

**INTERNATIONAL BACCALAUREATE  
DIPLOMA HANDBOOK 2008 - 2009**



Curriculum Handbook for Diploma Candidates

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# The INTERNATIONAL BACCALAUREATE DIPLOMA

The International Baccalaureate Diploma course, which operates in more than 2095 schools around the world, is one of the pathways offered to students in Years 11 & 12 at Ivanhoe Grammar School.

The IB curriculum provides a cohesive and comprehensive educational program for highly motivated students of differing backgrounds, abilities, interests and aspirations. It is a pre-university program, which provides a sound basis for further and future learning. Highly regarded by universities worldwide, the Diploma is recognised as an excellent tertiary preparation course. Furthermore, the holistic approach taken in the delivery and design of the IB program encourages students to develop skills that are highly valued in the corporate world.

Throughout the IB program, students are encouraged to think critically and creatively, improve communication skills – both written and oral, develop an awareness and appreciation of other cultures, cultivate an international perspective and understanding, and establish a pattern of commitment to learning.

Students will find the International Baccalaureate Diploma program challenging, exciting, demanding, fun, and satisfying.

This publication provides important information about the International Baccalaureate Diploma in general, as well as specific information about the IB program at Ivanhoe Grammar School.



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# THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

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## The IB learner profile

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



## WHAT IS THE IBO?

The International Baccalaureate Organisation (IBO) is a non-profit organisation established in Geneva in 1963 by a group of member schools of the International Schools Association, who formed the International Schools Examination Syndicate (ISES) to work out the structure of a full curriculum and examination system for international schools. In 1968 the ISES changed its name to the International Baccalaureate Organisation and was given legal status under the Swiss Civil Code. It is a private, non-governmental organisation recognised by the Council of Europe and has consultative status with UNESCO (United Nations Educational, Scientific and Cultural Organisation).

The International Baccalaureate Head Office is located in Geneva, Switzerland and the examination office (International Baccalaureate Curriculum and Assessment Office, IBCA) in Cardiff, Wales. The IBO has regional offices located around the world. The Asia/Pacific regional office (IBAP) is situated in Singapore.

The IB Diploma is highly regarded for entry to university education throughout the world and for advanced placement at many colleges and universities in Australia, Canada and the United States of America. Oxford University was the first university to accept the IB Diploma as an entrance qualification, and, encouraged by the academic and all-round preparation of IB students for university education, most other universities also recognise the IB Diploma as a university entrance qualification.

In recent years, with the remarkable increase in the number of schools and students enrolling in the IB Diploma course, the IBO has extended its educational programs into the Middle Years of Schooling (MYP) and into the Primary Years (PYP). In 2006 almost 1500 schools in 124 countries around the world participate in the IB programs.



## THE AIMS OF THE IBO

The educational philosophy of the IBO is found in its mission statement adopted in 1996: *Through comprehensive and balanced curricula coupled with challenging assessments, the International Baccalaureate Organisation aims to assist schools in their endeavours to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.* (Guide to the Diploma Program, Geneva, IBO, 1997, p.3)

## WHO IS THE IB DIPLOMA AIMED FOR?

The IB is suited to motivated and responsible students with a combination of the following characteristics:

- An interest in learning for its own sake;
- An ability to cope with independent work;
- An ability to work co-operatively;
- A capacity to think critically and creatively;
- Good organisational skills or the willingness to develop them;
- Some fluency in a second language, or the willingness to become fluent;
- An international outlook and genuine concern for others.

## WHAT ARE THE COMPONENTS OF THE IB DIPLOMA PROGRAM?

The essence of the IB Curriculum is that students must study a variety of academic subjects across a range of disciplines over the two-year period of the program. These academic subjects must be balanced with a simultaneous involvement in a range of co-curricular activities.

The basic requirements for the IB Diploma are:

- Study **six academic subjects** covering major fields of learning including a first and second language, humanities, experimental sciences, mathematics, and as an elective, a second subject may be studied from the humanities, or the experimental sciences.
- To allow for specialisation normally three subjects (but no more than four) are taken at **higher level (HL)** which comprises 240 hours of class time over the two years of study. To ensure breadth in the program three subjects are taken at **standard level (SL)** which comprises 150 hours of class time over the two years of study.
- Participation in an interdisciplinary course of study – **Theory of Knowledge**.
- Complete and submit an **Extended Essay** of no more than 4,000 words on a topic of the student's own choice.
- Participation in a program of **Creativity, Action and Service (CAS)**.

*“The IB Diploma program is a rigorous pre-university course of study, leading to examinations, that meets the needs of highly motivated secondary students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfil requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates the best elements of several.” (IBO – Diploma Program, Geneva, IBO, 1997 p.2). The IBO’s reputation for rigorous assessment gives the IB Diploma holder’s access to the world’s leading universities and solid preparation for high achievement once enrolled.”*

## **WHAT DOES IT MEAN WHEN STUDENTS HAVE COMPLETED THE IB?**

When the student completes the IB Diploma they will have achieved a first class education, which is accepted for entrance to universities in more than 90 countries around the world. Universities are keen to attract the IB Diploma graduate for the following reasons:



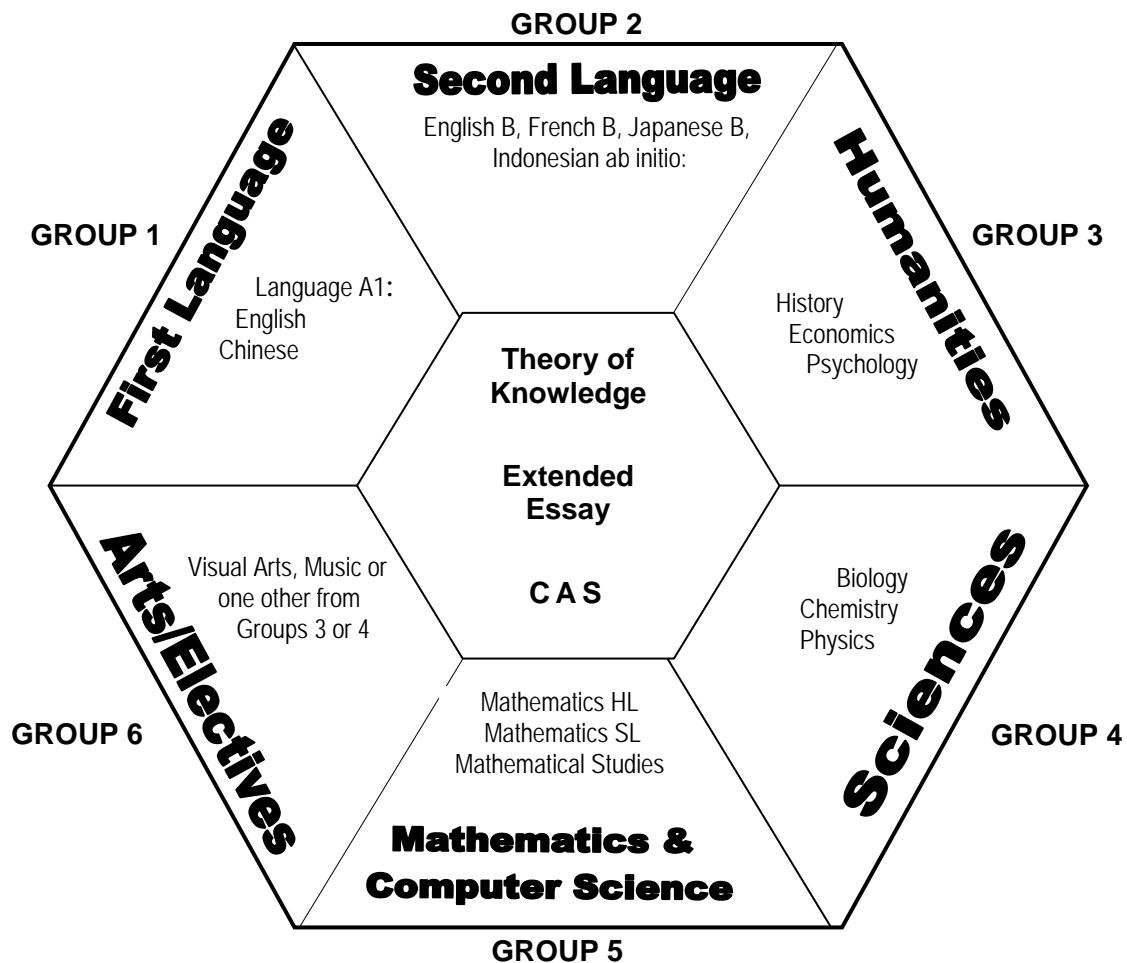
- They are recognized as being well prepared to accept new educational challenges;
- They have self-confidence with university level material;
- They are much more likely to successfully complete a course of study once started;
- They have developed the capacity for independent research and study;
- They have cultivated creative and critical thinking skills alongside their written and oral communication skills;
- Their education is well rounded, and they have fluency in two modern languages;
- They have thought in global terms, have cultural sensitivity and an international orientation.

# Ivanhoe Grammar School YEARS 11 & 12

## COURSE OFFERINGS

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Ivanhoe Grammar School offers the following selection of two-year IB Diploma courses at higher and standard level. Students are required to select one subject from each group, three at Higher Level (HL) and three at Standard Level (SL).



The final combination of subjects offered for 2008/2009 is subject to student demand and school resources. Subject confirmation should be published on the formal Subject Selection Form available late August 2007.

# COURSE DESCRIPTIONS

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## GROUP 1 – FIRST LANGUAGE

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### ENGLISH A1 AND CHINESE A1

Language A1 courses are Literature courses.

In Group1 two languages are offered: English and Chinese. Language A1 is a student's best language (usually their first, native spoken language). The study of literature, including World Literature, is the main focus of the course. Texts are selected from Prescribed Booklists published by IBCA.

#### Aims of the course

- To encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism;
- To develop powers of expression, both in oral and written communication, and to provide the opportunity of practising and developing the skills involved in writing and speaking in a variety of styles and situations;
- To introduce students to a range of literary works of different periods, genres, styles and contexts;
- To broaden the student's perspective through the study of works from other cultures and languages;
- To develop the ability to engage in close, detailed analysis of written texts;
- To promote in students an enjoyment of, and lifelong interest in, literature.

Wide reading broadens ideas and extends awareness of both the potential and the limitations of the written word. Students develop and cultivate the literary mind by studying style, expression, composition and literary appreciation. They are trained in techniques that develop clear, balanced prose and in the presentation of oral commentaries.

#### The Course and Assessment methods

##### Higher Level Language A1

Language A1 Higher Level is both stimulating and enriching. It is also uncompromisingly demanding in terms of required ability and capacity for hard work. This is a comparative literature course, using works written in the given language. The development of analytical and critical skills coupled with creative and imaginative interpretations of the literature are fundamental for success.

The course consists of four parts (15 works):

1. A study of **three** World Literature texts (texts in translation): assessed by two written assignments marked externally, each of 1000 – 1500 words (20%).
2. A detailed study of **four** texts: assessed internally by a formal oral commentary and externally moderated (15%).
3. A thematic study of a group of **four** works: assessed by external written examination (Paper 2). Paper 1 is a written commentary on a poem or passage previously unseen. Both papers are worth 50%.

4. A study of **four** texts linked by genre, theme or period, assessed by a formal oral presentation marked internally and moderated externally (15%).

### **Standard Level Language A1**

Intended for the non-specialist, the course is engaging and challenging. Students study a range of literature designed to develop their skills of literacy analysis and criticisms and provides them with an understanding of the ways in which texts create meaning.

The course consists of the following **four** parts (11 works):

1. A study of **three** World Literature texts (texts in translation) assessed by **one** written assignment of 1000-1500 words; marked externally (20%)
2. A detailed study of **two** texts; assessed internally by a formal oral commentary and externally moderated (15%).
3. A thematic study of a group of **three** works; assessed by external written examination (Paper 2). Paper 1 is a written commentary on a poem or passage previously unseen. Both papers are worth 50%.
4. A study of **three** texts linked by genre, theme or period; providing the basis for a formal oral presentation, assessed internally and externally moderated. 15%

In summary, assessment for Language A1 is divided into 70% external (examination and World Literature) and 30% internal (assessed oral coursework).

## **GROUP 2 – SECOND LANGUAGE**

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### **LANGUAGE B – ‘FOREIGN’ LANGUAGE (Standard Level only except for English B’)**

#### **FRENCH B, JAPANESE B, and ENGLISH B**

Language B is a ‘foreign’ language program for students with previous experience with the language.

The focus of this course is on the acquisition and development of functional and communicative skills. The four skills of listening, speaking, reading and writing are given equal emphasis concentrating on the ability to communicate with speakers and writers of the language.

#### **Aims of the course**

- develop the ability to communicate accurately and effectively in speech and in writing within a range of contexts;
- develop the ability to understand and respond to the language demands of transactional and social contexts;
- provide a sound linguistic base for further study, work and leisure;
- offer insights into, and understanding of, the culture of the countries where the language is spoken; and
- provide opportunities for enjoyment, creativity and intellectual stimulation.

#### **The course and assessment methods**

##### **Standard Level Language B**

Language B HL follows the same course outline as for SL but with more rigorous demands placed on the student with the inclusion of literary topics. Teaching is carried out in the target language, and emphasis is placed on fluency and comprehension. Students must demonstrate their ability to compose well-constructed and idiomatic essays and clearly express their ideas orally.

Programs are set by the teacher around course themes to fulfil social, academic, and cultural objectives. A range of styles and texts are introduced. Students learn how language embodies social and cultural differences and come to appreciate different perspectives. They will learn how to use the language appropriately to express their views and opinions on issues of general interest, express their feelings, and process and evaluate information from oral and written sources.

The course for both HL and SL consists of the following (except English B)

1. Themes - Exploring Change  
Exploring Groups  
Exploring Leisure
2. Text – chosen from a variety of sources including literary, informative, journalistic and other sources, and linked to the above themes.
3. Language acquisition – a systematic presentation, development and review of appropriate grammatical structures and vocabulary to enhance understanding of the language.
4. Development of four skills – text-handling, written production, listening and speaking.

For both HL and SL, external assessment through written examination accounts for 70% of the final mark, and internally assessed (externally moderated) listening and oral coursework accounts for 30%.

### **Recommended background knowledge**

Students should have studied the language for two to five years immediately prior to beginning the course, but motivated students with less experience of the language can also attempt this course.

## **LANGUAGE *ab initio* – Language new to the student or a student with very little knowledge of the language.**

### **Indonesian *ab initio*** (Standard Level only)

Language *ab initio* is a foreign language program offered at Standard Level only for students with no previous or little knowledge of the language.

### **The aims of the course**

- develop the ability to communicate in speech and in writing in order to enable students to deal adequately with familiar situations and practical needs;
- introduce the culture of the countries where Indonesian is spoken through the study of the language;
- provide a foundation for the further study of Indonesian;
- provide enjoyment and intellectual stimulation; and
- encourage positive attitudes to the learning of other languages and to their speakers and countries.

Students will learn to engage in conversations to deal with everyday situations; understand short written passages on defined topics (including the individual, education, transport and communication, shopping, food and drink, leisure, environment and emergencies); recognise essential notices, and be able to extract information from texts such as brochures, guides and letters; carry out writing tasks such as short messages, letters, instructions and short compositions.

### **The course and assessment methods**

The course centres around a set of topics and functions. Basic grammatical and lexical syllabuses define the language specific content. Students develop, and are assessed on, the following skills:

1. text-handling;
2. written production; and
3. oral ability

External assessment through written examination accounts for 70% of the final mark, and internally assessed (externally moderated) listening and oral coursework accounts for 30%.

### **Recommended background knowledge**

No background knowledge is required for this course.

## GROUP 3 – INDIVIDUALS AND SOCIETY (Humanities)

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Three subjects are offered: **History, Economics and Psychology**. These courses emphasize both understanding of the student's own culture and environment, and a familiarity with and appreciation of different cultures and environments. Students study critically and systematically human experience and behaviour, the varieties of physical and social environments in which we live, and the history and development of social and cultural institutions of the modern world.

### HISTORY

The study of history is the attempt by historians to record, reconstruct and understand the past through the study of evidence from a variety of sources. It is concerned with the study of individuals and society in its widest context: political, social, economic, religious, technological and cultural. History is concerned with comparing the experience of different nations, with international relations, with change and continuity through time. Students develop an understanding of how and why there are different accounts of the past and the criteria upon which these accounts may be judged.

#### The aims of the course

- enable students to acquire and demonstrate historical understanding in breadth and depth and across different cultures;
- develop in students the ability to present clear, concise, logical and relevant arguments;
- enable students to evaluate and interpret source material as historical evidence;
- identify and evaluate different approaches to, and interpretations of history;
- explain the causes and effects of historical change and continuity

#### The course and assessment methods

The History course involves the following components:

#### Higher and Standard Levels

A. Topics are chosen from a list of six topics in 20<sup>th</sup> century World History:

1. **Causes, practices and effects of wars.**
2. Nationalist and independence movements, decolonisation and the emergence and challenges facing new states.
3. **The rise and rule of single party states.**
4. The establishment and work of international organisations.
5. **The Cold War (1945 – 1990).**
6. The state and its relationship with religion and with minorities.

Presently students study topics 1, 3 and 5 for both the higher and standard levels. These topics are studied from a global perspective, and comparisons are made between different regions, for example, Europe and Asia. They are all highly relevant to current affairs, and lead to an understanding of the contemporary world.

All topics are examined externally by essay questions in Paper 2: HL comprising 25% and SL 45% of the final mark.

A. Both HL and SL study a prescribed subject in depth – either :The USSR under Stalin: 1924 to 1941” or, “The Cold War 1960 – 1979”..

This component is examined by source-based questions in Paper 1: HL comprising 20% and SL 30% of the final mark.

B. **Higher Level students only** study a regional option – Europe (including Russia/USSR) between 1890 and 1990. The regional option is examined externally by essay questions in Paper 3, comprising 35% of the final mark.

Both HL and SL students write an Internal Investigation on a subject of their choice related to the program, of not more than 2000 words. This is internally assessed and externally moderated: comprising HL 20% and SL 25% of the final mark.

### **Recommended background knowledge**

To take History HL a student would need to have both a great interest in History and have achieved excellent results throughout their first year of the program. For History SL, students need sound competence in English.

## **ECONOMICS**

The Economics course attempts to analyse what is happening in society by building up a body of theory and testing how that theory relates to the real world. One of the most challenging issues facing all societies is the search for acceptable levels of economic well-being. This is particularly important when one considers the vast and ever-widening gulf separating the poorest nations from the richest. In Economics students look at choices and decisions made by individuals, firms and governments which influence not only their own well being but that of society as a whole. At the root of economics is the search for a better understanding of the workings of human society.

### **The aims of the course**

To develop in students

- disciplined skills of economic reasoning;
- an ability to apply the tools of economic analysis to situations and data, and to explain the findings clearly;
- an understanding of how individuals and societies organise themselves in the pursuit of economic objectives;
- an ability to evaluate economic theories, concepts, situations and data in a way that is considered, rational and unprejudiced;
- international perspectives which feature a tolerance and understanding of the diversity of economic realities in which individuals and societies function.

### **The course and assessment methods**

**Standard level** forms the core of the course providing a general introduction to Economics. At **Higher level** the course is augmented by extensions which aim to provide an in-depth coverage of some areas. One exception is developmental economics, which is identical for all students. Both HL and SL aim to prepare students intending to undertake higher study in Economics, and/or related fields.

The areas covered at both Higher and Standard Levels are:

Section 1 *Resources and markets*

Foundations of economics, resources allocation in the market, market failure and government response, alternatives to the market system.

Section 2 *Business economics*

Elasticity of demand and supply, aims and objectives of firms, economic efficiency.

Section 3 *Macroeconomics*

National income accounting, macroeconomic policy objectives, macroeconomic models, unemployment and inflation.

Section 4 *International issues*

Gains from trade, protectionism, balance of payments – main definitions, exchange rates, balance of payments – exchange rates.

#### Section 5 *Developmental economics*

Distinction between growth and development, characteristics of economic growth, indicators of economic development, sources of economic development, development strategies, barriers to development, negative aspects to development, sustainable development.

Assessment at Higher Level is 80% external examination (three papers), 20% internal assessment and at Standard Level 75% external examination (two papers) and 25% internal assessment.

Internal assessment consists of a portfolio of four commentaries for both Higher Level and Standard Level. These are based on current newspaper articles and aim to reflect the student's growing knowledge and developing skills throughout the course. Each commentary extract is between 650-750 words.

#### **Recommended background knowledge**

Students should be able to write clearly and concisely in English and be comfortable with basic mathematics. There are no particularly difficult mathematical concepts involved and calculators can be used throughout. There is a considerable emphasis on discussion in this course and students are expected to contribute enthusiastically to classroom discussion and debate. While no previous knowledge of Economics is required, an interest and awareness of current affairs is desirable.

## **PSYCHOLOGY**

Psychology is the systematic study of human behaviour and experience. Its historical development, however, has witnessed several difficulties in arriving at a precise clarification of its subject matter and methodological focus. In the 19<sup>th</sup> Century, psychology began to emerge from its ties with philosophical speculation. During the 20<sup>th</sup> Century the main focus was on empirical and scientific research methods. The current trend is towards a balance of quantitative and qualitative methods. Without denying its historical links with other fields of inquiry, modern psychology occupies an important position as a meeting ground for both the natural and the social sciences. The variety of current research areas and applications reflect the prominent role of psychology in modern society.

#### **The aims of the course**

The aims of the **Psychology** program at Higher Level and Standard Level are to enable students to:

- interpret and/or conduct psychological research to apply the resulting knowledge for the benefit of human beings
- ensure that ethical practices and responsibilities are implemented in psychological inquiry
- develop an understanding of the biological, social and cultural influences on human behaviour
- develop an understanding of different theoretical perspectives to interpreting behaviour, and to be aware of how these processes lead to the construction and evaluation of psychological theories
- develop an awareness of how applications of psychology in everyday life are derived from psychological theories
- develop an appreciation of the eclectic nature of psychology

- understand and/or use diverse methods of psychological inquiry.

### **The course and assessment methods**

#### **Higher Level & Standard Level**

***The Psychology syllabus at both Higher Level and Standard Level is divided into four parts: perspectives, options, research methodology and experimental study.***

#### **Part 1: Perspectives**

The study of all four perspectives is compulsory for HL. SL studies the first three perspectives only.

1. The biological perspective
2. The cognitive perspective
3. The learning perspective
4. The humanistic perspective (HL only)

#### **Part 2: Options**

Two options must be studied for HL; one only for SL

1. Comparative psychology
2. Cultural psychology
3. The psychology of dysfunctional behaviour
4. Health psychology
5. Lifespan psychology
6. Psychodynamic psychology
7. Social psychology

#### **Part 3: Research Methodology**

The study of research methodology is compulsory.

1. Introduction to research methods
2. Ethics
3. Quantitative research methods
4. Qualitative research methods (HL only)

#### **Part 4: Experimental Study**

The completion of an experimental study is compulsory.

Students are assessed both internally and externally. Internal assessment is worth 20% of the total assessment. The internal assessment component is a report from an Experimental Study: for Higher Level the report is of length 1500 – 2000 words, while for Standard Level the length of the report is 1000 – 1500.

### **Recommended background knowledge**

No specific knowledge is required.

## GROUP 4 – EXPERIMENTAL SCIENCES

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Students who are considering a career in scientific or technological fields are advised to research university degree courses carefully. It can be advantageous, and in some cases necessary, to have studied two sciences in seeking admission to certain degree courses.

Courses available in this Group are Biology, Chemistry and Physics.

### **Aims of the course:**

All Experimental Sciences have the same general aims, which are that students should be able to:

- Demonstrate an understanding of
  - scientific facts and concepts;
  - scientific methods and techniques;
  - scientific terminology;
  - methods of presenting scientific information.
- Apply and use
  - scientific facts and concepts;
  - scientific methods and techniques;
  - scientific terminology to communicate effectively;
  - appropriate methods to present scientific information.
- Identify, construct and evaluate
  - hypotheses, research questions and predictions;
  - scientific methods/techniques and procedures;
  - scientific explanations.
- Demonstrate the personal skills of co-operation, perseverance and responsibility appropriate for effective scientific investigation and problem solving.
- Demonstrate the manipulative skills necessary to carry out scientific investigation with precision and safety.

### **Structure of Experimental Science courses**

All Experimental Science courses have the same general structure as follows:

#### **Higher and Standard Levels**

- Group Project (internally assessed) - 10 – 15 hours
- Subject specific core - 80 hours
- Options
  - Standard Level - 2 x 20 hours
  - Higher Level - 2 x 30 hours
- Practical work/investigations (internally assessed)
  - Standard Level - 40 hours
  - Higher Level - 60 hours

#### **Higher Level only**

- Additional material - 90 hours

### **Assessment methods**

All Experimental Science courses, at both levels, follow the same general assessment pattern. The total assessment comprises three external written examination papers representing 76% of the final mark, and an internally assessed component (externally moderated), consisting of the Group Project and practical work/investigations, which represent 24% of the final mark.

### **Recommended background knowledge**

For all **Standard Level** subjects, a sound background in Year 10 Science, or its equivalent, would be adequate. For **Higher Level** subjects, students would be expected to have achieved very good results in Year 10 Science or its equivalent.

## **BIOLOGY**

Biology is the study of living organisms at a variety of levels from molecular to biospheric. Students gain an understanding of the interactions between these levels and of the functioning of whole organisms. The course is particularly suitable for students wishing to pursue further study in areas such as zoology, physiology, ecology, marine science, microbiology and biotechnology.

## **CHEMISTRY**

An understanding of chemistry is central to many scientific applications. Its principles underpin the physical environment and all biological systems. Chemistry has two main roles in the curriculum:

- (a) it can be studied as an intellectual challenge in its own right; and
- (b) it may be a pre-requisite for many courses at the university level including medicine, dentistry, pharmacy, biological and environmental sciences.

## **PHYSICS**

Physics seeks to explain the basic features of the natural world mainly in terms of interactions between matter and energy. Both conceptual understanding and technological aspects of the subject are covered. Students learn how to bring order to a range of observations, and they study some of the fundamental laws of nature. By doing so, students gain a closer understanding of the boundaries of physical knowledge.

### **Summary of courses**

<b>Subject specific core topics And additional Higher Level material</b>	<b>Options</b>
<b>Biology</b> Cell structure and function; The chemistry of life – biomolecules; Human health and physiology; Support and movement in animals; Plant science;                      Five kingdom classification; Ecology;                                Nerves and muscles Reproduction;                      Genetics; Cell respiration and photosynthesis;	Evolution; Applied plant and animal science; Neurology and behaviour; Ecology and conservation; Additional human physiology.
<b>Chemistry</b> Stoichiometry;                      Atomic structure; Periodicity;                            Bonding; States of matter;                      Energetics; Kinetics;                                Equilibrium; Acids and bases;                      Redox; Organic chemistry	Further organic chemistry; Environmental Chemistry (SL only); Chemical industries.
<b>Physics</b> Measurement;                      Mechanics; Thermal properties and properties of matter; Waves;                                  Electricity and magnetism; Atomic and nuclear physics.	Mechanics extension; Atomic and nuclear physics extension; Energy extension; Historical physics; Optics; Astrophysics;

## GROUP 5 – MATHEMATICS & COMPUTER SCIENCE

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Three mathematics courses may be offered: Mathematics HL (Higher Level) and Mathematics SL (Standard Level) and Mathematical Studies (Standard Level). These courses are designed to accommodate different students' abilities and interests, and the different mathematical requirements for entry into university.

### Aims of the courses

All Mathematics courses have the same general aims, which are to enable students to:

- appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives;
- foster enjoyment from engaging in mathematical pursuits, and to develop an appreciation of the beauty, power and usefulness of mathematics;
- develop logical, critical and creative thinking in mathematics;
- develop mathematical knowledge, concepts and principles;
- employ and refine the powers of abstraction and generalisation;
- develop patience and persistence in problem-solving;
- have an enhanced awareness of, and utilise the potential of, technological developments in a variety of mathematical contexts;
- clearly and confidently communicate in a variety of mathematical contexts.

### **MATHEMATICAL STUDIES (Standard Level)**

This course is available at Standard Level only. It caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not need higher mathematics pre-requisites in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes from Year 10 Mathematics.

### Syllabus

Topic 1—Introduction to the graphic display calculator

Topic 2—Number and algebra

Topic 3—Sets, logic and probability

Topic 4—Functions

Topic 5—Geometry and trigonometry

Topic 6—Statistics

Topic 7—Introductory differential calculus

Topic 8—Financial mathematics

### Assessment

The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements, accounting for 20% of the final grade.

### **MATHEMATICS SL (Standard Level)**

This course is designed to provide a background in mathematical thought, techniques and methods for those students needing substantial mathematical skills in other subject areas such as chemistry, biology, economics and other related courses.

### Syllabus

Topic 1 - Algebra

Topic 2 - Functions and equations

Topic 3 - Circular functions and trigonometry

Topic 4 - Matrices

Topic 5 - Vectors  
 Topic 6 – Statistics and probability  
 Topic 7 – Calculus

**Assessment**

The topics listed above are examined in two externally assessed examination papers, accounting for 80% of the final mark.

The portfolio, which is a collection of internally set class assignments based on different areas of the syllabus, is internally assessed by the teacher and externally moderated.

**Recommended background knowledge**

Students should have attained a 75% or higher pass at Year 10 or its equivalent.

**MATHEMATICS HL (Higher Level)**

This course is for those students with a very good background and ability in mathematics. Mathematics HL is suitable for students intending to pursue higher studies in mathematics or related fields such as physics, engineering and technology. The emphasis throughout the course is on applications.

<b>Core</b>	<b>Option</b>
Compulsory Core – ALL topics must be covered.  Topic 1 - Algebra Topic 2 - Functions and equations Topic 3 - Circular functions and trigonometry Topic 4 - Matrices Topic 5 - Vectors Topic 6 - Statistics and Probability Topic 7 - Calculus	Optional Topics – ONE of the four topics must be covered.  Topic 1 - Statistics and Probability Topic 2 - Sets, relations and groups Topic 3 - Senes and Differential Equations Topic 4 - Discrete Mathematics  In most cases we elect to undertake Topic 8 as the optional work.

**Assessment**

The topics listed above are examined in three externally assessed examination papers, accounting for 80% of the final mark. The portfolio, which is a collection of internally set class assignments based on different areas of the syllabus, is internally assessed by the teacher and externally moderated, accounting for 20% of the final mark.

**Recommended background knowledge**

Students should have attained at least an 85% at the Year 10 examination or its equivalent to successfully commence this course. Ideally students will have undertaken Mathematical Methods Units 1 & 2 in Year 10.

## GROUP 6 – ARTS & ELECTIVES

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(History, Economics, Psychology, Biology, Chemistry, Physics, are offered in this Group. See Groups 3, 4 & 5 for details)

### VISUAL ARTS

Students are encouraged to develop a personal view of the world by discovering ways of seeing and perceiving the world through art; and through a lively, inquiring and informed attitude towards the rich artistic heritage of many cultures, both modern and historic. They are able to express their ideas, opinions and judgments, develop their own sense of taste, and expand their perspectives of themselves within cultural and historical contexts.

Aesthetic awareness and creative expression enhance balanced human development. The study of the Visual Arts can lead to university course such as architectural design, interior design, textile and fashion design, commercial and product design, or theatrical and stage design.

#### Aims of the course

- to provide students with opportunities to develop their aesthetic, creative and imaginative faculties;
- to stimulate and train visual awareness, perception and criticism of the arts of various cultures;
- to enable students to discover, develop and enjoy means of creative visual expression in the studio and elsewhere, which are suited to their temperament and capabilities;
- to encourage the pursuit of quality, through training, individual experiment and persistent endeavour;
- to exemplify and encourage a lively, enquiring and informed attitude towards art and design in all forms, both in history and today.

#### Course and Assessment methods

**Higher Level** consists of TWO compulsory parts

Part A: Studio (Practical) work, and

Part B: Research Workbook

**Standard Level** consists of ONE compulsory part only:

*either* Part A: Studio (Practical) work,

*or* Part B: Research Workbook.

#### **Part A: Studio (Practical) work**

The studio component of the course includes opportunities for both structured learning of the values of colour, tone, form, and composition in two and three-dimensions, and for wide-ranging personal research of a more experimental nature. Artistic insight and expression are taught and demonstrated through the application of techniques such as drawing, painting, fabric and fibre arts, jewellery, ceramics, sculpture, computer graphics, architectural design, photography – film or video, calligraphy. Much of the studio work will combine several of these techniques and any media may be used.

#### **Part B: Research Workbook** (Appreciation and History of Visual Arts)

The Research Workbook should reflect the student's personal interest and encourage adventurous studies – critical, historical and/or aesthetic. Workbooks contain both visual and verbal information. It is a 'personal journey' working journal and may include the student's original work (sketches, diagrams), photographs, magazine cut-outs, reports of gallery and museum visits and relevant materials from other subjects (mathematics, science, and literature). It should show an awareness of the cultural/historical/social context.

At **Higher Level**, research should have some relationship to the student's studio work.

At **Standard Level** (option B), the students devote all of their time to the Workbook.

## **Assessment**

Assessment in Visual Arts consists of an evaluation of the body of work as a *whole*. An external examiner assesses not only the finished products, but also pays particular attention to the process of artistic and aesthetic development.

*Part A: Studio Work* – each student prepares an exhibition of his/her studio work produced during the two-year course and discusses this work with the external examiner. The emphasis is on imaginative and creative thinking and expression. Studio work is worth 70% of the final mark at Higher Level and 100% at Standard Level.

*Part B: Research Workbook* – The student's Research Workbook is initially assessed by the teacher. It is then sent to an external examiner for moderation. For Higher Level the workbook is reviewed in relation to the studio work when the examiner visits Ivanhoe Grammar School. The Research Workbook is worth 30% at Higher Level, and 100% at Standard Level.

## **Recommended background knowledge**

Visual Arts courses at HL and SL are dynamic and demanding, calling for commitment and dedication. They offer students an opportunity to explore an exciting and unique part of themselves and the societies and cultures that support them. Students who have background experience in viewing art and have already acquired some of the skills needed to develop works in this area will find Visual Arts further enhances their aesthetic skills.

## **Music**

This course is designed to promote awareness and understanding of both the power and the vitality of musical experiences for those students who have general interest as well as for those who will study music seriously beyond Ivanhoe Grammar School.

At both Higher and Standard Levels the creative aspects of music are balanced with the theoretical. The course includes both composition and performance components, where students are free to use any style, from the traditional repertory of the Western Common Practice Period, to electro-acoustic and computer generated music, jazz, popular genres, or ethnic and experimental music.

## **Aims of the course**

- To give students the opportunity to explore and enjoy the diversity of music throughout the world;
- To encourage students to develop perceptual skills through a breadth of musical experiences, where they will learn to recognize, speculate, analyse, identify, discriminate, and hypothesize in relation to music;
- To enable students to develop creatively their knowledge, abilities, and understanding through performance and composition;
- To allow students to develop their potential as musicians personally and collaboratively, in whatever capacity, to the fullest.

## **The course and assessment methods**

The **Higher Level** course is designed for specialist students who have a prior adequate background in musical performance and composition.

The Higher Level course consists of three parts:

1. Performance
2. Composition
3. Musical Perception and Analysis

External assessment (55%) involves a listening examination (30%) and a 20 minute solo or small ensemble recital (25%).

Internal assessment (45%) involves the presentation of three contrasting compositions (25%) and the completion of a portfolio of music from the student's own culture, music from another culture and a journal recording personal musical experiences (20%).

The **Standard Level** course comprises three options. All options involve two components. 'Musical Perception and Analysis' is a compulsory component of all options. The other component distinguishes the option.

Option 1 component – Solo performance

Option 2 component – Group Performance

Option 3 component – Composition

*Option 1* is designed for students with prior background in musical performance, but whose previous study or preparation does not include composition.

External assessment (80%) for this option involves a listening examination (50%) and a 15-minute solo or small ensemble recital (30%).

Internal assessment (20%) involves the completion of a portfolio of music from the student's own culture, music from another culture or a journal recording personal musical experiences.

*Option 2* is designed for the generalist music student, particularly one who plays an ensemble/orchestral instrument.

External assessment (50%) involves a listening examination.

Internal assessment (50%) involves participation in ensemble rehearsal and public performances (30%) and the completion of a portfolio of music from the student's own culture, music from another culture or a journal recording personal musical experiences (20%).

*Option 3* is designed for students with prior backgrounds in music composition, but whose previous study or preparation does not include performance skills.

External assessment (50%) involves a listening examination.

Internal assessment (50%) involves presentation of two contrasting compositions (30%) and the completion of a portfolio of music from their own culture, music from another culture or a journal recording personal musical experiences (20%)

### **Recommended background knowledge**

Students should have a keen interest in music, preferably in at least two of the following areas: history, composition, performance, and/or world music. Students should be able to play one or more instruments to at least an AMEB Grade 5 standard prior to entering the program (except for Option 3 SL).

## SUMMARY OF ASSESSMENT IN ALL SUBJECTS

SUBJECT	EXTERNAL COMPONENTS	INTERNAL COMPONENTS
Language A1	<b>70%</b> Written exam 50% World Literature 20%	<b>30%</b> Oral
Language A2	<b>70%</b> Written exam 50% Written assignment 20%	<b>30%</b> Oral
Language B, Language <i>abs initio</i>	<b>70%</b> Written exam	<b>30%</b> Oral
History	<b>75%</b> Written exam	<b>25%</b> Research essay
Economics	HL <b>80%</b> SL <b>75%</b> Written exam	HL <b>20%</b> SL <b>25%</b> Portfolio
Psychology	<b>80%</b> Written exams	<b>20%</b> Coursework
Experimental Sciences	<b>76%</b> Written exam	<b>24%</b> Group Project & Experimental investigations
Mathematics HL Mathematics SL Mathematical Studies SL	<b>80%</b> Written exam	<b>20%</b> Portfolio
Visual Arts	HL <b>70%</b> Studio Work SL <b>100%</b> Studio work (Option A)	HL <b>30%</b> Research workbook SL <b>100%</b> Research Book (Option B)
Music	HL <b>55%</b> Listening 30% Performance 25% SL <b>80%</b> Option 1 (performance) SL <b>50%</b> Option 2 (group performance) SL <b>50%</b> Option 3 (composition)	HL <b>45%</b> SL <b>20%</b> Option 1 (portfolio) SL <b>50%</b> Option 2 (portfolio & performance) SL <b>50%</b> Option 3 (composition & portfolio)

# THE THREE CENTRAL REQUIREMENTS CAS, TOK & EXTENDED ESSAY

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## CREATIVITY, ACTION & SERVICE

The philosophy of CAS is based on the assumptions that:

- “Education neither begins nor ends in the classroom or in the examination hall and the essential aspects of education may exist outside of both;
- An international education may go well beyond the provision of information and is inevitably involved in the development of attitudes and values which transcend barriers of race, class, religion, gender or politics;
- The will to act in the service of the community (either local, national or international) complements intellectual development and the academic curriculum;
- IB schools (both national and international) have a special challenge and opportunity to establish links with the local community and, in doing so, further the aims of international understanding;
- Creativity and Action should play an equal part with Service in any such program. CAS should aim to challenge and extend the individual student; to develop a spirit of discovery and self-reliance; to encourage new skills and interests; to inspire an awareness, concern and responsibility to serve the community in general, and it’s disadvantaged in particular.” (CAS Guide, IBO)

## CAS GUIDELINES

The guidelines are designed to ensure that the ‘spirit of CAS’ is clearly understood.

Your CAS program may be based on

- A program of one activity or project provided that all three basic CAS requirements, creativity, action, service, are met and are balanced;
- Activities chosen from the three areas;
- A combination of both

### Guidelines

1. Your program should be balanced.
2. Service should have a strong bias towards out of school activities.
3. Service should include at least one major project.
4. Activity should be predominately physical activity, and the emphasis should be on acquiring new skills not simply practising those already acquired.
5. Activities may be done either in blocks or over an extended period.
6. Ideally some activities should continue to the end of Year 12.
7. You should maintain a CAS Journal, which will be reviewed each term. The Journal comprises all completed reports to date, together with an A4 sized exercise book, which is your diary. This diary contains personal reflections on CAS experiences – especially in Creativity and Service. These diary comments are over and above the ‘Activity

Reports' that you and your supervisor have written. Diary entries should not be more than 100 words in length. Diary entries can be made at any time during an activity.

8. Activities may be supervised by a teacher, a parent or other adult.
9. At the beginning of the activity, your supervisor(s) must be made aware of the requirement for them to write a report at the end of the activity. They must be shown a copy of this report at the beginning of the activity.
10. Where supervisors are external to the school, you should provide a stamped envelope, with the IB Co-ordinator's name and address on it.
11. Supervisors should be given adequate time to write reports – never ask them to write it 'on the spot'. Conversely, make it clear to your supervisor that you would appreciate their report within a week of your request.
12. You must complete your own report of each activity. This report should indicate clearly how you have participated in the activity, how the group you have associated with in the activity has benefited from your involvement, and how you have benefited personally from your involvement.
13. Reports should be completed immediately the activity is completed. Both reports for each activity are to be placed in your Journal Folder in the filing cabinet in the office of the IB Co-ordinator. You are responsible for your diary, which will be attached to your CAS Journal at the end of Year 12.
14. Each student is to complete an hours and evaluation form. This will be provided towards the end of your second year. You will be expected to reflect on your activities and write approx 300 words.

### **Some suggested activities.**

#### **Creativity**

Orchestra	Painting	Creative writing
Choir	Drawing	Drama productions
Dinner parties	Photography	Dance
Debating	Cooking	
Musical productions (in or out of school)		
Duke of Edinburgh Award Scheme – planning for expeditions		
Solving a social or environmental problem as part of a larger project.		

#### **Action**

Swimming	Walking – bush	Football
Skiing	- exercise	Soccer
Aerobics	Rowing	Cricket
Home exercise	Hockey	Tennis
Horse riding	Basketball	Ten-pin bowling
Weight training	Duke of Edinburgh Award Scheme – expeditions.	
Enacting a solution to a social or environmental problem.		

#### **Service**

Involvement in the Round Square committee provides students with the opportunity to take an active role in the support of charities. These charities could include:

Dagoretti Corner Mission in Nairobi	Anglicare
Prince Alexander Fund	St Vincent de Paul
Crossroads – Salvation Army	The David Burgess Foundation
Bellfield Village	Ardoch Youth Foundation
Brotherhood of St Laurence	Banyule City Council
Open Family Foundation	Tabitha Foundation

*Whether or not you participate in Round Square, you are able to contact any of these organisations to offer assistance.*

**In particular**, two organizations have developed close links with Ivanhoe Grammar School through the IB in recent years. One is the Mental Illness Fellowship Victoria, located on Heidelberg Road, Fairfield, and the other is Conservation Volunteers Australia. These organizations have expressed willingness to assist IB students fulfil their Service requirements.

Mental Illness Fellowship Victoria helps sufferers of mental illnesses and their families in many ways. They need to raise money for this support, and do so by, amongst other means, operating an Op Shop – one in Kew and one in Northcote. Students will be able to help out at these shops. Also, there are certain money raising activities that occur throughout the year, and students can contribute to these activities. If you would like to find out more information about being involved with this organization, see Ms Crowther.

Conservation Volunteers Australia runs environmental support activities in many locations throughout Victoria, and even interstate. They provide opportunities for volunteers to work on Weekends, or holidays at these locations. This is a very well run organization that has been operating for more than 20 years, and they make it very easy for students to participate in their environmental activities. (They are the organization behind the 'Clean-up Australia' campaign.) If you would like to find out more information about being involved with Conservation Volunteers, see Ms Crowther.

Other types of organisations that may be contacted, and activities in which you could be involved are:

Fund-raising through telethons, door-knocks, walkathons, 40-hour famine etc for Anti-cancer council, Red Cross, World Vision, Royal Childrens' Hospital, Care Australia and other charitable organisations, such as

Elderly peoples' homes	Hospital volunteer work	Nursing homes
Youth group leaders	Local library volunteer	Cadets (limited)
St John Ambulance	Environmental groups	Legacy
The Guide Dogs	After school Care programs	
RSPCA	Holiday Junior School Care program	

Assistance with special assemblies such as Christmas, Easter etc

***It is important that all activities involving outside bodies are approved by the CAS or IB Co-ordinator.***

CAS is an on-going activity that gives you the opportunity to enrich your final school years with new experiences and also encourages a healthy lifestyle. It is expected that CAS activities continue ***throughout the two years*** although the activities themselves may change.

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# CAS REPORT SHEET



Creativity Action Service



## STUDENT SELF-EVALUATION REPORT - Ivanhoe Grammar School 0794

STUDENT NAME: \_\_\_\_\_ (Please print) Candidate No. 0794 \_\_\_\_\_

ACTIVITY DESCRIPTION: \_\_\_\_\_

C, A or S: \_\_\_\_\_ Number of hours: \_\_\_\_\_ Commencement and conclusion dates: \_\_\_\_\_ - \_\_\_\_\_

### SELF-EVALUATION:

Write a clear and full description of your personal participation in this CAS activity and the extent of your involvement. Describe

- (a) how the CAS activity has contributed to your personal development;
- (b) the skills and/or values which have been acquired; and
- (c) the benefit of the activity to others (if applicable).

Explain how one, or more, of the three aspects of Creativity, Action or Service were incorporated into this activity.

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Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**PLEASE PASS FORM ON TO YOUR SUPERVISOR FOR COMPLETION IMMEDIATELY UPON CONCLUSION OF THE ACTIVITY.**

### ACTIVITY SUPERVISOR'S REPORT

Name of Supervisor: \_\_\_\_\_ Position (role): \_\_\_\_\_

Organisation: \_\_\_\_\_ Telephone (if applicable): \_\_\_\_\_

Address: \_\_\_\_\_

*Please verify that the student's description of their participation is correct.*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If you have any further comment, please use the space below. If insufficient space, please write overleaf.

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**PLEASE RETURN THIS COMPLETED FORM TO THE STUDENT**

# THEORY OF KNOWLEDGE

The Theory of Knowledge (TOK) program is central to the educational philosophy of the International Baccalaureate. It challenges students and their teachers to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognise the need to act responsibly in an increasingly interconnected world.

## Aims of the program

The aims of the Theory of Knowledge (TOK) program are to engage students in reflection on, and in the questioning of, the bases of knowledge, so that they:

- develop an understanding of why critically examining knowledge claims is important;
- develop a critical capacity to evaluate beliefs and knowledge claims;
- make interdisciplinary connections;
- become aware of the interpretative nature of knowledge including personal and ideological biases;
- consider that knowledge may place responsibilities on the knower;
- understand the strengths and limitations of individual and cultural perspectives;
- develop a concern for rigour in formulating knowledge claims, and intellectual honesty.

## Objectives of the program

Having followed the Theory of Knowledge (TOK) course, candidates should be able to:

- demonstrate an understanding of the strengths and limitations of the various Ways of Knowing and of the methods used in the different Areas of Knowledge;
- demonstrate a capacity to reason critically;
- make connections between and across Ways of Knowing and Areas of Knowledge;
- make connections between personal experience and different Ways of Knowing and Areas of Knowledge;
- demonstrate an understanding of knowledge at work in the world;
- identify values underlying judgements and knowledge claims pertinent to local and global issues;
- demonstrate an understanding that personal views, judgements and beliefs may influence their own knowledge claims and those of others;
- use oral and written language to formulate and communicate ideas clearly.

## The program structure and Assessment outline

Theory of Knowledge involves about 100 hours of class contact time. It is mainly taught through teacher-lead discussions focusing on the student and teacher as “knower” where students are seen as partners in learning. The course centres around two main areas:

1. **Ways of knowing**  
Perception, language, reason and emotion
2. **Areas of knowledge**  
Mathematics, natural sciences, human sciences, history, the arts, ethics.

The assessment model in Theory of Knowledge (TOK) comprises two components, both of which should be completed within the 100 hours designated for the course:

**External Assessment:** Essay on a Prescribed Title (1200 – 1600 x words) **(40 points)**

**Internal Assessment:** The Presentation (approximately 10 minutes) **(20 points)**

**One** presentation to the class plus a written self-evaluation report.

Participation in Theory of Knowledge seminars, day trips or camps is required by all Ivanhoe Grammar School IB students. These seminars comprises visits to significant venues around Melbourne together with presentations from eminent professionals, such as Biological Anthropologists, Geneticists, Solicitors, theologians and other scholars, on various aspects of the TOK Program.

## EXTENDED ESSAY

The Extended Essay, which introduces the student to personal research, is based on a topic of the student's choice, chosen from one of the six groups of subjects. Each student is assigned a teacher supervisor who assists and guides the student during the nine months spent researching and writing the essay. This is excellent preparation for similar tasks given to students once they enter university.

Extended Essays are to be completed by the end of Term 2 and are externally marked.

### The Essay and assessment methods

**Length:** All Extended Essays have an *upper limit of 4,000 words or 4,800 Chinese characters*. It should be noted that excessive length is penalised across all subjects, and the Essay requires an abstract of 300 words, which is not counted as part of the Essay word length.

**Presentation:** All graphs, diagrams, tables, maps, and other supporting material must be clearly and neatly presented, well labelled and able to be easily interpreted. The essay should be clearly and logically ordered. A contents page or list of chapter headings should be added and all pages should be numbered clearly on the bottom of the page. The essay is to be word-processed and the candidate's number should appear as a header.

**Documentation:** Standard research paper format that includes footnotes/endnotes, appendices, and bibliography is followed.

**Language of the EE:** If a student chooses to write their extended essay in either Group 1 or Group 2, they must write it in the language they study in that Group. For example, an essay written French B must be written solely in French – it cannot be written in English.

Essays written on topics from Groups 3, 4, 5 or 6 must be written in English.

## TOK and the Extended Essay

The performance of a candidate in both Diploma requirements, Theory of Knowledge and the Extended Essay, is determined according to the quality of the work, based on the application of the IB assessment criteria. It is described by one of the band descriptors A–E. Using the **two** performance levels and the Diploma Points Matrix, a maximum of **three** Diploma points can be awarded for a candidate's combined performance.

A candidate who, for example, writes a **satisfactory** Extended Essay and whose performance in Theory of Knowledge is judged to be **good** will be awarded 1 point, while a candidate who writes a **mediocre** Extended Essay and whose performance in Theory of Knowledge is judged to be **excellent** will be awarded 2 points. A candidate who fails to submit a TOK essay, or who fails to make a presentation, will be awarded N for TOK, will score no points, and will not be awarded a Diploma. Performance in both Theory of Knowledge and the Extended Essay of an **elementary** standard is a failing condition for the award of the Diploma.

**THE DIPLOMA POINTS MATRIX**

	Theory of Knowledge					
<b>Extended Essay</b>	Excellent <b>A</b>	Good <b>B</b>	Satisfactory <b>C</b>	Mediocre <b>D</b>	Elementary <b>E</b>	Not submitted
Excellent <b>A</b>	3	3	2	2	1	N
Good <b>B</b>	3	2	1	1	0	N
Satisfactory <b>C</b>	2	1	1	0	0	N
Mediocre <b>D</b>	2	1	0	0	0	N
Elementary <b>E</b>	1	0	0	0	Failing condition	N
Not submitted	N	N	N	N	N	N

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## ASSESSMENT & UNIVERSITY ENTRANCE

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### HOW IS THE IB ASSESSED?

General and specific objectives of IB Diploma courses focus on the development of cognitive skills and affective capacities. Likewise, assessment procedures are designed to value both process and content and to achieve a balanced assessment of a student's overall performance. Rather than just testing the capacity to regurgitate information, the emphasis is on understanding and application of knowledge.

Assessment for the IB Diploma is *criterion-referenced* not 'norm' referenced. This means that students' work is assessed against a set of criteria rather than their performance being assessed against that of other students.

In order for students to have the opportunity to demonstrate their abilities a variety of assessment methods, which take into account the different learning styles of students, are used. All subjects are externally examined. All subjects also require internal assessment, which involves an external moderation procedure to ensure uniform standards are maintained.

#### **Methods of assessment.**

The nature of assessment varies according to the subject, but in general

- a. *Personal research work* – all students must give evidence of their ability to carry out independent work in the form of:
  - i. An Extended Essay of 4000 words in a subject area of their choice. This essay is assessed by an external examiner but must be accompanied by a report from the student's supervisor.
  - ii. *Guided Coursework* on some subjects. This work is internally assessed by the teacher and generally will be externally moderated.
  - iii. *Portfolios* in some subjects. This includes a selection of students' work and analysis throughout the two-year program, which is internally assessed by the teacher and externally moderated.
- b. *Written examinations* held in November of the second year. These examinations include a variety of assessment types such as multiple-choice question, short answers, and essays. They are prepared and marked externally by examining panels responsible for each subject.

Note that some subjects are not available for examination in November. In these cases, the written examination is conducted in May (according to the May Examination timetable), and any Internal Assessment must be completed according to the November timetable.

- c. *Oral examinations* in Languages and Theory of Knowledge are conducted face-to-face with teachers, and sometimes with other students, and are recorded on audio tapes for external moderation.
- d. *Practical assessment* including laboratory work and individual or group projects in the experimental sciences, visual arts, and computer science are based on the teacher's continual assessment in portfolios. Samples are externally moderated.
- e. *Fieldwork and research projects* for some subjects, which involve the collection, analysis and interpretation of data/information requiring students to form considered conclusions.
- f. *Internal Assessment* for CAS, which takes into account the extent to which the student has met the criteria set down by the IBO.

All examinations are administered at Ivanhoe Grammar School in November in the second year of the course. There are, however, some exceptions to this. Some subjects are not available for examination in November and must be sat in May of the same year. Practice examinations arranged by teachers at Ivanhoe Grammar School are conducted late in Term 3. Final examination schedules are set by IBCA each year. Students are given notice of their examination timetable well in advance of the examination dates.

All examinations are designed to measure the extent to which the aims of the subject have been realised. Therefore they do not test the ability to memorize facts and large amounts of information, but the extent to which the student has acquired a real understanding of the concepts.

### ***The grading scheme***

Each of the six subjects studied is graded on the following scale:

Grade 7	=	Excellent
Grade 6	=	Very Good
Grade 5	=	Good
Grade 4	=	Satisfactory
Grade 3	=	Mediocre
Grade 2	=	Poor
Grade 1	=	Very Poor

Up to **3 bonus points** can be awarded to students based on their overall performance in Theory of Knowledge and the Extended Essay. The maximum score for the Diploma is 45 points.

### ***Award of the Diploma***

The Diploma is awarded to students whose total score, including bonus points, **reaches or exceeds 24 points** provided that:

- a. grades have been awarded in the six subjects of the Diploma program;
- b. a course of Theory of Knowledge (TOK) has been followed and the TOK assessment requirements have been met;
- c. an Extended Essay, of at least a satisfactory quality, has been completed and submitted;
- d. the student has met the requirements of the CAS component of the Program;
- e. a student with a score of 24, 25, 26 or 27 points does not have a 'failing condition';
- f. a student with 28 points or more has only one failing condition;
- g. the student has not committed any act of malpractice, defined as the attempt by the student to gain unfair advantage in any assessment component.

**Failing conditions** – the Diploma is not awarded if the student's results contain one or more of the following:

- a. an elementary grade for both the Extended Essay and the Theory of Knowledge;
- b. a grade 2 in any Higher Level subject;
- c. each grade 3 in a Higher Level subject not compensated by a grade 5 or above in another Higher Level subject;
- d. a grade 1 in any Standard Level subject;
- e. two or more grade 2's in any Standard Level subject;
- f. four or more grade 3's;
- g. two or more grade 3's with a grade 2 at Standard Level.

A **Bilingual Diploma** is awarded to two categories of students:

- a. students with two languages A1, or a language A1 and a language A2.
- b. students who have taken an examination in at least one of the subjects from Group 3 or Group 4 in a language other than his/her language A1.

**Examples of Diploma scores:**

Completion of all Diploma requirements –

**Student A**

Higher Level 7, 7, 7  
Standard Level 7, 7, 7  
TOK & EE 3



45 points – the maximum possible score

**Student B**

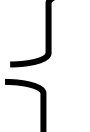
Higher Level 6, 6, 5  
Standard Level 4, 4, 5  
TOK & EE 1



31 points – a reasonable IB score

**Student C**

Higher Level 5, 3, 4  
Standard Level 4, 4, 4  
TOK & EE 0



24 points – the minimum IB score. The 5 compensates for the 3 in the HL subjects.

**Student D**

Higher Level 6, 6, 4  
Standard Level 7, 2, 2  
TOK & EE 2

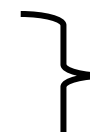


28 points – only one failing condition. Diploma awarded because points

Incomplete Diploma requirements

**Student E**

Higher Level 5, 2, 6  
Standard Level 3, 5, 6  
TOK & EE 3



27 points – fails on condition b. above i.e. a grade 2 at higher level

**Student F**

Higher Level 6, 2, 6  
Standard Level 3, 2, 2  
TOK & EE 1



24 points – fails on condition e. above i.e. more than one grade 2

**Student G**

Higher Level 7, 3, 6  
Standard Level 3, 3, 3  
TOK & EE 0



25 points - fails on condition f. above i.e. more than three grades of 3.

The student who does not satisfy the requirements of the full Diploma program is awarded a Certificate for the subjects successfully completed. Whilst many overseas universities will accept the IB Certificate for the purposes of tertiary entrance under certain circumstances, universities in Australia, generally, will not accept students for tertiary entrance without the Diploma.

Students are permitted to resit one or more subjects provided they present themselves for no more than *three* examination sessions. Students can resit their examinations in May of the following year.

# UNIVERSITY ENTRANCE

## IN AUSTRALIA

For tertiary selection purposes a Notional ENTER score is calculated each year by the Australian Council of Tertiary Admission Centres (ACTAC). These IB to ENTER equivalencies can vary slightly each year. The conversion table for 2007 appears below.

IB Score	Notional Enter	IB Score	Notional Enter
45	99.95	34	92.75
44	99.90	33	91.20
43	99.80	32	89.50
42	99.70	31	87.45
41	99.45	30	85.15
40	99.10	29	82.65
39	98.50	28	80.50
38	98.15	27	77.90
37	97.70	26	75.35
36	95.50	25	72.55
35	94.20	24	69.85

In order for IB students to obtain an ENTER, they must sit the General Achievement Test (GAT) which all Year 12 students, including those enrolled in the local Victorian Certificate of Education (VCE), must sit. This GAT is used as the based for converting each candidates' IB score (out of 45) into an ENTER.

## OUTSIDE AUSTRALIA

Application to universities outside Australia is made on an individual university basis. Students need to apply on the University's own application forms which are usually available over the Internet. Usually these tertiary institutions will require your predicted grades, which are provided by Ivanhoe Grammar School to IBCA in early September of your final year. Many universities also require transcripts of your results from previous years – some, especially those in the USA, even require your results from Years 9 & 10. In addition they will require statements from your school about your approach to study and your contribution to the wider school.

**If you are planning on studying overseas after you finish Year 12, you should speak to the Careers Counsellor or the IB Co-ordinator by the end of Term 1.**

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## COST OF THE IB DIPLOMA

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The usual School fees apply to candidates who enrol in the IB Diploma program. In addition, there are at most two costs, which are associated with the program. The first cost, which is related to examinations, is applicable to all IB candidates, while the second cost is applicable to some students who study certain Languages.

- (a) Subject Registration and Examination fees. These fees apply to each subject for which the candidate is enrolled. This translated in 2006 to an approximate cost of AUD\$815.00 per student. This may vary slightly year to year depending upon the current exchange rate. This amount may vary at the discretion of the IBO.
- (b) Where a candidate elects to study a Language **other** than those offered by the School as part of its usual language program, alternative arrangements may be made. These arrangements and their costs are the responsibility of the student's family.