

Jason

When I arrived in Berlin two years ago with my family, there was no doubt that I would continue my education in the British system and, preferably, with the IB. I felt that studying the IB in a setting of small classes with experienced teachers and the background of a British school community would best prepare me for higher education and a career anywhere in the world. Languages have always been my forte and I was thrilled to be able to study three languages for the IB diploma, English and German at a native speaker level, and French B.

The IB is well known to be very challenging but I think the hard work is definitely worthwhile. The aspects I particularly enjoyed, apart from the classes, included the Science Group 4 project which demands team work and presentation skills; the CAS programme, and especially the Service hours I spent at the Berliner Tafel; and Theory of Knowledge which actually developed my interest in philosophy to an extent that I considered studying it at university.

I am now studying a degree course in Economics, Politics and International Relations at Royal Holloway, University of London. My experience at having been at international schools like BBS has strengthened my wish to embark on an international career. The IB prepared me for university in many ways, for example independent research, essay writing, teamwork, discussion and presentation skills, and the skill of studying efficiently. It was the British environment at BBS and previous schools that inspired me to go to the UK to study. I was especially attracted by the prospect of a close-knit campus community, small tutor groups and lots of pastoral support, not least because it reflected my experiences during the last few years of school.

At BBS I benefitted immensely from the small classes. The teachers are incredibly helpful and always willing to meet students after classes. They also helped me a lot with my university applications. The international community at BBS is diverse and growing; I greatly enjoyed being surrounded by students and teachers from all over the world. Finally, I much enjoyed participating in the wide range of sports and arts available in the school.

Jason scored 45 points



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Berlin British School is a member of



The International Baccalaureate Diploma at Berlin British School



## The International Baccalaureate Diploma at Berlin British School

Since its introduction at BBS in 1992, the IB diploma has perhaps been the best example of the school's growth and success since. Approximately 50 students now study the diploma which has a reputation, both in and outside the school, for its rigour, challenge, breadth and coherence. Its growth at the school partly reflects the IB's spectacular expansion internationally as the IB's reputation has grown amongst students, parents, schools, universities and employers across the world. BBS is proud to be part of the IB diploma's success story.

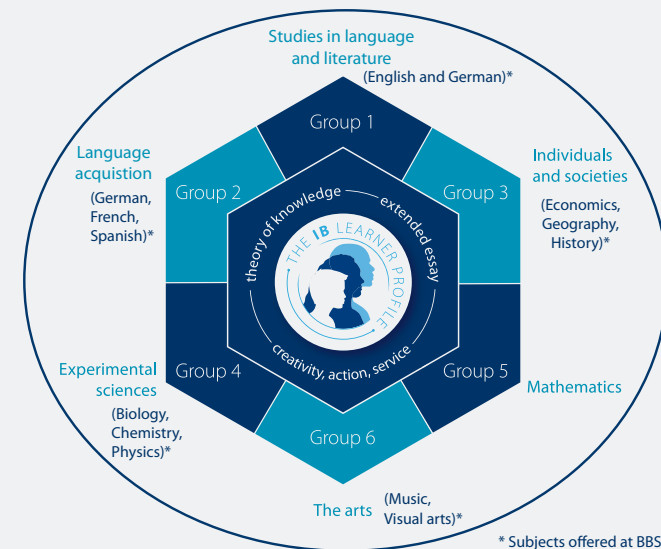
### What is studied for the IB diploma?

Over the course of the two-year programme, students:

- study six subjects chosen from the six subject groups (see diagram below) – three at Higher Level (HL), three at Standard Level (SL)
- complete an extended essay of 4000 words
- follow a theory of knowledge course (TOK) – a high grade critical thinking course
- participate in Creativity (arts and other 'creative thinking' activities), Action (physical activity, often through team sports), and Service (voluntary work within or outside the school) collectively known as CAS.

### How is the IB assessed?

Whilst a contribution to the final mark in each of the six subjects is provided by coursework, the main form of assessment for most subjects comes in the form of public exams at the end of the two year course. With 7 as the highest grade and 1 the lowest for each subject, the maximum total for all six is 42, with a further 3 awarded for performance in the extended essay and Theory of Knowledge. The international average diploma score is approximately 30. BBS students regularly score more highly, thus qualifying for entry to universities across the world.



### What is the attitude of universities to the IB diploma?

Whilst many universities in the world now question the value and quality of their own national qualifications, the reputation of the IB diploma among them is undisputed. The IB is officially recognised by universities in over seventy countries, and in the United States, for example, the qualification is so highly thought of that entrants may be exempt from the first year of university there. Although German universities stipulate the study of certain subjects (for example, a science or maths at HL) they warmly welcome IB diploma applicants, as do universities in the UK where the IB is a very well established qualification of entry, not least to the very best such as Oxbridge and Cambridge.

### Why study the IB Diploma at BBS?

The IB Diploma is not just a qualification for entry to universities across the world. It is not even just a qualification: it is a 'programme of learning' that equips students with crucial life skills as well as instilling some lifelong educational values which IB graduates apply in their future everyday lives as well as at university and the workplace. For students to fulfil their potential in the IB diploma an environment of individual support, both in the pastoral and academic sense, is needed. With small classes managed by experienced and well qualified teaching staff, a reputation for excellent pastoral care within a working environment that balances high expectations of behaviour and learning with respect for and tolerance of individual differences, the BBS culture fully complements that of the IB: one reason, perhaps, why the school every year secures consistently higher IB scores than the international average.

For more information on the IB diploma please go to: <http://www.ibo.org/diploma/curriculum> and at BBS to: <http://www.berlinbritishschool.de/en/academic-life/ib-diploma-programme>

## Subject breakdown of IB Diploma results 2011

In this year's IB Diploma examinations there were 19 full Diploma candidates.

Our Diploma average was 34.16, whereas the world average was 29.59. 32% of our students achieved 40 points or more, with one student obtaining 45 points. Less than 1% of students worldwide gain 45 points.

### IB subjects offered by BBS for examination in 2011 with the world averages for each subject, the number of BBS candidates per subject, and the highest and lowest grades achieved by BBS students in each subject.

Subject	Number of candidates	Average grade (BBS)	Highest grade (BBS)	Lowest grade (BBS)	Average grade (world-wide)
English A1 HL	6	5.33	7	4	4.75
English A1 SL	7	5.57	7	4	5.06
German A1 HL	5	5.20	6	4	5.20
German A1 SL	1	5.00	5	5	5.42
English A2 SL	6	5.83	6	5	5.40
French B HL	3	6.00	6	6	4.97
French B SL	4	6.00	7	5	4.67
German A2 HL	3	6.67	7	6	5.97
German A2 SL	4	6.33	7	6	5.84
German B HL	2	5.00	6	4	5.67
German B SL	1	6.00	6	6	5.12
Spanish AB, SL	1	4.00	4	4	4.99
Spanish B HL	2	7.00	7	7	5.59
Spanish B SL	1	7.00	7	7	4.92
Economics HL	2	3.50	4	3	5.12
Geography HL	6	5.50	6	4	5.07
Geography SL	8	5.75	7	4	4.51
Hist.Europe/ME HL	3	5.33	7	3	4.65
History SL	2	6.00	6	6	4.59
Biology HL	8	5.75	7	5	4.39
Biology SL	3	5.00	7	4	4.27
Chemistry HL	5	5.00	6	4	4.54
Chemistry SL	3	4.00	5	3	4.08
Physics HL	10	5.60	7	3	4.50
Math.Studies SL	1	2.00	2	2	4.66
Mathematics HL	3	5.33	6	4	4.37
Mathematics SL	16	4.25	7	2	4.44
Visual Arts HL	3	4.67	6	4	4.92
Theory of Knowledge / Extended Essay	19	2.11			

### Overview of results at BBS 2011 – Number of candidates and overall grade percentages

	7	6	5	4	3	2	1
ALL SUBJECTS	23	41	22	17	4	6	
%	20.35	36.28	19.47	15.04	3.54	5.31	
SL	10	21	10	5	3	6	
%	18.18	38.18	18.18	9.09	5.45	10.91	
HL	13	20	12	12	1		
%	22.41	34.48	20.69	20.69	1.72		

## There follow personal reports from two BBS 2011 IB graduates

### Victoria

My great experience at the Lower School (Early Years) between 1999 and 2003 left me believing that Berlin British School was an academic institution to be trusted and respected. Thus when my family moved back to Berlin in July 2009 there was no question about my returning to BBS for my final two years of school. Also, because I was not certain at the time what type of career I wanted to pursue, I was attracted to the well-rounded nature of the IB Diploma.

To me, one of the greatest challenges posed by the IB is time management. For some universities what counts is your overall score and not individual scores in each subject, which means that equal attention has to be given to every aspect of the programme, thus compelling the student to be organised and time-efficient. Also, the IB's assessment is partly in essay format, from the Extended Essay through Internal Assessments (coursework) to the actual exams. This trains IB students in an essential skill for university.

I am now studying Chinese Studies at the School of Oriental and African Studies, one of the branches of the University of London. Having spent my life attending international schools and living in various countries in Europe and South America, I developed an interest for international affairs, different cultures and customs, and the study of languages. I am intrigued by China's position both as an ancient civilisation with a 5000 year long history and as a country whose power and prominence in the world today are rising with astonishing speed. I feel that I will benefit immensely from studying its history as well learning Mandarin. Those parts of the IB History course concerning Chinese history were what first aroused my interest in the region. Also, the fact that the IB requires the study of at least two languages encourages an international outlook and an acknowledgement of the importance of languages – which in turn influenced my decision to learn another.

For a school like BBS, which prides itself on its international student population, small class sizes and experienced staff, the IB programme is ideal. A student with enough motivation and dedication is sure to fulfil their potential in the environment the school provides. The IB is well reputed among universities for good reason – it challenges students to manage their time, develops their knowledge and skills in many areas of academia, and encourages a well-rounded lifestyle through the CAS requirements and TOK course. I greatly appreciated the tireless effort of many members of BBS's staff to help me and my classmates attain the highest grades we could in their subject, and know that without their guidance and expertise the excellent average IB score of my year's students could not have been achieved.

Victoria scored 44 points

'International student population, small class sizes and experienced staff' Victoria

