



International[®]
Baccalaureate

IB Diploma Programme

**Scotch College
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Comparison of the Diploma Programme with other pre-university courses.

- **ACER Perceptions Study (2006):** The aim of the study (survey and interview) was to investigate university representatives' perceptions of the IB Diploma. 157 University staff in 47 **Australasian Universities** were surveyed.

The survey invited respondents to compare the IB Diploma with other curricula. Both the survey and interview results suggested that the IB Diploma was viewed as “**providing a university preparation that is as good as, and in nearly all instances better than, that of the state certificates, or of other international certificates**”. (P.32)

Perceptions of the IB Diploma & other qualifications

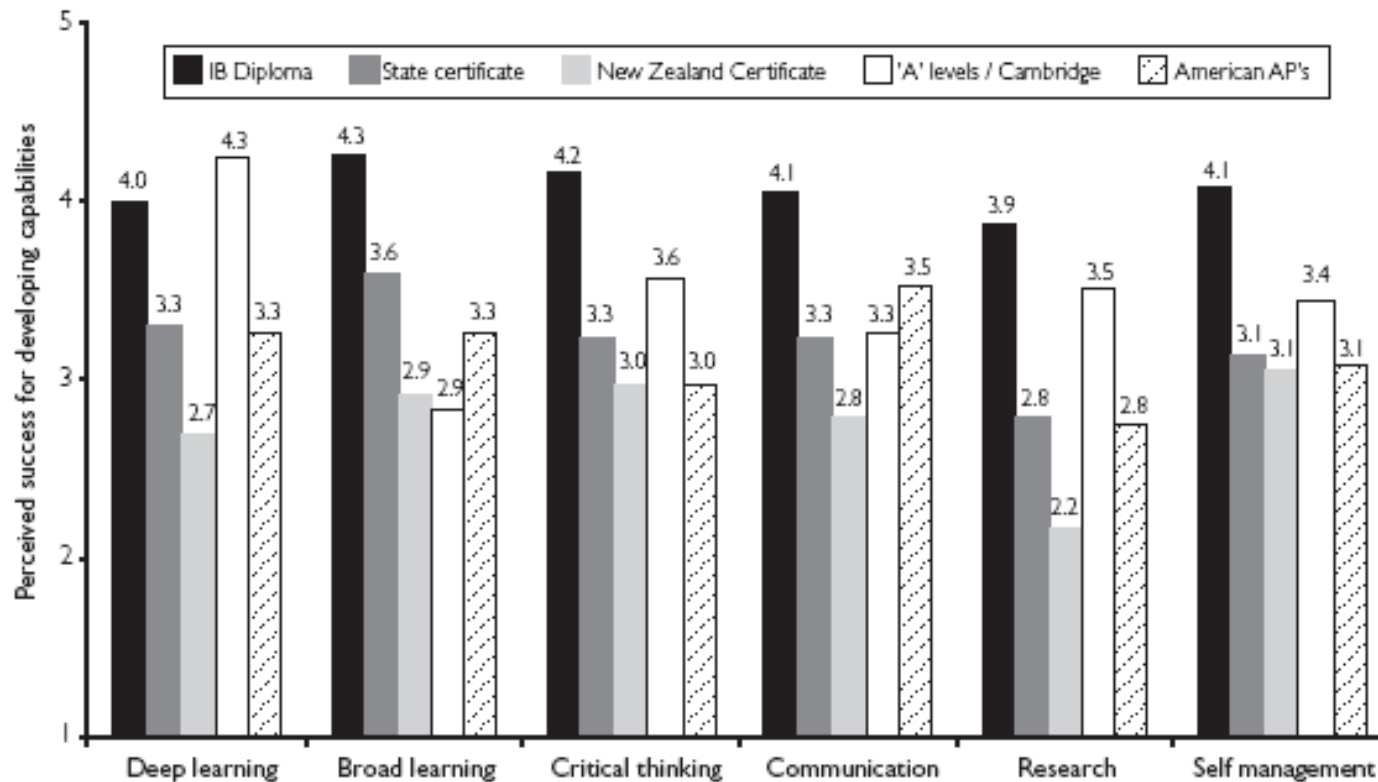


Figure 12: Perceived success of pre-university courses in developing students' capabilities (average rating for each aspect)

p.33

Success of Australian Diploma Programme students at university.

- **ACER Perceptions Study:** Many respondents commented that it enhanced university students' academic competence and capability, that the program gave them experience of greater breadth and depth, that it provided an internationalised educational experience with a greater emphasis on community engagement, and that it should be more widely adopted.

The study showed that many characteristics of the IB align with those expressed in university graduate attribute or employability skills statements. This was captured in the feedback of university staff during interviews who indicated that they felt that IB students came to university with greater sense of academic independence and maturity. p.26

SATAC (SA Tertiary Admissions Centre) Research

- **277 IB students were tracked through University and compared with ‘like’ SACE students**
- This study was used to develop the conversion table for IB-TER equivalence in SA and NT
- Comments like the following were part of the conclusions reached
 - “**IB scores are a good predictor of success in higher education”**
 - “**there is a strong correlation between IB results and higher education achievements.”**

Monash University Study 2001-2003

- **IB Diploma students enrolling at Monash were compared to VCE and Overseas students. The following results were obtained:**

IB students had higher pass rates and lower fail rates

Amongst students with 90+Enters IB students were more successful

“IB students were slightly better in most faculties”

UCAS (UK) Tariff Study

- The IB Diploma Programme was evaluated by ‘expert’ teams from the Universities and Colleges Admissions Service to establish a tariff (equivalence score) to be used for entry to UK Universities.
 - An IB Score of 45 earned 768 points = 7 A’s in A levels
 - An IB score of 40 earned 652 points = 5 1/2 A’s in A levels
 - An IB score of 35 earned 535 points = 4 ½ A’s in A levels
 - An IB score of 30 earned 419 points = 3 ½ A’s in A levels

- Most students take 3 subjects in the UK A levels

Other Studies:

- North American Student Survey: The average SAT score for IB students was significantly higher than for the general population as was the acceptance rate to US Universities. Eg 13.1% : 11% for Harvard and 50.6% : 24% for USC and 17.6% : 13% for Stanford.
- A UK study of 120 Tertiary Education Institutions found 57% of respondents felt that the IB Diploma conferred an advantage on applicants to university courses.
- University of Glasgow UK found the % of IB students graduating with an upper second class degree or better was significantly higher than the graduating class as a whole eg 80% : 50%

Success of Australian students in the IB Diploma Examinations

November 2007 Exam Session Statistics

		Australia	Worldwide Total
Registration Statistics	No. Schools registering Candidates	37	461
	Total Number of Candidates	1,463	6,488
	Number of Diploma and Retake Candidates	1,555	4,483
Results Statistics	Average points score	33.73	30.72
	No. of 45s Awarded	11	21
	No. Bilingual Diplomas Awarded	120	1,459
	Number of Diplomas Awarded	922	2,025
	Number of non-awards	100	805

Pass rates in Australasia are generally well above the world pass rates. What is even more important is that these students and schools have realised that education is more than just an academic score. Schools need to produce the future leaders for the world and these leaders need to be not only knowledgeable and capable of higher order thinking, but also compassionate, understanding and global in their world-view.

Why such good results in Australia?

- Good schools take on the IBDP/well resourced
- The preferred IB pedagogy aligns with Australian pedagogical practices
- Students accept a 'challenge' / 'raised expectations'
- Commitment to good Professional Development by Australian teachers
- Students well aligned with IB Learner Profile
- High Literacy levels
- Collaborative classrooms
- Quality assurance of new/existing IB World Schools

Research into second language study

- The former Chief of Army, Lieutenant General Peter Cosgrove, AC, MC, in his 2002 address to the Australian Primary Principals' Association Professional Development Council (APAPDC) stated, '*Language skills and cultural sensitivity will be the new currency of this world order. Along with computer literacy they will provide the keys to participation in the global economy.*'
- The Group of Eight (Go8) is a group of leading Australian universities. The Go8 held a national languages summit *Languages in Crisis* in Canberra on June 7, 2007. The summit was a forum for discussion of strategies to enhance Australia's language capacity. The summit's suggestion that second language learning should be mandatory is another indicator of the growing realisation that language and intercultural understanding must play a central role in the education of our young people. Go8 have offered a language bonus for TER's.

Why study a second language?

- Develops certain parts of the brain that are related to other ‘styles’ of learning – students learn to construct learning in two languages
- Supports first language learning
- Most of the world is bi- or multi-lingual
- Intercultural understanding – through language we access our own and other people’s culture
- A more global world -commerce/travel/diplomacy
- Helps overcome geographical isolation