



Radford College



International Baccalaureate
Diploma Programme



Radford College seeks to foster global citizens who remain keen learners, prepared to negotiate a future we cannot yet imagine.

The International Baccalaureate Diploma Programme (IB DP) uniquely fulfils this mission. Its two-year, pre-university education incorporates academic studies across multiple disciplines and involves engagement in physical and artistic activities and community service.

Founded in the 1960s, the non-profit IB Organization has established a common curriculum and university entrance credentials that are underpinned by the goal of educating the whole person. The programs emphasise intellectual, personal, emotional and social growth through all domains of knowledge. IB learners strive to be inquirers, knowledgeable,

thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. Together, these qualities represent the IB Learner Profile.

IB DP graduates are eligible to apply to universities in Australia and overseas.

The cost of the IB DP (such as subject registration and exam sitting fees) will be charged to student accounts at \$250 per term (to a total of \$2000). Other IBO charges that may be incurred by the student, such as appeals, are also additional.

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 DP model

- two-year program
- three core components (Theory of knowledge; Creativity, activity, service; Extended essay)
- a student's pattern of study includes six subjects. Three subjects must be studied at Higher Level and three at Standard Level.





Theory of knowledge (ToK)

Theory of knowledge (ToK) provides an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know.

As a core component of the IB DP, it is mandatory for all students and is central to the educational philosophy of the IB DP.

How is ToK structured?

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, ToK is composed almost entirely of questions:

- How do we know?
- What counts as evidence for X?
- How do we judge the best model of Y?
- What does theory Z mean in the real world?

Discussion of these questions enhances students' insight into their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

Assessment of ToK

The ToK course is assessed through an oral presentation and a 1,600-word essay.

The presentation assesses the ability of the student to apply ToK thinking to a real-life situation, while the essay takes a more conceptual starting point.

What is the significance of ToK?

ToK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases.

It offers students and their teachers the opportunity to:

- reflect critically on diverse ways of knowing and on areas of knowledge
- consider the role and nature of knowledge in diverse cultures.

In addition, ToK prompts students to:

- be aware of themselves as thinkers, encouraging them to perceive the complexity of knowledge
- recognise the need to act responsibly in an increasingly interconnected but uncertain world.

ToK also provides coherence for the student, by linking academic subject areas as well as transcending them. It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

Creativity, activity, service (CAS)

Creativity, activity, service is one of the three essential elements that every student must complete as part of the IB DP.

Studied throughout the IB DP, CAS involves students in a range of activities alongside their academic studies.

It is not formally assessed, however, students reflect on their CAS experiences and provide evidence of achieving the seven learning outcomes for CAS.

How is CAS structured?

The three strands of CAS, which are often interwoven with particular activities, are characterised as follows:

- Creativity – arts, and other experiences that involve creative thinking.
- Activity – physical exertion contributing to a healthy lifestyle.
- Service – an unpaid and voluntary exchange that has a learning benefit for the student and respects the rights, dignity and autonomy of all those involved.

In order to demonstrate these concepts, students are required to undertake a CAS project. The project challenges students to:

- show initiative
- demonstrate perseverance
- develop skills such as collaboration, problem solving and decision-making.

What is the significance of CAS?

CAS enables students to enhance their personal and interpersonal development by learning through experience.

It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work.

At the same time, CAS is an important counterbalance to the academic pressures of the IB DP.

A good CAS program should be challenging and enjoyable – a personal journey of self-discovery.

Each student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing.



Extended essay (EE)

The EE is a required component of the IB DP.

It is an independent, self-directed piece of research, finishing with a 4,000-word paper.

What is the significance of the EE?

The EE provides:

- practical preparation for undergraduate research
- an opportunity for students to investigate a topic of special interest to them, which is also related to one of the student's six IB DP subjects.

Through the research process for the EE, students develop skills in:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.

Participation in this process develops the capacity to analyse, synthesise and evaluate knowledge.

An EE can also be undertaken in world studies, where students carry out an in-depth interdisciplinary study of an issue of contemporary global significance, across two IB DP disciplines.

How is study of the EE structured?

Students are supported throughout the process of researching and writing the extended essay, with advice and guidance from a supervisor who is usually a teacher at the school.

The IB recommends that students follow the completion of the written essay with a short, concluding interview with their supervisor. This is known as viva voce.

How is the EE assessed?

All EEs are externally assessed by examiners appointed by the IB. They are marked on a scale from 0 to 36.

The score a student receives relates to the following bands:

- A – work of an excellent standard
- B – work of a good standard
- C – work of a satisfactory standard
- D – work of a mediocre standard
- E – work of an elementary standard

Learner Profile

The aim of all IB programs is to develop internationally-minded people who, recognising 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 and emotional – to achieve wellbeing for ourselves and others. We recognise 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.



Curriculum

The IB DP curriculum sets out the requirements for study of the DP.

The curriculum is made up of the DP core and six subject groups.

Made up of the three required components – Theory of knowledge; Creativity, activity, service; Extended essay – the DP core aims to broaden students’ educational experience and challenge them to apply their knowledge and skills.

The six subject groups are:

- Studies in language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- The arts

There are different courses within each subject group.

Choosing subjects in the IB DP

Students choose courses from the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts.

Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts.

Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level.

Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level.

Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.

Subjects offered at Radford College

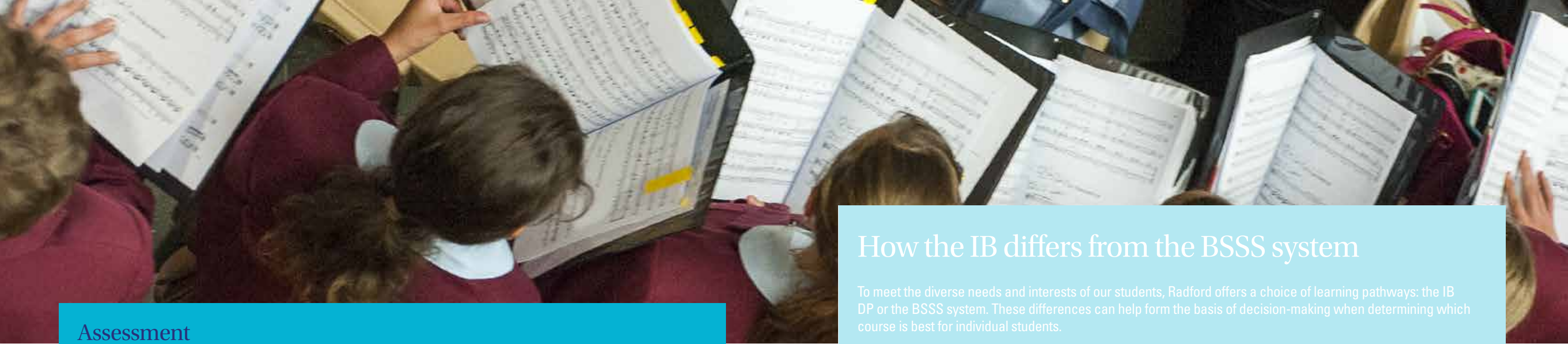
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Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level. The following subjects will be offered. If there is insufficient interest to warrant a class, alternative delivery methods may be explored; for example, via Pamoja Education.

| Group and subject | Standard level | Higher level |
|--|----------------|--------------|
| Group 1: Studies in language and literature | | |
| Language A – literature | ☑ | ☑ |
| Group 2: Language acquisition* | | |
| French | ☑ | |
| Japanese | ☑ | |
| Mandarin | ☑ | |
| Spanish ab initio | ☑ | |
| Group 3: Individuals and societies | | |
| Business management | ☑ | ☑ |
| Economics | ☑ | ☑ |
| Global Politics | ☑ | ☑ |
| History | ☑ | ☑ |
| Psychology | ☑ | ☑ |
| Group 4: Sciences | | |
| Biology | ☑ | ☑ |
| Chemistry | ☑ | ☑ |
| Physics | ☑ | ☑ |
| Sport, exercise and health science | ☑ | ☑ |
| Environmental systems and societies** | ☑ | |
| Group 5: Mathematics | | |
| Mathematics analysis and approaches | ☑ | ☑ |
| Mathematical applications and interpretation | ☑ | ☑ |
| Group 6: The arts | | |
| Theatre | ☑ | ☑ |
| Visual arts | ☑ | ☑ |
| Music | ☑ | ☑ |
| or second subject chosen from Group 3 or 4 | | |

* Note: ab initio = new learner

** Note: studied over one year only



Assessment

The two-year IB DP differs from the Board of Secondary Studies (BSSS) ACT Secondary School Certificate in that there is no division between work undertaken in Years 11 and 12. Students are examined on the full two year's work at the end of Year 12. Most of the assessment is based on externally marked examinations. In nearly all subjects, however, assessment of some individual pieces of coursework and oral or practical activities are marked by subject teachers.

At Radford, students will sit their exams in the November session and receive their results in January the following year. Students will receive progress reports and have the option of changing to the BSSS system until the end of Year 11.

The IB DP assesses student work as direct evidence of achievement against stated goals. Student results are determined by performance against set standards, not by each student's position in the overall rank order.

Each subject is marked on a seven-point scale. The core components can contribute a maximum of three points, bringing the total IB points that a student can score to 45. This equates to an ATAR of 99.95, which is the maximum any student studying either the BSSS system or IB DP can score.

IB DP conversion table

| Overall IB DP score | ATAR |
|---------------------|-------|
| 45 | 99.95 |
| 44 | 99.85 |
| 43 | 99.70 |
| 42 | 99.40 |
| 41 | 98.85 |
| 40 | 98.30 |
| 39 | 97.60 |
| 38 | 96.75 |
| 37 | 95.85 |
| 36 | 94.60 |
| 35 | 93.45 |
| 34 | 92.25 |
| 33 | 90.90 |
| 32 | 89.20 |
| 31 | 87.35 |
| 30 | 84.60 |
| 29 | 82.15 |
| 28 | 80.15 |
| 27 | 77.95 |
| 26 | 75.50 |
| 25 | 72.45 |
| 24 | 69.05 |

How the IB differs from the BSSS system

To meet the diverse needs and interests of our students, Radford offers a choice of learning pathways: the IB DP or the BSSS system. These differences can help form the basis of decision-making when determining which course is best for individual students.

| BSSS system | IB |
|--|--|
| Compulsory and elective subjects leading toward university matriculation | Strong focus on university preparation |
| Students can specialise in disciplines | Broad range of disciplines, including service activities |
| Assessed internally each semester | External moderated assessments and examinations at the end of Year 12 |
| Can include a vocational-style subject | Does not include vocational style subjects. CAS will include creative/practical components |
| Years 11 and 12 results are ranked and scaled. The best 3.6 subjects count in the final calculation | Results are outcome-based (not scaled) and each subject counts equally towards the final score |
| Leads to the ACT Senior Secondary Certificate with a Tertiary Entrance Statement | Leads to the award of the IB Diploma |
| Results in an ATAR that provides access to university | Overall results out of 45 give students access to Australian and international universities |
| The BSSS Tertiary and Accredited packages and the IB DP offer rich learning opportunities – there is no wrong choice. Students and their families are encouraged to determine which course is right for them in consideration of the student's needs, interests and goals. | |

For more information, contact
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www.ibo.org/programmes/diploma-programme/



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