

**PESTALOZZI INTERNATIONAL VILLAGE TRUST**

**QUESTIONNAIRE FOR REFEREES FOR PROSPECTIVE IB CANDIDATES 2009**

Questionnaire: 2 pages

Attached IB information sheet: 2 pages

Reference No.....

**CANDIDATE'S NAME.....Date of Birth.....**

**(This should be the name as it will appear on the candidate's passport/travel document)**

*(This form should be completed clearly and signed by the most senior member of staff who has had most contact with the student. This should not include blood relatives)*

1. Name of candidate's referee:.....

Address: .....

.....

Contact numbers: Telephone.....Fax.....Email.....

2. How long have you known the candidate? .....

3. Are you related to the candidate by blood or marriage? Yes/No

4. If related, what is the nature of your relationship?  
(e.g. brother, uncle, mother, niece) .....

5. If not related, what is your connection with the candidate? .....

6. Has the candidate ever suffered from any illness? Yes/No/Not known

7. If Yes, what was the illness and when? .....

8. For how many years has the candidate attended school? .....

9. What are the candidate's best subjects?

(1).....(2).....(3).....

10. What subject/s does the candidate find most difficult?

(1).....(2).....(3).....

11. How would you describe the personality of the candidate?  
(Tick the nearest/most appropriate position on each line)

Introvert	1	2	3	4	5	6	Extrovert
Calm	1	2	3	4	5	6	Excitable
Shy	1	2	3	4	5	6	Confident
Reserved	1	2	3	4	5	6	Outgoing
Unable to take a joke	1	2	3	4	5	6	Well developed sense of humour
Dependent	1	2	3	4	5	6	Self sufficient

12. Has the candidate been involved in additional activities in or out of school (including any community service)? (Describe)

.....

13. What does the candidate prefer to do (Tick one in each group):

- |         |      |   |                       |
|---------|------|---|-----------------------|
| Group A | i.   | Take the lead in any group of people?   | <input type="radio"/> |
|         | ii.  | Work with a team?                       | <input type="radio"/> |
|         | iii. | Work alone?                             | <input type="radio"/> |
| Group B | i.   | Look out for jobs that need to be done? | <input type="radio"/> |
|         | ii.  | Wait to be instructed what to do?       | <input type="radio"/> |
| Group C | i.   | Find new ways to achieve objectives?    | <input type="radio"/> |
|         | ii.  | Use ways which are known to work?       | <input type="radio"/> |

14. What would you say about the candidate's character (in terms of their strengths and weaknesses)?

.....  
 .....

15. How would you rate the candidate's overall ability?

	Academic	Physical	Social
Outstanding			
Well above average			
Above average			
Average			
Below average			
Well below average			

16. Have you read the description of the IB Diploma programme? Yes/No

17. Do you consider that the candidate would be successful with the academic and social demands of this programme? Yes/No

18. How does the candidate cope with emotional/social difficulties?

- |                |                       |                  |                       |
|----------------|-----------------------|------------------|-----------------------|
| Extremely well | <input type="radio"/> | Poorly           | <input type="radio"/> |
| Well           | <input type="radio"/> | Extremely poorly | <input type="radio"/> |

19. Please give any information you have on the candidate's economic circumstances

.....

**Signed:** .....

Position in school.....Date.....

**To be countersigned by the Head Teacher of the school**

**Signed** ..... **Head Teacher** Date.....

**Thank you for your assistance.**  
**Please attach relevant school reports to this reference. If necessary, please include a further letter detailing any aspects of the candidate's application which are not covered by this form.**

Pestalozzi International Village Trust (Registered charity 1098422)

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*Attached: The International Baccalaureate Diploma – information sheet*

# **Pestalozzi International Village Scholarships**

## **International Baccalaureate**

The Pestalozzi International Village Trust is a registered charity in the United Kingdom, which offers full scholarships to academically talented young people from low-income families in developing countries, who have demonstrated leadership potential and a commitment to serving their home communities. The scholars study for the International Baccalaureate (IB) Diploma at Hastings College of Arts and Technology in the UK, while living in a multicultural, multi-faith community at the Pestalozzi International Village. The IB is an international qualification, roughly equivalent to A-levels, but in many ways more demanding. The diploma is recognized as a university entrance qualification by universities around the world.

In order to obtain the IB Diploma, students must study at least six subjects, usually doing three at Higher Level (about the same standard as A-level) and three at Standard Level. The IB requires that students study a broad range of subjects across the curriculum, rather than just focusing narrowly on the arts or the sciences. This means that all students must study mathematics, English literature, at least one science (biology, chemistry or physics), at least one humanity (business & management, psychology or history), a second language (usually French or Spanish) and one more subject of their choice – for most Pestalozzi scholars, this is usually a second science, or it might be a second humanity. Some students choose to study seven subjects instead of six, so that they can continue with their study of all three sciences, but this is extremely demanding and not generally recommended.

In addition to the six academic subjects, the IB course includes a number of other requirements.

Firstly, all students are required to follow a “Theory of Knowledge” course, which encourages them to consider philosophical and ethical questions related to the other subjects that they study. This course is a unique aspect of the IB curriculum, which students find both challenging and fascinating.

Secondly, all students have to submit an extended essay of about 4000 words, on a subject of their choice. This essay requires them to do their own independent research, and is therefore excellent preparation for university study. Students choose to write their extended essays on a wide range of subjects. For example, this year (2005-06), students are writing on some of the following topics: the antibacterial effects of different species of garlic; the threnody of Wole Soyinka’s “Death and the King’s Horseman”; the effects of acid rain on the growth of chlorella; the impact of Avicenna’s Canon of Medicine on modern western medicine; the 3-D measurement of the Milky Way; and the psychological effects of HIV/AIDS on affected or infected children.

Thirdly, all students are expected to complete at least 150 hours of Creativity, Action and Service (CAS). The goal of the IB course is to develop the whole person, and students’ involvement in CAS activities is intended to develop their creative, physical and social skills, in accordance with the Pestalozzi ideal of educating the “head, heart and hands”. In order to obtain the IB Diploma, students are required to participate in a minimum of 150 hours over the two-year course, but most Pestalozzi scholars actually complete much more than this. The CAS programme encompasses a wide range of activities such as salsa dancing, organic gardening, archery, swimming, kung fu, origami, piano lessons, guitar lessons, chess, Model United Nations and many more. At Pestalozzi, there is a particularly strong emphasis on the “Service” element of CAS, and all first years work once a week as classroom assistants in local schools, coordinated by the Pestalozzi International Development Education Centre. Some students also choose to volunteer regularly at St. Michael’s Hospice in Hastings and/or the Conquest Hospital, while others give up some of their time during college holidays to help out with the Surviving Christmas project for the homeless, or at music and theatre workshops for young disabled people. The first year students also complete the Bronze Duke of Edinburgh Award as part of their CAS programme, which involves a challenging overnight expedition and offers a valuable opportunity to develop strong leadership and teamworking skills.

Students doing the IB Diploma are assessed through a mixture of coursework and exams at the end of their second year. They are awarded a grade in each subject, on a scale of one to seven. Seven is the highest grade, and generally reflects a level of achievement slightly higher than an “A” grade at A-level. Up to three

/contd.

“bonus-points” are awarded for Theory of Knowledge and the Extended Essay, and in order to obtain the Diploma, students are also required to provide evidence of having completed the CAS requirements of the course.

Careers guidance is offered to all students through group seminars and individual advisory meetings, including assistance with university and scholarship applications, and many Pestalozzi scholars successfully go on to win full scholarships at prestigious universities in the UK, the USA and Germany. However, students are not always successful in securing funded university places, and it is important that they understand this fully before commencing the IB course.

The Pestalozzi International Village provides a programme of Personal, Social, Health and Citizenship education to complement the International Baccalaureate course, covering a wide range of topics, including healthy living, environmental awareness, personal safety, first aid, time management and effective budgeting, among many others. Students are expected to participate in this programme at weekends and during their free time. They will also be expected to contribute from time to time to fundraising and publicity activities in the local community.

The Pestalozzi scholars therefore face a very demanding daily schedule, and in order to do well, they must have high levels of motivation, exceptional self discipline, excellent time management skills and the ability to cope with pressure effectively. We would be most grateful if teachers could consider these factors when assessing their suitability for participation in this programme.