

TOWNSVILLE GRAMMAR SCHOOL

2016/17 International Baccalaureate *Parent and Student Handbook (FAQ)*

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Contents

What is the International Baccalaureate Diploma?	3
Is the IB Diploma only for 'top' students?	3
Why should a student choose the Diploma programme?.....	4
What are the benefits of the IB Diploma programme?.....	4
What are the requirements for the awarding of an IB Diploma?	5
How many examinations do IB DP students take and when do they sit them?	7
Is it possible to re-sit an exam?.....	7
How is the IB Diploma assessed?.....	7
Is it true that IB students study all the time and have no time for activities and sport?	8
What do universities think about the IB Diploma programme?	8
How successful are IB students in applying to university?.....	8
Where can I find a list of universities that accept the IB Diploma?.....	8
How are teachers at TGS prepared to teach the IB curriculum?	8
What are the additional costs to parents of the IB programme?	9
Does the IB operate a quota system similar to the OP system?	9
Will IB students be required to sit the Queensland Core Skills Tests?.....	9
Which other Australian Schools offer the IB programme?	10
What is an IB School World School?.....	10

What is the International Baccalaureate Diploma?

The International Baccalaureate (IB) Diploma is an internationally recognised two year course of study for Year 11 and 12 students preparing them to proceed on to tertiary education and for life after school. It is a sought after diploma which qualifies students for entry into both Australian and overseas universities.

The IB Diploma emphasises high academic standards, critical thinking, intercultural understanding and respect for others. Its broad curriculum ensures students are provided with a range of skills and knowledge to equip them well for the complex and global community in which they live.

Since the late 1960s, the programme has:

- Provided an internationally recognised curriculum that balances subject breadth and depth and considers the nature of knowledge across disciplines through the unique Theory of Knowledge course.
- Encouraged international mindedness in IB students, founded in an understanding of their own culture.
- Developed a positive attitude to learning that ensures students are well prepared for university education.
- Gained a reputation for its rigorous external assessment with published global standards, making this qualification sought after by universities worldwide.
- Emphasised the development of the whole student – physically, intellectually, emotionally and ethically.

The course is designed and administered by the IB Organisation (IBO), based in Geneva, Switzerland and examined by an international Body of Examiners representing many cultures and countries.

The IB aims to develop inquiring, knowledgeable and caring young people who can help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IB works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

Is the IB Diploma only for ‘top’ students?

The answer is a definite no!

The rigours of the IB Diploma should not be construed to mean that only the very best students can benefit from the programme. An average student at Grammar who aspires to continue with his / her studies at university and who is motivated and diligent is an appropriate Diploma candidate. The more important selection criteria include interest in learning, curiosity and self-motivation. The broad nature of the programme, especially in the core components of Theory of Knowledge, Creativity, Action and Service and the Extended Essay, will mean that there are ‘out-of-hours’ commitments.



Why should a student choose the Diploma programme?

The IB Diploma programme is a comprehensive and balanced two year curriculum and that requires students to study across six disciplines. Through careful subject selection, students can tailor their course of studies to meet their individual needs. Regardless of the subject selection, all students will explore, through the core components, the connections between the six major subject areas, will study each subject through an international perspective, will reflect critically on what it means to be a 'knower', will pursue one subject in great detail through independent research (extended essay) and will have an opportunity to apply their knowledge and skills through local and community outreach.

Townsville Grammar School views the IB Diploma programme as a means to achieving a number of important School goals, which include:

- Promoting the international scope and vision of our School and community.
- Encouraging the pursuit of academic excellence through a challenging, broad educational programme with rigorous academic standards.
- Preparing students with the skills and attitudes for success in tertiary studies nationally and internationally.
- Encouraging depth and breadth of study and research.
- Promoting the concept of internationalisation and our place in the global community.
- Providing an international academic benchmark for our students.
- Providing world class professional development opportunities to our academic staff.
- Allowing students to transfer to schools inter-state and internationally without disrupting their education.

What are the benefits of the IB Diploma programme?

Past Townsville Grammar Students with IB Diplomas, currently studying at universities, report that their involvement with the IB has given them the tools needed to succeed at university and to make the most of their post-secondary education. In particular, students comment on their sense of preparedness, their self-confidence, their research skills, their ability to manage their time and their willingness to be actively engaged in their own learning. Even more importantly, they have developed a sense of the world around them, their responsibility to it and the skills with which to embrace the complexities of life.

The IB employs a variety of phrases to describe these traits and abilities: "learning how to learn", "life-long learners", "critical and compassionate thinkers" and "informed participants in local and world affairs".



What are the requirements for the awarding of an IB Diploma?

Students must study six IB subjects from the six subject groups.

They are required to select a minimum of three subjects and a maximum of four subjects of the six subjects at the Higher Level. Irrespective of the level of the subject, the result is awarded on a 1 - 7 scale.

Students also need to complete the following core elements to a satisfactory standard.

- o Extended Essay (EE).
- o Theory of Knowledge (ToK).
- o Creativity, Action, Service (CAS).

Group One: Mother Tongue Language

The student's native language.

At TGS we will offer English, HL & SL.

Group Two: Second Language (Language Acquisition)

(Dependant on demand and viability)

At TGS we offer Spanish *ab initio*, SL, French B, SL and Japanese B, SL.

Ab initio is a 'new' language that has not been studied in the two years prior to entering the IB programme.

Group Three: Individuals and Society

(Dependant on demand and viability)

Psychology HL & SL, Economics HL & SL

Group Four: Experimental Sciences

(Dependant on demand and viability)

Chemistry HL & SL, Biology HL & SL, Physics HL+SL

Group Five: Mathematics

At TGS we offer Mathematics SL & HL

Group Six: The Arts and Electives*

(Dependant on demand and viability)

Theatre HL & SL, Music HL & SL

- or a second subject from Group 4



Theory of Knowledge (ToK)

The Theory of Knowledge course is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the basis of knowledge, to be aware of subjective and ideological bias and to develop the ability to analyse evidence expressed in rational argument. It is a key element in encouraging students to appreciate other cultural perspectives.

The course will be administered by a ToK. teacher. The official IB assessment consists of an externally assessed essay and an internally assessed presentation.

Creativity, Action, Service (CAS)

The CAS requirement is a fundamental part of the programme and takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies. CAS activities will be monitored by the CAS Co-ordinator to ensure that students meet IB requirements and grow through reflection on what they have learnt from their endeavours.

The IB's goal is to educate the whole person and to foster responsible, compassionate citizens. The CAS programme encourages participation in activities and encourages sharing with the local community to gain real life experiences outside the classroom.

Extended Essay (EE)

The Extended Essay is the requirement that most fully acquaints students with the type of independent research and writing skills expected at university, focusing on research and writing skills. Students choose a topic of interest and produce an essay, with guidance from a chosen supervisor. It is recommended that the essay topic relates to one of the student's IB Diploma Subjects. The Extended Essay which should be between 3,000 and 4,000 words in length, is assessed externally. Extended essay due dates are set by the EE Co-ordinator.

How do these three core elements contribute to the overall result?

In order to earn an IB Diploma, all three core elements must be completed to a satisfactory standard. The combined ToK and EE scores can earn students up to 3 'additional' marks (bringing the maximum marks available to 45).

How does a student decide which courses to take at SL and HL?

Students are encouraged to consider their strengths and weaknesses, confer with teachers and consider their future university and career options.

The decision as to which subjects students choose to follow on the HL or SL will, as is the case in most Australian schools, be decided on early in Term 3 of Year 11.

How many examinations do IB DP students take and when do they sit them?

Diploma students generally sit at least six examinations; at least one and as many as three per subject. Students at TGS will take their examinations in November of Year 12 with results available very early in January (usually before the 5th) for university entry that year.

Is it possible to appeal an exam result or re-sit an exam?

As with university results, IB students may appeal for a re-mark of any of their subjects. Costs associated with unsuccessful appeals are borne by the candidate.

Students may also re-sit exams the following year if they are unhappy with the mark that they receive.

How is the IB Diploma assessed?

The IB programme provides an international, liberal education that emphasises a philosophy of learning. Consequently, a range of assessment procedures are used. External examinations are complemented by internal assessment.

Classroom teachers and IB examiners work in partnership to ensure that students have ample opportunity to demonstrate what they have learned. Between 20% and 50% of the final IB grade is internally assessed by the classroom teacher (this is subject dependant). IB examinations ask mainly essay questions or short-answer questions, through which students are given the opportunity to demonstrate what they know, rather than what they don't know. Academic judgments about quality of student work rest with over 4000 IB examiners and chief examiners worldwide. These examiners are international authorities in their fields.

Students at TGS will be well prepared for the examination process with past IB examination papers being available both at School and online.

At both Higher (HL) and Standard Levels (SL), each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of Diploma requires a minimum of 24 points with satisfactory completion of the Theory of Knowledge course, the Extended Essay and CAS. Other conditions may apply.

The maximum attainable points score is 45 (6 subjects by 7 points plus a maximum of 3 points for the core components, EE & ToK)

External Assessment: These components are sent to examiners around the world. The examiners then send their results to the IB Assessment Centre.

- Written exams
- Essays, research notebooks
- Extended Essay

Internal Assessment: These items are marked by the teacher, and are subject to external moderation. Samples are sent to examiners to ensure that standards are correctly applied.

- A variety of formats (oral, written, field work, laboratory experiments)

Is it true that IB students study all the time and have no time for activities and sport?

IB students are encouraged to continue to participate in all aspects of TGS school life. The homework requirements are similar to those of students following the Queensland Curriculum Assessment Authority (QCAA) programme.

What do universities think about the IB Diploma programme?

"As Vice-Chancellor of a tertiary institution committed to delivering an internationally recognised standard of education and research and providing students with a global outlook and opportunity, I commend Townsville Grammar School for offering the highly regarded International Baccalaureate programme. We look forward to many of these IB Diploma graduates seeking places at JCU as one of many possibilities the IB will provide."

Professor Sandra Harding
Vice Chancellor and President, James Cook University

Universities around the world welcome IB Diploma graduates and recognise the Diploma as a rigorous and well balanced programme that prepares students for university study. However, this does not mean that they all recognise the IB Diploma in the same way. It is important that students consider their future study and research the necessary requirements. Students considering tertiary study overseas will find the IB Diploma their gateway to international universities. University entry is certainly not compromised; rather it is enhanced through choosing the IB Diploma programme. In Australia, at least 42 Universities currently recognise the IB Diploma qualification.

JCU, QUT, UQ and Griffith University offer up to eight credit points to successful IB Diploma candidates. Many other universities offer similar models.

All tertiary institutions participating in QTAC welcome applications from students completing the IB, providing that prerequisite subjects and other requirements are met.

www.qtac.edu.au/Publications/Information_Sheets

How successful are IB students in applying to university?

Recipients of the IB Diploma enjoy a high rate of acceptance at leading universities. In addition, a growing number of universities offer scholarships to IB graduates.

Where can I find a list of universities that accept the IB Diploma?

The IBO lists the universities that publish an IB recognition policy on the individual country pages of the IB website (<http://www.ibo.org/country/>). Many other universities also accept the IB Diploma but do not publish a recognition policy — direct contact with these universities is encouraged.

How are teachers at Townsville Grammar prepared to teach the IB curriculum?

Townsville Grammar School has an ongoing commitment to provide staff with the training necessary to teach the IB curriculum.

What are the additional costs to parents of the IB programme?

Townsville Grammar School will levy IB students an additional \$150 per term for the full Diploma Programme. This levy helps subsidise cost of the external IB examinations fees. There may be additional costs associated with some IB subjects for textbooks.

An IB Retreat is held annually. Whilst optional, participation in this retreat is highly recommended. This retreat facilitates and enhances ToK and CAS presentations. The retreat costs are \$350 which may include activities such as white water rafting as well as leadership and team building activities.

Does the IB operate a quota system similar to the OP system?

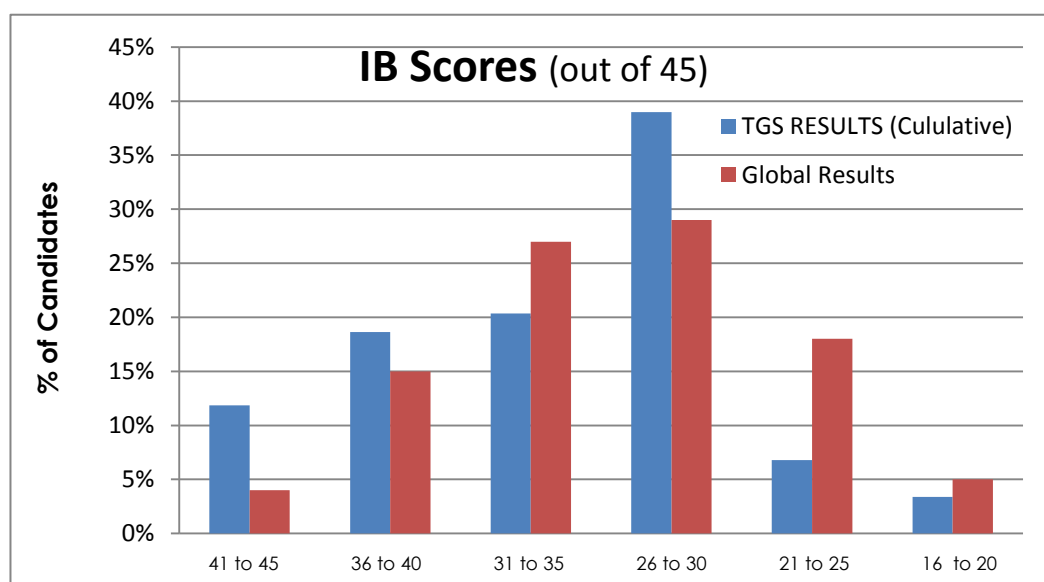
No, the IB Diploma score is based on student achievement only; quotas are not applied to earned results.

Will IB students be required to sit the Queensland Core Skills Tests?

Sitting the QCS Test may enhance the opportunity for students to also qualify for the Queensland Certificate of Education (QCE) and enhance university entrance scores for borderline IB candidates.

TGS IB Results

In the short time TGS has offered the IB Diploma programme, we have already achieved some exceptional results with two students earning "perfect scores" of 45 and the School out performing, State, National and International averages.



Which other Australian Schools offer the IB programme?

As of November 2015 there were 155 IB World Schools in Australia with 63 running the Diploma programme. A complete listing is available on the IB website (<http://www.ibo.org>) but notable schools offering the IB Diploma programme include:

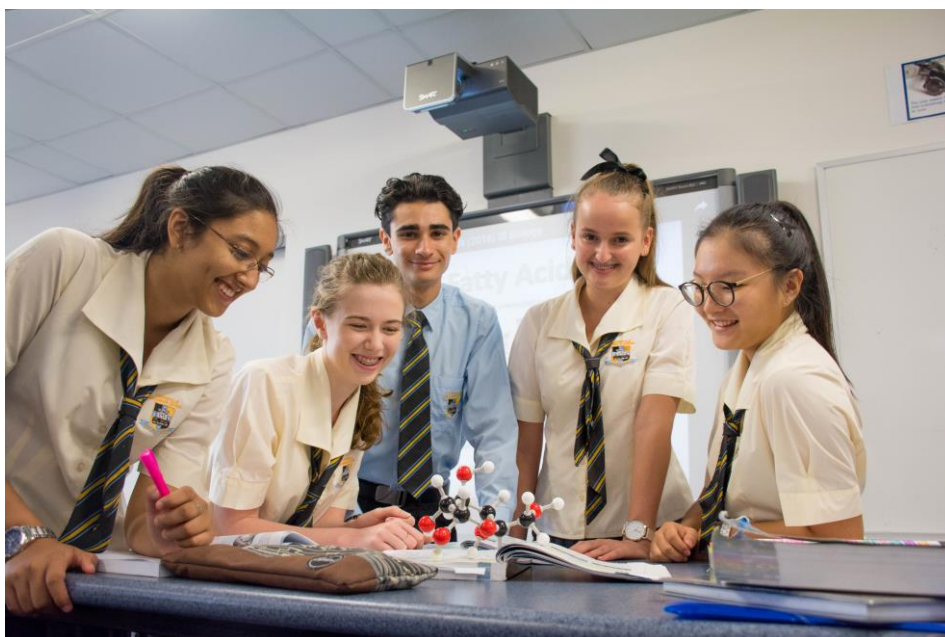
- Methodist Ladies College (NSW & VIC)
- S.C.E.G.S. (NSW)
- St Paul's Grammar (NSW)
- Trinity Grammar (NSW)
- Carey Baptist Grammar (VIC)
- Geelong Grammar (VIC)
- Ivanhoe Grammar (VIC)
- Lauriston Girls' School (VIC)
- P.L.C (VIC)
- Tintern Anglican Girls' Grammar (VIC)
- Wesley College (VIC)
- Mercedes College (SA)
- Pembroke School (SA)
- Prince Alfred College (SA)
- St Peter's College (SA)

In Queensland, all three of the Education Queensland Academies (Toowong, Kelvin Grove and Ashmore) run the IB exclusively, while John Paul College, Somerset College, St Peters Lutheran College, Indooroopilly State High, Cairns State High and Mountain Creek State High also offer the IB Diploma programme.

What is an IB School World School?

IB programmes can only be offered at schools which have been assessed and authorised by the IBO. In Australia the IB programmes are becoming increasingly popular and recognised. Schools in both the Independent and State sectors have and continue to embrace its philosophy.

IB programmes are run in 147 countries, at 3,968 schools and there are in excess of 1.2 million students enrolled in the programmes worldwide.



The International Baccalaureate Organisation

The IB was founded in Geneva in 1968 as a non-profit educational foundation. Its original purpose was to facilitate the international mobility of students preparing for university by providing schools with a curriculum and diploma recognised by universities around the world. Since then its mission has expanded, and it now seeks to make an IB education available to students of all ages.

IB Mission Statement

The IB aims to develop inquiring, knowledgeable and caring young people who help to create a more peaceful world through inter-cultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century.

The learner profile provides a long-term vision of education.

It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.



IB learners strive to be:

Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective.

These ten aspirational goals inspire and motivate the work of teachers, students and schools, providing a statement of the aims and values of the IB and a definition of what is meant by 'international mindedness'.

For further information on the IB Diploma programme please contact:

Mr Chris Wilson
International Baccalaureate Diploma Co-ordinator
Phone: (07) 4722 4930
Email: chris.wilson@tgs.qld.edu.au

The IB website:

<http://www.ibo.org>

Testimonials from TGS students and graduates

“...an internationally minded person who recognises common humanities and shared guardianship of the planet, helping to create a better and more peaceful world” this extract from the IB learner profile exemplifies why I chose the IB option. This enriching course not only offers an internationally recognised diploma and has presented me with opportunities to fulfil my curiosity but has also enabled me to become a responsible, knowledgeable, open-minded member of Australia and the world in which I live.”

Catherine Adebiyi (12/2015)

“My initial enquiries into the International Baccalaureate fascinated me, I was enthused by the opportunities it provided, the ethics and values it reinforced, and the global principles it teaches. Six months into my diploma everything about the programme has met and exceed my expectations. However there was the added bonus of the collegiality the IB offered, our cohort is ‘like family’.”

Reuben James-Green (12/2015)

“My sporting commitments taught me the meaning of determination and the value of will power. However pre IB, I had never applied this to my academic endeavours. Once the reality of being an IB student kicked in, I was forced to re-evaluate the effort I put into my school work and learn to work smart rather than harder.”

Roger Murray (12/2014)

Choosing to do the International Baccalaureate Diploma was the best decision I have ever made. IB has taught me so many things that I wouldn't have otherwise learned – from how to speak Spanish, to how to retain information over a two year period, and how to critically analyse everything. I know that the skills IB has taught me will be incredibly helpful in university and later life.

Eliza Croft (12/2014)

“The International Baccalaureate fosters true achievement: academic, community, sporting, philosophical and personal. All are encapsulated within the IB's core values. However, the primary focus is on academia. Anyone who has his or her mind fixed on tertiary education should consider the IB. The skills and the raw knowledge I gained throughout the course have reached full bloom now that I have entered the realms of university. The IB is a university skills based course, which teaches you how to work effectively on a large amount of content, which is essentially the basis of university study. By the time my first year of medical school started the ideas of self directed learning and learning objectives were second nature to me. I know how to balance my life, how to study effectively and, most importantly, I know how to love learning. The IB gives you many opportunities to learn things you love, and eventually love to learn. With various optional topics, extended essays and ToK assignments, there is a huge variability in learning possibilities, whilst ensuring all necessary academic groundwork is laid down. It truly is an exceptional academic program providing the learner with all the learning tools needed to achieve success in the world. The amount of knowledge one accumulates throughout the course is tremendous, giving and early edge in future studies.

Tommy Speed (12/2012)

“I attribute so much of my new knowledge and so many of my new skills to the IB Programme. If I were to return to Grammar I would do IB again in a heartbeat –it's one of the best decisions I've ever made.”

Hanna Kahn (12/2011)

“I am so grateful for the skills I have learned as they have proven to be invaluable at university. The whole programme has been a very exciting and unique opportunity that I will never forget.”

Brianna O'Reagan (12/2011)