



**TRURO  
COLLEGE**  
**IB DIPLOMA**  
**2022**



**A WORLD OF  
OPPORTUNITY**

Outstanding Education  
Inspiring Futures



# WHAT IS THE IB DIPLOMA?

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THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME IS A TWO-YEAR COURSE THAT STUDENTS MAY CONSIDER AS AN EXCELLENT ALTERNATIVE TO A LEVELS.

It will be attractive to students who have enjoyed studying a range of subjects at GCSE and who want to continue doing so at an advanced level.

The IB Diploma is an internationally recognised university entry qualification which is offered in more than a hundred countries throughout the world. It is fully recognised by all UK universities. There is an increasing number of providers in the UK, however Truro College is the only college to offer this programme in Cornwall.

Students study three subjects at Higher Level (H) and three subjects at Standard Level (S). The entry requirements are the same as A Level: Grade 6 or above in Higher Level choices, at least five GCSEs at Grade 4 or above including English Language or Literature and/or Mathematics at Grade 5. Most IB students will have achieved good GCSE grades in a large number of subjects.

Candidates will also follow a Theory of Knowledge course, which stimulates critical reflection on the knowledge and experience gained inside and outside College. Students will undertake original research to investigate a topic of special interest and present findings in an extended essay.

All students are involved in Creativity, Action, Service (CAS) projects. The introduction of Environmental Systems and Societies, a transdisciplinary subject covering Group 3 and Group 4, offers greater flexibility of option choices.





# THE CURRICULUM

At least three subjects are taken at Higher Level (H), the others at Standard Level (S). Candidates are required to select one subject from each of the six subject groups, except Group 6, which is optional. Environmental Systems and Societies covers both Group 3 and Group 4. At present, the College is offering the following programme:



## GROUP 1: STUDIES IN LANGUAGE & LITERATURE

English (H & S)

## GROUP 2: LANGUAGE ACQUISITION

French (H & S)  
Spanish (H & S)  
Spanish (ab initio) (S)

## GROUP 3: INDIVIDUALS & SOCIETIES

Geography (H & S)  
Global Politics (H & S)  
History (H & S)  
Psychology (H & S)

## GROUP 3/4

Environmental Systems & Societies (S)

## GROUP 4: EXPERIMENTAL SCIENCES

Biology (H & S)  
Chemistry (H)  
Physics (H)

## GROUP 5: MATHEMATICS

Mathematics: Applications & Interpretations (H & S)

## GROUP 6: THE ARTS

Art & Design: Visual Arts (H & S)  
Theatre (H & S)  
(or a choice from one of the other subjects in groups 3 & 4)

# THE IB DIPLOMA PROGRAMME

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AS A GROUP, THE IB STUDENTS AT TRURO COLLEGE ARE LIVELY, ENTHUSIASTIC AND WILLING TO GET INVOLVED; HOWEVER, THERE IS NO SUCH THING AS A 'TYPICAL' IB DIPLOMA STUDENT.



## PROFILE

The entry requirements are identical to those for A Level programmes and the qualifications of our current IB students cover a wide range of GCSE results.

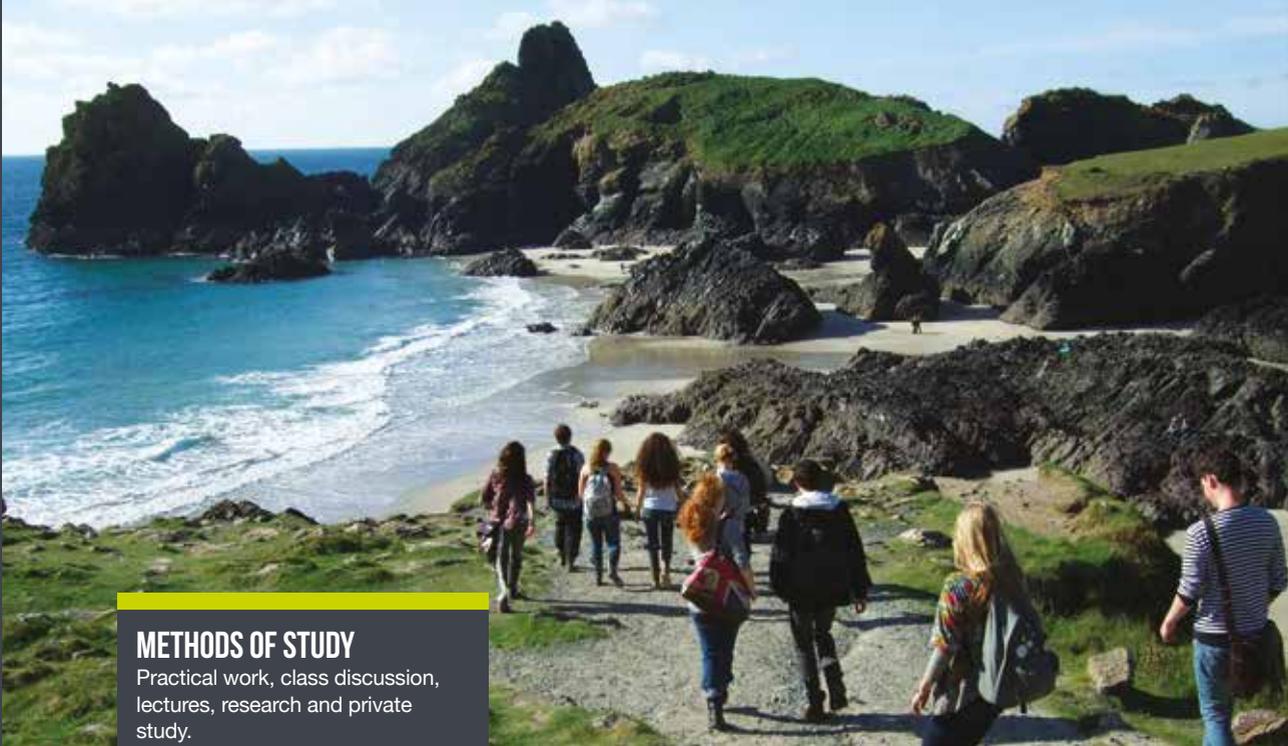
Academically, you need to be a reasonably competent, all-round student who enjoys a range of subjects. What is perhaps most important is the way in which you approach your studies - students who gain the highest grades in the IB Diploma tend, characteristically, to be well-motivated and well-organised, with the ability to work independently.

## DURATION

Two years

## ENTRY REQUIREMENT

The entry requirements are the same as A Level: Grade 6 or above in Higher Level choices, at least five GCSEs at Grade 4 or above including English Language or Literature and/or Mathematics at Grade 5. Most IB students will have achieved good GCSE grades in a large number of subjects.



## METHODS OF STUDY

Practical work, class discussion, lectures, research and private study.

## TIME COMMITMENT

For the International Baccalaureate, students will be required to undertake at least 15 hours of independent study per week in addition to attendance at lectures and personal tutorials (an average of three hours per week for the Higher Level subjects and two hours per week for Standard Level subjects). This is equivalent to a programme of four A Levels. Modern study facilities are available in the College and successful students use these effectively.

## ASSESSMENT

A variety of methods are used, including both internal and external assessment. Subjects include a written examination at the end of the course and specialised forms of assessment are used as appropriate to the nature of a given course. These range from portfolios of artwork, audio recordings of oral work and fieldwork reports to science practicals and research studies - all reflecting the balance and educational diversity of the IB programme.

## THE FUTURE

Students with an IB Diploma are strongly sought after by universities and employers worldwide. It is anticipated that the majority of IB students will progress to Higher Education. The broad-based curriculum means that options could be available in all spheres of professional life. The international framework may enhance opportunities to study and work abroad.

## HOW TO APPLY

Application forms are available from schools or from the College. For further information about the IB Diploma come along to one of our open events or the IB Diploma Information Evening. See back page for details.

“The IB is a dynamic course offering academic breadth and depth. It facilitates meaningful learning experiences inside and outside the classroom, independent learning skills, the ability to think critically and cultivates an international mindset.”

**Angie Liversedge**  
IB Diploma Coordinator



# THE IB DIPLOMA CURRICULUM

## GROUP 1: STUDIES IN LANGUAGE & LITERATURE

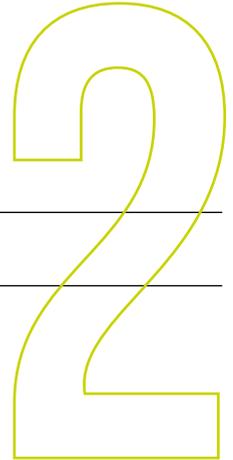
### ENGLISH - HIGHER & STANDARD

IB English is an exciting course with a distinctly international flavour. The combination of texts will be chosen by your lecturer, leading to the study of a wide range of authors and genres from many different periods.

In addition to English classics, you will encounter literature from across the globe - including writers from the Caribbean, India, Latin America, Africa, Europe and North America.

Most of the writings are from the 20th century and you should find them interesting, accessible and, hopefully, enjoyable!

# GROUP 2: LANGUAGE ACQUISITION



## FRENCH / SPANISH - HIGHER & STANDARD

The core syllabus for Group 2 languages is the same for French and Spanish. The courses give you the opportunity to build on your existing speaking and writing skills in modern languages.

You will work from a variety of audio and printed resources. Emphasis is placed on developing fluency and accuracy, and learning to express views and opinions in discussion. To this end, you will be required to attend classes three times a week at Higher Level and twice a week at Standard Level to develop your practical skills.

The courses cover a variety of topics concerned with French and Spanish-speaking countries. These topics include identities, experiences, human ingenuity, social organisation and sharing the planet. At Higher Level, you will also study two works of literature. We have a well-equipped languages workshop and language laboratories that are available for all languages students. You should make extensive use of TV, magazines and the Internet, all of which are available at the College.

You will also spend time with the foreign language assistants in order to improve your oral fluency, and be encouraged to participate in the College's study visits to France and Spain.

## SPANISH AB INITIO - STANDARD

Starting from scratch, you will learn the language needed to communicate in a variety of contexts, in both speech and writing. There will be the opportunity not only to write and speak about yourself, but also to discuss contemporary issues.

A wide range of materials will be employed in class, and extensive use will also be made of the facilities provided at the College, such as the language workshop, TV, newspapers, magazines, videos, CDs and links with native speakers.

You will spend time each week with the foreign language assistant for speaking activities to improve your oral fluency.

The course covers a selection of topics, including identities, experiences, human ingenuity, social organisation and sharing the planet.

There will be the opportunity to participate in the College's study visits to Spain.



# GROUP 3: INDIVIDUALS & SOCIETIES

## GEOGRAPHY - HIGHER & STANDARD

Geography is a dynamic subject with a global perspective. It focuses on the interactions between individuals, societies and the physical environment, identifying trends and patterns and exploring the processes behind them. It also investigates the way that people adapt and respond to the challenges faced in the world today and evaluates management strategies associated with such challenges.

A range of contemporary and modern examples are studied making the subject as relevant as possible to the world we live in today, drawn from the key global issues of our time, including the geography of population dynamics, climate change and resource consumption issues.

### **Part One: Geographic Themes**

- Freshwater - drainage basins
- Geophysical hazards
- Food and health

### **Part Two: Geographic Perspectives - Global Change**

- Population distribution - changing population
- Global climate - vulnerability and resilience
- Global resource consumption and security

### **Part Two Extension (Higher Level only): Geographic Perspectives - Global Interactions**

- Power, places and networks - how global power and influence vary
- Human development and diversity
- Global risks - how globalizing processes create new geopolitical, economic and environmental risks for individuals and societies

The enquiry process used in both coursework and extended essays gives students valuable transferable skills for study at Higher Education.

### **Fieldwork**

Fieldwork is seen as an essential part of Geography with a range of destinations catered for. Local fieldwork allows students to collect data that is then presented and analysed for their internal assessment. There are also several opportunities for students to take part in fieldwork abroad. Current Geography trips include Toronto and Iceland. There are also two opportunities to go to Eswatini (formerly known as Swaziland), either with the IB trip or combined with A Level Geography students. These trips focus on raising money for, and awareness of, the HIV/AIDS issues in Eswatini.

## GLOBAL POLITICS - HIGHER & STANDARD

The 21st century is characterised by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. Global Politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues.

The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world, becoming aware of their role in politics as active global citizens.

The Global Politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts.

It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives.

The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

## OUR STUDENTS

### SHOSHA ADIE

Progression: Anthropology at University College London.

While studying the IB Diploma, Shosha Adie discovered her love of anthropology and the environment. This passion led to her heading to UCL to study Anthropology, a decision that led to an incredible opportunity. Following a talk by Operation Wallacea, a conservation research organisation, Shosha is now embarking on a month-long expedition to the Peruvian Amazon. She will be able to live out her dream of working alongside the indigenous communities who live there while tracking the effects of climate change on the animals and plants.

“When I heard researchers talking in depth about the projects they are undertaking across the world, and how vital they are in the face of climate change, I realised that this was something I really wanted to be a part of.

Without me having taken away these learning experiences from the IB, I'm not sure I would have been brave enough to tackle such a daunting task as heading to the Amazonian rainforest to join a research team.”



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## HISTORY - HIGHER & STANDARD

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The core concept of the History course is to develop a deep understanding of the complexities of human society and the opportunities and challenges humanity faces in the 21st century, through examining the development and impact of conflict and cooperation in the 20th century.

Topics we explore include:

- 19th century imperial rule in Russia and Germany, and the reactive development of new political and economic ideologies that forced change in the 20th century
- The causes, events and impacts of the two World Wars, and the civil wars in Russia, Spain and China

- The rise and impact of authoritarian states under Lenin and Stalin in Russia, Hitler in Germany, Mussolini in Italy and Mao in China
- The impact of the expansionism of Germany, Italy and Japan in the 1930s
- The fragmentation then improvement of international cooperation during the Cold War
- The impact of conflicts and changing political ideologies on the development of society, in particular the impact on minority groups and changes in technology, propaganda and the status of women

Examinations in History require analysis of both primary and secondary sources, and also the development of comparative and critical analysis of historical events in effective essays.

The History course is carefully designed to give students the opportunity to develop excellent skills in these areas. At Standard Level, students will be examined on the 20th century topics across two exams; Higher Level students will sit an additional exam that explores these and the 19th century topics in more depth.

All students will also complete an independent investigation on a topic of their choice. Building on the examination skills from the other sections of the course, the investigation gives students the opportunity to develop independent research skills and explore any aspect of history that personally fascinates them.

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## PSYCHOLOGY - HIGHER & STANDARD

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Psychology is a dynamic subject that seeks to describe, understand, predict and modify behaviour. Both the Standard and Higher Level will study three major psychological perspectives and their associated theories, methodologies and applications.

These perspectives will be the:

- Biological level of analysis
- Cognitive level of analysis
- Sociocultural level of analysis

In addition to the core, you will be specialising in optional areas. At the Standard Level the option is that of Developmental Psychology. This topic examines the mental processes of children and the physiological and psychological changes that occur in adolescence.

At the Higher Level you will also be studying Abnormal Psychology. This provides an examination of the prevalence, diagnosis, explanation and treatment of several common psychopathologies including a critical analysis of the meaning of abnormality in mental health.

# GROUP 3/4:

## ENVIRONMENTAL SYSTEMS & SOCIETIES - STANDARD

## GROUP 3/4

This course will give you the opportunity to study the structure and functioning of natural ecosystems, and the impact of human activities on these systems. Practical work and investigative research will play an important part in assessing local and global examples of environmental concern. The holistic systems approach to environmental issues is used throughout.

Areas of study comprise of:

- Systems and models
- Ecosystems and ecology
- Biodiversity and conservation
- Water and aquatic food Production systems
- Soil systems and terrestrial food production systems
- Atmospheric systems

- Climate change and energy production
- Human systems and resource use

Throughout the course you will learn the investigative techniques used to assess the structure and changes of relevant ecosystems.



## OUR STUDENTS

### SCARLETT HUGHES

Progression: Human, Social and Political Sciences at Cambridge University.

Scarlett, from Fowey, is celebrating being one of the highest achievers in the world, after receiving an incredible full-marks score of 45 points on the IB Diploma. This fantastic result is equivalent to five A-stars at A Level.

“ I’ve loved every second of the IB and met some really amazing people, with amazing lecturers. All my lecturers have been really inspiring, if you want to carry on with a lot of subjects, I’d absolutely recommend it. It teaches you so much beyond just your academic studies, including really valuable life skills. I chose Truro College because I came to an open evening and knew it was where I wanted to be. It was so organised. I was feeling really inspired, it’s a wonderful environment to learn in. Seeing the successful past track record of the IB also inspired me. I’m really proud and I’m really excited for university and for life in general. I’d like to thank my lecturers, all my friends who I’m extremely proud of, and my family. ”



## **GROUP 4:** **EXPERIMENTAL SCIENCES**

### **BIOLOGY - HIGHER & STANDARD**

All students study the following topics:

- Cell theory and structure
- Biochemistry
- Metabolism
- Genetics and evolution
- Ecology and biodiversity
- Physiology

Higher Level students will also study Plant Science as well as studying Biochemistry, Physiology and Genetics to greater depth than Standard Level students.

Students will develop a grasp of the principles of this subject within a theoretical and a practical framework. The level of understanding and practical competency is the same for both Higher and Standard Biology, although Standard Biology covers less material.

The development of investigative skills is paramount and students learn to design their own practical investigations as well as analyse and evaluate experimental data. This leads to students undertaking an internally assessed project that is submitted as coursework.



## CHEMISTRY - HIGHER

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is often called the central science as chemical principles underpin both the physical environment in which we live and all biological systems.

The course covers both basic and applied chemistry and is designed for students who have a strong scientific and mathematical background.

Emphasis is placed on the understanding and application of scientific theory, as well as analysis and interpretation of experimental data.

Apart from being a subject worthy of study in its own right, Chemistry is required for a number of higher education courses including Medicine, and the skills and knowledge developed are applicable to a range of subjects.

The course covers a range of topics including:

- Atomic theory
- The periodic table
- Energetics and fuels
- Organic chemistry
- Rates of reaction

## OUR STUDENTS

### RUSSELL HALES

Progression: Scholarship programme with the Carnival Cruise line company, owned by P & O and Cunard.

Current position: Third Engineer Officer Carnival UK.

“ The work was challenging but you always had a sense that it was worth it throughout. There was never a dull moment in the classes and we always did other interesting things as well - from abstract discussions in Theory of Knowledge and the Extended Essay to the residential and even going to Everest Base Camp.

The wide range of subjects meant that no two classes had the same people so even though there were over 50 of us doing the IB we all knew each other well, improving the entire experience and making me a more outgoing person. Choosing to complete the IB is one of my greatest decisions.”



# PHYSICS - HIGHER

The course is designed for students with a sound background at GCSE level (or equivalent) in Science and Mathematics who wish to extend their knowledge of the most fundamental of the experimental sciences. Practical work forms an important part of the course and is used to both illuminate and extend the theory. The pace of delivery of the course will be brisk and students will be encouraged to develop good self-discipline with regard to consolidating work covered in the lectures.

You will study:

## Year 1

- Measurement and uncertainties
- Mechanics
- Thermal physics
- Waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy power and climate change

## Year 2

- Wave phenomena
- Fields
- Electromagnetic induction
- Quantum and nuclear physics

## Options

- Relativity
- Engineering physics
- Imaging
- Astrophysics



## OUR STUDENTS

### TRACEY STEPHENS

Progression: University of Portsmouth, European Business.

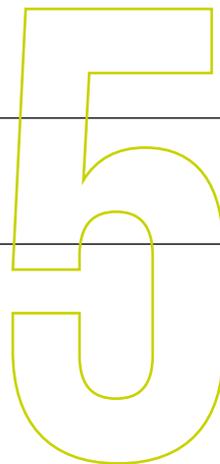
Current position: Business Analyst for the Corporate and Finance division at a law firm, in Sydney, Australia.

“As well as setting me up for a good career, the IB was also good fun and gave me great opportunities such as the Eswatini project. It also enabled me to complete my Gold Duke of Edinburgh Award.

I'd definitely recommend it to anybody who enjoys a range of subjects, being part of a group, and wishes to give themselves a solid grounding for their future career. It was definitely worth the travel time and extra studying required to achieve the qualification - I'm writing this now from my office desk overlooking the Sydney Harbour Bridge, with the Opera House behind me in the warm winter sunshine as proof!”

# GROUP 5: MATHEMATICS

## MATHEMATICS: APPLICATIONS & INTERPRETATIONS - HIGHER & STANDARD



This course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: Applications and Interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures. Both Standard and Higher Level include number, algebra, geometry, trigonometry, calculus and statistics. The focus is on use of technology to aid understanding and interpretation of mathematical concepts.

Students who take the Higher Level course will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology. The Higher Level is ideal for students with at least 6 at GCSE who enjoy maths and are considering a degree course with a mathematical element such as geology, psychology, business etc.

Students will require the Casio CG50 graphical display calculator.

### Assessment: Standard Level

There are two written papers and an exploration:

Paper 1: 40%  
Duration 1 hour 30 minutes  
Compulsory short-response questions based on the whole syllabus. 80 marks

Paper 2: 40%  
Duration 1 hour 30 minutes  
Compulsory extended-response questions based on the whole syllabus. 80 marks

Exploration: 20%  
Based on personal research involving the collection, analysis and evaluation of data. 20 marks

### Assessment: Higher Level

There are three written papers and an exploration:

Paper 1: 30%  
Duration 2 hours  
Compulsory short-response questions based on the whole syllabus. 110 marks

Paper 2: 30%  
Duration 2 hours  
Compulsory extended-response questions based on the whole syllabus. 110 marks

Paper 3: 20%  
Duration 1 hour  
Two compulsory extended response problem-solving questions. 55 marks

Exploration: 20%  
Based on personal research involving the collection, analysis and evaluation of data. 20 marks



## GROUP 6: THE ARTS

### ART & DESIGN: VISUAL ARTS - HIGHER & STANDARD

Visual Arts is a practical course, which will give you the opportunity to develop a diverse range of skills and approaches. It will help you realise your creative strengths and understanding of the changing and diverse nature of visual arts. You will be encouraged to adopt an imaginative and individual approach, developing new working processes that explore the creative potential of ideas, materials and techniques and communication.

Students will initiate and formalise their own project briefs which could encompass a wide range of visual and creative disciplines and personal starting points.

All work will be derived initially from first hand recording, utilising a broad range of subject matter and visual phenomena. Conceptual ideas from observation and contextual study will further enhance your work. The use of visual journals (sketchbooks) is integral to the course and will underpin the studio work and the investigation of other artists, art and cultures.

Students will be expected to visit galleries, museums and collections and may wish to take part in study visits within this country and abroad, offered within the Art & Design programme area, to expand their ability to become critical observers and makers of visual culture and media.

There are three interrelated submission components:

- Process Portfolio
- Comparative Study
- Exhibition

## THEATRE - HIGHER & STANDARD

IB Theatre is a practical course offering students the opportunity to develop a range of performance and technical skills inspired by theatre makers from a global perspective. In Theatre we encourage all students to extend their knowledge exploring performance disciplines: acting, creative writing, directing, filmmaking, technical theatre skills, design, and choreography through practical workshops and performance projects. There is also the opportunity to pursue your own creative interests when working individually or as part of a group creating original performance work. The creative process is nurtured and valued through reflection, developing trust and a positive environment where we learn from others.

There is an assessed practical element to the course, which is underpinned by research and analysis, to develop academic skills in preparation for Higher Education.

The plays and practitioners selected for study allow students to explore diverse theatre practices and gain understanding of historical and cultural contexts that shape performance. Global theatre practices are investigated to help students understand that there are many definitions to drama and performance and students will study at least two contrasting plays and a theatre practice to develop skills for the coursework based assessment tasks.

Previous traditions studied include Japanese Bunraku puppetry, Indian Kathakali dance drama, Italian Commedia dell'arte, Naturalism, Greek Theatre and Medieval Theatre.

The theoretical language of theatre and performance guides our classroom explorations and each performance project is the result of all students taking ownership of their work and is unique. We believe in, and promote, the valuable experience of performing live, with confidence and pride, and in communion with an audience. Students are encouraged to take an exploratory approach to develop their existing skills and discover new and exciting ways of making theatre.

IB Theatre is open to all students; GCSE Drama is not a requirement.

## OUR STUDENTS

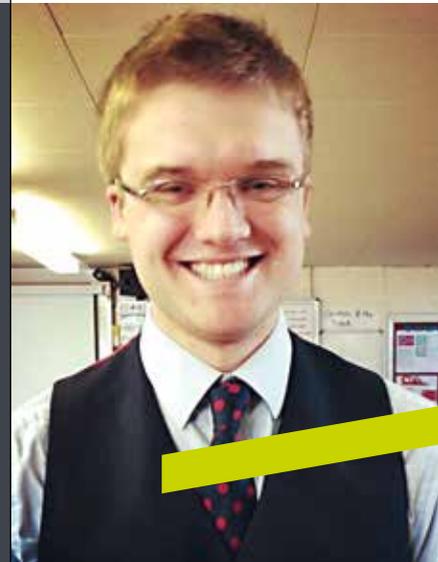
### HUGH RICHARDS

Progression: University of York, History and Politics.

Current position: Teacher of History/Humanities, Wetherby High School.

“ The IB set me up really well for both my degree and my teaching career. The breadth of knowledge and wider understanding of the world combined with the skills I developed on the IB have meant that I have had genuine choice about what I have done since completing the course.

In a really competitive job market, the IB came up in a positive way at interview and was instrumental in securing my teaching job. ”





# UNIQUE CHARACTERISTICS

## THEORY OF KNOWLEDGE - TOK

This course is an integral and compulsory part of the IB programme. The object of the course is not to learn new 'knowledge', but to increase your understanding of what you have already learnt and to help you reflect upon it.

The main components of the Theory of Knowledge course are:

- The cultural relativism of what we claim to know
- The role of language and thought in knowledge
- The requirements of logical rigour for knowledge
- Systems of knowledge
- Value judgements as knowledge
- Knowledge and truth

Assessment is both oral and written. Individual or small group exhibitions are assessed internally. An essay of 1200 - 1600 words in length is assessed externally.

## EXTENDED ESSAY

All IB students will undertake an in-depth study of a topic of limited scope within a subject. The outcome of this project is an essay of no more than 4,000 words.

The purpose of the extended essay is to provide an opportunity to engage in personal research, thus giving an introduction to the kind of independent study required at university. A total of about 40 hours of private study and writing time is recommended.

## CREATIVITY, ACTION, SERVICE - CAS

Students will be involved for the equivalent of around three hours a week over two years in either a balanced range of different activities or in a single project. The CAS element for each student will be negotiated on an individual basis, and will be monitored and evaluated by both the College and the student.

# INDUCTION & RESIDENTIAL

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## INDUCTION

Each September, on the day before Year 1 students officially start their courses at Truro College, the new IB students get together for a day out. Whether going to Tehidy, Bodmin, Tomperrow or Lusty Glaze, by the end of this day students have shared time outside the academic environment - travelling, problem solving, eating and invariably getting wet - together! So when lessons start the next day IB students are surrounded by familiar and friendly faces.

## CAS RESIDENTIAL

Students will undertake a residential as part of the CAS provision in the Autumn term. Past residential have involved voluntary work with the National Trust. Students have stayed for two nights at youth hostels and contributed to conservation work on the Lizard. The experience of living together for a few days - shopping, cooking, eating, working and keeping each other entertained - helps to form relationships that last beyond the two years of the IB programme.

EVERYONE COMMENTS ON  
THE SPECIAL FRIENDLY  
ATMOSPHERE OF THE IB GROUP.  
VARIOUS ACTIVITIES DURING THE  
FIRST WEEKS OF THE COURSE  
CONTRIBUTE TO THIS STRONG  
GROUP IDENTITY.



# INTERNATIONALISM

“ Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship... IB students may become informed participants in local and world affairs, conscious of the shared humanity that binds all people together, while respecting the variety of cultures and attitudes that makes for the richness of life. ”

Taken from the  
IBO Mission Statement



We seek to follow this educational philosophy primarily through the curriculum itself. For example, through global topics studied in Group 3; through studying a foreign language in Group 2; through sampling a range of literature, music and art from around the world in Groups 1 and 6.

IB students also have a wealth of opportunity to travel. In addition to participating in language exchanges in France, Germany, Italy and Spain, IB students have travelled to various destinations on field trips. The following trips have been offered during recent years: Paris, Berlin, Venice and London (Art), Moscow (History) and Eswatini (CAS). None of these trips are compulsory; yet many IB students have been able to broaden their horizons by taking part in an overseas visit during their time at Truro College.

Responsible citizenship is encouraged by the CAS programme and this has found an international dimension through the Shewula Project (otherwise known as Boom Shewula Wula!). Following annual visits to the remote Shewula region on the Eswatini/Mozambique border since 2001, IB students have set up a fund to support schools for orphans of AIDS victims and a scheme to sponsor the education of individual Swazi children. This is an ongoing project and a further visit to Eswatini is planned for next year. While you don't need to be committed to internationalism to study the IB, many students do develop an interest in the wider world. Some hope to eventually study/work abroad and many plan to take a gap year overseas.

# RESULTS & UCAS OFFERS



The IB Diploma programme at Truro and Penwith College continues to produce excellent outcomes for students. In 2020, the average point score was 36, which is equivalent to three A\* grades and one A grade at A Level. Nearly a quarter of the cohort scored 40 points or more which is equivalent to nearly four A\* grades at A Level.

IB Diploma students from Truro and Penwith College regularly progress to the very top universities, including Oxford, Cambridge, the Russell Group universities and others. The variety of subjects chosen for university study reflects the diverse range of possibilities available following the IB Diploma.



## UCAS OFFERS

The IB is fully recognised by all British universities and over 100 countries, worldwide. Offers made to our students have been very fair. Below is a sample of UCAS offers made in September 2020 to our IB students:

Course Title	University	Offer
Medicine	Keele	35
Liberal Arts	Exeter	36
Arts and Science	UCL	39
Nursing Studies	King's College London	32
Zoology	Bristol	36
Law	Reading	35
Geography	Southampton	36
Biochemistry	Imperial College London	39
Education (Primary)	Bath Spa	28
English	Bristol	38
Marketing	Liverpool	33
Natural Sciences	Nottingham	38
Politics and Human Relations	Bath Spa	36
Biological Science	Durham	37
Psychological and Behavioural Sciences	Cambridge	41

# WHAT THE STUDENTS SAY

““ The lessons are hard work but still enjoyable, learning subjects that I didn't have the chance to take at GCSE, such as Psychology, Environmental Systems and Theory of Knowledge.

There is a feeling of togetherness within the group. These relationships have been helped by group activities such as the induction at Tomperrow and the National Trust residential. Both activities allowed us to try things that we would not otherwise have had the chance to do.

””

““ I am loving my time at Truro College! I'm so glad I chose the IB, the range of subjects was just perfect for me and it's so challenging. I would recommend it to anyone!

The most positive thing about the IB experience has been the people. Because this is the only college in Cornwall running the IB course there are people from all over the county taking part.

””

““ I am really enjoying College, there are so many opportunities available and I have learnt a lot already. Doing the IB means that I am doing a wide range of subjects so I never get bored and everyone is really friendly.

I like the international aspects of the course such as the chance to visit Africa.

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Comments taken from a survey of First Year IB students.

# WHAT THE UNIVERSITIES SAY

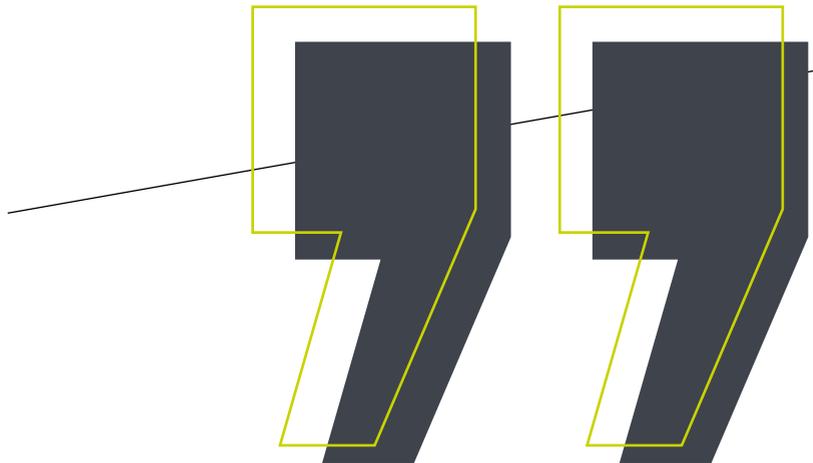
**THE UNIVERSITY OF BATH** “Welcomes students offering the International Baccalaureate and usually asks for an IB Diploma with a total of 34 points. This University has wide experience with IB students over a number of years.”

**THE UNIVERSITY OF BRISTOL** “Welcomes applications from candidates offering the International Baccalaureate qualification and values the broad educational experience represented by a high standard of attainment in the Diploma.”

**THE ROYAL VETERINARY COLLEGE - UNIVERSITY OF LONDON** “Accepts candidates offering the International Baccalaureate Diploma. They would normally require IB candidates to obtain the Diploma with a minimum Grade 6 in Biology and Chemistry with good grades in the Standard subjects.”

**THE UNIVERSITY OF CAMBRIDGE** “The International Baccalaureate is highly regarded by Admissions Tutors at Cambridge University for entry to all subjects.”

Quotations from the IB Universities Recognition Handbook.





**DO YOU WANT TO KNOW MORE ABOUT THE  
IB DIPLOMA AT TRURO COLLEGE?**  
CHECK OUT THE COLLEGE WEBSITE FOR MORE  
DETAILS: **TRURO-PENWITH.AC.UK/IB**



## GET IN TOUCH

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enquiry@truro-penwith.ac.uk

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If you require this document in any other format please contact Truro College on 01872 305000

## COLLEGE OPEN EVENTS

Truro College holds Open Events throughout the year. Whether online or in person we look forward to sharing our College with you. See our fantastic facilities, learn more about our courses from tutors and discover what life is like as a student at one of the best colleges in the country.

**THU 13 JAN 2022 IB INFO EVENING 7PM**

**SAT 06 NOV 2021 OPEN DAY 10AM - 3PM**

**THU 02 DEC 2021 OPEN EVENING 5PM - 8PM**

**THU 06 JAN 2022 OPEN EVENING 5PM - 8PM**

**SAT 05 MAR 2022 OPEN MORNING 10AM - 1PM**

**THU 05 MAY 2022 OPEN EVENING 5PM - 8PM**

All dates and times correct at the time of publication. Please note that due to continually updated Government coronavirus advice, events are subject to change. Confirmed dates and times will be communicated closer to each event.

Correct at time of print. Prospective students should check with the College for up-to-date information. This document is a guide for the information of students and parents. It is not intended to create any contractual relationship. Courses and other details may be modified if necessary. Programmes of study leading to a qualification are subject to the approval and regulations of awarding bodies. Many thanks to all our students, past and present, who appear in this prospectus.

