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.
Concordia College offers its students the opportunity to earn the International Baccalaureate (IB) Diploma. The IB Diploma Programme 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 programme which contains depth and breadth across multiple curriculum areas.

The non-profit IB Organization, founded in the 1960s, 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, and reflective; together these are called the IB Learner Profile.
What comprises the Diploma?

Study six subjects:
- One from each group 1-6 (see table on page 5)
- Three of which are studied at higher level (HL)

Compulsory participation in the ‘core’ of the programme:
- Theory of Knowledge course (ToK)
- Creativity, Action and Service programme (CAS)
- Extended Essay (EE)

Students are advised to discuss the subject options carefully with their teachers. The IB Coordinator is also available for further advice.
There is also the possibility of studying other subjects online or language courses offsite. Please see page 9 for a listings of online courses available.

Each course will run at the discretion of the Principal, depending on student course selections. Some courses are taught in combined HL and SL classes.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Group 6</th>
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<tr>
<td><strong>Language A</strong> - studies in language and literature</td>
<td><strong>Language Acquisition</strong></td>
<td><strong>Individuals and Societies</strong></td>
<td><strong>Sciences</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>The Arts</strong></td>
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<tr>
<td>A : literature</td>
<td>B : several years of study</td>
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<td>ab initio : new learner</td>
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<th>Courses</th>
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<td>English A: literature HL/SL</td>
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<td>Self-taught Language A: literature SL only</td>
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<table>
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<tr>
<th>Subjects Offered</th>
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<tbody>
<tr>
<td>French ab initio SL only</td>
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<tr>
<td>German B SL only</td>
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<tr>
<td>Indonesian B SL only</td>
</tr>
<tr>
<td>English B HL only</td>
</tr>
<tr>
<td>Another language from Group 1</td>
</tr>
<tr>
<td>History HL/SL Psychology HL/SL Economics HL/SL</td>
</tr>
<tr>
<td>Biology HL/SL Chemistry HL/SL Physics HL/SL</td>
</tr>
<tr>
<td>Mathematical Studies SL only Mathematics HL/SL</td>
</tr>
<tr>
<td>Film HL/SL Music HL/SL Visual Arts HL/SL or Another subject from groups 1-4</td>
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</tbody>
</table>
What is Theory of Knowledge?

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 now 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.

Heidi Kneebone,
ToK teacher
What is CAS (Creativity, Activity, Service)?

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 on 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 their CAS programme which can include such things as developing a sense of commitment to the homeless, involvement in Concordia’s international service projects, performing for the elderly in retirement homes, undertaking a personal fitness challenge or learning to make a 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, action, and service. The most “successful” CAS students, however, concentrate less on numbers of hours and more on quality of experience.

Bronwyn Elsegood,
CAS Coordinator
What is the Extended Essay?

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.
FAQs

1. What is different about IB courses?
IB courses are studied over two years, thus allowing 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.

2. 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 with good motivation and time-management skills is an appropriate diploma candidate.

3. What benefits are there from doing the diploma?
Being part of the diploma programme 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 programme 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.

4. 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 you might want to do. You will need to make some choices as you prioritise what is most important to you.

5. What is IB Core class?
During semester two of Year 11 each diploma student is scheduled into a semester-long IB Core class. During these classes, students are introduced to the academic writing processes leading to the beginnings of their extended essay. IB Core class is compulsory for all diploma students.

6. 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 student. 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 grading scale (1 – 7) is used for each subject. Theory of Knowledge and the Extended Essay are assessed A-E, contributing up to three points towards the IB Diploma 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.

7. 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 One but preferably at the end of the year.

8. 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!

9. How much does it cost?

To accommodate the assessment fees and implementation of the programme an additional per annum cost is charged. Fees can be found on the school website. In 2016 the cost will be approximately $1300.
Quotes from Students & Teachers

What do Concordia students say about the IB Programme?

I think that (online Economics) is a nice change from being in a class room, and the hours are much more flexible than mainstream school. However, it requires a lot of hard work and motivation, and will be difficult if you don’t stay on top of it.

Johann Jordaan, 2015

The IB programme is a highly demanding and challenging course but I do not have any regrets about my decision to participate. The opportunity to learn such a variety of subjects and to be able to share the experience with a tight-knit group of both students and teachers made it a very rewarding two years.

Louise Gerschwitz, 2013

The IBDP was a challenging yet satisfying course of study... I had the opportunity to study subjects that I enjoyed in greater depth, take part in a broad variety of co-curricular activities, make strong friendships and develop critical analytical and study skills. With the benefit of hindsight, I can confidently say that the Diploma Programme was a worthwhile experience and I would have no hesitation recommending it to prospective students.

Hugo Kneebone 2014

Through the International Baccalaureate I learnt many skills, such as organization in my work, school, and personal life, and efficiency in my study, that has granted me a great advantage in my university life. I feel that I was greatly prepared for the rigorous demands of university course work and, even though the IB was one of the harder things I have done in my life, I would go back and do it all again as I feel that the advantages outweigh any disadvantages.

Beck Spry 2014
What do Concordia teachers say about the IB Programme?

The IB Diploma Biology course (or Group 4 subjects, if you like) offers an unparalleled opportunity for you to learn the skills required to conduct and report on scientific experimentation. The skills employed during the course are tertiary level and these are the skills that many past students have most valued as they continue their studies in various scientific fields.

Mr Spargo, Biology

When I first started teaching IB, I felt excitement coming back into my own learning, and it has not diminished ... I was once told that the HL subject content will support you for about a year once you get to university, extended essay skills will be a great help through the undergraduate years. ToK and CAS last a lifetime because they change the way we see, and engage with, the world and our place in it.

Ms Tinsley, ToK

For its breadth and depth the IB Diploma History course is without rival. It provides the opportunity to compare and contrast the social, political and economic features of societies across the world during the highly dramatic events of the twentieth century. Students learn invaluable life-long skills in research, writing, evidence analysis and critical analysis, while also being able to pursue their own areas of interest. The IB Diploma, in my opinion, offers the best possible preparation available for students intending to study at university. While certainly challenging, the demands of the course are intellectually stimulating, build resilience and help every student to push themselves to realise their potential in all areas.

Mr Buxton, History

Why can light travel through a vacuum but sound cannot? Is the Universe heading towards a heat death? When you make a cup of tea, does it really matter if the milk and sugar go in first? Finally, there is a use for all of that mathematics studied in the middle years, as students ponder a diverse range of physical phenomena, dilemmas and problems in the IB Physics course.

Ms Rogers, Physics
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 Rank (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.

SA/NT ATAR conversion table (from 2017)

<table>
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<tr>
<th>IB Points</th>
<th>Equivalent ATAR</th>
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<tr>
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<td>74.75</td>
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<tr>
<td>24</td>
<td>69.90</td>
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</table>

Bonus Points Scheme

Please refer to the current IB Diploma SATAC booklet for up to date information about bonus points gained through study of particular subjects at Year 12. For students planning on attending university in South Australia, Bonus Points are awarded for the study of Literature, a Second Language or Mathematics. Students will be awarded two points per subject, up to a total maximum of four points on to their Uni Aggregate. Except the Bachelor of Medicine/Bachelor of Surgery and the Bachelor of Science (Veterinary Bioscience).

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 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 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.
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