

Students Handbook



Diploma
Programme



Roma Mitchell
Secondary College



YEAR 11 & YEAR 12

International Baccalaureate (IB) Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations 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.



International Baccalaureate (IB) Diploma Program at Roma Mitchell Secondary College

Roma Mitchell Secondary College offers senior students the opportunity to earn the IB Diploma. The IB Diploma Program is a two-year pre-university education. It involves among other things, academic studies and promoting international-mindedness.

Students are encouraged to ask challenging questions, learn how to learn, develop a strong sense of their own identity and culture, and develop the ability to communicate with people from other cultures. This is a program which contains depth and breadth across multiple curriculum areas.

The non-profit IB Organisation, founded in the 1960's, grew out of international school efforts to establish a common curriculum and university entrance credentials for geographically mobile students. Beyond these practical considerations, IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.

The attributes of the IB Learner Profile express the values inherent to the IB continuum of international education. IB learners strive to be -

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

together these are called the IB
Learner Profile

International Baccalaureate (IB) What comprises the Diploma ?

Study six subjects

- One from each group 1-6 or students may opt to study an additional science, individuals and societies, or languages course, instead of a course in the arts.
- Three of which are studied at higher level (HL)

Compulsory participation in the 'core' of the program

- Theory of Knowledge course (TOK)
- Creativity, Activity and Service Program (CAS)
- Extended Essay (EE)
-

Students are advised to discuss the subject options carefully with their teachers. The IB Diploma Coordinator is also available for further advice.



There is also the possibility of studying other subjects online or language courses offsite

Group	Year 11	Year 12
1 Language & Literature	IB English A: Literature	IB English A: Literature
2 Language Acquisition	Italian B German B AB Initio Italian Japanese B	Italian B German B AB Initio Italian Japanese B
3 Individuals & Societies	Psychology Environmental Systems & Societies Business Management	Psychology Environmental Systems & Societies Business Management
4 Sciences	Chemistry Physics Environmental Systems & Societies Biology Sports Science	Chemistry Physics Environmental Systems & Societies Biology
5 Mathematics	Mathematics Application and Interpretations Mathematics Analysis and Approaches	Mathematics Application and Interpretations Mathematics Analysis and Approaches
6 Arts	Visual Arts or students choose a second subject from group 3 or group 4	Visual Arts or students choose a second subject from group 3 or group 4
Theory of Knowledge (ToK)	Year 11 ToK	Year 12 ToK
Extended Essay		
Creativity, Activity, Service (CAS)		

International Baccalaureate (IB)

What is Theory of Knowledge ?

ToK

Theory of Knowledge (ToK) is part of the IB Core and a “key-stone” which fits into the middle of students’ courses, ideally relating to each subject area, providing a forum where links and connections across the subject areas can be explored and offering opportunities for students to reflect on the processes of learning as a whole.

In ToK students learn concepts which help them to examine “How we know what we claim to know”, which are central to critical thinking. We explore the ways in which we all, as knowers, acquire knowledge, through our senses, via reasoning, through language, through emotion and intuition.

We consider how these work and weigh up their strengths and limits. How far can we trust our senses? Is seeing believing? How far do reason and logic help us to work out what is true? We cannot know everything by experiencing it first-hand and need others to give us information, but how does the language used select and structure this information?

Students also consider their own learning in the Areas of Knowledge: Arts, Maths, Natural Sciences and Human Sciences, History and Ethics and ask ‘What are the central questions that each discipline addresses? What are the methods that have developed in each area to produce

certainty and progress in the pursuit of knowledge? What are the links between areas and how is technology how impacting the creation of knowledge for all?’

ToK teaches us all to ask good questions, to test the knowledge we acquire and also to consider not only the perspectives of others but also our own particular lenses. In a world served by Google where we are immersed in information from authorities, experts and others, these skills are all the more vital, and reach naturally beyond the classroom to help us navigate through our everyday world.



International Baccalaureate (IB)

What is CAS?

(Creativity, Activity, Service)

CAS

CAS encourages students to strive for balance in their lives; along with rigorous academic work, they undertake creative pursuits, physical activities, and service projects. A good CAS experience should be both challenging and enjoyable, a journey of self-discovery which at times, takes students out of their comfort zones. The spirit of CAS is important, It can be challenging to maintain focus of the ideals of CAS amidst the daily realities of course requirements and busy schedules. Sometimes the challenge is time management, sometimes lack of confidence in a particular type of activity, sometimes reluctance to value experiences that do not earn diploma points. Eventually,

though, many students recognise the merits of accepting personal challenge, of working collaboratively as well as individually for the benefit of someone else, of learning about the world in a very “local” way.

Students can gain profound and diverse experiences in the CAS program which can include such things as developing a sense of commitment to the homeless, involvement in Roma Mitchell Secondary College’s service activities such as Birthing Kits, Children’s University, undertaking a personal fitness challenge or learning a skill such as leadlighting or mosaic.

Students are free to create their own list of challenges. Students complete the CAS requirement through evidence of learning outcomes achieved through approximately 150 hours of activities balanced among creativity, activity and service. The most “successful” CAS students, however, concentrate less on numbers of hours and more on the quality of experience.



International Baccalaureate (IB) What is 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. The student chooses a topic of interest often in one of the student's HL subjects, and produces the essay with guidance from a faculty supervisor. Students are introduced to the essay in Semester 2 of year 11 during IB Core class. Beyond

these times students are independently responsible for progress on their essay, and for initiating contact and discussion with their supervisor throughout the essay-writing process. One of the biggest challenges is the sustained effort required by the students over a period of approximately a year. The essay requires motivation and organisation on behalf of the student. Many students are very proud of

their essay upon completion, and some will even take it to university admission interviews as a discussion piece. It is recommended that the essay take a total of 40 hours of private study and writing. The maximum word limit is 4,000. The final draft is due in the candidate's second year.



International Baccalaureate (IB)

FAQs

What is different about IB courses ?

IB courses are studied over two years, thus allowed for a broader study of a discipline linking a greater number of topics. Also, threaded throughout each subject are the questions that students consider in their Theory of Knowledge course.

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 program. An average student with good motivation and time-management skills is an appropriate diploma candidate.

What benefits are there in doing the Diploma ?

Being part of the diploma program is one very tangible way of showing yourself to be a highly motivated and inquisitive student with a willingness to embrace challenges. Furthermore, students in the diploma program receive training in skills that are important for university success, such as writing the extended essay and the approach to knowledge provided by ToK. IB Diploma students should feel confident that

they have been given the preparation needed for success at even the most highly competitive universities.

What should I be wary about ?

Students need to be wary of over-commitment. The IB Diploma involves a time and energy commitment, which at times will compete with other things that you might want to do. You will need to make some choices as you prioritise what is most important to you.

How are IB courses assessed ?

Assessment procedures are designed to value both process and content and to achieve a balanced assessment of a student's performance. The emphasis is on understanding and application of knowledge. Knowledge and skills are assessed against a set of known objectives based criteria. This means that effort is rewarded and each student's final grade is not determined by the performance of any other students. So that students have the opportunity to demonstrate their abilities, a variety of assessment methods which take into account the different learning styles of students are used.

The IB numerical grading scale is used for each subject. Theory of Knowledge

and Extended Essay are assessed A-E, contributing up to three points total. The total score is therefore out of 45.

All subjects are externally examined or moderated. All subjects incorporate an internal assessment component, which is externally moderated to ensure that uniform standards are maintained.

A. External Assessment

These components are sent to examiners around the world. The examiners are themselves subject to moderation and send their results to the IB Assessment Centre. Some examples of external assessment are essays, written tasks, independent studies, presentations, proposals, research investigations and of course, written examinations.

B. Internal Assessment

These assessments are marked by the teacher and are subject to external moderation. Samples are sent to moderators to ensure that the teachers' standards are consistent. Internal assessment takes a variety of forms, e.g. individual oral presentations and commentaries, projects, explorations, field work, laboratory experiments, research workbooks, experimental studies, performances, compositions and investigations.

FAQs

Do all students who start the IB Diploma complete it?

Students are thoroughly counselled in regard to the overall expectation involved in the IB Diploma. Therefore there is an expectation that they should be able to cope with and complete the IB Diploma successfully. However, should other priorities be such that an alternative course of study is believed to be the better fit for the student, there is scope for change to the SACE program in year 11, possibly at the end of Semester 1 but preferably at the end of the year.

How can I best prepare for IB classes as a student in Years 9 and 10?

Work for excellence in the courses you are already in. The courses you take and the level you achieve already help to inform where your passions and abilities lie. Above all, whatever you choose to study in years 9 and 10, enjoy it, work well and keep it in perspective. The best advice is to excel at and enjoy what you choose.

Quotes

What is being said about the IB Program from around the world?

"We are uniformly impressed by the quality and rigor of the IB curriculum. Students with an IB Diploma are well prepared to make the most of their university experience."

C. Bryan Young, Ph.D., P.E., Director and Associate Professor, University of Kansas Honors Program

IB is well known to us for excellent preparation. Success in an IB programme correlates well with success at Harvard. We are always pleased to see the credentials of the IB Diploma Programme on the transcript. GPA is not nearly as important a factor in university admission as the IB Diploma. If a student has to choose, choose the Diploma over protecting the GPA."

Marilyn McGrath Lewis Director of Admissions Harvard University

"I have always been a supporter of the International Baccalaureate. It is a thoughtful and genuinely intellectual curriculum with an unusually high degree of integrity and connectedness. **There is no other curriculum anywhere that does a superior job of both educating students and inspiring a true and broadbased love of learning.**"

William Shain, Dean of Undergraduate Admissions, Vanderbilt University

"Students pursuing the IB diploma program are being challenged at a higher level. They are developing

into thinkers that seek an in-depth knowledge of specific subjects, along with the ability to synthesize concepts from a variety of disciplines for a mature and complex perspective. These are learners who will be leaders. IB students are prepared to get the most out of their university education and they bring an attitude of engagement and inquiry into the classroom. **An IB student is a student I want at our campus.** Although IB is not as well-known as AP, IB students are highly valued by admissions offices that know and understand IB."

Rachel Iverson, Associate Director, International Undergraduate Admissions

"My eyes light up when I see 'International Baccalaureate Diploma Programme' on a transcript. Students who apply to Michigan State University with IB credentials are assumed to be mature, curious, and creative. They have proven to be successful in a rigorous program that is both broad and deep in its content and intellectual challenge. On campus, IB graduates move with ease in a diverse and global university that demands intercultural skill and adaptability. The challenge of completing an IB diploma means that a student has engaged in the kind of rigorous work that is likely to help them become not just an outstanding college student and citizen of the world, but an exceptional one."

Pamela Horne, Assistant to the Provost for Enrollment and Director of Admissions

International Baccalaureate (IB) to Universities

Universities are keen to attract IB Diploma graduates because

- They have successfully accepted educational challenges
- They have been exposed to university standard material
- They have carried out independent research and study
- They have focused on thinking and communication skills
- They have engaged in co and extra-curricular activities alongside academic studies
- They have thought in global terms
- They have intercultural awareness and an international orientation

To be eligible for selection into a university course/program, students must

- Successfully complete their IB Diploma
- The IB Diploma score is then converted to an equivalent Australian Tertiary Admission Rant (ATAR).
- Fulfil any prerequisite requirements for the course
- Some universities provide direct entry programs for IBDP students using their IB score rather than an ATAR

Please note that the equivalent ATAR is subject to minor adjustment from year to year. For the most up to date information on university requirements, please refer to the latest IB Diploma SATAC booklet. The new edition each year is distributed to all IB Diploma students. The SATAC booklet is also available on-line at www.satac.edu.au

IB to ATAR for 2023 tertiary entry

IB points*	Equivalent ATAR
45	99.95
44	99.75
43	99.45
42	99.10
41	98.55
40	97.90
39	97.10
38	96.25
37	95.20
36	93.90
35	92.60
34	91.30
33	89.50
32	87.70
31	85.90
30	84.10
29	81.85
28	79.85
27	77.60
26	75.35
25	72.70
24	70.20

*IB points total (in the range 24-45), derived from the result gained in both Higher Level and Standard Level subjects and possibly augmented by bonus points based on the standard achieved in the Extended Essay and Theory of Knowledge

Please note that the equivalent ATAR is subject to minor adjustment from year to year. For the most up to date information on university requirements, please refer to the latest IB Diploma SATAC booklet. The new edition each year is distributed to all IB Diploma students. The SATAC booklet is also available on-line at www.satac.edu.au

Universities Language, Literacy and Mathematics Scheme

The Universities Language, Literacy and Mathematics Scheme encourages students to strengthen their preparation for higher studies by studying a language other than English, or specified English and Mathematics subjects. The Scheme applies to most undergraduate courses. The exceptions are:

Charles Darwin University

- 104661 Bachelor of Clinical Sciences

Flinders University

- 214941 Bachelor of Clinical Sciences/Doctor of Medicine

The University of Adelaide

- 354552 Bachelor of Medical Studies/Doctor of Medicine
- 354553 Bachelor of Medical Studies/Doctor of Medicine (Bonded Medical Program)
- 354271 Bachelor of Occupational Therapy (Honours)
- 354251 Bachelor of Physiotherapy (Honours)
- 324491 Bachelor of Science (Veterinary Bioscience)
- 354261 Bachelor of Speech Pathology (Honours)

CQUniversity Australia

- The Scheme does not apply to courses offered by CQUniversity Australia

If you are eligible for subject-based adjustments SATAC will adjust your rank by either 2 points (for one eligible subject) or 4 points (for 2 or more eligible subjects).

To be eligible you must successfully complete a subject in any one of these four categories:

- A Group 2 Second Language subject
- English A Literature (SL or HL) or English A Language and Literature (SL or HL) or Literature and Performance (SL)
- Mathematics: Applications and Interpretations (HL)
- Mathematics: Analysis and Approaches (SL or HL)

We define successful completion as gaining a minimum grade of 3 if the subject has been taken at higher level (HL), or a minimum grade of 4 if the subject has been taken at standard level (SL). Subject-based adjustments are designed to encourage enrolments in these subjects rather than reward outcomes. You won't receive extra points for higher achievement.

Further information

More information about adjustment factors is available from the SATAC website at satac.edu.au/adjustment-factors