IB Diploma Programme
Parent Information Session
February 2015
Welcome
Miss Courtney Allan
Year 11 Coordinator.
Tonight's agenda

• **IB Translations** - Robyn Simpson.
• **CAS** - Jane Gorman
• **TOK** - Robert Hall and Lea Holland
• **EE** - Saras Chetty
Inner Core

What is it and why it is important to the IB?
**Inner Core**

The DP core aims to broaden students’ educational experience and challenge them to apply their knowledge and skills.

- **Theory of knowledge**, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- **The extended essay**, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- **Creativity, action, service**, in which students complete a project related to those three concepts.
IB Translations
Ms Robyn Simpson
Deputy Principal (Studies)
Measures of Success

1. International Baccalaureate Diploma
2. Queensland Certificate of Education
3. QTAC Rank
Two Types of Assessment

EXTERNAL ASSESSMENT (usually exams in November)

INTERNAL ASSESSMENT (either marked internally and moderated externally, or marked externally)
# IB Diploma Requirements

<table>
<thead>
<tr>
<th>Criteria</th>
<th>IB Diploma Score ( /45)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS requirements are met</td>
<td></td>
</tr>
<tr>
<td>Total points</td>
<td>&gt;=24</td>
</tr>
<tr>
<td>TOK and EE minimum grade</td>
<td>D</td>
</tr>
<tr>
<td>Subject minimum grade</td>
<td>2</td>
</tr>
<tr>
<td>No. 2 grades in subjects</td>
<td>Max 2 subjects</td>
</tr>
<tr>
<td>No 3 grades in subjects</td>
<td>Max 3 subjects</td>
</tr>
<tr>
<td>Higher Level (HL) points</td>
<td>&gt;=12</td>
</tr>
<tr>
<td>Standard Level (SL) points</td>
<td>&gt;=9</td>
</tr>
</tbody>
</table>
### Specific Focus – HUB (Inner Core)

<table>
<thead>
<tr>
<th>Extended Essay</th>
<th>Theory of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>A</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>2</td>
</tr>
<tr>
<td>E</td>
<td></td>
</tr>
</tbody>
</table>
Tertiary Entrance

- Each year QTAC publishes a schedule translating the IB Diploma score to a Selection Rank ([http://www.qtac.edu.au/Applying-CurrentYr12/IBStudies.html](http://www.qtac.edu.au/Applying-CurrentYr12/IBStudies.html)).

- QTAC publish the previous year’s schedule as a guide.
QTAC Selection Rank from the IB Diploma Score

✓ Selection rank is calculated from the national measure - combined rank

✓ QTAC uses the combined rank to calculate a selection rank

✓ Criteria used to assess the value of IB varies between some states
## Sample IB Score Translation

<table>
<thead>
<tr>
<th>IB score (completed Diploma)</th>
<th>2014 Selection rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>45-42</td>
<td>99</td>
</tr>
<tr>
<td>41</td>
<td>98</td>
</tr>
<tr>
<td>39</td>
<td>97</td>
</tr>
<tr>
<td>38</td>
<td>96</td>
</tr>
<tr>
<td>32</td>
<td>87</td>
</tr>
<tr>
<td>28</td>
<td>78</td>
</tr>
<tr>
<td>24</td>
<td>69</td>
</tr>
</tbody>
</table>
Additional University Bonus Ranks

✓ A ‘3’ in Maths HL = 2 Bonus Ranks
✓ A ‘4’ in a second Language = 2 bonus ranks
✓ Successful completion of a University short-course = 1 bonus rank

✓ Typical QASMT scenario: between 3 & 5 bonuses used at UQ, QUT or GU.

* Bonus rank schemes can vary across Courses, Universities and States
## Value of Bonus Ranks & Tertiary Entrance

<table>
<thead>
<tr>
<th>IB score (completed Diploma)</th>
<th>2012 Selection rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>45-42</td>
<td>99 = OP 1</td>
</tr>
<tr>
<td>40 - 41</td>
<td>98 (+1 Bonus Rank = 99 = OP1)</td>
</tr>
<tr>
<td>39</td>
<td>97 (+2 Bonus Rank = 99 = OP1)</td>
</tr>
<tr>
<td>38</td>
<td>96 (+3 Bonus Rank = 99 = OP1)</td>
</tr>
<tr>
<td>37</td>
<td>95 (+4 Bonus Rank = 99 = OP1)</td>
</tr>
<tr>
<td>36</td>
<td>94 (+5 Bonus Rank = 99 = OP1)</td>
</tr>
</tbody>
</table>
## Value of the HUB Points

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Scenario 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieve 5s for all 6 subjects</td>
<td>Achieve 6s for all 6 subjects</td>
</tr>
<tr>
<td>$6 \times 5 = 30$ DP points</td>
<td>$6 \times 6 = 36$ DP points</td>
</tr>
<tr>
<td>= Rank 83 or OP equiv. 9</td>
<td>= Rank 94 or OP equiv. 4</td>
</tr>
<tr>
<td>Adding 3 HUB points = 33 points</td>
<td>Add 3 HUB points = 39</td>
</tr>
<tr>
<td>= Rank 90 or OP equiv. 6</td>
<td>= Rank 97 or OP equiv. 2</td>
</tr>
<tr>
<td>Add 2 Bonus Ranks</td>
<td>Add 2 Bonus Ranks</td>
</tr>
<tr>
<td>= 92 or OP equiv. 5</td>
<td>= 99 or OP equiv. 1</td>
</tr>
</tbody>
</table>
Queensland Certificate of Education (QCE)

Criteria for achieving Queensland Certificate of Education

Must achieve a “4” or better in five subjects to gain sufficient credits towards QCE.

Literacy/numeracy requirement is met by a “4” or better in an IB mathematics and IB English subject at course completion.

QCE does not influence tertiary entrance.
CAS – the HEART of the HUB

Ms Jane Gorman
What is CAS?

CAS enables students to enhance their personal and interpersonal development through experiential learning. It should be a challenging yet enjoyable journey of self discovery.
Creativity

Arts and other experiences that involve creative thinking

At school:
- Publishing/
- Photography
- Toy Revolution
- Litwits Book Club
- Music ensembles

Other ideas:
- Theatre Arts
- Origami
- Scrapbooking
- Knitting club
- Creative writing
- Drawing
**ACTION**

Physical exertion contributing to a healthy lifestyle

<table>
<thead>
<tr>
<th>At School</th>
<th>Outside School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lawn Bowls</td>
<td>Inter-instep competitions</td>
</tr>
<tr>
<td>Soccer</td>
<td>Club Sport (netball, football)</td>
</tr>
<tr>
<td>Ultimate Disc</td>
<td>Rock Climbing</td>
</tr>
<tr>
<td>Tennis</td>
<td>Ice Skating</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>GALA Day School Teams</td>
</tr>
<tr>
<td>Taekwondo</td>
<td></td>
</tr>
</tbody>
</table>
Service
All unpaid and voluntary exchange that has a learning benefit for the student.

At school
• Tabitha
• Craft for Charity
• Zonta Birthing Kit
• World Challenge
• 40h Famine
• Oak Tree Foundation
• Social Justice Committee
• Leo’s Club
• Peer Tutoring
• Vera St Garden

Other
• Volunteer organizations (St Vinnies, Lifeline, Meals on Wheels)
• Soup Kitchen
• Coaching a sports team
• McIntyre Horse Riding Centre
• Old People’s Home
What is not CAS

• Using work that is part academic course
• in a passive, rather than an active role (visit museum)
• being personally rewarded, financially or otherwise
• doing tedious, repetitive work
• Religious devotion
• Work experience that benefits only you
• Fund raising with no clear end in sight
• Any activity where there is no adult to evaluate and confirm student performance (CANNOT BE A FAMILY MEMBER)
CAS Requirements

Not formally assessed but students need to document their activities (Managebac) and provide evidence that they have achieved the 8 outcomes.

Minimum of one Project which cover 2 areas of CAS
• be collaborative
• be of significant duration

By the middle of Year 12 –

• Minimum of 9 experiences- 3 creativity, 3 service and 3 action

• Reflections – written, audio, visual
These need to address the outcomes.
Learning Outcomes

Students must demonstrate:

- Self-awareness
- New Challenges
- Planning and Initiative
- Collaborative Involvement
- Perseverance and Commitment
- Engagement in Global Issues
- Consideration of the Ethical Implications of One’s Actions
- New Skills
Projects

The IB aims to develop internationally minded people. Projects are often a great opportunity for students to give back to their local and international communities.

Some projects students have been involved with include:

• World Challenge
• Tabitha
• Duke of Edinburgh Awards
• Amnesty International
• Future Problem Solvers
• Optiminds
• UN Youth
• School Musical
What can parents do?

- Ask for regular verbal updates
- Ask questions based on the eight outcomes about your student’s activities
- Remind students to take photos at their activities
- Read student’s journals and give positive feedback about how their experiences are actually helping to shape their personality
- Remind students to regularly back up all of their journals
- If you hear of a great CAS activity – let them know!
- Reinforce the importance of CAS compared with other subjects as part of their IB Diploma.
What is Theory of Knowledge?

TOK is a course that encourages students to think critically about knowledge. This involves questions like:

– What counts as knowledge?
– How does it grow?
– What are its limits?
– Who owns knowledge?
– What is the value of knowledge?
– What are the implications of having, or not having, knowledge?
What is Theory of Knowledge?

TOK provides an opportunity for students to discover how we know what we know and to develop critical thinking and analytical skills. It also encourages them to look for links and connections between different areas of knowledge as well as looking at the differences in which we approach knowledge in these different areas. It also encourages the students to examine the limitations of their knowledge and their own cultural, personal or ideological biases, so that hopefully they will be able to look at issues from multiple perspectives and be able to make informed, responsible decisions.
Example

“The map is not the territory”
Year 10 TOK (term 4)

• Shared and Personal Knowledge

• Knowledge questions

• Bias; cultural filters; different perspectives; sources of knowledge

• Intro to the Ways of Knowing (*Sense Perception, Language, Reason, Emotion*)
Year 11 TOK

Ways of Knowing
- Sense Perception,
- Language,
- Reason, Emotion,
- Intuition,
- Memory, Imagination,
- Faith

Areas of knowledge
- Mathematics, Natural Sciences,
- Human Sciences, History,
- The Arts, Ethics,
- Religious knowledge systems,
- Indigenous knowledge systems

Assessment: Regular journals; Presentations in Term 4
In their journals they respond to a given stimulus using TOK concepts and language.
In the presentation the students identify, investigate and analyse the knowledge issues connected to a “real life situation”.

QUEENSLAND ACADEMIES
Year 12 TOK (term 1 & 2)

In year 12 the focus is on consolidation of ideas, review and the major assessment piece, the essay.

An essay on a prescribed title (1200-1600 words; choice of 6 titles)
- e.g. “To what extent is truth different in mathematics, the arts and ethics?”
- e.g. “What similarities and differences are there between historical and scientific explanations?”
- e.g. “Technology both enables us to produce knowledge and limits the knowledge that is produced.” Discuss with reference to two areas of knowledge.
Assessment

The essay is 2/3 of the final mark; the presentation is 1/3. These marks are then converted to A, B, C, D or E.

Both pieces of assessment require the students to identify knowledge questions, think critically, identify the underlying assumptions and implications of their knowledge claims and to back up their conclusions with examples from their personal experience.
How to support your child in TOK

• Ask them about TOK
• Discuss topical issues with them
• If they tell you they know something, ask them why they claim they know it
• Check they’re up to date with their journals
• In year 12, talk to them about their presentation and essay

• Be a guest speaker??
WHAT IS AN EXTENDED ESSAY?

- The EE is compulsory for all Diploma Programme students.
- Externally assessed and, in combination with TOK, can contribute up to 3 points to the total score for the IB Diploma.

- A piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school.
- The area of research undertaken can be chosen from the list of approved Diploma Programme subjects.
WHAT DO STUDENTS HAVE TO DO?

- Spend at least 40 hours working on their essay
- Engage in the kind of independent research and writing skills expected by universities.
- Write a research paper that is 4000 words in length.
- Read through the EE guides to understand the subject specific assessment criteria with his/her supervisor
WHAT DO STUDENTS HAVE TO DO?

- Think carefully about research question. A minimum of 40 hours is a long time to spend on activity that does not engage them.

- Plan how, when and where they will find material for their essay;

- Plan a schedule for both researching and writing the essay.

- Record sources as their research progressed

- Check and proofread the essay carefully to ensure all basic requirements are met.

- Meet all deadlines.
HOW DO SUPERVISORS SUPPORT THE STUDENTS

The IBO suggests that a supervisor should spend approximately 3-4 hours assisting a student with their EE

- Provide advice and guidance in the skills of undertaking research.
- Encourages and supports the student throughout the research and writing of the EE.
- Monitors the progress of the EE and assists in accessing suitable resources.
- Ensures academic honesty.
- Reads and comments on one completed DRAFT but provides advice throughout the writing process.
- Submits a predicted grade for the Final Submission and completes the supervisor’s report.
FURTHER SUPPORT

- EE Advisory Days
- EE University Research Days
- Lunch time research presentations
- Laboratories are opened for experiment work to be done
- Resources on Blackboard
- Managebac
## Monitoring the Student’s Progress - Timeline

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>Term 2, Week 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject and Topic Selection</td>
<td></td>
</tr>
<tr>
<td>Supervisor Allocation</td>
<td>Term 3, Week 3</td>
</tr>
<tr>
<td>Research Topic Finalised</td>
<td>Term 3, Week 5</td>
</tr>
<tr>
<td>Research Outline/Proposal</td>
<td>Term 4, Week 1</td>
</tr>
<tr>
<td>Research Investigation</td>
<td>Term 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 12</th>
<th>Term 1, Week 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Proposal</td>
<td></td>
</tr>
<tr>
<td>Detailed Analysis and Evaluation</td>
<td>Term 1, Week 6</td>
</tr>
<tr>
<td>DRAFT submitted for written feedback</td>
<td>Term 2, Week 2</td>
</tr>
<tr>
<td>FINAL SUBMISSION</td>
<td>Term 3, Week 2</td>
</tr>
<tr>
<td>Viva Voce</td>
<td>Term 3, Week 4</td>
</tr>
</tbody>
</table>
SUPPORTING YOUR CHILD IN EE

- Talk to them about their subject and research topic choice.
- Engage them in discussions about their research.
- Ask them to show you Managebac so you can monitor their progress and read their supervisor’s comments.
- Read their essays, it’s really interesting and informative.