



ST PETERS
GIRLS



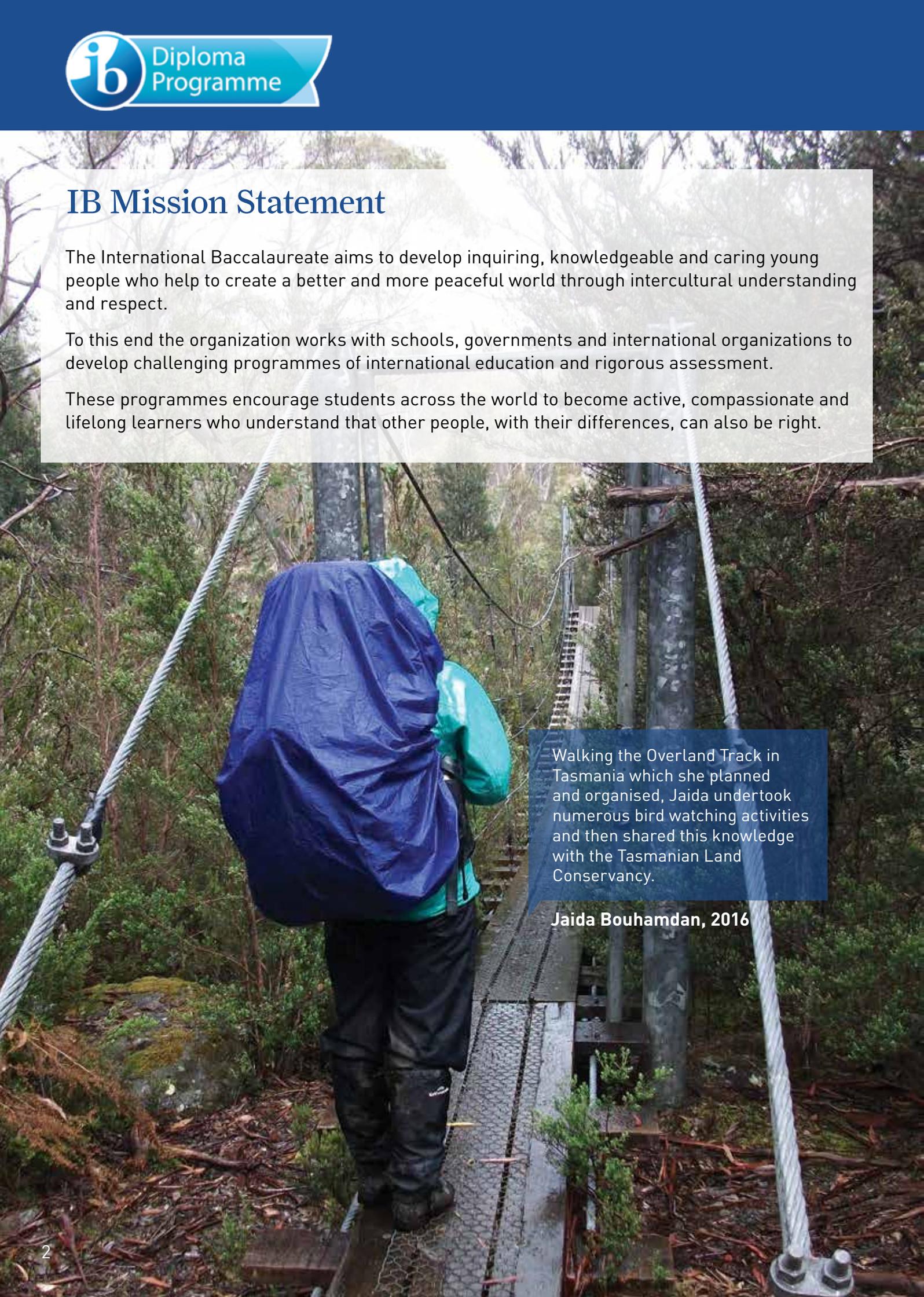
International Baccalaureate Diploma Programme

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.

A person wearing a blue raincoat and black pants is walking across a suspension bridge made of metal cables and wooden planks. The bridge is set in a lush, green forest with many trees. The person is seen from behind, looking towards the end of the bridge.

Walking the Overland Track in Tasmania which she planned and organised, Jaida undertook numerous bird watching activities and then shared this knowledge with the Tasmanian Land Conservancy.

Jaida Bouhamdan, 2016

About the IB Diploma

St Peter's Girls' School understands the importance of students thriving beyond high school. We embrace the International Baccalaureate (IB) Diploma Programme, a two-year, pre-university education, incorporating academic studies across multiple disciplines. Further to this, the programme involves engagement in physical and artistic activities and community service.

The non-profit IB Organization was founded in the 1960s. It was developed when a group of international schools worked to set up a common curriculum and university entrance credentials for students who were not connected to one key location. IB programmes, in addition to this, promote the education of the whole person. The programmes emphasise 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.

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

The Diploma model

- Two-year programme
- Students select their subjects based on the different groups and at a higher or standard level
- Three core components (Theory of Knowledge; Creativity, Activity, Service; Extended Essay)



Subjects offered at St Peter's Girls

Group and subject	Standard Level	Higher Level
Group 1: Studies in Language and Literature		
Chinese A: Language and Literature	✓	✓
English A: Literature	✓	✓
Group 2: Language Acquisition*		
Chinese B	✓	✓
English B		✓
French B	✓	✓
Japanese B	✓	✓
Spanish ab initio	✓	
Group 3: Individuals and Societies		
Economics	✓	✓
History	✓	✓
Psychology	✓	✓
Group 4: Sciences		
Biology	✓	✓
Chemistry	✓	✓
Physics	✓	✓
Group 5: Mathematics		
Mathematics Studies	✓	
Mathematics	✓	✓
Group 6: The Arts		
Theatre	✓	✓
Visual Arts	✓	✓
OR another subject from groups 1 - 4	✓	✓

* Note: B = several years of study; ab initio = new learner

One thing which I really enjoyed about the IB was how internationally broad subjects such as English and History were as we were required to study translated texts and history from two different regions of the world, in turn broadening our learning out of a wholly Western worldview.

Madeleine Tan, 2015



Theory of Knowledge (TOK)

Theory of Knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing. It explores different areas of knowledge and ways of knowing.

Areas of knowledge are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of gaining knowledge. TOK distinguishes between eight areas of knowledge: Mathematics, the Natural Sciences, the Human Sciences, the Arts, History, Ethics, Religious Knowledge Systems and Indigenous Knowledge Systems.

While there are arguably many ways of knowing, the TOK course identifies eight specific ways of knowing: language, sense perception, emotion, reason, imagination, faith, intuition and memory.

The aims of the Theory of Knowledge course are to:

- develop a fascination with the richness of knowledge as a human endeavour and an understanding of the empowerment that follows from reflecting upon it
- develop an awareness of how knowledge is constructed, critically examined, evaluated and renewed by communities and individuals
- encourage students to reflect on their experiences as learners, in everyday life and in the Diploma Programme, and to make connections between academic disciplines and between thoughts, feelings and actions.

Theory of Knowledge activities and discussions aim to help students identify knowledge claims and express their informed views on knowledge questions. In TOK, students examine knowledge questions such as:

- How do we know?
- What are the limitations of.....?
- What can we trust?

The knowledge framework provides a good foundation to interrogate knowledge. This framework identifies the key characteristics of each area of knowledge by depicting each area as a complex system of five interacting components. This enables students to effectively compare and contrast different areas of knowledge and allows the possibility of a deeper exploration of the relationship between areas of knowledge and ways of knowing.

During this process of critical reflection and examination, students' understanding of knowledge as a human construction is shaped, enriched and deepened.

They are given the opportunity to view their own beliefs and assumptions within the context of a diversity of perspectives, encouraging them to act in a more thoughtful, responsible and purposeful way.

Emma Cother
TOK Teacher

One of my favourite aspects of IB was that it's mindful about learning. Through TOK and through each subject individually, it encourages you not only to learn, but to think about learning and knowledge and recognise its significance and the potential issues associated with it. The IB gave my education direction and purpose.

Anna Mullin, 2015

‘If you believe in something, you must not just think or talk or write, but must act.’
(Peterson 2003)

Creativity, Activity, Service (CAS)

CAS is at the heart of the Diploma Programme and is designed to strengthen and extend students’ personal and interpersonal learning.

CAS is organised around three strands:

Creativity: exploring ideas leading to an original or interpretive product or performance

Activity: physical exertion contributing to a healthy lifestyle

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

CAS enables students to demonstrate attributes of the IB learner profile through undertaking challenges in practical situations and to explore interests, express their passions while complementing their academic program with a holistic approach providing opportunities for independent learning, collaboration, accomplishment and enjoyment.

CAS is a personal journey of self-discovery and full of experiences that are often profound and life changing. Students are challenged to identify strengths and areas of growth, develop new skills, initiate and plan activities, work collaboratively, engage with issues of global significance and be mindful of ethical choices and actions throughout their CAS experience.

CAS is a lifelong learning experience and the practical skills and personal development will transfer to all aspects of their future endeavors.

Lynne Spry and Dan Searle
CAS Coordinators

CAS helps you to really appreciate what you have and what you are capable of doing for the community and abroad. It also gives you time to follow your passions, or maybe discover them.

Sabrina Chou, 2015

Extended Essay (EE)

The Extended Essay prepares and challenges students to write an independent research document based on a topic of their choosing. This compulsory 4000-word essay requires students to engage in high-level research and demands of them a formally structured, investigative paper which utilises proficient academic writing skills whilst displaying intellectual initiative and insight.

In Year 11, students participate in the Extended Essay Induction Program in which they are explicitly introduced to the theories and skills associated with academic research and essay writing.

At the end of this program, students are introduced to their supervisors who will act as advisors throughout the course providing up to five hours of formal support.

Students are required to carry out the majority of their research independently and will be expected to present a researchable question, gather and interpret findings from relevant sources, employ appropriate terminology and language, plus apply analytical and evaluative skills. This will culminate in an essay presented in a subject-specific format which acknowledges sources using an established referencing style.

Work should be completed within a 40-hour timeframe. This major piece of formally structured writing is due to be completed in the second year of the IB Diploma Programme. A maximum of three points are awarded according to the combined performances in Extended Essay and Theory of Knowledge.

Lisa Hollis
Extended Essay Coordinator

I liked having an excuse to spend time outside for school, and loved the freedom to research something I was genuinely super interested in. To top it off, I got to collaborate and share my data with a professor from the Adelaide University, which was an awesome opportunity and made my Extended Essay feel a whole lot more worthwhile and valuable. My Extended Essay rekindled my passion for scientific research and has actually guided a lot of my decisions for uni.

Jaida Bouhamdan, 2016



IB Learner Profile

The aim of all IB programmes 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.

Your experience of your education is your own, and so are your decisions about it. Personally, I think of the IB as not merely a means to an end, but rather an invaluable opportunity for me to grow (and continue growing) in all areas of my life. It was a journey and a challenge in a pleasantly invigorating kind of way. I wouldn't change it.

Vienna Tran, 2015

A selection of SA universities' courses with required IB scores*

- Architectural Studies (26-29)
- Commerce (25-33)
- Engineering (Honours) (26-40)
- Health Sciences (25-37)
- Journalism (26-27)
- Law (33-37)
- Midwifery (33-34)
- Occupational Therapy (36)
- Physiotherapy (40)
- Psychology (Honours) (33-36)
- Secondary Teaching (25-36)

**based on 2016 cut-off ATAR*



Uni is all about independent learning and the IB prepares us for this.

Maithili Mishra, 2014

ATAR conversion

On completion of the IB Diploma course, students are awarded a final mark out of 45. This score can then be converted to an Australian Tertiary Entrance Rank (ATAR). This conversion is consistent throughout all states and is updated each year. As an example, the 2018 conversion table is listed below.

IB POINTS	ATAR NATIONAL CONVERSION
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

Frequently asked questions

1. What makes IB courses different?

Running over two years, IB courses allow for a more comprehensive study of a discipline covering a broader range of related topics, all of which link back to the core Theory of Knowledge course.

2. Who are ideal IB Diploma candidates?

The IB Diploma and the range of opportunities and advantages it offers is available to all students. A healthy dose of self-motivation goes a long way towards success.

Students who fit the IB learner profile:

- are independent, active, curious learners
- like to be challenged personally and academically
- have good management and organisational skills
- are interested in learning.

3. What are the advantages of studying the IB Diploma at St Peter's Girls?

- Encourages international-mindedness.
- Develops a positive attitude to learning that prepares students for university education.
- Has a reputation for rigorous external assessment with published global standards, making this a qualification welcomed by universities worldwide.
- Emphasises the development of the whole student – physically, intellectually, emotionally and ethically.
- All subjects have the same value (no scaling).
- Most assessments are conducted when the student is more academically mature.

4. Are there any things I should watch out for?

An IB Diploma can be demanding in terms of time and energy, so the ability to prioritise is important. Students must be careful not to over-commit and stretch themselves too much. Staying focused is key.

5. How are IB courses assessed?

Assessments during the IB Diploma course are designed to provide a balanced approach to evaluating a student's performance and development. Learning is assessed against set criteria based on key objectives, however, it is a student's individual journey towards successfully understanding and applying the learning that

is emphasised. This translates to a range of assessment methods used that align with students' different learning styles.

Students can earn up to 45 IB Diploma points, with each subject using the IB grading scale (1- 7) while Theory of Knowledge and Extended Essay award a mark from A to E, contributing up to three points.

Subjects incorporate both internal and external assessment components:

- **External Assessments** such as essays, presentations and written exams are assessed by IB examiners.
- **Internal Assessments** such as investigations, individual oral presentations and performances are assessed by teachers and subject to external moderation to ensure consistent standards across the globe.

6. Should I choose IB Diploma or SACE?

The program you choose should fit your learning style, learner attributes and future pathway needs (tertiary, career, etc.). Read the subject descriptions in the Curriculum Handbook. Talk to teachers, the IBDP coordinator, Director of Teaching and Learning, and your parents. This should help you make an informed and appropriate choice.

7. What if I start the IB Diploma but can't complete it?

Students choosing to enrol in an IB Diploma receive extensive counselling regarding expectations so that they are well placed to complete the course. However, should circumstances change and the need for an alternative course of study arise, it is possible to change to the SACE program at the end of either semester in Year 11.

8. What happens if the subject I want to do is not offered?

Subjects delivered depend on student numbers and resources. It is possible to study unlisted subjects. Speak to the IB Diploma Coordinator at the subject selection stage or earlier and we can investigate possibilities such as studying offline or joining a class in another school for that subject. If it is a language, the school will support the students to study Language A in their native tongue.



9. What if I am a SACE student doing an IB subject in Year 11?

IB develops high-level skills that will be beneficial at SACE Stage 2 level. At the completion of a full semester or year of an IB course in Year 11, you are awarded SACE accreditation provided you achieve three or more out of seven points for that subject. Additionally, you will be well equipped to continue studying one of these subjects in Year 12, either at SACE level or, if you choose, as an IB subject.

Should you choose to continue the subject at standard level (SL) in Year 12 and successfully complete the subject with a score of four or more out of seven, this subject will contribute to your ATAR. The conversion will depend on the score you receive.

Finally, if you do complete an IB subject in Year 12 you will be awarded an IB Certificate for that subject as well as a SACE certificate.

Only one IB Diploma subject is allowed for Year 12 SACE students.

10. Can I still do the IB if I have not studied a language in Year 10 or earlier?

Yes. For those who have never studied a language you may choose ab initio as your Group 2 option. Similarly, if you have dropped your acquired language in Year 10 but decide to enrol in the Diploma you can also take ab initio. However, keep in mind that ab initio courses are only offered as a standard level course and are intended for first-time learners of that language.

11. How do I choose my higher level subjects?

To fit the IB Diploma pattern students need to choose three higher level (HL) subjects and three standard level (SL) subjects. For most subjects this is done at the end of Year 11. The breadth and depth of HL subjects are greater than SL subjects, making them more demanding, academically and timewise, than SL subjects. Where an SL subject is taught for 150 hours over the two years of the programme, an HL subject is taught for 240 hours. For this reason the subjects you choose as your HL subjects should be the ones that you will do best in and enjoy. Choose them based on your aptitude and attitude.

12. Is doing the IB going to cost more?

Yes. A fee statement is available from the Finance Department. The School will look to supplement individuals if circumstances jeopardise their enrolment in the IB Diploma course. This will be dealt with on a case-by-case basis managed by the Principal.

13. How can I begin to prepare for an IB course?

Your subject choices in Years 9 and 10 are likely to point to where your interests and abilities lie so if you strive to do your best and enjoy yourself at the same time, you should set yourself up well for an IB course in your senior years.



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CHALLENGE YOUR THINKING

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