

The International Baccalaureate Diploma Program

What is the IBDP?

The International Baccalaureate Diploma Programme (IBDP) is a two-year, internationally recognised pre-university course. The International Baccalaureate Organization (IBO) is an international, non-government body that has responsibility for setting the curriculum utilised by all participating schools.

The programme offers a breadth model curriculum that promotes the development of international mindedness and adopts approaches to learning and teaching founded in contemporary pedagogical principles.

On a practical level, IB Diploma holders are accepted for entry into leading universities throughout the world and at all Australian universities. The course also enables students who are internationally mobile to transfer their studies from one IB World School to another.

The structure of the IB Diploma provides both depth and breadth of academic study. The curriculum structure is based on a framework of subject choices from **six designated groups** together with **three central compulsory** core components: Theory of Knowledge, the Extended Essay and CAS (Creativity, Activity, Service).

The IB Diploma is a programme of study that promotes the development of:

- Critical-thinking and reflective skills
- Research skills
- Independent learning skills
- Intercultural understanding

Students who are awarded the IB Diploma have demonstrated a strong commitment to learning, both in terms of the mastery of the subject content and in the development of the skills and discipline necessary for success in a competitive world.

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.

Students who are awarded the IB Diploma have to varying degrees developed and demonstrated the attributes of the learner profile endorsed by the IBO and fundamental to each of its programmes.



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.

As IB learners we 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.

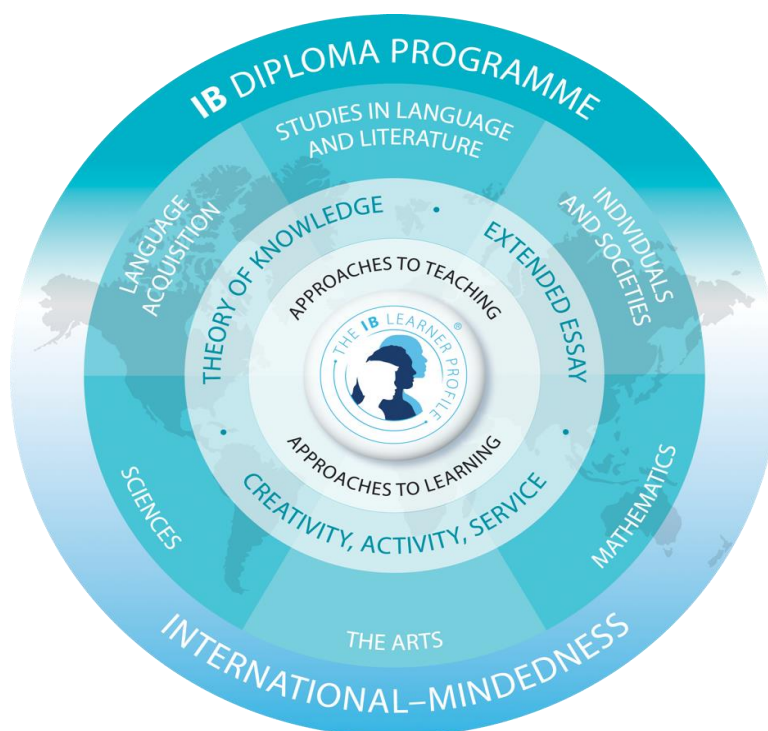
REFLECTIVE

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

The Six Groups: Subject Choices at Lauriston

All of the subjects offered by the IBO for study by Diploma students at Lauriston Girls' school are categorised into the six groups represented in the IBDP model:



Students are required to study six subjects in total. At least three, and not more than four subjects, are taken at Higher Level (HL), approximately 240 hours and the others at Standard Level (SL), approximately 150 hours. This allows for some subjects to be explored in depth (HL) and some more broadly (SL) over the two-year period. One subject is chosen from each of Groups 1 to 5. The sixth subject may be chosen from Group 6, or another subject from one of the other groups. Note: Students can also study a limited range of courses via the online provider Pamoja Education. Students should speak to the IB Coordinator if they have an interest.

Group 1	Studies in Language and Literature Language A – English or Chinese Literature
Group 2	Language Acquisition Language B – Chinese, English, French Language ab initio – Spanish
Group 3	Individuals and Societies Economics, Geography, History
Group 4	Sciences Biology, Chemistry, Physics
Group 5	Mathematics Analysis and Approaches SL and HL, Mathematics: Applications and Interpretations SL
Group 6	The Arts Visual Arts, Music, Theatre

The Three Central Core Components

Theory of Knowledge (TOK)

Theory of Knowledge is a course about critical thinking and inquiring into the process of how we know, rather than what we know. The TOK course is undertaken for at least 100 hours of class time across the two years of the IBDP programme. The task of TOK is to emphasise connections between areas of knowledge and link them, so that students understand the way that each of the subjects they study reference each other, or share common threads.

There are two assessment tasks in the TOK course: an essay and an exhibition.

- The essay is externally assessed by the IB, and must be on any one of the six prescribed titles issued by the IB for each examination session. The maximum word limit for the essay is 1,600 words.
- The exhibition requires students to participate in an exploration of TOK. A cross between an oral presentation and an expo, students are required to respond to a prompt, provided by the IB, using three artefacts which demonstrate TOK in the real world.

Creativity, Activity, Service (CAS)

The CAS component is at the heart of the Diploma Programme. It promotes the view that there are significant benefits in being involved in the three strands- creative pursuits, physical activities and service projects, in which students engage in collaborative and reciprocal engagement in their communities in an authentic way. CAS encourages students to strengthen and extend their personal and interpersonal learning.

Seven learning outcomes need to be addressed over an 18-month period. Students are expected to create and maintain a CAS portfolio that provides evidence of the ways in which they have addressed the seven learning outcomes. Additionally, students take part in at least one project that addresses one or more of the three strands.

There are three formal, documented interviews with the CAS Coordinator that must take place over the two years.

Extended Essay

Each student is required to research and analyse a topic of special interest and write an extended essay of 4000 words, preferably linked to one of the subjects they are completing as part of their programme. This essay provides students with research and academic writing skills that are desired and practiced at university. Each student is supervised by a teacher who advises on appropriate references, methodology and essay writing techniques. The final essay is a culmination of an inquiry, research and drafting process that includes the mandatory completion of three reflections, which also contribute to the final grade for the essay. The essay is formally structured and presented in a manner suitable to the subject discipline the student is working in.

Additional Charges

Annual fees for IBDP students are paid to the International Baccalaureate Organization. These additional fees, levied in both years 11 and 12, cover student subject registration and associated costs for the IBDP exams. In year 12, IBDP students in Victoria are charged to sit the General Achievement Test (GAT). Some additional costs at the school level for TOK conferences are paid, depending on the kind of conference on offer from year to year.