The Diploma Programme

IB DIPLOMA PROGRAMME

STUDIES IN LANGUAGE AND LITERATURE

INDIVIDUALS AND SOCIETIES

EXTENDED ESSAY

APPROACHES TO LEARNING

CREATIVITY, ACTION, SERVICE

THE ARTS

INTERNATIONAL - MINDEDNESS

MATHEMATICS

SCIENCES

LANGUAGE ACQUISITION

THEORY OF KNOWLEDGE

APPROACHES TO TEACHING

THE IB LEARNER PROFILE

INTERNATIONAL - MINDEDNESS
What do parents and students desire from an upper school course?

- A love of learning
- Broad, balanced education
- Good work ethic – resilient
- Risk-takers – confident; belief in self.
- Develop critical thinking skills
- Able to compete on the global stage
- International mindedness – acceptance of other cultures
- Good oral, written and numeracy skills
- Become independent learners - self disciplined
- Community involvement
What’s involved in the Diploma Programme?
Curriculum Requirements

In Year 11 and in Year 12
In Year 11 and in Year 12

• Scotch boys must study 1 subject from each of the 5 Groups

• Group 6: Arts or Elective
In Year 11 and in Year 12

- Scotch boys must study

1 subject from each of

the 5 Groups

- Group 6: Arts or Elective
Non-Regular Diploma

In Year 11 and in Year 12
Scotch boys may study
An unusual combination – Special Circumstances
Curriculum Requirements

Must study

Year 11

Subject 1: SL
Subject 2: SL
Subject 3: SL
Subject 4: HL
Subject 5: HL
Subject 6: HL

Year 12

Subject 1: SL
Subject 2: SL
Subject 3: SL
Subject 4: HL
Subject 5: HL
Subject 6: HL
Difference between HL and SL??

SL = Standard Level

- Involves 150 contact hours
- Study subjects in less detail and depth
- Provides breadth
- Shorter Examination
Difference between HL and SL??

HL = Higher Level

• Involves 240 contact hours
• Study subjects in more detail and depth
• Allows students to pursue areas of personal interest
• Meet special requirements for university entrance
  e.g. Maths HL = Maths 3C/D and Specialist
Examinations

Diploma

Weightings range from 50% - 80%

e.g. Literature HL or SL = 50%

Maths HL = 80%

Economics SL = 75%

Physics and Chemistry HL or SL = 76%

WACE Courses of Study

Examinations weighted 50%
Curriculum Requirements

Core Components

Creativity, Action and Service (CAS)

No examination – students complete work that address specific objectives. Coordinator signs-off.
Theory of Knowledge

- Central to every subject
- Encourages critical thinking about the concept of ‘Knowledge’
  - what counts as knowledge?
  - how does it grow?
  - what are its limits?
  - what is the value of knowledge?
- Students interrogate knowledge as a human construct
Curriculum Requirements

Core Components

Theory of Knowledge — (100 hours timetabled)

No examination

One Oral Presentation — Internally assessed/externally moderated

One essay on a prescribed topic – externally assessed
IB Diploma Programme

Core Components

**Extended Essay** (40 hours homework time)

4000 word essay on topic developed by students in consultation with teacher-mentors. A mini dissertation Assessed externally
Results

- Maximum of 7 points per subject
- All 6 subjects count = 42 points
- ToK + EE bonus points = 3 points
- Perfect score = 45 points
IB Diploma

No Scaling of marks

No Standardisation
<table>
<thead>
<tr>
<th>IB Score</th>
<th>2013 University Admissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>99.95</td>
<td>University of Western Australia</td>
</tr>
<tr>
<td>99.85</td>
<td>Curtin, Murdoch and ECU</td>
</tr>
<tr>
<td>99.65</td>
<td>University of Western Australia</td>
</tr>
<tr>
<td>99.35</td>
<td>Curtin, Murdoch and ECU</td>
</tr>
<tr>
<td>98.80</td>
<td>University of Western Australia</td>
</tr>
<tr>
<td>98.20</td>
<td>Curtin, Murdoch and ECU</td>
</tr>
<tr>
<td>97.50</td>
<td>University of Western Australia</td>
</tr>
<tr>
<td>96.80</td>
<td>Curtin, Murdoch and ECU</td>
</tr>
<tr>
<td>95.90</td>
<td>University of Western Australia</td>
</tr>
<tr>
<td>94.85</td>
<td>Curtin, Murdoch and ECU</td>
</tr>
<tr>
<td>93.35</td>
<td>University of Western Australia</td>
</tr>
<tr>
<td>92.00</td>
<td>Curtin, Murdoch and ECU</td>
</tr>
<tr>
<td>90.55</td>
<td>University of Western Australia</td>
</tr>
<tr>
<td>88.70</td>
<td>Curtin, Murdoch and ECU</td>
</tr>
<tr>
<td>86.40</td>
<td>University of Western Australia</td>
</tr>
<tr>
<td>83.70</td>
<td>Curtin, Murdoch and ECU</td>
</tr>
<tr>
<td>81.10</td>
<td>University of Western Australia</td>
</tr>
<tr>
<td>79.10</td>
<td>Curtin, Murdoch and ECU</td>
</tr>
<tr>
<td>76.75</td>
<td>University of Western Australia</td>
</tr>
<tr>
<td>74.35</td>
<td>Curtin, Murdoch and ECU</td>
</tr>
<tr>
<td>71.65</td>
<td>University of Western Australia</td>
</tr>
<tr>
<td>68.25</td>
<td>Curtin, Murdoch and ECU</td>
</tr>
</tbody>
</table>

TABLE TO CONVERT 2012 IB RESULTS FOR 2013 UNIVERSITY ADMISSIONS IN WA
Summary

Over 2 years, Scotch boys will complete
- at least 3 HL and 3 SL subjects
- Creativity, Action and Service
- Complete a 4000 word Extended Essay
- Complete a 1200-1600 word Theory of Knowledge Essay
What do we know about the Diploma Programme?
ACER Report: university perceptions of the IB Diploma

- 644 senior academic and administrative representatives
  47 Australasian universities

- Diploma compared to:
  (a) State certificates
  (b) A levels (UK)
  (c) New Zealand certificate
  (d) Advanced Placement (US)
IB Diploma

- Maximum score of 5 points:
- DP rated 4.1
- Average of State Certificates 3.3
Comments by University staff:

- 77% - IB prepared students for success at university
- 80% - IB enhanced students’ academic competence and capability and potential for success
- Students more **confident**
- **Well rounded** and more able to **think critically** and **analyse**
- Strong academic base
- Students - **enquiring, critical minds, self-motivated** and **culturally sensitive**
SATAC (SA Tertiary Admissions Centre) Research

277 IB students were tracked through university and compared with ‘like’ SACE students

Conclusions

1. “IB scores are a good predictor of success in higher education”

2. “there is a strong correlation between IB results and higher education achievements.”
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+Enter, IB students were more successful
- "IB students were slightly better in most faculties"
Independent Study:

• 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.

• 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.
2008 Hobart Conference

Professor Karen Rogers
University of St Thomas, Minneapolis, USA

IB accelerates learning

One year in the IB is the equivalent of 1.54 years of a standard learning programme.
IB Diploma Programme

Acceleration Strategies

Karen B. Rogers, Ph.D.
Professor of Gifted Studies
College of Applied Professional Studies
University of St. Thomas Minneapolis, MN USA
Greg Valentine (IBAP Representative):

2020 – 10,000 schools will be delivering IB programmes

2.5 million students worldwide

IBO forced to re-structure.
IB Diploma

Diploma accepted by nearly 3000 universities including Oxford, Cambridge, Harvard

Bonus points – UQ
Advanced Standing: Dublin University/UBC
Language Bonus

UWA grants a 10% bonus to Language B subjects.
All teachers must attain mandated qualifications to deliver the Diploma Programme. They attend 3 IB approved workshops:

Level 1 prior to teaching DP
Level 2 in their second year of delivering the DP
Level 3 after first group have completed their course.
IB Diploma Programme

Subjects offered at Scotch

Group 1: Language A

Literature HL and SL
Subjects offered at Scotch

Group 2: Language B

French SL
Indonesian SL
Spanish *ab initio* SL
IB Diploma Programme

Subjects offered at Scotch

Group 3: Individuals and Societies

Economics HL and SL
Geography HL and SL
History HL and SL
IB Diploma Programme

Subjects offered at Scotch

**Group 4: Experimental Sciences**

- Biology HL and SL
- Chemistry HL and SL
- Physics HL and SL
- Design Technology HL and SL
Subjects offered at Scotch

Group 5: Mathematics

Mathematics HL
Mathematics SL
Maths Studies SL
Subjects offered at Scotch

Group 6: The Arts

Music HL and SL
Film HL and SL
Theatre HL and SL
Visual Arts HL and SL
Subjects offered at Scotch

Core components

- Theory of Knowledge
- Creativity, Action and Service
- Extended Essay
Students on top with new diplomas
IB Diploma

Make an appointment with Michael Scaife
contact the College on 9383 6800
or

Make an appointment with Jan Skidmore or Peter Frusher
contact Anne Minett or Tracey Tyrell on 93836808