



### ABOUT THE IB AT GULLIVER PREPARATORY SCHOOL

Gulliver Preparatory School's International Baccalaureate (IB) Diploma Programme offers students a world-class education in a private setting, where attention to the individual is paramount. Students who participate in the IB benefit from Gulliver's 20+ years of experience as an IB World School.

The IB at Gulliver strives to create a learning community that challenges students to higher levels of thinking and performance. The interdisciplinary focus of the programme allows students to see connections and develop a shared mission, goal, and respect within a collaborative setting.

IB students emerge from our programme prepared for the rigors of college life with a genuine interest in global awareness, as well as 21st century skills and values for entry into our ever-changing world.

Our IB Programme has attracted students from all over the world, including Norway, Sweden, Argentina, Mexico, Colombia, Jamaica, Peru, England, Switzerland, Brazil, Spain, France, Chile, Panama, Uruguay, Lebanon, Canada, Cuba, Korea, Turkey, Egypt, and Russia.

Gulliver Prep has been an IB World School since 1996 and was the first private school in South Florida to be authorized to offer the IB Diploma Programme. Over the last 22 testing sessions, we have achieved a 94% passing rate, a testament to Gulliver's commitment to academic distinction. Thirty-five percent of IB classes have been awarded bilingual diplomas in either English and French, or English and Spanish. The 61 seniors in the Class of 2020 logged more than 26,000 hours for Creativity, Activity and Service (CAS).



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## THE IB DIFFERENCE

The IB adds international perspectives to Gulliver Preparatory School's academic offerings by:

- Measuring teaching and learning against an international standard
- Satisfying the educational needs of a culturally, linguistically, and academically diverse student population
- Building students' confidence in their learning abilities
- Developing students' capacity to think critically and act compassionately in a complex and ever-shrinking world
- Implementing the most effective classroom practices from around the globe

The programme has three core requirements that broaden the educational experience and challenge students to apply their knowledge and understanding:

**The Extended Essay:** This is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

**Theory of Knowledge (TOK):** This is a course designed to encourage students to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language, and reason) and different kinds of knowledge (scientific, artistic, mathematical, and historical).

**Creativity, Activity and Service (CAS):** This requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

## GRADING AND RESULTS

A candidate's examination performance in individual subjects is graded according the following scale:

7 - Excellent	4 - Satisfactory	1 - Very Poor
6 - Very Good	3 - Mediocre	N - No Grade
5 - Good	2 - Poor	

The Theory of Knowledge (TOK) course and the Extended Essay are graded according to this scale:

A - Excellent	C - Satisfactory	E - Elementary
B - Good	D - Mediocre	N - No Grade

A Diploma Candidate's six subjects can yield 42 points. Three further points are available for the combination of the Extended Essay and work in Theory of Knowledge (TOK). Therefore, the maximum possible score is 45 points. The award of the diploma requires candidates to score 24 points as well as to meet other standards and conditions including the completion of a suitable Creativity, Activity and Service (CAS) programme. Gulliver Prep offers the full Diploma Programme only.

## IB MISSION STATEMENT

The International Baccalaureate Programme aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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.

## IB LEARNER PROFILE

IB students strive to be:

Inquirers	Principled	Balanced
Knowledgeable	Open-minded	Reflective
Thinkers	Caring	
Communicators	Risk Takers	

## IB COURSE OFFERINGS AT GULLIVER PREPARATORY SCHOOL

GROUP	SUBJECT	COURSES
Group 1 (Studies in Language and Literature)	HL HL SL HL SL	English A: Literature French A: Language and Literature French A: Language and Literature Spanish A: Language and Literature Spanish A: Language and Literature
Group 2 (Language Acquisition)	HL SL SL SL SL HL SL SL	French B French B French ab initio Chinese B - Mandarin Mandarin ab initio Spanish B Spanish B Spanish ab initio
Group 3 (Individuals and Societies)	HL SL SL HL SL HL SL HL SL	Global Politics Global Politics Business Management Economics Economics Anthropology Anthropology Psychology Psychology
Group 4 (Experimental Science)	HL SL SL HL SL	Biology Chemistry Environmental Systems and Societies Physics Physics
Group 5 (Mathematics)	HL SL SL	Mathematics: Analysis and Approaches Mathematics: Analysis and Approaches Mathematics: Applications and Interpretations
Group 6 (The Arts)	HL SL HL SL	Visual Arts Visual Arts Theatre Arts Dance
Core		Theory of Knowledge Extended Essay CAS



## GULLIVER PREP'S IB CLASS OF 2020

Members of the IB Class of 2020 are enrolled at the following institutions:

Bentley University  
Boston College  
Boston University  
Carleton College  
Columbia University in the City of New York  
Cornell University  
Drexel University  
Florida State University  
Fordham University  
George Washington University  
Georgetown University  
Harvard College  
Kenyon College  
Kings College London  
Loyola Marymount University  
New York University  
Northeastern University  
Northwestern University  
Pomona College  
Princeton University  
Purdue University  
Rollins College  
Syracuse University  
The New School  
Tufts University  
Tulane University  
University of California-Davis  
University of California-Santa Barbara  
University of Chicago  
University of Exeter  
University of Florida  
University of Miami  
University of Michigan  
University of Notre Dame  
University of Southern California  
University of Sussex  
University of Tennessee  
University of Texas at Austin  
University of Virginia  
University of Washington, Seattle  
Wake Forest University  
Yale University

## IN THEIR OWN WORDS: IB REFLECTIONS

As an International Baccalaureate student, I believe that education has defined my life in many ways. IB has given me a sense of worldliness and greater compassion for others. In addition, IB facilitates learner autonomy. Throughout my IB studies, I have been able to choose the classes I am the most interested in, while also broadening my comfort zone. For example, I have learned a great deal in my Theory of Knowledge class, a class only offered in IB. This class drives students to voice their thoughts on every global subject that the class touches upon. Finally, critical thinking, a very valuable skill much needed in life, is stressed throughout the IB Programme. IB classes teach students not only subject matter but also the reasoning as to why events occurred in history and the reasoning as to why events are the way they are today—a skill useful and crucial to our lives.

- Ingrid Gruener, IB Class of 2021

IB has allowed me to rediscover a part of me that I had long left forgotten. IB encourages each of us to voice our opinions on all subjects and to listen to our peers to better understand other perspectives and learn from the diversity of cultures and mindsets. Furthermore, there is an emphasis on hands-on learning which allows me to connect that which we have learned in class and apply it to real life situations.

- Marina Diaz Gonzalez, IB Class of 2021

I definitely think that joining the IB Programme has helped me both in growing academically and developing as a person. Academically, I have learned to analyze material presented rather than resort to sheer memorization; students see how classes connect which makes for analysis that is much deeper and far more valuable. The result is a greater understanding of crucial topics in the world, such as racism, sexism, and politics, that together provide the rationale for our very existence. In addition, thinking in a global way, rather than in a small-minded, uniform way, has helped me change my perspective and broaden my perspective.

- Cecilia Derlon, IB Class of 2021

When I moved to Singapore and enrolled in a mandatory Middle Years Programme (MYP) I was quickly convinced that IB was a good fit for me. The IB Programme offers more freedom in regards to choice of curriculum and manner of assessment. For instance, I have been able to make class presentations in the form of slides, songs, movies, and essays. Such space for creativity has allowed me to explore different areas outside of the “academic” subjects, combining music and video production with topics from math, science, global politics, and others. However, what I like the most about the IB is the fact that its main focus isn't on teaching facts, but rather on teaching us how to think critically and in a balanced way.

- Gerardo Naranjo Franco, IB Class of 2021

