

Year 11 IB Options-Part 2

Collecting and Analysing the Data

SEPTEMBER 11TH 2019

The screenshot shows a Google Form titled "Year 11 ILS IB Options questionnaire part 1". At the top, there are navigation icons (back, search, etc.) and a "SEND" button. Below the title bar, there are tabs for "QUESTIONS" and "RESPONSES" with a count of "53". The form is divided into sections, with "Section 1 of 3" highlighted. The main content area contains the title "Year 11 ILS IB Options questionnaire" and three paragraphs of text. On the right side, there is a vertical toolbar with icons for adding, deleting, and other form editing functions.

Year 11 ILS IB Options questionnaire part 1

QUESTIONS RESPONSES 53

Section 1 of 3

Year 11 ILS IB Options questionnaire

Following on from this week's session, you should be thinking about the first stage of your decision making process with reference to your IB subject choices. Stage 1 is all about framing the issue and asking yourself the right questions. If you approach the issue from a non-limiting perspective and start to think about the direction that you wish to move in rather than a specific job or university, you will begin to open up the scope and range of your options.

Don't overthink your responses and try to be as open as you can - honest and fearless thinking means answering without feeling embarrassed. Also, don't feel you have to complete this today- it is due in no later than next Monday 10th September - give yourself some time to reflect on your thoughts and what you heard in ILS.

There will be a similar task in each of the next couple of weeks and the CUG Team will collate and use this information as the basis for the 1 2 1 interviews that will be scheduled for later this term.

A Quick Recap- Google Form

Complete the Google Form questionnaire – first part of 3 – so that you can start to gather your thoughts and collate the different aspects of your approach and priorities. Useful for CUG meetings and beyond.

A Quick Recap- No Limits

- Think beyond the limits of “I want to study BioMedical Science at UCL” and position future plans as a question “How can I make a contribution to healthcare in the UK and what might I study to achieve that goal?”



Why are you choosing and studying IB subjects?

- ▶ 3 minutes to discuss:
- ▶ the reasons WHY you are choosing subjects for IB to study
- ▶ HOW studying IB subjects helps you to move in the direction you want to?

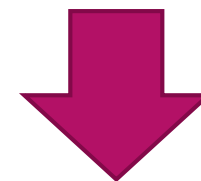
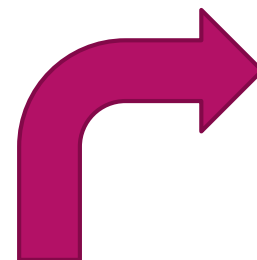
Why are you choosing and studying IB subjects?

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-
- ▶ Deepen knowledge and build on IGCSE foundations – new subjects, new topics, new approaches, new understanding
 - ▶ As a springboard to entering university – entering the next stage with a level of education
 - ▶ As a gateway to future study/opportunities if you've got a sense of the career pathway you want to follow (pre-requisites, must-haves)

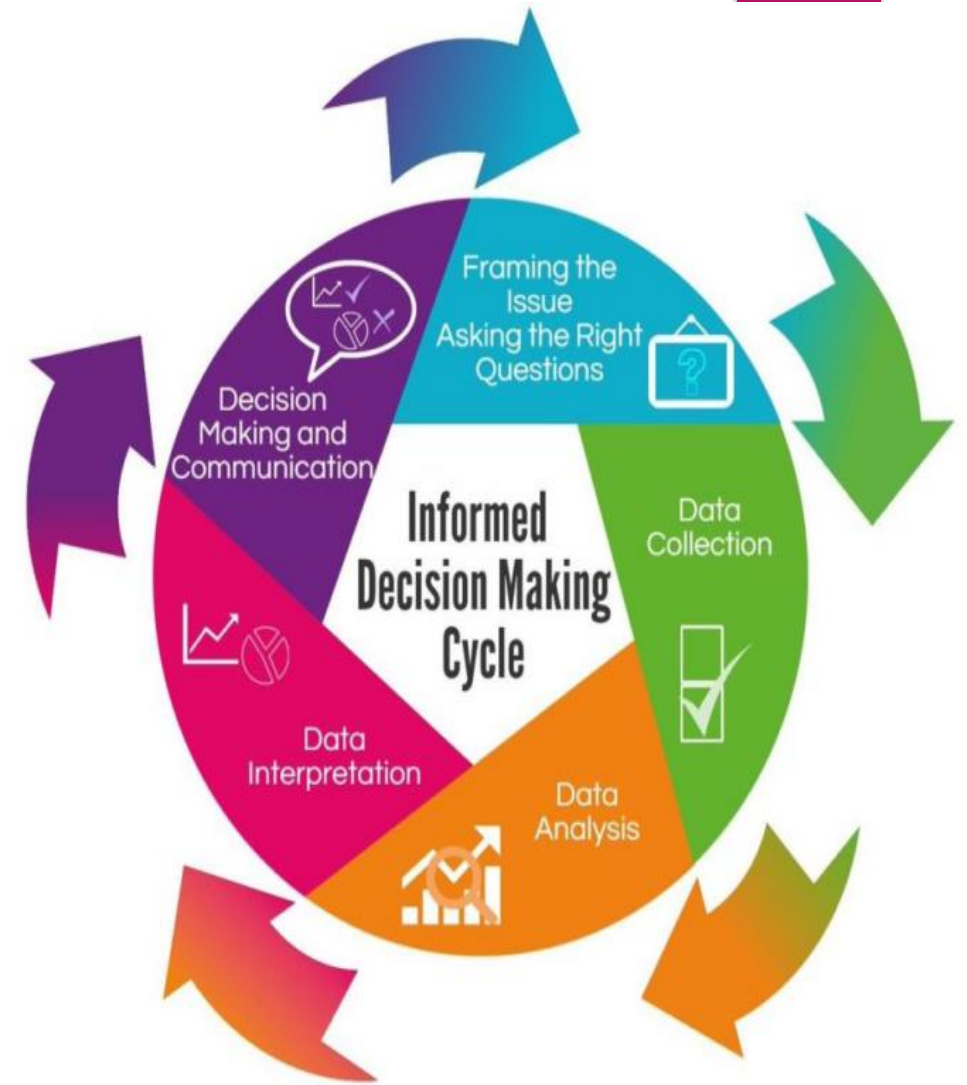
Why admit an IB student?

- ▶ International Baccalaureate® (IB) students undertake one of the most challenging education programmes available to them. They are ambitious, and well-prepared for success — in further study, and in life beyond.
- ▶ By studying in the IB, students develop core skills for success at university. Through our programmes, students develop:
- ▶ **an understanding of and appreciation for research**
- ▶ **presentation and communication skills**
- ▶ **critical thinking skills**
- ▶ **report writing skills**
- ▶ **a sense of international mindedness and cultural understanding**
- ▶ **time management skills.**

The IB - a gateway
to Higher
Education and
beyond



Stage 2 – Collecting and Analysing Data



Data, information and evidence- Reflection and research

- ▶ What questions might you ask yourself when choosing subjects to study?
Why?
- ▶ 3 minutes to discuss with the person sitting next to you.



Data, information and evidence- Reflection and research

- ▶ What questions might you ask yourself when choosing subjects to study? Why?
- ▶ Do I enjoy studying this?
- ▶ Am I good at this subject?
- ▶ Will I enjoy studying it in greater depth?
- ▶ Does study of a subject fit with a path that I think I might want to take?



If you haven't found it yet, keep looking

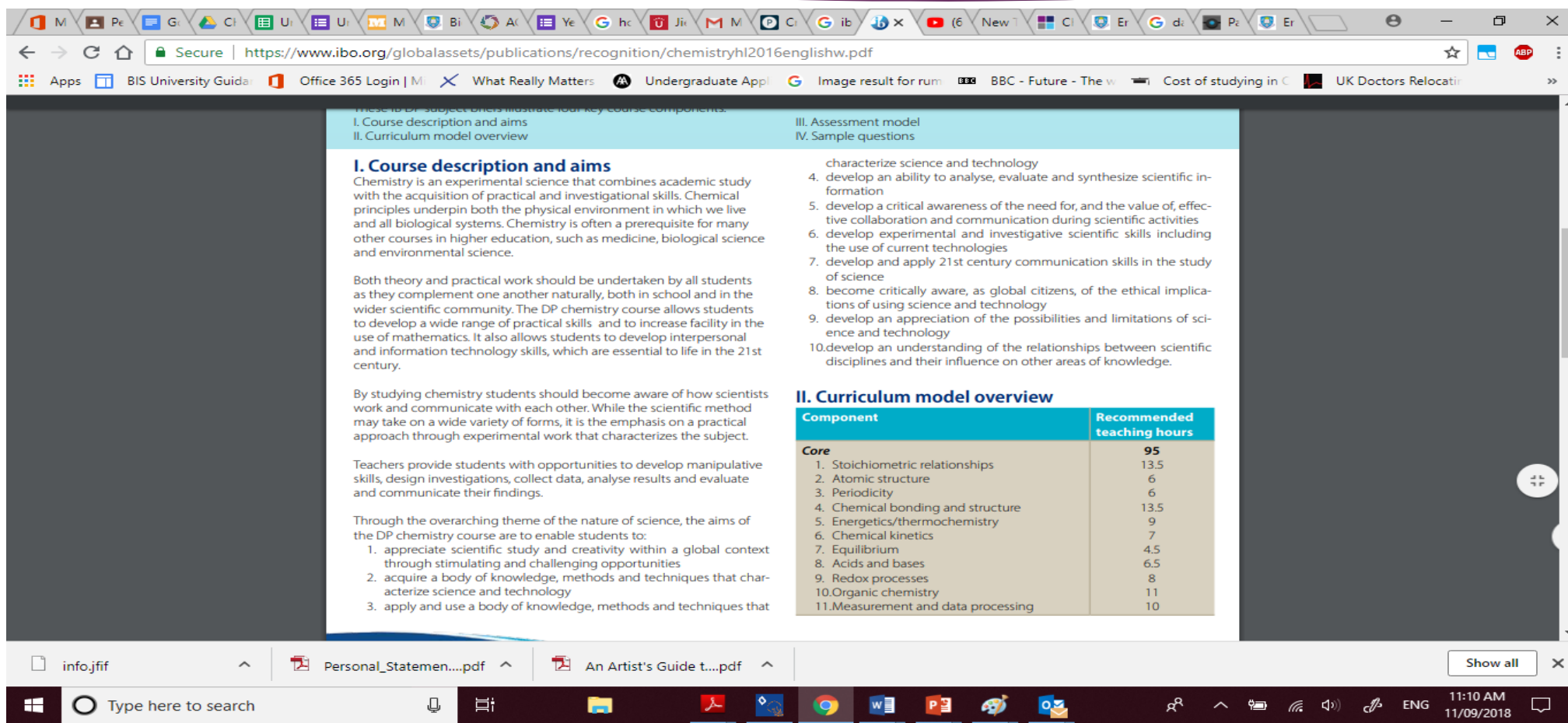
- ▶ “You’ve got to find what you love. And that is as true for your work as it is for your relationships. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. “ Steve Jobs
- ▶ “The people who make it to the top — whether they’re musicians, or great chefs, or corporate honchos — are addicted to their calling ... [they] are the ones who’d be doing whatever it is they love, even if they weren’t being paid.”
— Quincy Jones
- ▶ “Yes, I’ve made a great deal of dough from my fiction, but I never set a single word down on paper with the thought of being paid for it ... I have written because it fulfilled me ... I did it for the buzz. I did it for the pure joy of the thing. And if you can do it for joy, you can do it forever.” — Stephen King

Data, information and evidence- Research



- ▶ 90 seconds to discuss:
- ▶ What information about individual subjects/levels would you want to know before making your IB choices? Why?
- ▶ Where might you find that kind of information?
- ▶ What other ways could you collect more data about IB subjects?

Will I enjoy studying it in greater depth?



Secure | <https://www.ibo.org/globalassets/publications/recognition/chemistryhl2016englishw.pdf>

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These IB DP subject offers illustrate four key course components:

I. Course description and aims
II. Curriculum model overview
III. Assessment model
IV. Sample questions

I. Course description and aims

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.

By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject.

Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

Through the overarching theme of the nature of science, the aims of the DP chemistry course are to enable students to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that

II. Curriculum model overview

Component	Recommended teaching hours
Core	95
1. Stoichiometric relationships	13.5
2. Atomic structure	6
3. Periodicity	6
4. Chemical bonding and structure	13.5
5. Energetics/thermochemistry	9
6. Chemical kinetics	7
7. Equilibrium	4.5
8. Acids and bases	6.5
9. Redox processes	8
10. Organic chemistry	11
11. Measurement and data processing	10

III. Assessment model

IV. Sample questions

characterize science and technology

4. develop an ability to analyse, evaluate and synthesize scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

info.jiff ^ Personal_Statemen....pdf ^ An Artist's Guide t....pdf ^ Show all x

Type here to search

11:10 AM 11/09/2018 ENG

What am I signing up for?

The screenshot shows a web browser window with the address bar displaying <https://www.ibo.org/globalassets/publications/recognition/chemistryhl2016englishw.pdf>. The browser's tab bar shows several open tabs, including 'Office 365 Login', 'What Really Matters', 'Undergraduate Appl', 'Image result for rum', 'BBC - Future - The w', 'Cost of studying in C', and 'UK Doctors Relocati'. The main content area of the browser displays a PDF document. The visible text includes a paragraph about the IB's focus on interdisciplinary cooperation, a section titled 'III. Assessment model' with a list of assessment objectives, a chemical equation $\text{NH}_3(\text{g}) + \text{O}_2(\text{g}) \rightarrow \text{N}_2(\text{g}) + \text{H}_2\text{O}(\text{g})$ with multiple-choice options (A. 6, B. 12, C. 14, D. 15 (Paper 1)), and a list of questions about the isomers of $[\text{Pt}(\text{NH}_3)_2\text{Cl}_2]$. At the bottom of the page, there is a light blue banner with text about the IB's reputation, followed by links for further information, subject guides, and recognition details.

while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge. The emphasis is on interdisciplinary cooperation and the scientific processes.

III. Assessment model

Studying this course, students should be able to fulfill the following assessment objectives:

1. Demonstrate knowledge and understanding of:
 - facts, concepts, and terminology
 - methodologies and techniques
 - communicating scientific information.
2. Apply:
 - facts, concepts, and terminology
 - methodologies and techniques
 - methods of communicating scientific information.
3. Formulate, analyse and evaluate:
 - hypotheses, research questions and predictions
 - methodologies and techniques
 - primary and secondary data
 - scientific explanations.

whole numbers?

___ $\text{NH}_3(\text{g})$ + ___ $\text{O}_2(\text{g}) \rightarrow$ ___ $\text{N}_2(\text{g})$ + ___ $\text{H}_2\text{O}(\text{g})$

A. 6
B. 12
C. 14
D. 15 (Paper 1)

- The two isomers of $[\text{Pt}(\text{NH}_3)_2\text{Cl}_2]$ are crystalline. One of the isomers is widely used in the treatment of cancer.
 - i. Draw both isomers of the complex,
 - ii. Explain the polarity of each isomer using a diagram of each isomer to support your answer,
 - iii. State a suitable method (other than looking at dipole moments) to distinguish between the two isomers
 - iv. Compare and contrast the bonding types formed by nitrogen in $[\text{Pt}(\text{NH}_3)_2\text{Cl}_2]$ (Paper 2)

About the IB: For over 40 years the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, and a complete list of DP subject briefs, visit: <http://www.ibo.org/diploma/>.

Complete subject guides can be accessed through the IB online curriculum centre (OCC) or purchased through the IB store: <http://store.ibo.org>.

For more on how the DP prepares students for success at university, visit: www.ibo.org/recognition or email: recognition@ibo.org.

Cast your research net wide

The screenshot shows the King's College Cambridge website. The header includes the college's name and logo, with links for 'Contact us' and 'Sign in'. A navigation bar lists various sections: 'Study at King's', 'Visit King's', 'Events', 'Research', 'Conference & Dining', 'About King's', and 'Members and Friends'. The main content area is titled 'Choosing subjects in the International Baccalaureate'. It features a sidebar with a 'Subjects' menu, a main text block explaining the importance of subject choices, a small image of a railway track, and two quotes from Kristy (King's Admissions) and an anonymous source. A cookie consent banner is visible at the bottom.

www.kings.cam.ac.uk/study/undergraduate/entrance-requirements/ib-subjects.html

KING'S COLLEGE CAMBRIDGE

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You are here: Home » Study at King's » Undergraduate study » Subjects » Choosing a subject » International Baccalaureate

Study at King's

Why King's?

Undergraduate study

Subjects

Choosing a subject

How you are taught

Subject resources

Entrance requirements

How to apply

International students

Finance

Accommodation

Choosing subjects in the International Baccalaureate

The subject choices you make within the International Baccalaureate (IB) Diploma curriculum can have a significant impact on the course options available to you at university. This page provides useful advice to ensure that the decisions you make when choosing your IB subjects, (and equally importantly when deciding which ones to study at Higher Level) will not unduly limit the opportunities available to you should you decide to

"Once you've read this information, do feel free to email us if you have any questions about IB subject choices."
- Kristy (King's Admissions)

"People often say that you can come to"

Your choice of Higher Level subjects will be important, even with the flexibility offered by the broad IB curriculum. Credit: Martin Fisch

We use cookies on this site to enhance your user experience. By clicking any link on this page you are giving your consent for us to set cookies. [More info](#)

OK, I agree

The screenshot shows a PDF document titled 'TIPS ON CHOOSING A LEVEL SUBJECTS'. The document provides advice on choosing A-level subjects, including a list of criteria and a section on ability and enjoyment. The PDF is displayed in a viewer window with a toolbar at the top and a taskbar at the bottom.

download 1 / 3

TIPS ON CHOOSING A LEVEL SUBJECTS

There are a wide range of subjects to choose from. If you think you want to study certain subjects at university, or if you have a career area in mind, it's important to check if they have any particular A level entry requirements.

You may not yet know what you want to do after A levels, so here's a quick guide to making choices.

The most important criteria for choosing A levels subjects are:

1. What you are likely to enjoy and be good at?
2. Are there any particular subjects and grades you may need? If you have a particular career, job or further study in mind you may need to choose certain A levels in order to meet entry requirements.
3. How open you want to keep your future study and career choices?

Ability and enjoyment

Think about the subjects you are good at and like. If you enjoy what you're studying you are likely to be more motivated. If you have ability in your chosen subjects you can increase your chances of success.

New subjects

Schools and colleges may offer A levels in subjects that you have not studied before – it's really worth taking some time to find out what's involved in new subjects (talk to your teachers and to staff at open days and open evenings).

Data, information and evidence – other modes of collection

- ▶ Who might you speak to about the choices?
- ▶ What questions will you ask them and what questions do you think they might ask you about your choices?
- ▶ How will you use this information with your own reflection and research to arrive at a decision?



Data analysis – discussion and communication

- ▶ Talk to teachers, not just about that subject but about IBDP as a whole – how do things fit/combine?
- ▶ Talk to teachers about different methods, assessments and shifts- IB is a big jump from IGCSE
- ▶ Talk to current or past IB students – authentic experience but beware anecdotal evidence
- ▶ Talk to parents, family , friends – reflection forms the basis of verbalisation, discussion, knowledge-sharing and critical thinking



Over to you for the last time

- ▶ How – and why- has today influenced the methods or approaches you might take when choosing your IB subjects?
- ▶ Can you think of any criteria or factors that you should not take into account when making your decision?
- ▶ How do you think the data that we have looked at today- the collection and analysis- might be used going forward?

Next Week – the final instalment

- ▶ Complete the Google Form questionnaire in FT on Friday – all relevant material for your 121 CUG Meetings
- ▶ Start thinking about and discussing options and reasons for those choices with relevant people
- ▶ Next week will look at where the IB subjects and skills fit in terms of university and college courses and potential future career paths.

Some Useful Online Resources –on Classroom

- ▶ www.ibo.org The official website for the International Baccalaureate
- ▶ www.ucas.ac.uk The official Universities and Colleges Admissions Service
- ▶ www.prospects.ac.uk experts in graduate careers (UK)
- ▶ www.thelachatupdate.com Student written newspaper from International School of Geneva
- ▶ www.globaluniversitychoices.com International Educational Advice
- ▶ www.russellgroup.ac.uk Russell Group