

Comparative chart: SACE and IB

The IB and SACE Comparative Chart identifies a number of similarities and differences that exist between the two courses. The objective of this chart is to clarify the features of each course.

This chart should be used to inform your subject selection. In combination with the Year 11 subject information and discussions with teachers, the IB Diploma Coordinator and the Director of Teaching and Learning, students can make well-informed choices.

	SACE	IB Diploma
Nature of the programme	<ul style="list-style-type: none"> › Comprehensive but allowing for specialization › Challenging and broad range of subjects offered 	<ul style="list-style-type: none"> › Holistic, global › Challenging and broad › Includes core (TOK, EE, CAS)
Styles of learning	<ul style="list-style-type: none"> › Critical and higher order thinking and analytical skills required › Opportunity for in-depth research available in some subjects › Research Project allows for independent learning beyond the standard curriculum. Students develop their research, writing and referencing skills 	<ul style="list-style-type: none"> › Critical and higher order thinking and analytical skills required › Opportunity in the EE for in-depth research beyond the confines of a syllabus › International in outlook and focus › Co-operative learning through the Group 4 project (Sciences)
Differentiation between Years 11 and 12?	<ul style="list-style-type: none"> › Yes - separate subjects at Year 11 and 12 › Stage 2 begins in the last 2 weeks of Term 4 of Year 11 › Final exams/external assessment in Stage 2 worth 30% of total mark 	<ul style="list-style-type: none"> › No - The IB DP is a two year programme › Final exams based on work covered over 2 years
Standards	Performance standards Moderation processes used to validate in-school marking	<ul style="list-style-type: none"> › Uses standards' based referencing › Students referenced against global standards
Number of subjects studied	<ul style="list-style-type: none"> › Students study 10 and 20 credit subjects to a minimum of 200 credit points 	<ul style="list-style-type: none"> › 6 academic subjects studied over two years › Theory of Knowledge (TOK) › Extended Essay (EE)
Compulsory subjects	<ul style="list-style-type: none"> › English (Stage 1 - 20 points) C grade or better › Mathematics (Stage 1 - 10 points) C grade or better › PLP (Stage 1 - 10 points) C grade or better › Research Project (Stage 2 - 10 points) C grade or better 	<ul style="list-style-type: none"> › One subject from each of the following groups: Group 1: Language A - studies in language and literature Group 2: Language acquisition Group 3: Individuals and Societies Group 4: Sciences Group 5: Mathematics Group 6: The Arts or an additional subject from groups 1 - 4
Additional requirements		<ul style="list-style-type: none"> › Creativity, Activity and Service (CAS), minimum 150 hours
Workload	<ul style="list-style-type: none"> › Significant jump in expectations from Year 10 	<ul style="list-style-type: none"> › Significant jump in expectations from Year 10

Ensuring equity between schools	<ul style="list-style-type: none"> › Moderation of assessment materials submitted by the school to the SACE Board 	<ul style="list-style-type: none"> › Moderation of substantial sample of student's work on every internally marked assessment task
Timing of internal assessments	<ul style="list-style-type: none"> › Year 11 Summative tasks throughout the year - Final exam › Year 12 Summative tasks throughout the year - Trial exams (October) 	<ul style="list-style-type: none"> › Assessment spread over two years, but more heavily concentrated in Year 12 › TOK essay and EE completed end Term 2/early Term 3 in Year 12 to allow for maturity and experience to be incorporated into finished works
What counts?	<ul style="list-style-type: none"> › All subjects contribute equally according to their unit value to the SACE. May be subject to scaling 	<ul style="list-style-type: none"> › All subjects contribute equally to the final Diploma score regardless of HL or SL. No scaling › Extended Essay, TOK and CAS contribute up to 3 bonus points
Grading System	Final marks in each subject are referenced against defined levels of achievement consistent and applied equally to all schools Students receive a final mark per subject out of 20 (Stage 2)	Criterion referenced assessment with performance measured against well-defined levels of achievements consistent from one examination session to the next and applied equally to all schools Students receive Grade of 1 to 7 in each academic subject
Breadth of Curriculum	Allows students to specialise. 5 subjects in Year 12 preferred plus Research Project	Structure demands students to undertake broad based programme of study
Opportunity for Extension Work	Opportunity to explore strengths and interests in Research Project	Most subjects offered at both standard and higher levels Opportunity to undertake in-depth exploration of an academic topic in any subject, through the Extended Essay
Ratio of Internal to External Assessment	70% school based and 30% external examination in all subjects School-based assessments are spread across Year 12 and encompass a wide range of types of assessment in every subject	Up to 50% internally and 80% externally assessed components depending on subject Internal assessments either integrated into the teaching programme or completed in Term 3 in Year 12
Internal Assessments	Emphasis is on summative assessment Include a wide range of assessment types, including essays, written assignments, orals, fieldwork projects, lab work, artistic performance, science and mathematical investigation Internal examinations do not count	Assessment is both formative and summative Include a wide range of assessment types, including essays, research essays, written assignments, orals, fieldwork projects, science and mathematical investigations, artistic performance. Internal examinations do not count towards final mark Flexibility of assessment structure Allows schools to plan study in local cultural or geographical context

SACE/IB Diploma Completion	A student passes the SACE provided she has satisfactory course completion and achievement in the compulsory components	To receive the Diploma, students must achieve a minimum score of 24, achieve minimum levels in HL subjects and meet minimum requirements for CAS, EE and TOK
Internal Examination Blocks	End of year examinations in Year 11 (Formative for most subjects) Practice exams in October holidays in Year 12	End of year examinations in Year 11 (Formative) Trial exams in Year 12 during school term Ongoing practice papers
External Examinations	SACE Exams – November Exams marked by local teachers through the SACE Marking guidelines for examiners highly prescriptive	IB Diploma Exams – students will undertake exams in November Exams marked externally by IB examiners
Number of Examinations	One exam per subject (not all subjects have exams) Maximum exam length per subject = 3 hours	Up to three exam papers per subject (not consecutive) Most papers are 1.5 - 2 hours, some are less
Opportunity to Repeat Subjects	Yes	Yes Students may also request re-mark of assessed work
Student Requirements	Willing to follow the prescribed course of study with diligence and sustained effort Willing to develop independent learning, good time management and organisational skills	Willing to be challenged and to question Willing to participate and become an active learner Willing to develop independent learning, good time management and organisational skills Willing to develop as a well-rounded individual and an engaged citizen of a multicultural world
Release of Results	Mid December	First week of January
University Entry (Local universities)	After scaling, best 3, 20 credit subjects and 2 best 10 credits	All components count to overall IB Diploma score, which is converted to an ATAR for entry to Australian universities Provides direct access to Australian universities An increasing number of Australian universities are offering IB students guaranteed entry and early university offers based on predicted IB grades

University Entry (Overseas Universities)	Students needs to negotiate with overseas institutions on an individual basis	Diploma provides direct and recognised entry to approximately 4,000 universities worldwide – includes every university in the US and UK. Information on IB access to international universities including Oxford, Harvard, British Columbia, Auckland is available at: www.ibo.org/diploma/recognition
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