



# The International Baccalaureate Career-related Certificate





## AES Briefing paper No 2 (Edition 2 - 2013)

### The International Baccalaureate Career-related Certificate (internally known as the IBC)

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The Anglo European School's International Sixth Form offers the following 4 routes:

1. Advanced Level (AL)
2. Advanced Level and International Baccalaureate (AIB)
3. International Baccalaureate Certificate (IBC)
4. International Baccalaureate Diploma (IBD)

### ***The International Baccalaureate Career-related Certificate (IBCC)***

The IBCC is designed for students who are looking for a broad course of study which is more applied in its approach to learning and which combines well-established A-levels with IB courses.

The International Baccalaureate Diploma (IBD) was launched in 1968 in Geneva. It was designed to provide an academic, pre-university education for the children of internationally-mobile parents. It would ensure that they could access a high quality education wherever they found themselves in the world. One group of people who were very keen on it were staff at the United Nations who could find themselves and their families relocated anywhere in the world, often at short notice.

The Anglo European School became the first state school in the United Kingdom to offer the Diploma in 1977 (See *AES Briefing Paper No. 1*). The school continues to offer it alongside A-levels and, more recently, the IB Career-related Certificate (IBCC). The IBCC is an IB programme which caters for students who want a more applied, vocational pre-university education. The school helped pilot the programme and, again, were the first state school to offer the IBCC in the UK in 2010.

The IB mission seeks to “make the world a better place” and to “develop young people who understand that other people, with their opinions, might be right”. These are challenging statements but they underpin what this school is about.

The principles and philosophy of the IB permeate the school and impact on students at every level whether or not they are following an IB programme. The school's mission statement (see enclosed) is inspired by the IB. Breadth is a key principle behind our curriculum design. For instance, students must study a humanity, an art, a technology and two languages as well as citizenship through to Key Stage 4. In the sixth form, all students, whether IB or A-level, are required to study a language and to follow the IB course Creative, Action, Service (CAS).

A baccalaureate-style education is not just one that is broad (*see definition of baccalaureate on back cover*). It is an education that has coherence and adds up to something “more than the sum of its parts”. It is also an education where all elements are studied concurrently to enable students to make links and deepen their understanding. At the heart of the IBD and the IBCC is a core, this is a “beating heart” which impacts on the individual subjects. In the IBCC it involves a course in Approaches to Learning which develops research, communication and thinking skills; the completion of a Reflective Project considering an ethical issue relating to the vocational subject studied; a Community and Service programme and a language-acquisition requirement. At the Anglo European School we also expect IBCC students to complete a period of work experience.



The IBCC provides a significant opportunity for a student to follow a personalised programme tailored to their individual needs, as they can study a mixture of IB Higher Level, Standard Level and career-related (vocational) courses including ‘Applied’ A-levels. IBCC students have a considerable advantage when writing their UCAS personal statement – there is so much to draw attention to in their broad and varied programme of post-16 study.

The IBCC is for students who are good all-rounders but want a more applied, rather than academic, programme. The Certificate is for students who will average 38 or more points at GCSE. If you want a challenging education which will set you apart at the university application stage, the IBCC may be for you. If you want to be part of a global network of students, IB programmes are a way of doing this. For instance, you may be considering European universities where an IB qualification will give you a head start.

It is important to remember that only 49% of applicants to UK universities do so with straight A’ levels. Higher Education institutions are therefore used to dealing with a wide range of qualifications, from both UK and international students.

The IBCC programme is recognised by OfQual as a level 3 qualification (including the IBCC Core), and is fully funded as such by the Education Funding Agency. The IBCC is also detailed in the UCAS UK Qualifications Guide and the UCAS International Qualifications Guide.

Just like the career-related (vocational) element of the IBCC, IB Courses are recognised on the UCAS tariff as follows:

IB points	IB Higher Level	IB Standard Level
7	130	70
6	110	59
5	80	43
4	50	27
3	20	11

- Do you want a pre-university course with a vocational dimension?
- Do you want to study one or more applied A-levels alongside the IB suite of courses?
- Do you want to be part of a global network of students?
- Do you have strengths across the board including in languages?
- Will you achieve 38 points or more at GCSE?
- Do you want to study at least one of A-level Travel and Tourism, Science, ICT or Business (we call these Applied A-levels) plus at least one other A-level?
- Will you achieve grade C’s in the subjects you want to study at IB standard level and B’s in the subjects you want to study at Applied A-level?
- Are you well organised?
- Do you enjoy research?
- Do you want to undertake a work experience or work placement in the sixth form?
- Do you want a qualification that adds up to more than the sum of its component parts and where all the parts link together?
- Do you value service above self, volunteering and global citizenship?
- Do you enjoy working in communities outside of school?
- Do you want a qualification that sets you apart at the university application stage?
- Do you want to be well-prepared for university life?
- Do you want to study at a university abroad?
- Do you want to follow a course that is recognised all over the world?



Do you want a course that allows you to explore your subjects for two years rather than have your study interrupted by modular assessments?

Answering ‘yes’ to some or all of these questions could well mean that the IBCC is for you.



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## The elements of the course

- Two **IB Standard** or **Higher courses** from those offered in the sixth form handbook.
- **Vocational Core** - One vocational (Applied) A-level must be taken from those offered in the sixth form handbook. (plus one other A-level).
- **Approaches to Learning** - A unique course which aims to develop good study skills and learning habits and focuses on the skills of research and analysis together with critical thinking, communication and ethical awareness.
- **The Reflective Project** - An individual piece of work which reflects on the ethical dimension of an element of the vocational course of study. This can take any format from a web-page to a work of art accompanied by a short written report, or it can be a longer essay.
- **Community and Service** - All students in AES sixth form follow a CAS programme. For IBCC students the focus is on service learning linked to the school, local or global community.



- **Language Acquisition** - All students in AES sixth form are required to study a foreign language. For IBCC students this can be at A-level, IBH or IBS, or an Asset language.
- **Work Experience** - This is a compulsory element of the course and can be undertaken at the end of the L6 or during the school holidays.

## *Myths*

### *Why should I do it if universities don't understand the IBCC and don't accept it?*

Most universities value breadth and some require study of a language before an offer is made. Where necessary, AES staff spend time with University Admissions Tutors to ensure they understand the course. We also have access to a University Liaison Officer employed by the IB Schools and Colleges Association in the UK (IBSCA).

### *A-levels are easier, so why should I do the IBCC?*

It is certainly true that A-level provides opportunities, at the moment, to sit modules which can be re-sat to improve grades but they are not in themselves necessarily 'easier'. With the IB courses there is one examination at the end which means the two year course has flexibility for students and teachers to explore the subject rather than constantly have to prepare for the next module exam.

### *Do I have to be an amazing linguist?*

No. You are expected to study a language in the Anglo sixth form but for the IBCC you have to demonstrate that you are developing your language. There are a variety of opportunities to do this.

### *Why do Universities set higher points offers for IBCC students?*

They don't!

### *Will studying the IBCC help if I want to study at a university abroad?*

Yes. Students from the Anglo have gained places at the Sorbonne in Paris, Maastricht in the Netherlands and the Chinese University in Hong Kong. The AES is beginning to agree 'compacts' with universities in this country and abroad which will lead to favourable offers for all Anglo students but particularly those following the IBD or IBCC

### *What are my career prospects like if I take the IB Career-related Certificate?*

Recent research indicates that IB students are less likely to drop out of university, more likely to get higher degrees and more likely to be employed post-qualification.

If you enjoy learning and are a good all-rounder, or even if you are not quite sure what you want to do at University or beyond, the IBCC could be just the course for you.

**Appendix 1:** AES Mission Statement

**Appendix 2:** Ten Reasons why the IB Career-related Certificate is ideal preparation for university

**Appendix 3:** Bus routes and train routes



## Appendix 1 AES Mission Statement

<p>The school aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.</p> <p>Our educational programmes encourage students from diverse backgrounds to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.</p> <p>The aim of all programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.</p>	<p><b>As learners we all strive to be:</b></p> <p><b>Inquirers:</b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p><b>Knowledgeable:</b> We develop and use conceptual understanding across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p><b>Thinkers:</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p><b>Communicators:</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p><b>Principled:</b> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p> <p><b>Open-minded:</b> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p><b>Caring:</b> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p><b>Risk-takers:</b> We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p><b>Balanced:</b> We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.</p> <p><b>Reflective:</b> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p> <p>We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.</p>
<p><b>Aims of the school</b></p> <p><b>Special quality:</b> To provide the highest quality of education which is enriched by a strong international dimension.</p> <p><b>Intercultural worth:</b> To respect individuals and their culture whilst developing a respect for, and an understanding of, the student’s own culture and the cultures of others.</p> <p><b>L’Avenir:</b> To give students the academic and social skills which enable them to move freely and productively beyond the boundaries of their own community.</p>	
<p><b>Curriculum</b></p> <p>The school is committed to a broad and balanced curriculum. Within this breadth there are opportunities for students to choose subjects of their choice. The study of a language other than English at every stage of a child’s career at the school is compulsory. This includes two such languages from age 11-16 and one such language in the Sixth Form.</p> <p>The curriculum is designed to allow teachers to educate succeeding generations of young people and encourage them to think globally whilst learning locally.</p>	



## Appendix 2 - Ten Reasons why the IB Career-related Certificate is ideal preparation for university:-

### 1. It offers academic breadth and depth

We know graduates do well. In 2011, figures from the UK’s Higher Education Statistics Agency found that IB graduates were ‘much more likely to be enrolled at one of the top 20 higher education institutions than entrants holding other qualifications.’ Studying four subjects plus the Reflective Project and Language Development means students aren’t forced to narrow their choices while still at school, and can keep university options open. That doesn’t come at the expense of academic rigour, though. IBCC students follow two subjects at A-level. And learning a second language has been linked in studies to a higher level of achievement at both school and university.

*Good study habits create learners who hit the ground running in university*

### 6. The IB encourages critical thinking

Students learn to look beyond the facts: to analyse sources, link one subject to another and question the consensus. Inquisitiveness and interpretation are among the key cognitive properties of an IB education: a 2012 study of Diploma Programme students in Chicago found strong academic skills, especially related to analytical writing. Leading thinkers such as Professor Howard Gardner have identified the ability to reflect and critique as vital to effective 21<sup>st</sup> century learners.

### 2. Graduates care about more than just results

The community and service (C&S) requirement in the IBCC encourages experiential learning – acquiring knowledge through direct experience. That could mean anything from building new homes in Africa to creating a newspaper for your local community. It gives students a perspective on the world, and the drive to plan their own activities – all skills that help distinguish IB alumni in the university admissions process.

*All AES IBCC graduates last year gained a place in their preferred University with these institutions placing value on the CORE elements of the IBCC*

### 7. You’ll never need to learn time management

All that rigorous, independent study leads to vital organisational techniques that only become more important when students reach university. Good study habits create learners who hit the ground running in higher education.

### 3. It creates independent learners who feel prepared

Every IBCC graduate will have written a Reflective Project – an essay of up to 3,000 words that requires independent research and excellent organisational skills. University admissions tutors value the Reflective Project’s role in developing cognitive, research, writing and communication skills. And many Reflective Projects are presented at admissions interviews, to demonstrate students’ analytical skills. Perhaps all that college-readiness is why research by SRI International found the graduation rate for IB alumni after four and six years studying in US universities was higher than the national average.

### 8. It assesses more than examination techniques

Diploma Programme assessments are summative, largely taking place over the two years of the programme, focusing on what students have learned and their abilities, rather than what they haven’t learned or can’t do. Testing is rigorous, backed by high-level evidence and is based on performance against set standards. As well as helping give a true picture of student performance, it also assists universities in the admissions process – with no grade inflation for more than 30 years, the Diploma Programme is a reliable and internationally consistent measure of academic excellence.

### 4. It’s a genuinely international qualification

Major global challenges require global solutions – and the IBCC aims to balance local and national identity with an international mindset as part of its commitment to building a better future. Students learn to see the world from different cultural perspectives, while learning another language that will help them communicate with peers from different backgrounds. “Like all IB programmes, the IBCC aims to encourage students to become internationally minded people who recognise their common humanity and shared guardianship of the planet,” explains Robert Harrison, Curriculum Manager for Continuum Development. “IB World Schools help students engage in inquiry, action and reflection on locally and globally significant issues across the curriculum.” And fittingly, the qualification is internationally benchmarked, allowing graduates to continue their studies anywhere in the world.

### 9. Subjects aren’t taught in isolation

One of the main differences between the IBCC and other curricula is the Approaches to Learning course – classes that encourage students to make connections between subjects and gain the skills they need to become critical thinkers and more effective learners, rather than simply repositories of knowledge. But AtL is only part of the picture: teachers in IB World Schools are encouraged to plan interdisciplinary classes. Seeing connections between subjects also helps prepare students for higher education studies, where learning is becoming less compartmentalised.

### 5. Universities recognise it – and give credit for it

The number of higher education institutions recognising the Diploma Programme grew 21 per cent in 2011, backed by a proactive campaign of engagement, including a range of professional materials made available on the official IB website ([www.ibo.org/recognition](http://www.ibo.org/recognition)). This adds to the credibility of IBCC since more universities are now recognising the value of their IB Certificates as well as their A-level and Applied A-levels

*Learning a second language has been linked in many studies to higher achievement at both school and university*

### 10. And here are 10 more.....

The IB learner profile offers 10 qualities underpinning the IBCC and the learners who embrace it. From ‘open-minded’ to ‘balanced’, they form a framework for an international education that goes much deeper in meeting the needs of a changing world.

## AES Student Quotes

*“I am enjoying the IBCC because I see it as a new Course that not many schools have to offer, I hope this will single me out (for a good reason) in the future. I like that I get to study 2 A levels and 2 IB standards. I also find the ATL lessons very helpful in gaining life lessons instead of just facts.”*

*“The IBCC sounded weird to me but now that I have got to grips with it I have come to enjoy it because it gives you plenty of time to do extra curricular activities that can contribute to your CAS.”*

*“The thing I like most about the IBCC is the fact that we had to do an exchange/work experience where I went to France for 2 weeks where I worked in the school Santé Charles where no one spoke any English.”*

*“I am enjoying the IBCC as I can take Philosophy and A-levels. I am managing the time that I have well and I am enjoying what I am doing. Thank you.”*

*“Whilst studying the IBCC I have enjoyed the Approaches to Learning lessons as it gives us a chance to get together and have group discussions. The IBCC also allows me to feel confident with the workload, as I feel I am able to achieve it; however I have only been studying the IBCC for a term now so I am sure there are other things along the course that will challenge me.”*

*“I am enjoying the IBCC course very much. I am able to manage my time really well and I am able to do all the subjects I wanted to achieve my career choice.”*

*“I like the IBCC as it lets me do a mix of A-Levels and IB subjects. It means I am able to do all the subjects I want to take. Also it’s a different course so I hope to stand out if I apply to universities.”*

*“I enjoy the diversity of the course and the time management skills I have gained.”*



## **Aspirations and Destinations of IBCC Students 2012/13**

### **Current students aspire to study;**

Real Estate Management at the University of Kingston or the University of Reading

Sound Production or Audio Production at Leeds College of Music or the Liverpool Institute of the Performing Arts

Business Studies or Business & Management at the University of Coventry or the University of Hertfordshire

Marketing BA Hons or BA (Hons) Advertising and Marketing at the University of Canterbury Christchurch or The University of Lincoln

BA Hons Business/Popular Music or BA Hons Music Production at the Manchester Metropolitan University or the Leeds College of Music

### **Last Year's IBCC Cohort are now at University studying;**

Economics at the University of Portsmouth

Sports & Business Management at London Metropolitan University

Sociology at the University of Gloucester

Business/Economics at the University of Greenwich

Event Management at the University of Canterbury Christchurch



## Appendix 3 - Bus and Train Routes to the Anglo European School

Local children normally walk, cycle or use public transport. A number of parents use private cars or share lifts. However, the majority of pupils use public transport or privately operated coaches, direct to the school.

### PUBLIC BUS SERVICES

A service runs both ways between **Chelmsford**, Margaretting, Ingatestone, Mountnessing, **Shenfield Station**, Brentwood, Harold Park, Gidea Park and **Romford**.

### RAIL CONNECTIONS TO INGATESTONE

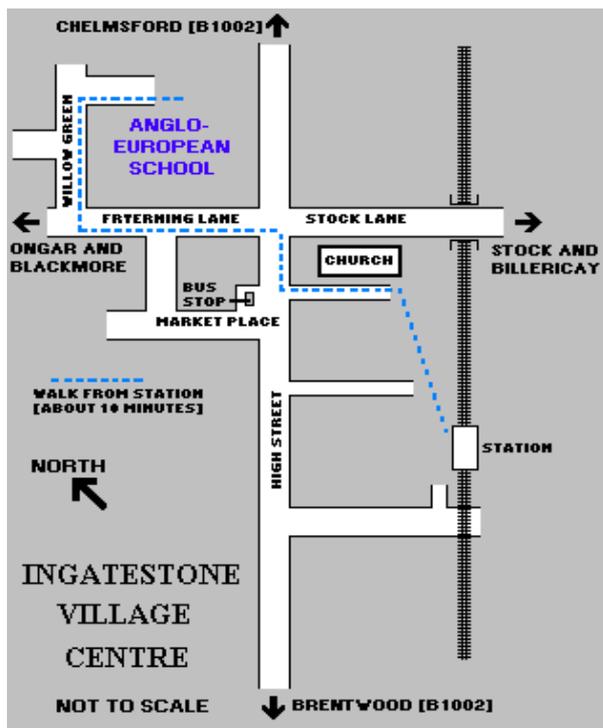
Ingatestone Rail Station is on the Harwich to **Liverpool Street** (London) main line, which serves stations between the two including **Colchester, Chelmsford, Romford, Gidea Park** etc. This also links with **Braintree**. The nearby station of **Shenfield** also provides a link between Ingatestone, **Southend** and Billericay. This provides a very wide range of possible links, although some require a change of trains.

### BUSES DIRECT TO SCHOOL

For residents in the vicinity of Wickford, Basildon and Billericay - **Nibs Buses Ltd – 01268-767870**. For Epping, Abridge, Debden, Loughton, Theydon Bois, Ongar, North Weald and Brentwood - **First Essex Buses – 01245 293402**.

For Maldon, Danbury, Sandon and Galleywood – **Fourways Coaches – 01245 248009**  
In each case parents make arrangements directly with the operators.

Even the youngest children rapidly become accustomed to these journeys and indeed, many lasting friendships develop en-route. Parents however, should have regard for the costs involved, as the school has no funds to subsidise such travel.



#### By car

From the north leave the A12 road at the sign for Ingatestone and turn right into Fryerning Lane at the heart of the village. From the South leave the A12 at the sign for Ingatestone and turn left into Fryerning Lane.

#### By train

Arrive at Ingatestone Station and follow the short cut shown on the map.

#### By air

From Stansted Airport (the nearest airport) either take a coach to Chelmsford and train or bus to Ingatestone or the Stansted Express to London and out by train from Liverpool Street Station. From Heathrow and Gatwick travel into London and on by train through Liverpool Street Station.

## *What is a ‘baccalaureate’ education?*

There is no clear definition of the word baccalaureate, yet it is an increasingly important concept in educational philosophy and curriculum design. This definition is offered by the Anglo European School;

*A baccalaureate programme is an educational experience that is broad (involving all major subject disciplines); balanced (in that specialisation is deferred or avoided) and coherent (with clear values, learner outcomes and themes which add relevance to subject study). The programme adds up to more than the sum of its parts and provides for the rounded education of the student.*

*Learning is concurrent to enable connections to be made and the programme is founded on a very clear set of values. A baccalaureate will also contain a core of learning common to all learners which would typically include individual research, work experience, an element of study skills and an opportunity to demonstrate service above self. The core provides an opportunity for learning to be applied as well as to deepen understanding, make connections between subjects and enrich learning itself.*

*Where appropriate, assessment is rigorous and based on agreed criteria which are not subject to change other than as part of periodic systematic review.*

September 2012

### **Exemplars**

The International Baccalaureate Organization offers four programmes: the Diploma (16-19), the Career-related Certificate (16-19), the Middle Years Programme (11-16) and the Primary Years Programme (4-11). The Diploma is often cited as the global standard for baccalaureates.

However, there are others. For example, the Welsh Baccalaureate, the French Baccalaureate, the AQA Baccalaureate. The English ‘Baccalaureate’ comprises five subjects at Key Stage 4– Mathematics, English, Science, a language and geography or History. Schools in England are currently measured according to how many students obtain at least a grade C in each of these subjects. It is due to be introduced officially from September 2015.

*“The IBCC enables a school to open up the IB experience to a wider range of students”*  
David Barrs, Co-Head, Anglo European School quoted in an IBO Promotional Publication