation	Music
Physics		Theatre Arts
Design Technology		An elective subject from group 3 or 4
Sports, Exercise and Health Science		
Computer Science		
Environmental Systems & Societies		

The IB - a gateway  
to Higher  
Education and  
beyond



# Mythbusting

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- ▶ The IBDP is a rigorous course that aims to provide you with a balanced and rigorous academic course that provides the breadth and depth that will open up rather than limit potential paths for study and careers. (EE, ToK, CAS)
- ▶ Universities expect a certain amount of content knowledge but are far more interested in the transferable skills, approaches to learning and how you might develop as a thinker, learner and contributor to campus life.

# Mythbusting

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# Mythbusting

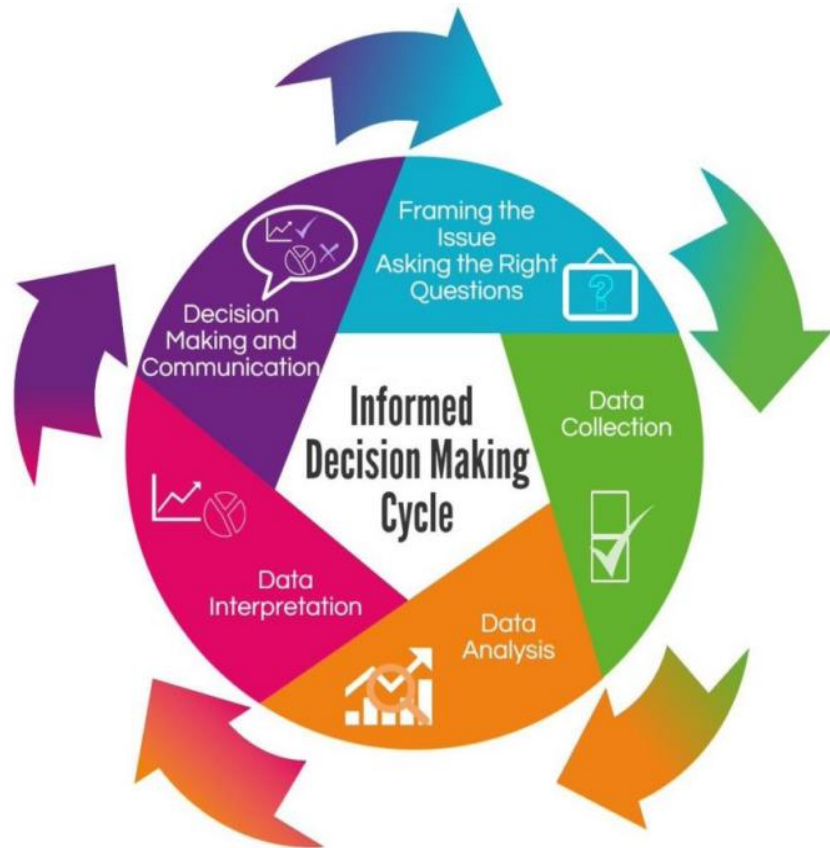
- ▶ Depending on where you choose to study, the system can be different - the emphasis on what you studied between 16-18 is variable (SATs, Liberal Arts Education, Major/Minor, Academic Credits)
- ▶ A recently published *University Admissions Officer Report on Thriving at University* contained the following insight:
- ▶ ***“The world no longer rewards people for what they know - Google knows everything - but for what they can do with what they know. Global education today needs to be much more about ways of thinking , involving creativity, critical thinking, problem solving and decision-making; about ways of working, including communication and collaboration.”***

# Choices mean decisions

## THE PROCESS

- ▶ When we make decisions, it makes sense to have an understanding of the process we might follow.
- ▶ Briefly explain to the person sitting next to you HOW you make decisions – what is the process.
- ▶ Also explain WHY you choose to use that process.

# Choices mean decisions



## THE PROCESS

- ▶ When we make decisions, it makes sense to have an understanding of the process we might follow.
- ▶ Note that this model is a cycle – an ongoing process that repeats and continues.

# Stage 1 - Asking the right questions and thinking about the bigger picture

HAVE YOU THOUGHT ABOUT  
WHAT YOU MIGHT STUDY AT  
UNIVERSITY? FOR A JOB?

SPEND 3 MINUTES TELLING THE  
PERSON NEXT TO YOU HOW YOU  
SEE THE NEXT 4-6 YEARS  
DEVELOPING. GIVE REASONS FOR  
THOSE PLANS.



Don't Limit  
Yourself Now

HOW MANY OF YOU HEARD  
SOMETHING LIKE:

“I WANT TO STUDY **MEDICINE  
AT UCL IN LONDON** AND BE A  
**DOCTOR**”

“I WANT TO STUDY BUSINESS  
AT **ONE OF THE BEST  
UNIVERSITIES IN THE US** SO I  
CAN GET A **GOOD JOB** AND  
EARN **LOTS OF MONEY.**”

“I AM GOING TO STUDY  
MANAGEMENT BECAUSE **MY  
FRIEND'S BROTHER TOLD ME  
MOST EMPLOYERS WANT  
GRADUATES FROM THAT  
AREA.**”

# Framing the issue with a personal compass

- ▶ Having a single, specific goal in mind can be limiting – obstacles are inevitable and can lead to abandonment of the single goal (Sivers)
- ▶ A better way of framing the issue and asking questions is by thinking about the pursuit of an answer to a problem:
- ▶ **So, not “I want to go to UCL to study medicine and become a doctor.”**
- ▶ **But rather: “How can I improve or make a difference to healthcare in the UK?”**
- ▶ This way, if obstacles are encountered they don't block a route to a goal as a different route can be found. You are still going in the right direction and tend not to be put off by obstacles.



# Your turn at identifying a problem

- ▶ So now talk to the person sitting next to you and come up with a problem that you might want to pursue:



## For example:

- ▶ How can I create popular, immersive, interactive computer games?
- ▶ How can art be used to improve people's lives?
- ▶ How might we design buildings that increase people's happiness and wellbeing?
- ▶ How can we work more efficiently using artificial intelligence?

# Joining the dots



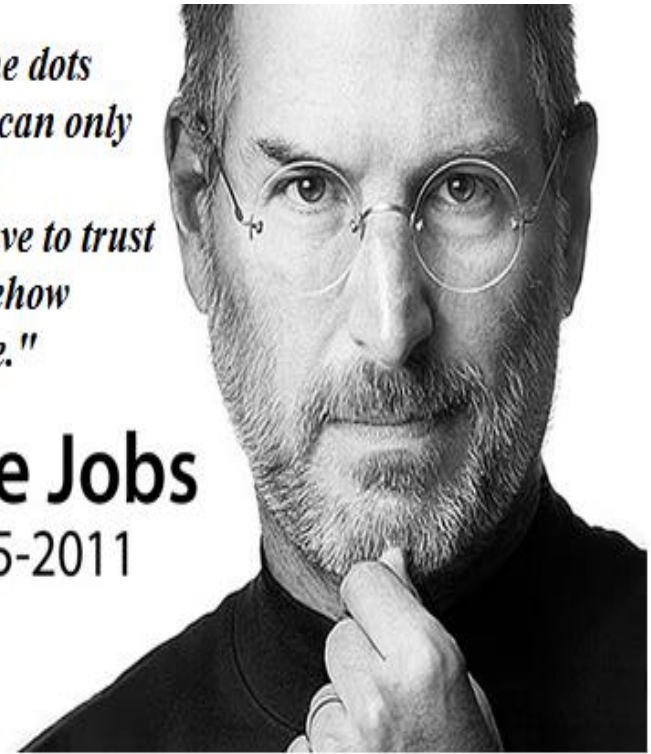
Life can only be understood  
backwards; but it must be  
lived forwards.

*Søren Kierkegaard*

[www.thequotes.in](http://www.thequotes.in)

*"You can't connect the dots  
looking forward; you can only  
connect them looking  
backwards. So you have to trust  
that the dots will somehow  
connect in your future."*

**Steve Jobs**  
1955-2011



# What now? Next week....

- ▶ So next session we will look at stages 2 and 3 – the collection and interrogation of data – information, evidence.
- ▶ In 2 weeks we will look at stages 4 and 5 – the interpretation of that data, evidence and information and how you might move towards a decision.