



Gulliver
Preparatory School

2024-25

INTERNATIONAL BACCALAUREATE PROGRAMME PROFILE

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ABOUT THE IB AT GULLIVER PREPARATORY SCHOOL

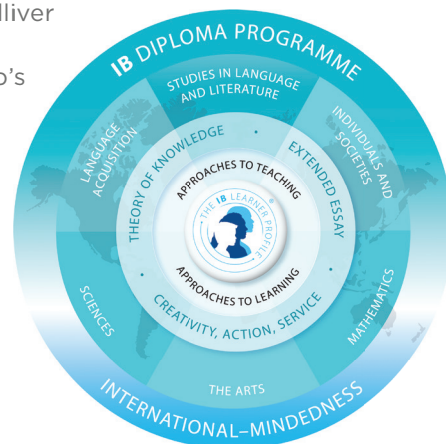
Gulliver Preparatory School's International Baccalaureate (IB) Diploma Programme offers students a world-class education in a private setting, where attention to the individual is paramount. Students who participate in the IB benefit from Gulliver's 27 years of experience as an IB World School.

The IB Programme 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 entire history of offering the IB diploma, Gulliver Prep's pass rate far exceeds global averages, a testament to Gulliver Prep's commitment to academic excellence. Thirty-five percent of IB classes have been awarded bilingual diplomas in either English and French, or English and Spanish. The 87 IB seniors in the Class of 2024 engaged in a wide variety of endeavors for Creativity, Activity, and Service (CAS), ranging from volunteering for the Achieve Miami educational and enrichment program, to service learning around the world, to writing and producing award-winning short films and plays.



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.

THE IB DIFFERENCE

The IB Programme 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
- Developing responsible lifelong learners with strong self-management skills
- Developing students' capacity to think critically and act compassionately in a complex and increasingly interconnected 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: All IB diploma candidates engage in an independent, self-directed piece of research, finishing with a 4,000-word paper.

Theory of Knowledge (TOK): This course provides an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. Students gain greater awareness of their own assumptions, as well as develop an appreciation of the diversity and richness of other perspectives.

Creativity, Activity, and Service (CAS): This requirement involves students in a range of activities beyond the classroom, through arts and other experiences that involve creative thinking, physical exertion contributing to a healthy lifestyle such as individual or team sports, or an unpaid and voluntary exchange that has a learning benefit for the student.

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 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 SL	French B French B French ab initio Chinese B – Mandarin Mandarin ab initio Spanish B Spanish B Spanish ab initio Italian ab initio
Group 3 (Individuals and Societies)	HL SL SL HL HL SL HL SL	Global Politics Global Politics Business Management 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 Creativity, Activity, and Service (CAS)



WHY IB AT GULLIVER?

Members of the IB Class of 2022-24 are enrolled at the following institutions:

Babson College
Barnard College
Berklee College of Music
Bocconi University
Boston College
Boston University
Brown University
Carleton College
Carnegie Mellon University
Claremont McKenna College
Columbia University
Cornell University
Dartmouth College
Duke University
Embry-Riddle Aeronautical University
Emory University
ESSEC Business School
Florida State University
Franklin University Switzerland
George Washington University
Georgetown University
Harvard University
Haverford College
IE University
Massachusetts Institute of Technology
McGill University
New York University
Northeastern University
Northwestern University
Pitzer College
Princeton University
Purdue University (Main Campus)
Regent's University London
Saint Edward's University
Skidmore College
Stanford University
The College of William and Mary
The University of Nottingham
The University of Texas at Austin
Tufts University
Tulane University of Louisiana
University of California (Berkeley)
University of Chicago
University of Florida
University of Groningen
University of Miami
University of Michigan
University of Notre Dame
University of Pennsylvania
University of Rochester
University of Southern California
University of St Andrews
University of Virginia (Main Campus)
University of Washington (Seattle Campus)
University of Wisconsin (Madison)
Vanderbilt University
Wake Forest University
Washington University in St. Louis
Wellesley College
Yale University

IN THEIR OWN WORDS

When deciding whether or not I wanted to take part in the IB Programme, the most important aspect for me was a balance of academic rigor with space for personal growth. It is true that the program is challenging but it is so in a way that allows students, much like it allowed me, to continue exploring non-academic areas of interest at the same time. One of the most transformative aspects of my IB experience has been the open discussions held in English and social science classes. These discussions not only deepened my critical thinking abilities, but also grew my confidence in becoming more outspoken. This is something that I will carry with me into my college years and beyond.

Having moved from Brazil at age nine, I was eager to engage in a more internationally-focused education, one that reflected curricula from around the world. The IB Programme offered me precisely that opportunity, broadening my horizons and exposing me to global perspectives. Finally, working on my extended essay, a final paper all IB students must complete, significantly enhanced my research skills and fueled my passion for learning. Joining the IB Programme has truly instilled in me the qualities of a lifelong learner.

-Fernanda Aizemberg '24

Participating in the IB Programme has had a huge impact on my high school experience but also on me as a person. It has significantly improved my critical thinking and research skills through its rigorous academic demands. Although IB is a lot of work, it has helped me learn how to structure and write high quality research papers, which I am sure will help me in and after college. Another thing I love about IB is that it looks at things from a global perspective. I have lived in six countries throughout my life and this has left me with friends all over the world. It is really cool that I know people in India, Germany, Nigeria, Hong Kong, and the UK that are all part of the same programme as me. Lastly, the main reason I joined IB was because it would help me apply to colleges in the Netherlands and it ended up making the college application process so much easier for me.

- Stijn Rutten '24

Being a part of the IB Programme has taught me new ways of thinking and approaching topics. I've enjoyed how interdisciplinary the programme is and its emphasis on writing, which has helped me in my extracurriculars such as The Raider Voice newspaper.

-Sara Gelrud '24

I have been in the IB Programme for two years now, and it has been an exceptional experience. While it embodies a lot of work and requires dedication, the skills and wealth of knowledge I have gained through the rigorous coursework of IB have made me a better student and a more well-rounded individual. My time management has become increasingly more efficient, my writing abilities have improved, and I have become better at analyzing information and forming my own conclusions. The IB Programme has truly helped me grow throughout my academic journey, honing my critical thinking skills and getting me ready for college.

- Sofia Molinari '24

Driven by curiosity, IB has allowed me to explore a wide range of interests, many of which I gained through the IB Programme. Throughout this exploration, the IB curriculum has taught me to write, think, and live in a much more analytical and intellectual way. In addition, it has allowed me to create relationships with other students who have similar values and aspirations inside and outside of the classroom.

-Dominic Veloso '24

I have absolutely loved being a part of the IB Programme at Gulliver, and feel that it has shaped how I think about the world around me. The extensive amounts of critical thinking prompted in each of our classes has allowed me to draw connections between various global contexts and disciplines. One of the required classes of IB is Theory of Knowledge, where we analyze different areas of knowledge such as arts and mathematics from a philosophical perspective; it has allowed me to better explore how I contextualize and understand information.

- Ella Barras '24