

IB Diploma

- an introduction

SCOTCH
COLLEGE



Introducing the IB Diploma

We believe the Diploma Programme is a natural continuation of the Primary and Middle Years Programmes, enabling the College to provide an education of international excellence to boys in every year.



The Diploma Programme

The International Baccalaureate's (IB) Diploma Programme is a challenging two-year pre-university course, which leads to a qualification that is widely recognised by the world's leading universities.

With its emphasis on providing a broad-based curriculum of 21st century relevance, students learn more than a collection of facts. The Diploma Programme encourages students to:

- ask challenging questions
- learn how to learn
- develop a strong sense of their own identity and culture
- develop the ability to communicate with and understand people from other countries and cultures.

For Scotch boys, the Diploma Programme is a natural progression from the IB Primary Years and Middle Years Programmes.

From the Headmaster

I am delighted to introduce the IB Diploma Programme to parents and boys of Scotch College. The College has been running the Primary and Middle Years IB Programme for a number of years as an alternative to the curriculum of the Western Australian State Government. We are delighted to extend our independence to the offering of the International Baccalaureate Diploma.

This is a rigorous programme of study that gives parents and boys a genuine alternative to the current Tertiary Entrance Examination programme run by the majority of schools in Western Australia. It is a highly regarded international programme that gives parents and boys genuine choice as to the type of course they want to study prior to undertaking tertiary education and/or employment.

This programme is recognised at Western Australian, Australian and international universities and will prove a stimulating alternative for parents to consider.

I commend the Diploma Programme to parents.

A handwritten signature in dark ink, appearing to read 'A P Syme'.

Revd A P Syme
Headmaster

A Choice of Education



Why is Scotch College offering the International Baccalaureate Diploma Programme?

The IB Diploma is currently offered in 1,740 schools worldwide.

Scotch College is committed to fostering a learning community with an international standard of excellence and is determined to provide all Scotch boys with the finest educational products available.

The College is attracted by the International Baccalaureate Diploma Programme's academic rigour and development of critical thinking skills across all disciplines together with a relevant curriculum for the 21st century student.

We believe that the Diploma Programme produces well rounded, culturally sensitive students who are skilled critical thinkers. Its curriculum is esteemed by Australian and international universities as excellent preparation for university.

The Diploma provides students with access to more than 2000 universities worldwide including the University of Western Australia which has enrolled more IB Diploma graduates than any other Australian university.

In addition to graduates having access to universities worldwide, the Diploma is transferable, meaning students are able to continue their courses at an IB school anywhere throughout the world. This is of particular benefit in our increasingly

global society, with many families relocating overseas for work opportunities. The IB provides a stable study environment for students worldwide.

In 2006, the Headmaster commissioned an investigation into the nature of the Diploma Programme. After comprehensive discussions with similar schools in Sydney that had implemented the Diploma and an independent analysis of the Programme by ACER, the College concluded that the course developed desirable cognitive and moral aspects of students and was consistent with the College's overall vision.

The IBO's philosophy supports the College's mission statement to "develop boys of character with a strong self-understanding, a passion for sustained learning and spiritual enquiry who will become valued members of the global community."

We acknowledge that our students will be living and working in an international context and, as a result, must be provided with the necessary tools that enable them to be flexible, resourceful and culturally sensitive. The International Baccalaureate's focus on creating 'international-mindedness' assists the College in educating students to appreciate the problematic nature of culturally homogeneous societies.

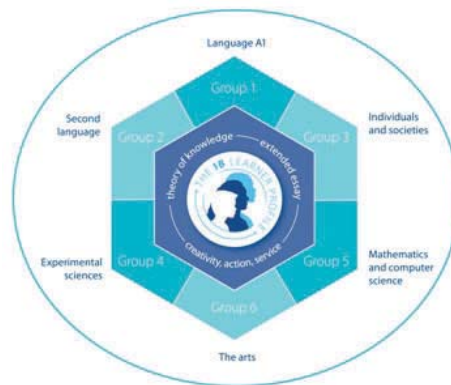
The increased focus on internationalism is vitally important to members of the Scotch College community. The IBO's Primary Years Programme (PYP) and Middle Years Programme (MYP) have increased our focus on internationalism and the Diploma ensures a continued emphasis on developing 'international-mindedness'.

The Diploma Programme offers a course of study to educate a wide range of students and provide them with both moral and intellectual challenges. It is not simply aimed at the academically gifted. Research indicates that the IB Diploma Programme is accessible to any competent student who possesses a good work ethic, reasonable organisational skills and an inquiring mind.

The balanced nature of the Diploma Programme is particularly beneficial to the education of Scotch boys with universities becoming increasingly concerned with the narrow focus of students' educational contexts: fewer are choosing a second language, the numbers in the higher mathematics courses such as Calculus are declining and literacy standards continue to be compromised. The breadth and depth of the Diploma Programme enable students to satisfy the demands of university courses and develop excellent literacy and numeracy skills.

Frequently Asked Questions

The Diploma curriculum is composed of six subject groups with three additional components which underpin the course.



Q1. What is the IB Diploma Programme?

The IB Diploma Programme is a pre-university course, equivalent to the Tertiary Entrance Examinations (TEE) conducted by the Curriculum Council in Western Australia.

The Diploma offers a comprehensive curriculum which involves the study of six subjects as well as the Theory of Knowledge, Extended Essay and the successful completion of the Creativity, Action and Service component of the course. At the end of the second year, typically Year 12, students complete examinations for all six subjects.

The Diploma Programme is taught worldwide in English, French and Spanish.

The Curriculum

The Diploma curriculum is composed of six subject groups with three additional components which underpin the course. This is represented in the diagram above.

Students must select at least one subject from each of the six groups. Students may choose from one of the Arts in group six (music, visual arts, film study), or elect to study an additional subject from groups one to five.

The Diploma curriculum also provides

students with an opportunity to study at least three and no more than four subjects comprehensively (at a Higher Level) and others, more broadly (at a Standard Level).

The broad subject requirements encourage all students to engage in a balanced programme regardless of their preferences. Students with a humanities bias are encouraged to embrace a mathematics and science subject, whilst students with a preference for the sciences are required to study a language and develop their appreciation of global cultures.

In addition to the study of six subject groups, Diploma candidates must also undertake three additional requirements which are completed over the two years: the Theory of Knowledge, Creativity, Action and Service and an Extended Essay.

Theory of Knowledge

The Theory of Knowledge (ToK) component of the course is designed to provide a broad approach to learning which unifies each of the academic areas and encourages the appreciation of other cultural perspectives. Students are required to complete 100 contact hours over two years, a 1200-1600 word essay and 10-minute presentation with self-evaluation report.

Extended Essay

The Extended Essay has a prescribed limit of 4000 words and offers an opportunity to develop independent research skills which is excellent preparation for university dissertations. Students have the freedom to choose their own topic of interest.

Creativity, Action and Service

Creativity, Action and Service (CAS) is an integral part of the programme and provides students with the opportunity to implement the principles which underpin the Diploma Programme. Students are required to complete a minimum of 150 hours of CAS over the two years.

“A strong academic base – a more reliable predictor of scholastic achievement than some other qualifications.” 2007 ACER Report



Creativity, Action and Service (CAS) is an integral part of the programme.

“The Extended Essay gives students the opportunity to develop communication skills which are useful for tertiary study.”

2007 ACER Report

Q2. How is the IB Diploma Programme Assessed?

Examinations

In the southern hemisphere examinations take place in November. Examinations may include oral and written, long and short responses, data based questions, essays, and multiple choice questions. Similar to the TEE, Diploma examinations are weighted, with some like Language A HL (World Literature) worth 50% of the course, but in other subjects like Mathematics HL worth 80% of the total mark.

Other forms of assessment

Some courses are subject to specialised forms of assessment. For example, *Visual Arts* students submit a *Candidate Record Booklet* containing photographs of their work and a written reflection on the development of their talents and technical skills but the basis of their assessment is an exhibition of their work. Students enrolled in IB music courses submit recordings of their performances. Similarly, students of a foreign language are tested for fluency, command of vocabulary, grammar and structure.

Internal assessment

Internally assessed work usually counts for a minimum of 20% of the final grade in a subject. All internal assessments are moderated externally, as required by IBO regulations. Internal assessments typically include teacher evaluation of class work, homework assignments, special projects, and notebooks.

Criterion-based grading system

The grading system used by the IBO is criterion-based and informed by the following guiding principles: validity, reliability and fairness. The IBO seeks to provide students with ample opportunities to satisfy the assessment criteria as well as provide teachers worldwide with appropriate common guidelines for standards. Therefore, theoretically, every student can earn maximum marks as there is no norm-referencing and standardising of marks.

“Applicants admitted on IB Diploma qualifications have done well at tertiary study.” 2007 ACER Report



Q3. How does my son earn the Diploma?

A student can earn a maximum of 7 points per subject (six subjects) and 3 bonus points for the Extended Essay and the Theory of Knowledge. This equates to a perfect score of 45 points which TISC has converted to a TER of 99.95. To gain entrance to a university and be awarded the Diploma, the student must satisfy defined standards and conditions and achieve a minimum of 24 points which equates to a TER of 69.4 which is an average of 51% across four TEE subjects and attained by more than 90% of Scotch boys on a regular basis in the Tertiary Entrance Examinations. This score will provide students with access to Curtin University, Murdoch University and Edith Cowan University. UWA requires a minimum of 28 points for admission to its courses.

Q4. What are the origins of the Diploma?

The Programme was developed in 1968 and is the oldest of the three IB programmes. It was originally offered in English and French by teachers at the International School of Geneva and designed for globally mobile students who would be able to transfer from one IB school to another without interruption to their studies.

Q5. How do universities view the Diploma?

The IBO commissioned an independent agency, *The Australian Council of Educational Research (ACER)* to examine university representatives' perceptions of the IB Diploma. A key aspect of the research was to determine what university representatives knew about the IB Diploma, and whether they felt it provides suitable preparation for university study. A further aspect was to examine the perceived strengths and weaknesses of the programme.

The study involved senior academic and administrative university representatives from 47 Australian and New Zealand universities. They rated the IB Diploma on its success in developing students' capabilities in the following six areas:

- Depth of Learning
- Breadth of Learning
- Critical Thinking
- Communication
- Research
- Self Management

The IB Diploma received the highest mean ratings in each of the above areas except for Deep Learning, where it was ranked second to the 'A' Levels.

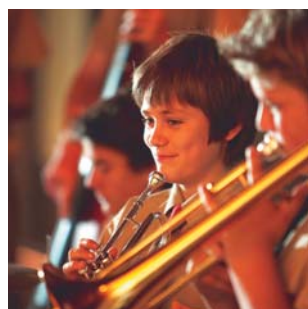
The ACER study released in 2007 ranked the IB Diploma higher than all state certificates as well as the 'A' levels or the Cambridge certificate and the American APs. The IB Diploma scored an average of 4.1 out of 5 in comparison to the average of State Certificates of 3.3.

Furthermore, 70% of respondents indicated that the IB prepared students in “advantageous ways for success at university”. 80% agreed that the IB enhanced students' academic competence and capability and hence their potential for success at university.

“[Students are] better prepared to engage in all components of university life.”

2007 ACER Report

The Diploma's more advanced and rigorous curriculum and assessment prepares students better for university. 2007 ACER Report



Q6. Will UWA, Murdoch, Curtin and ECU recognise the Diploma for university entrance?

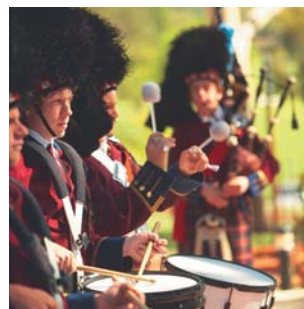
Yes. TISC has created a conversion table which translates IB Diploma points to a TER.

Table to convert 2008 IB results for 2009 university admissions in New South Wales, Australian Capital Territory, Queensland, Tasmania, Victoria and Western Australia.

IB Diploma Passing Score	Combined Rank
45	99.95
44	99.90
43	99.80
42	99.65
41	99.30
40	98.85
39	98.25
38	97.60
37	96.70
36	95.45
35	94.20
34	92.90
33	91.40
32	89.50
31	87.35
30	84.50
29	81.85
28	79.95
27	77.75
26	75.35
25	72.65
24	69.40

NB: For tertiary entrance purposes, this Combined Rank measure of overall achievement is comparable with UAI in NSW/ACT; the ENTER in Victoria; and the TER in SA, NT, Tasmania and WA. This means that a Combined Rank of 94.20 equals a UAI of 94.20 equals an ENTER of 94.20 equals a TER of 94.20.

“[The Diploma offers] greater intellectual depth than local qualifications. Students are expected to think and communicate.” 2007 ACER Report



The broad subject requirements of the Diploma encourage all students to engage in a balanced programme regardless of their preferences.

Q7. Are all Scotch boys able to earn the Diploma?

Yes. Students must earn a minimum of 24 points to achieve the Diploma. This equates to a TER of 69.40 which is equivalent to a final scaled average of 51.55 in 4 TEE subjects which is attained by 90% of all Scotch students who sit the TEE. The University of Western Australia requires a minimum of 28 points for eligibility to courses which equates to a TER of 79.95, Curtin and Murdoch Universities require a minimum of 24 points which equates to a TER of 69.40, and Edith Cowan University requires a minimum TER of 55 and therefore is likely to accept students who do not earn the Diploma. A student does not have to be academically gifted to succeed although students need to be disciplined and organised, with a desire to work independently and embrace the aims of the programme.

Q8. How does the Diploma Programme compare to the TEE?

The Diploma Programme is a rigorous two-year pre-university course, with an emphasis on providing greater challenge and breadth and the development of critical thinking skills. Research suggests that the Diploma better prepares students for academic success at university in comparison to other pre-university courses such as the TEE. In addition to examinations, Diploma candidates must also complete the extended essay, Theory of Knowledge and 150 hours of CAS. The TER for TEE students is calculated from final scaled marks in four subjects.

Diploma students enjoy the same opportunities as TEE graduates, with the additional benefits of an internationally recognised education.

Q9. Will Scotch still offer the TEE?

Yes. The College is excited at the opportunity to provide senior school students with a choice of education for their final two years of schooling. In consultation with staff, students will be able to choose the right educational pathway for them.

“[Diploma students are] able to work with self direction and to tackle work at an advanced level confidently.” 2007 ACER Report



The Diploma offers a curriculum which values a more extensive range of co-curricular participation.

Q10. How do Australian students generally perform with the Diploma?

IB results are not norm-referenced and so results vary from year to year.

Australian students consistently perform well in the Diploma with a significant number of candidates scoring at least 40 points.

In recent years, pass rates in Australia have tended to be higher than the world-wide average.

Many IB students are average students with a good work ethic and looking for university entry.

Q11. Are Scotch staff equipped to deliver the Diploma courses?

Yes. The School already has a number of teachers in each of the learning areas who are equipped to deliver the Diploma courses. The College has invested a great deal in ensuring staff have been trained in accordance to IBO requirements.

All teachers must complete a Level 1 IBO accredited workshop before they are permitted to teach a Diploma subject. These courses provide teachers with understandings of syllabus requirements, teaching strategies, an understanding of standards and an opportunity to network with a worldwide community of teachers who are prepared to share resources.

Through the IBO Online Curriculum Centre, Scotch teachers have access to additional resources and the latest publications.

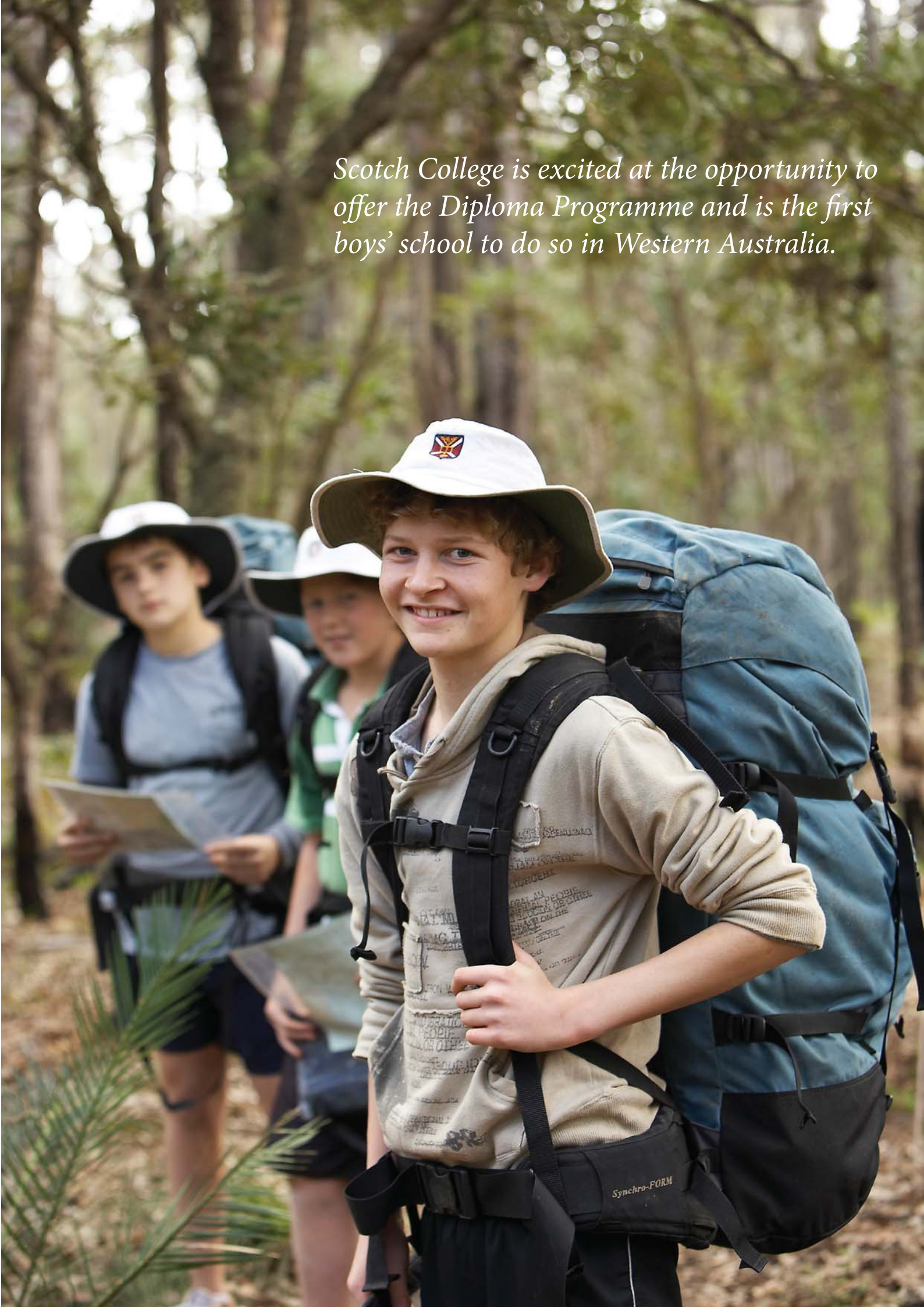
Diploma students generally seem more confident than others. They are well rounded, ready to benefit from opportunities and more able to think critically and analyse. 2007 ACER Report

Advantages & Disadvantages

Advantages	Disadvantages
<ul style="list-style-type: none"> • academic rigour • a course that develops necessary critical thinking skills • it is inclusive but students must be organised, disciplined and methodical • highly esteemed by national and international universities • attractive to academic students • designed to increase intercultural sensitivities and produce global citizens • deliberate in fostering cultural pluralism • focused on increasing involvement in community service • a programme that offers assessment practices that are clear, manageable and effect improved student achievement • suited to Scotch's current context as PYP and MYP courses become more purposeful • effectively prepares students for tertiary courses • providing a set of international benchmarks • offering increased mobility for international students • challenging students to work independently • a course that isn't norm-referenced: theoretically, all students can earn 45 Diploma points • a programme that esteems all subjects: Visual Arts is as important as Physics and, therefore, subjects are not scaled • is unaffected by local politics • a course which offers breadth and therefore university options remain open for longer • a programme which provides students with valuable opportunities to engage in research and construct a mini-dissertation through their involvement in the Extended Essay and develop important skills for university studies • offers a curriculum which values a more extensive range of co-curricular participation 	<ul style="list-style-type: none"> • burdensome for some students: candidates must undertake an additional language, complete the Extended Essay, Theory of Knowledge and 150 hours of CAS over the two year course • more subjects required to formulate a TER than the West Australian TEE: TER = best 4 subjects IB = all 6 subjects + Extended Essay, Theory of Knowledge, and CAS • the Diploma course is examined at the end of the second year and examiners are at liberty to target all work completed over the two years. Thus students need to be organised and implement effective, on-going revision practices • many tasks are externally assessed such as the Theory of Knowledge essay and the Extended Essay • some subjects are heavily weighted towards examinations • challenging because some students are poor time managers • students are ineligible for Curriculum Council awards such as the Beazley Medal, Subject Exhibitions and Certificates of Distinction

Scotch College is excited about the opportunity to offer the Diploma Programme for senior students. For more information please email: diploma@scotch.wa.edu.au.

Scotch College is excited at the opportunity to offer the Diploma Programme and is the first boys' school to do so in Western Australia.



SCOTCH COLLEGE



Scotch College
76 Shenton Road Swanbourne 6010 WA
Telephone: +61 8 9384 1466
Facsimile: +61 8 9385 2286
Email: diploma@scotch.wa.edu.au

Website: www.scotch.wa.edu.au

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