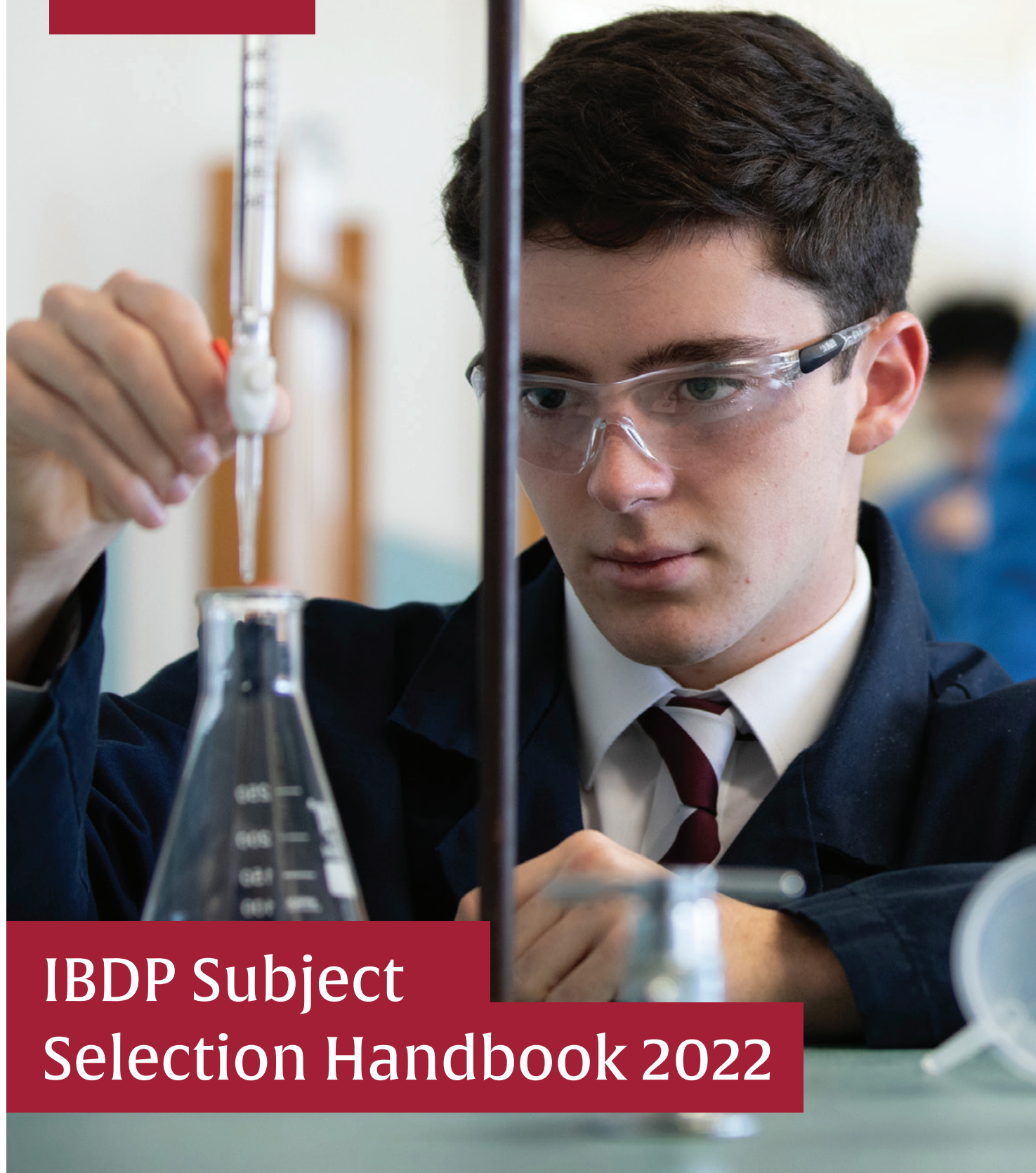




PRINCE
ALFRED
COLLEGE



IBDP Subject Selection Handbook 2022

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IB Learner Profile

The aim of IB programmes is to develop internationally minded people who strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They have integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Introduction

The International Baccalaureate Diploma Programme (IBDP) is a comprehensive and rigorous pre-university course taken in Years 11 and 12. The programme offers students:

1. a balanced and challenging academic experience, which emphasises the education of "the whole person", thus developing socially responsible citizens of the world.
2. an internationally accepted university entrance qualification into universities in Australia and in over 74 countries.
3. international understanding through shared academic experience and development of global awareness.
4. a sense of identity and cultural awareness.
5. development as critical and compassionate thinkers and informed participants in local and world affairs.

The IB Diploma Programme is successful and is growing. The IB works with over 3,500 schools in 145 countries to offer the three IB programmes to approximately 1,100,000 students. The Diploma Programme for students aged 16 to 19 started in 1968 with first examinations in 1970 and is now offered by 2,417 IB World Schools. Over 2,300 IB World Schools in more than 140 countries teach IB Diploma courses. Sixty three schools are currently offering the IB Diploma in Australia.

Prince Alfred College has been teaching the IB Diploma Programme since 1997. Over the last four years the average ATAR is 92.83.

The IB Organisation is registered as a foundation with the Swiss Federal Government, and holds consultative status with UNESCO. It is funded largely from fees paid by participating schools. The Head Office is located in Geneva, Switzerland, and there are three Regional Offices; Africa/Europe/Middle East (office in Geneva), Asia – Pacific (Singapore) and The Americas (Washington, Buenos Aires and Vancouver). Representative Offices are located in Sydney, Mumbai, Beijing and Tokyo. The Curriculum and Assessment Office, located in Cardiff, Wales, United Kingdom, oversees two examination sessions per year in May and November. Prince Alfred College prepares their candidates mainly for the November session. Thousands of individual examiners worldwide participate in the assessment of student work.

The IB Diploma Programme

The IB Diploma Programme is a balance between the desirability of a broad education and the need to allow some specialisation. In all subjects the emphasis is on the mastery of subject content along with the development of critical thinking and an appreciation of the value and art of learning. To achieve a broad and balanced programme the student must choose one subject from each of these six groups:

Group 1: Language and Literature

The study of literature in the student's first language or the language of instruction of the school, including the study of world literature. Most students at Princes study English A Literature or Chinese A Literature.

Group 2: Language Acquisition

A second language other than the student's first language. We offer Mandarin B, French B, English B (ESL), Spanish *ab initio* and Italian B (May examination session). Other languages may be available through negotiation with the IBDP Coordinator.

Group 3: Individuals and Societies

Economics, History and Geography

Group 4: Experimental Sciences

Biology, Chemistry, Physics; Sports, exercise and health science; Design technology

Group 5: Mathematics

Mathematics: analysis and approaches; Mathematics: applications and interpretations (SL)

Group 6

Film, Music, Visual arts or a second subject from Group 3 or 4

Students must choose three subjects for study in greater depth at Higher Level (HL) and three subjects for study in somewhat lesser depth at Standard Level (SL).

In addition to the above subjects, the Diploma student must complete the IB Diploma core which is made up of three additional requirements.

(1) Study a course of **Theory of knowledge (ToK)**.

This is an interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. ToK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. ToK seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.

(2) Undertake original research and write an **Extended essay (EE)** of some 4,000 words.

This project offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at university.

(3) Actively participate in **Creativity, Action, Service (CAS)**.

CAS 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 characterised as follows;

Creativity: arts and other experiences that involve creative thinking.

Action: physical exertion contributing to a healthy lifestyle, complementing work elsewhere in the Diploma Programme.

Service: an unpaid and voluntary exchange that has a learning benefit for the student.

Students are able to use their co-curricular participation in sport, music and drama productions to fulfil their CAS requirements.

Why should I study the IB Diploma Programme?

We believe that the IB Diploma Programme is an exciting and challenging one. A student who wishes to be academically stimulated and is prepared to commit themselves to hard work should seriously consider the IB Diploma. The programme provides an excellent preparation for the demands of university.

Here are some comments from IB Diploma holders:

"...it prepared me exceptionally well for the diverse range of challenges that confront any teenager leaving high school and entering university."

"...I realised I just couldn't miss the opportunity to participate in something as life-changing as this course."

"...I enjoy it because it is rigorous and I am getting a good education."

Enrolment requirements

- Students currently enrolled at Prince Alfred College are accepted into the Diploma Programme based on sound all-round Year 10 results. Most subjects have requirements for success that need to be met before a student can enrol in a DP subject. See the curriculum guide for details. An interview may be required.
- Students from other schools are enrolled based on an interview with the IBDP Coordinator and sound all-round Year 10 results.
- All students must have a commitment to their studies and must be able to work independently.
- Commitment to achieve a grade 4 or higher in all subjects throughout the course.

Choosing your Diploma Programme Subjects

Use this document along with the Senior School Curriculum Handbook to make your selection and discuss these fully with your parents. Remember that you need to choose six subjects, one from each group and that 3 must be at Higher Level and 3 at Standard Level. Take into account:

1. Your interest and ability in the subject.
2. Your commitment to your studies and ability to work independently.
3. Your university and career plans - ask the IB Coordinator and Student Counsellors.

IB subject groups

GROUP 1	English A, Chinese A
GROUP 2	Chinese B, French B, English B (ESL), Italian B, Spanish <i>ab initio</i> (SL only)
GROUP 3	History, Economics, Geography
GROUP 4	Biology, Chemistry, Physics, Design Technology, Sports, exercise and health science
GROUP 5	Mathematics: analysis and approaches; Mathematics: applications and interpretations
GROUP 6	Film, Music, Visual arts. Theatre or another subject from Groups 3 or 4

In making choices at Group 6, students should be very aware of their special interests and abilities. In particular, students with previous success in The Arts should consider taking up one of the DP Arts offerings. Learning in The Arts is an important part of the IB vision and reflects all aspects of the IB Learner Profile.

Sample Diploma Programmes

Example 1: Humanities focus

Subjects	Core Requirements
English A1 (HL)	Creativity, Action, Service Theory of Knowledge Extended essay
French B (SL)	
History (HL)	
Sports science (SL)	
Mathematics: analysis and approaches (SL)	
Economics (HL)	

Example 2: Science focus

Subjects	Core Requirements
English A1 (SL)	Creativity, Action, Service Theory of knowledge Extended essay
Spanish <i>ab initio</i> (SL)	
Economics (SL)	
Chemistry (HL)	
Mathematics: analysis and approaches (HL)	
Physics (HL)	

Example 3: Talented musician / artist

Subjects	Core Requirements
English A1 (HL)	Creativity, Action, Service Theory of knowledge Extended essay
Chinese B (SL)	
History (HL)	
Biology (SL)	
Mathematics: applications and interpretations (SL)	
Music or Visual arts or Film (HL)	

All students considering taking the Diploma should discuss their proposed subject choices with the IBDP Coordinator before completing course selection forms.

All IBDP subjects at Year 11 are accredited SACE Stage 1 subjects.

IBDP students may either continue with DP in Year 12 or transfer into SACE Stage 2. SACE block recognition will be granted on the basis of satisfactory completion of DP studies. The SACE Board requires a DP score of 3 in English or Mathematics subjects, to meet the Literacy and Numeracy SACE requirements, and a grade of 3 or above for all other subjects.

IB Assessment Methods

A variety of assessment techniques are used by the IB to award an IB grade. These techniques vary from subject to subject.

1. Internal Assessments

In some subjects a proportion of the final marks is based on assessment by the subject teacher. In all cases the teacher's assessment is moderated by IB examiners who may require the school to submit samples of students' assessed work. This applies to course work in Languages, Individuals and Societies, Sciences, Mathematics, Arts and to TOK essays. Internally assessed work usually counts for about 20% of the final grade in a subject.

2. Oral Examinations - in Languages.

These are conducted by the subject teacher and recorded before being submitted to the IB examiners for moderation.

3. Written Examinations - in all subjects except Visual Arts and Film.

These may include multiple choice tests, short answer questions, data and document based questions and essays. The examination scripts are marked by external examiners appointed by the IBO. The marking standards of these examiners are moderated by the Chief Examiner for the subject.

4. Theory of Knowledge

In Year 12, students are given a choice of six essay titles (prescribed by the IBO). They choose one to respond to. In addition, they must prepare and present an oral presentation. All Theory of Knowledge essays are marked and moderated by examiners appointed by the IBO.

5. Extended Essay

Depending on the topics chosen, each student is assigned a mentor / teacher who supervises the student through the research process. All Extended Essays are marked and moderated by examiners appointed by the IBO.

6. Creativity Action Service Activities

Students complete self-evaluations of their activities and then activity supervisors also write a brief evaluation. These are then discussed with the CAS Coordinator. Samples of CAS folders are sent to the examiner for evaluation. If the school judges that a student has not satisfied the CAS requirement it will inform the IBO. This is likely to lead to the failure of the Diploma.

IBDP Grading

The grading scheme used for IBDP examinations is as follows:

- | | |
|------------------|---------------|
| 1 - Very poor | 5 - Good |
| 2 - Poor | 6 - Very good |
| 3 - Mediocre | 7 - Excellent |
| 4 - Satisfactory | |

A grade will not be awarded in any subject where the student has failed to complete any of the required assessment components.

For a Diploma student the grades achieved in the six subjects are added together to obtain a total points score. Bonus points are added to the total as follows:

Bonus points matrix		Theory of knowledge (ToK)				
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E
Extended essay	Excellent A	+3	+3	+2	+2	Failing Condition
	Good B	+3	+2	+2	+1	
	Satisfactory C	+2	+2	+1	0	
	Mediocre D	+2	+1	0	0	
	Elementary E	Failing Condition				

A candidate who writes a **Good** Extended essay and whose performance in Theory of knowledge is judged to be **Satisfactory**, will be awarded +2 bonus point.

A candidate who fails to submit any work for Theory of knowledge will not be awarded a Diploma. The failure to submit an Extended essay is also a failing condition.

IB Diploma Score

The maximum score for the IB Diploma is 45.

Students study six subjects with a possible score of 7 in each ($6 \times 7 = 42$).

A maximum of 3 bonus points (ToK and Extended essay) is added to give the final possible total of 45.

Conditions for the award of the Diploma

These conditions are an abridged version and should be read in conjunction with the following document published by the IBO – *General Regulations: For students and their legal guardians*, available at <http://www.ibo.org>.

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of the *IBO – General Regulations: For students and their legal guardians*.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Please note:

- A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.
- A candidate who fails the Diploma is not awarded an ATAR score.

IB Diploma Programme Fees

The fee contributes to the cost of the College's annual membership of the International Baccalaureate Organisation (IBO). The fee also covers the costs associated with student registration, correspondence, exam invigilation, online management system and courier charges for moderation and examination.

IB Diploma Programme fee in 2021 was \$2,190. The IB Diploma Programme fee is charged, in addition to the tuition fee, annually for both Year 11 and 12 and is part of the Fee Invoice.

Students on School Card or any type of fee remission are not exempt from this fee. Fee applies to all students and is not subject to any fee remission.

Fees are reviewed each year as part of the College's budget process to take into account changes in IBO charges and associated College costs.

If a student withdraws from the IB programme at the end of Term 2 (Year 11) or at the end of Year 11 a pro-rata adjustment to the IB Fee will be made.

Please note: The above fee was for students commencing the IB Diploma in 2021 and is subject to change.

Recognition of the Diploma by Universities

The clearest indication of the acceptance of the IB has been the wide recognition it has received from Ministries of Education and universities around the world.

Since the first examinations were administered in 1970, over 500,000 students have earned the Diploma. Many of them have chosen to continue their studies, often in other countries, by using their IB credentials in making application.

The terms of recognition vary from country to country. In some instances a negotiated agreement between IBO and a central national authority has been drawn up thereby requiring all institutions in that country to accredit the Diploma in the same way. In others it is left to individual universities to define their own conditions. More information is available from the IBO website: www.ibo.org.

A further distinction concerns the actual treatment of the Diploma by the universities themselves. Some use it simply as an admissions document; others find it more useful in placing students after they have been accepted. To some degree this distinction is often related to the time of year when final decisions are made by universities on the admission of students. If this occurs **after** the publication of IB results, the Diploma tends to be used principally as part of the admissions process itself. If it occurs **before**, as in some parts of the world, the results of the Diploma are more likely to assist university counsellors and tutors in placing students in the courses most appropriate to their proven academic record.

Two additional facts must be kept in mind. The extent of recognition is always dependent on the individual student's record. A Diploma score of 36 points is obviously bound to be viewed more favourably than a score of 25. Also, the combination of subjects, particularly at the Higher Level, is often important. Similarly, the degree of familiarity of the college or university with the IB is likely to influence the way it interprets the Diploma. When the IB is well known, recognition can be almost automatic. On the other hand, given the relatively brief history of the IB, there are still parts of the world or sections of certain countries where the IB remains relatively unknown.

IB and Australian Universities

The IB Diploma has become well known at Australian Universities as an increasing number of IB students have been admitted and have been seen to perform well. Comparability scales have been developed to compare IB scores with local scores. IB Diplomas are accepted for entry into courses at the University of Adelaide, Flinders University, University of South Australia and most other Australian Universities. Some Universities give credit for certain IB subjects.

IB recognition by USA Colleges

Being an IB student can help students applying to USA colleges in two ways. Firstly, the fact that a student is attempting the IB Diploma shows that the student is committed to serious and challenging academic work. This may help gain admission to college. Secondly, many colleges award credit or advanced placement for good IB examination scores. There is considerable variation in credit policy between colleges, between departments within a college, and even from year to year.

IB and UK Universities

The IB Diploma is well recognised by British universities. After considering the student's application submitted in the autumn before graduation the university may offer the student a place on the condition that they achieve certain IB grades. If she/he gets these grades she/he is guaranteed a place. If she/he just fails to achieve the required grades the university may still admit her/him if they have spare places following the publication of the UK examination results (A-levels) in August.

ATAR Conversion

This table converts a Passing IB Diploma score to its notional Australian Tertiary Admission Rank (ATAR) value for 2022 Tertiary Admission.

2021 Passing IB Diploma Score	Combined Rank (Notional 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

Note: This is recalculated each year.

Universities Language, Literacy and Mathematics Bonus Scheme

The Universities Language, Literacy and Mathematics Bonus Scheme encourages students to strengthen their preparation for undergraduate studies by undertaking a language other than English, or specified English and Mathematics subjects.

The Scheme will apply to all courses offered by Charles Darwin University, Flinders University, the University of Adelaide, University of South Australia, Tabor College of Higher Education and Torrens University Australia **except**:

Charles Darwin University

- 114831 Bachelor of Clinical Sciences/Doctor of Medicine

Flinders University

- 214941 Bachelor of Clinical Sciences/Doctor of Medicine

The University of Adelaide

- 314552 Bachelor of Medicine/Bachelor of Surgery
- 314553 Bachelor of Medicine/Bachelor of Surgery (Bonded Medical place)
- 324491 Bachelor of Science (Veterinary Bioscience)

In this Scheme, students will be awarded two points, up to a total maximum of four points, for successfully completing 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 (new subject for 2020, SATAC to advise)

Successful completion is defined 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). Because the Scheme is designed to encourage enrolments in these subjects rather than reward outcomes, no higher bonuses will be granted for higher achievement.

Refer to the University guides for further information.

Award Ceremony

An award ceremony is held early in February each year in conjunction with the other IB schools in South Australia to celebrate the outstanding achievements of Diploma Graduates.