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

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

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

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

Since 1996, Gulliver Preparatory School has been an IB World School and was the first private school in South Florida to be authorized to offer the IB Diploma Programme. Over the last 20 testing sessions, we have achieved a 94 percent passing rate, a testament to Gulliver's commitment to academic distinction. Thirty-three percent of the IB Class of 2018 were awarded bilingual diplomas in either English and French or English and Spanish. The 89 seniors in the Class of 2018 logged more than 25,820 hours for Creativity, Activity and Service (CAS).



## THE IB DIFFERENCE

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

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

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

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

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

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

## IB COURSE OFFERINGS AT GULLIVER PREPARATORY SCHOOL

GROUP	SUBJECT	COURSES
Group 1 (Studies in Language and Literature)	HL	English A: Literature
	HL	French A: Language and Literature
	SL	French A: Language and Literature
	HL	Spanish A: Language and Literature
	SL	Spanish A: Language and Literature
Group 2 (Language Acquisition)	HL	French B
	SL	French B
	SL	French ab initio
	SL	Mandarin Chinese
	SL	Mandarin Chinese ab initio
	HL	Spanish B
	SL	Spanish B
Group 3 (Individuals and Societies)	SL	Spanish ab initio
	HL	Global Politics
	HL	History of the Americas
	SL	History of the Americas
	HL	Economics
	SL	Economics
	HL	Anthropology
	SL	Anthropology
	SL	Psychology
	SL	Philosophy
Group 4 (Experimental Science)	SL	Information Technology in a Global Society
	HL	Biology
	SL	Chemistry
	SL	Environmental Systems and Societies
	HL	Physics
Group 5 (Mathematics)	SL	Physics
	HL	Mathematics
	SL	Mathematics
Visual Arts	SL	Mathematical Studies
	HL	Visual Arts
	SL	Visual Arts
Core	HL	Theatre
		Theory of Knowledge
		Extended Essay
		Creativity, Activity and Service (CAS)

## GRADING AND RESULTS

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

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

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

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

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

## IB MISSION STATEMENT

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

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

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## IB LEARNER PROFILE

IB students strive to be:

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



## GULLIVER PREP'S IB CLASS OF 2018

Members of the IB Class of 2018 are enrolled at the following institutions:

American University  
American University of Paris  
Babson College  
Boston College  
Cornell University  
Dartmouth College  
Duke University  
ESADE Business School  
Florida State University  
Freie Universitaet, Berlin  
George Washington University  
Georgetown University  
Harvard University  
IE Business School, Madrid  
Lehigh University  
Massachusetts Institute of Technology  
New York University  
Northeastern University  
Pratt Institute  
Santa Clara University  
Savannah College of Art and Design  
Syracuse University  
The New School  
Tulane University  
United States Naval Academy  
University of California, Santa Barbara  
University of Central Florida  
University of Chicago  
University of Colorado, Boulder  
University of Florida  
University of Miami  
University of Michigan, Ann Arbor  
University of Richmond  
University of Southern California  
University of Texas, Austin  
University of Toronto  
Vanderbilt University  
Wake Forest University  
Washington University  
Yale University



## IN THEIR OWN WORDS: IB Reflections

In IB I have met new people whom I would never have come to know if it weren't for IB. The program has had a positive impact on my education and I feel that I am now more of a critical thinker and possess a sense of global awareness. My writing and vocabulary have improved greatly, and each class comes with its advantages in relation to the contemporary world. All of my classes interact and overlap with each other and have allowed me to become a global citizen.

- Carolina McCormick, IB Class of 2019

Through my IB courses, I have been able to apply and visualize the content in my own life. As well as all of the knowledge I have accumulated through my coursework, I feel that the life skills I have developed will be what I carry with me after this programme. I have learned so much about myself and will leave this programme with skills and connections with both friends and teachers that are invaluable.

- Karan Mirpuri, IB Class of 2019

The IB programme has greatly strengthened my academic capacity and has given me more confidence in the face of adversity. Writing in English used to be a challenge that I feared and avoided; however, I am now inspired to let my writing transport the reader and have an impact on him/her. IB is not just a program of classes, it is a mindset. It is believing that in understanding diversity and globalization we can discover answers to many of our issues and thereby strengthen our relationships with others. It is believing in the idea of cohesion of codependence. It is the search for answers that involve not only one point of view, but many points of view simultaneously.

- Victoria Paredero Quiros, IB Class of 2019

IB has made me a more diligent, hardworking, and conscientious student. The teachers in the IB programme have inspired and pushed me to work to my fullest potential. The programme has also led me to value the following characteristics: being motivated, being able to manage my time wisely, and being able to be multifaceted in my interests. IB has turned me into a better and more well-rounded, contributing global citizen.

- Lauren Garbett, IB Class of 2019