

**TRURO  
COLLEGE  
2025**



# IB DIPLOMA

**A WORLD OF OPPORTUNITY**  
STUDY SIX SUBJECTS AS AN EXCELLENT ALTERNATIVE TO A LEVELS

PART OF  
TRURO  
& PENWITH  
COLLEGE



# WHAT IS THE IB DIPLOMA?

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

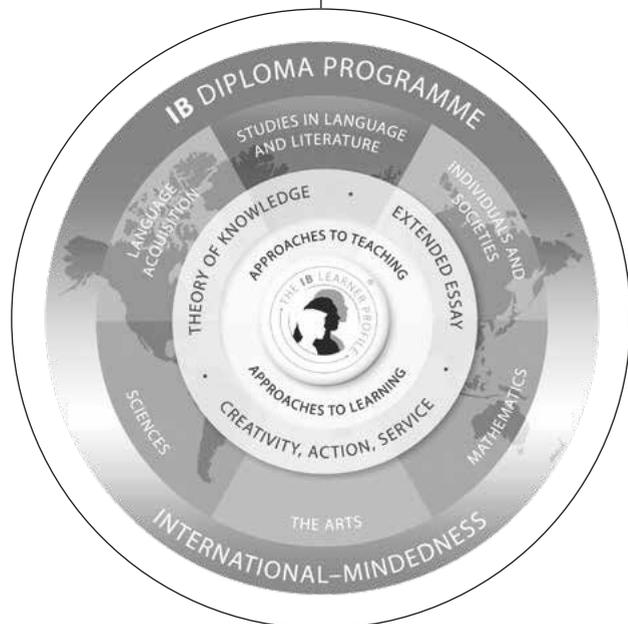
It will be attractive to students who have enjoyed studying a range of subjects at GCSE and who want to continue doing so at an advanced level.

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, and 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.





**RANKED  
NO. 1  
IN THE UK**

**RATED JOINT TOP  
STATE PROVIDER OF  
THE IB DIPLOMA IN  
THE UK TIMES PARENT  
POWER LEAGUE TABLE.**

The IB Diploma continues to produce excellent outcomes and students regularly progress to the very top universities in the country including Oxford, Cambridge and the Russell Group universities.

# THE IB DIPLOMA PROGRAMME

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 similar to those for A Level programmes and the qualifications of our current IB students cover a wide range of GCSE results.

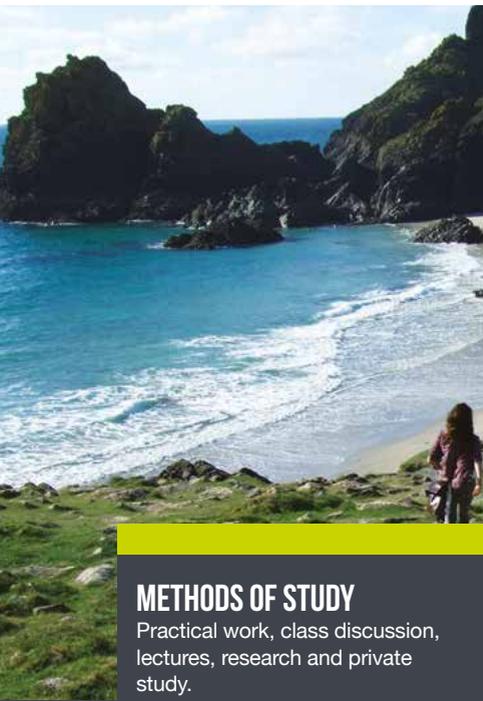
Academically, you need to be a reasonably competent, all-round student who enjoys a range of subjects. What is perhaps most important is the way in which you approach your studies - students who gain the highest grades in the IB Diploma tend, characteristically, to be well-motivated and well-organised, 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, and at least five GCSEs at Grade 4 or above including English Language or English Literature at Grade 5 and Mathematics at Grade 5. Most IB students will have achieved good GCSE grades in a large number of subjects. A Grade 8 in Maths GCSE will be required for Higher Level Mathematics: Analysis and Approaches.



## 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

You can apply on our website [truro-penwith.ac.uk](http://truro-penwith.ac.uk). 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.”

**Paul Gill**  
IB Diploma Coordinator

# IB

## THE IB DIPLOMA 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 Literature (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 and Societies (S)

### GROUP 4 EXPERIMENTAL SCIENCES

Biology (H)  
Chemistry (H)  
Physics (H)

### GROUP 5 MATHEMATICS

Mathematics: Applications and Interpretations (H & S)  
Mathematics: Analysis and Approaches (H & S)

### GROUP 6 THE ARTS

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

# 01

## GROUP 1 STUDIES IN LANGUAGE & LITERATURE

## ENGLISH LITERATURE 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!

# 02

## 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-resourced Languages Centre where you can read books and magazines, access language specific websites and receive one-to-one support from our Languages Centre Coordinator.

You will also spend time with our 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 well-resourced Languages Centre where you can read books and magazines, access language specific websites and receive one-to-one support from our Languages Centre Coordinator.

You will spend time each week with our Foreign Language Assistants 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.

# 03

## GROUP 3 INDIVIDUALS & SOCIETIES

# OUR STUDENTS



## GABE HIGGINS

Gabe was one of the top achievers in the world when he received his incredible full-marks score of 45-points on the IB Diploma at Truro College, a result that is equivalent to five A-stars at A Level.

He is now set to study Architecture at the University of Cambridge from September 2024 and will be guided through his application with help from the College, including taking part in its Oxbridge Support Programme.

“ When I got the news I couldn’t quite believe it, I really didn’t think that I’d get the top score. It’s all been a surprise but I am very happy that lots of hard work over the last two years has paid off.

Choosing the IB immediately felt right for someone like me who enjoyed school and learning in lots of different subjects. I couldn’t imagine doing anything else.

All the lecturers at Truro College were really good at teaching the IB Diploma. The College has great facilities and teaching for everything. It’s a great environment to be taught in.”

## 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.

You will study a range of contemporary and modern examples, 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 you to collect data that is then presented and analysed for your internal assessment. There are also several opportunities for you 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, 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 you 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 you 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 your own life.

The course helps you 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.

## HISTORY HIGHER & STANDARD

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 you the opportunity to develop excellent skills in these areas. At Standard Level, you 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 you the opportunity to develop independent research skills and explore any aspect of history that personally fascinates you.

## PSYCHOLOGY HIGHER & STANDARD

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.

03  
04

GROUP 3/4

## ENVIRONMENTAL SYSTEMS & SOCIETIES STANDARD

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.



**IN 2024, THE IB  
DIPLOMA COHORT  
ACHIEVED A  
FANTASTIC AVERAGE  
POINT SCORE OF 35 -  
EQUIVALENT TO  
A\*A\*A AT A LEVEL**

**FANTASTIC  
STUDENT  
ACHIEVEMENT**



# 04

## GROUP 4 EXPERIMENTAL SCIENCES

### BIOLOGY HIGHER

Students study the following topics:

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

You will develop a grasp of the principles of this subject within a theoretical and a practical framework.

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

## PHYSICS HIGHER

This 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 you will be encouraged to develop good self-discipline with regard to consolidating work covered in the lectures.

You will study:

- A. Space, time and motion - including kinematics, forces and relativity.
- B. The particulate nature of matter - including thermodynamics, Greenhouse effect and electricity.
- C. Wave behaviour - including SHM, waves, standing waves and Doppler effect.
- D. Fields - including gravitation and electromagnetism.
- E. Nuclear and quantum physics - including atomic structure, quantum physics, radioactivity and astrophysics.

You will develop skills in:

- Experimental techniques
- Technology
- Mathematics
- Exploring and designing
- Collecting and processing data
- Concluding and evaluating

# 05

## GROUP 5 MATHEMATICS

## MATHEMATICS: ANALYSIS & APPROACHES HIGHER & STANDARD

This course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. It includes topics that are traditionally part of a pre-university mathematics course (calculus, trigonometry etc.) as well as topics that are amenable to investigation and conjecture (such as proof by induction).

There is a strong emphasis throughout the course on the ability to communicate and justify correct mathematical arguments. Students taking this course will have strong algebraic skills, and the ability to recognise patterns and the generalisation of mathematical patterns. This course is ideal for students who intend to study physics or other courses with a high degree of rigorous mathematical content at university.

A Casio fx-CG50 is required for the course, and you are encouraged to use technology fluently but you will also need strong arithmetic skills and the ability to work in exact form without a calculator. Students studying the SL course will normally have at least a 6 at GCSE. Students studying the HL course will usually have an 8 at GCSE and will often have also taken GCSE Further Mathematics.

**Assessment: Standard Level**

There are two written papers and an exploration.

Paper 1: 40% (Non-calculator)

Duration: 1 hour 30 minutes

Section A - short response questions. Section B - extended response questions.

Paper 2: 40% (Calculator allowed)

Duration: 1 hour 30 minutes

Section A - short response questions. Section B - extended response questions.

Mathematics exploration: 20%

A piece of written work that involves exploring an area of mathematics.

**Assessment: Higher Level**

External assessment (five hours in total).

Paper 1: 30% (Non-calculator)

Duration: 2 hours

Section A - short response questions. Section B - extended response questions.

Paper 2: 30% (Calculator allowed)

Duration: 2 hours

Section A - short response questions. Section B - extended response questions.

Paper 3: 20% (Calculator allowed)

Duration: 1 hour

Two extended response problem solving questions.

**Internal assessment:**

Mathematics exploration: 20%

A piece of written work that involves exploring an area of mathematics.

# MATHEMATICS: APPLICATIONS & INTERPRETATIONS HIGHER & STANDARD

This course makes extensive use of technology to allow you 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. The Higher Level is ideal for students with at least Grade 6 at GCSE who enjoy maths and are considering a degree course with a mathematical element such as geology, psychology or 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.

# 06

## 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. You will initiate and formalise your 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.

You 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 and Design programme area, to expand your ability to become critical observers and makers of visual culture and media.

There are three interrelated submission components:

- Process Portfolio
- Comparative Study
- Exhibition

### MUSIC: KNOWLEDGE, SKILLS & PROCESSES HIGHER & STANDARD

Designed to prepare the 21st century music student for a world in which global musical cultures and industries are rapidly changing.

The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components.

The aims of the music course are to enable you to:

- explore a range of musical contexts and make links to, and between different musical practices, conventions and forms of expression.
- acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others.
- evaluate and develop critical perspectives on their own music and the work of others.

Students at Standard and Higher Levels will be assessed by an exploration portfolio, an experimentation report, a musical presentation and a collaborative project.

# OUR STUDENTS

## AIMEE PAULL

Aimee is celebrating after achieving a full-marks score. Her result, that is equivalent to five A-stars at A Level, places her in the top 1% in the world. Aimee is now heading to Cambridge University to study Modern and Medieval Languages, with a focus on Spanish and Portuguese.

“ I was quite nervous leading up to results day and I wasn't sure if I'd get what I needed to get into university, but I'm very happy.

My favourite part of studying the IB was the people I met along the way. There's a lot of opportunities to try new things and gain new experiences, especially with CAS (Creativity, Action and Service), which is a part of the IB where students are involved in a range of different activities or in a single project of their choice.

I'd advise new students to prioritise your time, work hard and surround yourself with likeminded people.



## THEATRE HIGHER & STANDARD

IB Theatre is a practical course offering you 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 you to explore diverse theatre practices and gain understanding of historical and cultural contexts that shape performance. Global theatre practices are investigated to help you understand that there are many definitions to drama and performance, and you 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. You are encouraged to take an exploratory approach to develop your existing skills and discover new and exciting ways of making theatre.

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



# UNIQUE

# CHARACTERISTICS

## **TOK - THEORY OF KNOWLEDGE**

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.

## **CAS - CREATIVITY, ACTION, SERVICE**

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



**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.**

## 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! So when lessons start the next day, IB students are surrounded by familiar and friendly faces.

## CAS RESIDENTIAL

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 and at Trengwainton. 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.

# 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 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 Wulal). 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 2024 the cohort achieved a 92% pass rate, with 77% of students scoring over 30, at an average point score of 35 (equivalent to A\*A\*A at A Level). This is well above the global average point score of 30.3 and above the UK national average of 34.6. One student, Aimee Paull, achieved a fantastic full-marks score of 45 points which places her in the top 1% of IB students globally.

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 2023/2024 to our IB students:

Course	University	Offer
Politics and Spanish	Bristol	31 points
Chemistry	Cardiff	32 points
Hispanic Studies & Economics	Warwick	34 points
Psychology	Exeter	34 points
Dental Surgery	Leeds	35 points
Pharmacology	Bath	36 points
Social anthropology	LSE	37 points
History	Oxford	38 points
Physics	Imperial College	41 points
MML	Cambridge	42 points

# WHAT THE STUDENTS SAY

““ The lessons are hard work but still enjoyable; I’m 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.

””

Comments taken from a survey of First Year IB students.

# WHAT THE UNIVERSITIES SAY

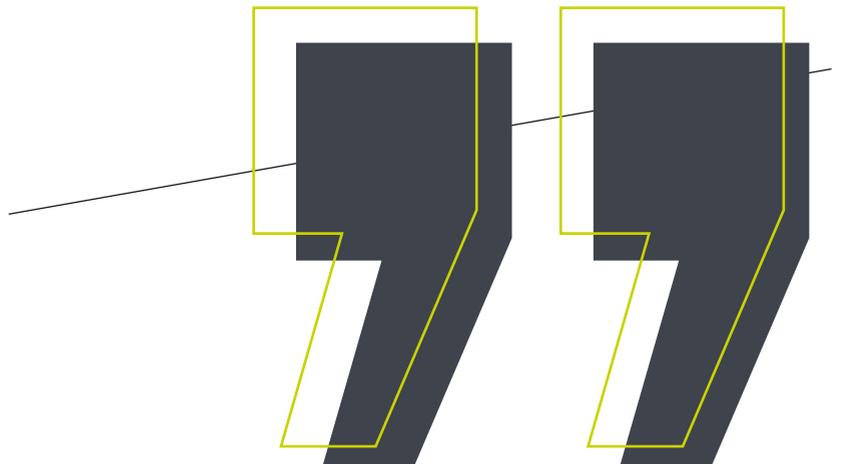
**THE UNIVERSITY OF BATH** “Welcomes students offering the International Baccalaureate and usually asks for an IB Diploma with a total of 34 points. This University has wide experience with IB students over a number of years.”

**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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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. 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.

**TUE 21 JAN 2025 IB DIPLOMA INFO EVENING AT 7PM**

**SAT 09 NOV 2024 OPEN DAY 10AM - 3PM**

**THU 09 JAN 2025 OPEN EVENING 5PM - 8PM**

**SAT 01 MAR 2025 OPEN DAY 10AM - 1PM**

**THU 01 MAY 2025 OPEN EVENING 5PM - 8PM**

All dates and times correct at the time of publication.

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.

