

INDOOROOPILLY STATE HIGH SCHOOL

INTERNATIONAL BACCALAUREATE

DIPLOMA PROGRAMME HANDBOOK
2025



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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.

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 Learner Profile

The aim of all IB programmes 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:

Inquirers - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced - We understand the importance of balancing different aspects of our lives—intellectual, physical, (spiritual) and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

IB Programme Curriculum

The IB Diploma Programme is a challenging two-year pre-university curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities.

How do students benefit from earning an IB Diploma?

The advantages afforded to a student earning an IB Diploma are many. Since the Diploma is internationally recognised, universities throughout the world are eager to admit Diploma-holders into their institutions because the IB Diploma demonstrates a broad general education and indicates that a student has knowledge and ability in many academic areas.

Students learn more than a body of knowledge. The Diploma Programme prepares students for university and encourages them to:

- ask challenging questions
- learn how to learn
- develop a strong sense of their own identity and culture
- develop the ability to communicate with and understand people from other countries and cultures.

The curriculum contains six subject groups together with the DP core: Creativity, Activity, Service (CAS); the Extended Essay (EE); and Theory of Knowledge (TOK). This is illustrated by the below Diploma Programme model.



Candidates for the Diploma study six subjects selected from the subject groups. Three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours). All three parts of the core - Extended Essay, Theory of Knowledge and Creativity, Activity, Service - are compulsory and are central to the philosophy of the Diploma Programme.

All higher level subjects, the core and at least one standard level subject must be taught over the two years of the programme. Up to two standard level subjects may be taught, should circumstances require, during the first year and assessed at the end of that first year as anticipated subjects. It is also permissible, should circumstances require, to teach one standard level subject during the first year and one standard level during the second year with assessment requirements met at the end of each corresponding year. It should be noted that this exception is designed to offer flexibility to schools where a genuine need for this arrangement exists due to unavoidable scheduling constraints. This is not intended to be a routine aspect of Diploma Programme design; all courses are designed as two year learning experiences. Languages ab initio and pilot subjects must be taught over the two years of the programme.

There is a fee for participating in the IB Diploma Programme which is set by the state government and reviewed each year. The current fee is \$2447.15 per year.

Timetable

IB students have the same timetable schedule as other students in the school with the following exceptions:

CAS: Students participate in one CAS lesson held before or after school each fortnight.

HL Online: Year 11 students study one unit from each HL subject online on Wednesdays Period 4.

TOK: Year 12 students have a second TOK lesson on Wednesdays in Period 4

Assessment

At the end of the two-year programme, candidates are assessed both internally and externally in ways that measure individual performance against stated curriculum and assessment objectives for each subject.

In nearly all subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, reports, class presentations, practical laboratory work, mathematical investigations and artistic performances.

Some assessment tasks are conducted and overseen by teachers, but are then marked externally by examiners. Examples include the written assignment for HL language subjects in group 1, the essay for Theory of Knowledge and the Extended Essay.

Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the larger share of the assessment for most subjects.

The grading system is criterion-related (results are determined by performance against set standards, and not in relation to the performance of other students); validity, reliability and fairness are the watchwords of the Diploma Programme's assessment strategy.

IB subjects offered at ISHS:

Group 1 - English A Language and Literature

Group 2 - Second language

- Mandarin *ab initio* (Beginners in Chinese)
- Mandarin B HL (students who already have a solid basis in Chinese)
- Spanish *ab initio* (Beginners in Spanish)
- Spanish B HL (students who already have a solid basis in Spanish)

Group 3 – Individuals and Societies

History, Business and Management, Psychology

Group 4 – Experimental Sciences

Biology, Chemistry, Physics

Group 5 – Mathematics and Computer Science

Mathematics - Analysis and Approaches, Mathematics - Applications and Interpretations.

Group 6 – Art and Electives

Visual Arts, Music

What are 'higher Level' and 'Standard Level' IB courses? Each of the six core subjects may be taken at either Standard Level (SL) or Higher Level (HL). SL courses require 150 contact hours. HL classes require 240 contact hours. Three of the six core subjects taken in the Diploma Programme must be HL courses and students must attain 12 points for their three HL subjects. They must attain a minimum of 9 points for their three SL subjects with only two 2s allowed and nothing less than a 2. (7 is the top mark allotted per subject and 24 points is the minimum required to attain the Diploma.)

Who will be eligible for the ISHS Diploma Programme?

To be considered for admission to the IB Diploma programme the student will:

- Be self-motivated
- Demonstrate above-average academic performance. Minimum expectation is passing all Year 10 subjects with better than a pass in three.
- Have a desire to challenge him/herself intellectually and academically
- Have, or be willing to acquire, analytical/critical thinking skills
- Have, or be willing to acquire, good time management skills
- Be open to new ideas and tolerant of different beliefs
- Be willing to participate in school and community activities
- Have parental consent and support
- Be willing to participate in, and be supportive of, a close-knit community of students
- An interview with the IB coordinator, will be required.

IB Other Requirements

There are three essential components in the IB curriculum: Extended Essay, Theory of Knowledge and CAS.

- The **Extended Essay** has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at university.
- The interdisciplinary **Theory of Knowledge** course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other perspectives.
- Participation in the **CAS programme** encourages candidates to be involved in artistic pursuits, sports, and community service work. The programme fosters students' awareness and appreciation of life beyond the academic arena.

Creativity, Activity, Service (CAS)

Aims - Creativity, Activity, Service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

Creativity: Exploring and extending ideas leading to an original or interpretive product or performance.

Activity: Physical exertion contributing to a healthy lifestyle.

Service: Collaborative and reciprocal engagement with the community in response to an authentic need.

The CAS programme aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

Concurrency of learning is important in the Diploma Programme. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the programme, and certainly for at least 18 months. Successful completion of CAS is a requirement for the award of the IB Diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved **seven key learning outcomes**.

Learning Outcomes:

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment and perseverance in CAS experiences
5. Demonstrate the skills and recognise the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Demonstrate and consider the ethics of choices and actions in planning and carrying out CAS experiences

Students are required to:

1. Self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS program
2. Plan, do and reflect (plan activities, carry them out and reflect on what they have learned)
3. Undertake at least one interim review and a final review with their CAS adviser
4. Take part in a range of activities, including at least one project, some of which they have initiated themselves
5. Keep records of their activities and achievements, including a list of the principal activities undertaken via ManageBac (the management system now linked to the IB's Assessment and Curriculum section).
6. Show evidence of achievement of the seven CAS learning outcomes.
7. Attend all CAS lessons run by the CAS Coordinator who signs off on the completed portfolio in September of the Examination year. If the CAS Coordinator is unable to sign off on a portfolio no Diploma will be awarded, irrespective of results obtained in the November examinations.

Theory of Knowledge

Aims

- to encourage students to reflect on the central question, "How do we know that?", and to recognize the value of asking that question
- to expose students to ambiguity, uncertainty and questions with multiple plausible answers
- to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
- to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
- to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
- to prompt students to consider the importance of values, responsibilities and ethical concerns relating
- to the production, acquisition, application and communication of knowledge.

Extended Essay

Aims - The aims of the Extended Essay are to provide students with the opportunity to:

- engage in independent research with intellectual initiative and rigour
- develop research, thinking, self-management and communication skills
- reflect on what has been learned throughout the research and writing process.

In working on the Extended Essay, students are expected to:

- To demonstrate knowledge and understanding of the topic chosen and the research question posed.
- To demonstrate knowledge and understanding of subject specific terminology and/or concepts.
- To demonstrate knowledge and understanding of relevant and/or appropriate research sources and/or methods used to gather information.
- To select and apply research that is relevant and appropriate to the research question.
- To analyse the research effectively and focus on the research question.
- To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question.
- To be able to critically evaluate the arguments presented in the essay.
- To be able to reflect on and evaluate the research process.
- To be able to present information in an appropriate academic format.
- To understand and demonstrate academic integrity.

The Extended Essay should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn. The use of word processors is encouraged.

The length of the Extended Essay - The upper limit is 4,000 words for all Extended Essays.

The **viva voce** is a short interview between the student and the supervisor, and is a mandatory conclusion to the Extended Essay process.

The *viva voce* serves the following purposes:

- A check on plagiarism and malpractice in general
- An opportunity to reflect on successes and difficulties in the research process
- An opportunity to reflect on what has been learned
- An aid to the supervisor’s report

Award of the Diploma

The maximum score in the IB Program is 45 points. To attain a Diploma, students need to achieve a minimum of 24 points and fulfil specific criteria. A scale from 1 to 7 points is used to award the final grade in each subject. The Extended Essay contributes to the overall Diploma score through the award of points in conjunction with Theory of Knowledge. A maximum of three points are awarded according to a student’s combined performance in both the Extended Essay and Theory of Knowledge. Both the Extended Essay and Theory of Knowledge are measured against published assessment criteria. According to the quality of the work, and based on the application of these assessment criteria, a student’s performance in the Extended Essay and Theory of Knowledge will fall into one of the five bands described previously. The total number of points awarded is determined by the combination of the performance levels achieved by the student in both the Extended Essay and Theory of Knowledge according to the following matrix.

A student who fails to submit an Extended Essay will be awarded N for the Extended Essay, will score no points, and will not be awarded a Diploma.

Performance in both the Extended Essay and Theory of Knowledge of an **elementary** standard is a failing condition for the award of the Diploma.

Extended Essay and Theory of Knowledge Matrix

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition