

# International Baccalaureate Diploma Programme

**Cleveland District State High School**  
**IB Diploma Programme Information Booklet**

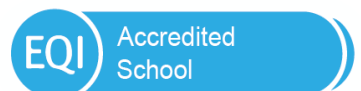
**A world class education in the Redlands**

One mission | one programme | a world of opportunities

“ Life in the 21st century, in an interconnected, globalised world, requires critical thinking skills, deep knowledge, a sense of international mindedness and a curiosity for learning. ”



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At Cleveland District State High School, we continue to position our future around outstanding student achievement in academic, cultural and sporting programs. The European based Council of International Schools (CIS) accreditation process that we have undertaken sees us with the opportunity as one of the Queensland Government's leading International Schools to continue to provide a quality education that is internationally validated. The International Baccalaureate Diploma Programme (IB DP) provides students with an internationally recognised curriculum that is strong in rigour and is accepted by Universities around the world. The International Baccalaureate Diploma Programme (IB DP) at CDSHS truly positions the school as a 'World School'.

As you know, the school offers a range of selective entry programs which attract high performing students from all over the Redlands. The IB DP is a natural extension for our Year 7/8/9 High Performance Learning programs into Senior Secondary commencing in Year 10 with the Preparation Program and/or Year 11 with the IB Diploma. The IB DP is widely acknowledged as an excellent curriculum for students intending to study at Universities in Australia and across the world.

In 2019, Queensland secondary schools embrace a new state system of profiling student's achievement in Years 11 and 12. Our introduction of the IB is ahead of this change to the state's system and will see students with the choice at CDSHS of either the IB DP or the new ATAR rank system as it is implemented.

We are confident that the IB opportunity is a tremendous pathway for our students and we are equally confident that we have students who will perform year on year in the IB to the highest international standards. Our school community welcomes you to the IB cohort.

This booklet for students and their parents/caregivers explains the IB DP at Cleveland District State High School. It is designed particularly for Year 9 and 10 students about to enrol in Year 10 courses and for students entering the program from other schools at the start of Year 11.

All students who register for IB DP courses need to keep this booklet for use through the IB Diploma Programme.

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# International Baccalaureate

The International Baccalaureate (IB) formerly known as the International Baccalaureate Organisation (IBO) founded in 1968 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 IB works with schools and educators around the world, from its three Global Centres (The Hague, Bethesda and Singapore); the Foundation office (Geneva); the Assessment Centre (Cardiff); and the Buenos Aires Office.

The Assessment Centre oversees two examination sessions per year in May and November. Cleveland District State High School prepares their candidates for the November exam session. Thousands of individual examiners worldwide participate in the assessment of student work.

The IB aims to develop enquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect. To this end the IB works with schools, governments and international organisations to develop challenging programs of international education.

## IB Mission Statement

*Through comprehensive and balanced curricula coupled with challenging assessments, the International Baccalaureate aims to assist schools in their endeavours to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people while respecting the variety of cultures and attitudes that makes for the richness of life.*

## IB Diploma Programme Introduction

The International Baccalaureate Diploma Programme (IB DP) is a highly regarded two-year pre-university course that is offered to students throughout the world. The IB DP not only provides students with an enhanced academic focus but also provides a curriculum with an international perspective. The program suits highly motivated senior students and is designed to equip candidates with the skills and attitudes necessary for success in higher education and employment.

The program of studies leading to the International Baccalaureate (IB) Diploma is a comprehensive and rigorous pre-university course taken in Years 11 and 12. The program aims to:

1. Provide a balanced and challenging academic experience, which emphasises the education of the whole person, thus developing socially responsible citizens of the world;
2. Prepare students to succeed at university as well as providing an internationally accepted entrance qualification into universities in Australia and in over 74 countries;
3. Promote international understanding through shared academic experience and development of global awareness;
4. Build and reinforce a student's sense of identity and cultural awareness;
5. Make transfer between international schools more convenient for internationally mobile families.

The IB DP is successful and growing. IB students attend over 4000 IB World Schools in nearly 140 countries who teach IB programs. CDSHS is a leading IB school in QLD. Over 60 schools are currently offering the IB DP in Australia and Cleveland District State High School is one of the latest schools to seek accreditation.

In 2017, Cleveland District State High School commenced the IB DP as an alternate senior/pre-tertiary curriculum for Years 11 and 12 students. The IB DP is an exciting and challenging one. If you are a Year 9

student currently undertaking six subjects and scoring A/Bs in these subjects then you will be able to manage the challenges of the IB Diploma. Taking a subject for three years and working with same teachers creates continuity and enables deeper learning. The program provides an excellent preparation for the demands of university.

### **Here are some comments from IB Diploma holders:**

*“The study habits I developed over the two years of working on the IB Diploma put me far ahead of my classmates in being able to organise my work and plunge right in. I felt more mature and confident in coming to university because so much had been demanded of me.”*

*“Probably the Extended Essay was the part of the IB which prepared me best for university in that it not only taught me how to do research, but encouraged the development of original thought.”*

*“Preparing for the exams and then doing them gives you a completed feeling; your high school program is culminating in those exams and that’s a wonderfully fulfilled feeling.”*

### **What are some other reasons that students complete the IB Diploma?**

- Students are encouraged to think independently and drive their own learning;
- Students are able to engage with people in an increasingly globalized, rapidly changing world;
- Students become more culturally aware and are part of a world learning program;
- It is an excellent preparation for university;
- It creates independent learners who feel prepared for university and for life;
- It offers academic breadth and depth;
- It’s a genuinely international qualification that educates the whole person;
- It assesses more than examination techniques;
- Students develop excellent time management skills;
- Universities recognise it and give credit for it.

### **What makes the IB Diploma different?**

- The IB DP is a comprehensive two-year international curriculum;
- The international standard by which the Diploma is assessed is applied equally to all schools;
- The Diploma is characterised by a program of rigorous assessment including external examinations;
- The Diploma offers students both breadth and depth of study;
- The IB DP encourages community service because there is more to learning than academic studies alone;
- The IB maintains high standards by actively training and supporting teachers and by authorizing and evaluating IB World Schools.

### **What advantages do IB DP holders have?**

IB Diploma holders:

- are well prepared for university work;
- develop positive attitudes to learning because students ask challenging questions, learn to critically reflect, develop research skills, and learn how to learn;
- have access to Australia and the world’s leading universities. Many universities including University of Queensland, Griffith University and QUT give students advanced standing because of the rigour associated with the IB DP. For further information on university recognition, view the IB website or your preferred university's website.

## International relevance of the IB at CDSHS

Not only do our students work with an international curriculum, they are encouraged through thought and action to develop a global perspective and wider cultural understandings. At Cleveland DSHS we offer and would encourage all of our IB students to participate in an overseas experience at some time during the three-year program. Some of the trips will be offered include:

- Academic & STEM trip to USA;
- Language and Cultural trip to Japan;
- Language and Cultural trip to Europe;
- Community service trip to Vanuatu.

Our program by its very nature attracts enrolments from overseas students. We have worked with students from China, Japan, and United Kingdom.

Our school has links with IB schools in Australia and overseas, including Singapore, Hong Kong, Japan, UK and USA. This interaction enhances our students' global understanding and of course adds lively comment to Theory of Knowledge (TOK) classes.

## Progression policy in the IB DP

Students' academic progress, behaviour, effort and attention to homework will be closely monitored throughout the program. A student who does not meet the rigorous standards required in a particular subject will be asked to show cause and work with their subject teacher to put strategies in place for success. Students who continue to not meet the standard or do not meet the standard in two or more subjects will be required to meet with the IB Coordinator to consider their continuing registration in the IB DP.

# IB Diploma Programme

The IB DP 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 development of skills and learning how to learn, in addition to mastery of subject content. To achieve a broad and balanced program the student must choose one subject from each of these six groups:

### 1. 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. At CDSHS students study Language A: Language and Literature.

### 2. GROUP 2: Language Acquisition

Second language other than the student's first language. We offer French; Japanese and Chinese at Ab Initio levels.

### 3. GROUP 3: Individual and Societies History; Psychology; Business Management.

### 4. GROUP 4: Sciences Biology; Chemistry; Physics & Environmental Systems and Society

### 5. GROUP 5: Mathematics

Mathematics: Application and Interpretation

### 6. GROUP 6: The Arts

Visual Arts and Music. For students who do not wish to study a subject from The Arts, another Group 3 or 4 subject can be chosen.

The student 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). The Diploma student must complete the three core elements of the Diploma requirements:

- (1) **Theory of Knowledge (TOK)** which explores the nature of knowledge across the disciplines. It encourages students to appreciate other cultural perspectives and understand their own culture. It stimulates critical reflection on knowledge and allows students to examine the grounds for moral, political and aesthetic judgements.
- (2) An **Extended Essay (EE)** of 4,000 words (maximum) which 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) **Creativity, Activity, Service (CAS)** which involves a range of activities. The three strands of CAS which are often interwoven with particular activities are characterised as follows:  
**Creativity:** arts and other experience that involve creative thinking.  
**Activity:** physical exertion contributing to a healthy lifestyle, complementing work elsewhere in the DP.  
**Service:** an unpaid and voluntary exchange that has a learning benefit for the student.





## 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.



International Baccalaureate®  
Diploma Programme  
Middle Years Programme  
Primary Years Programme

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# IB Diploma Programme Entry

**Entering the International Baccalaureate Diploma Programme (IB DP)** Students may enter the IB DP at one of two points:

- Year 10 Preparation Program.
- Year 11 into the IB Diploma Programme.

## **Candidate Application for the IB DP?**

Students will be considered for the IB DP based on academic performance, but also on the personal qualities and beliefs which we believe are essential for success in the IB DP and that are demonstrated by the candidate. Interested students will complete the Preparation Program Application Form – Year 10 or IB Diploma Programme Application, which includes achievements throughout schooling career and a written parent statement on the student's academic journey. Student's academic performance and NAPLAN results are taken into account as well as their general conduct in the school.

## The Enrolment Process

During Term 3, all year 9 students participate in a Careers program which includes sessions on future work and study goals. Students complete their set plan and indicate on there, the pathway they intend to take in senior. The IBDP is one of our "Intensive Academic" pathways designed to prepare students for success at tertiary studies. Students can participate in a "Try IB" Day and families are invited to an IB Parent Information Evening. At this point, enrolment packs are distributed to interested families with successful applicants notified by week 10 of term 3.

**Students outside of the main application process will be notified within two weeks of interview.**

Students enrolling from out of the catchment of Cleveland District State High School will be required to earn their place in the school through merit entry. Students will need to provide records of report cards, NAPLAN results and other achievements.

## Year 10 Preparation Program

### **The Year 10 Preparation Program**

The aim of the Year 10 Preparation Program is to give students a strong foundation in the skills based required for IB and an indication of what studying the IB Diploma will be like. The Year 10 Preparation Program however is **not** an official IB program and does **not** teach any content from the International Baccalaureate syllabus. Students who successfully participate in the Year 10 Preparation Program attaining satisfactory results and demonstrating good conduct will gain automatic entry to the International Baccalaureate Diploma in Year 11.

**An application pack for the Year 10 Preparation Program is available on the school's [website](#).**

## IB Diploma Programme Subject Selection

### **Choosing your IB DP subjects**

Use this document along with the CDSHS Senior Curriculum Guide to make your selection and discuss these fully with your parents. Remember that you need to choose 6 subjects, one from each group and that 3 must be at Higher Level and 3 at Standard Level. Take into account:

- Your interest and ability in the subject;
- Your commitment to your studies and ability to work independently;
- Your university and career plans – talk with your Deans, Subject Teachers, IB Coordinator and Guidance Officers.

## IB Subject Groups

**GROUP 1** - Language A: Language & Literature (HL or SL)

**GROUP 2** - French ab initio, Japanese Ab Initio (SL only), Mandarin Ab Initio (SL only)

**GROUP 3** - Psychology (HL or SL), Business Management (HL or SL).

**GROUP 4** - Biology (HL or SL), Chemistry (HL or SL), Physics (HL or SL), Environmental Systems & Society (ESS)

**GROUP 5** – Mathematics: Application and Interpretation (SL)

**GROUP 6** - Visual Arts (HL or SL), any subject from Group 3 or 4 (depending on availability). Music (HL or SL)

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 IB Arts offerings. Learning in The Arts is an important part of the IB vision and reflects all aspects of the IB Learner Profile.

Some courses may be subject to a merit entry process due to limited places. This will be done in accordance to academic results.

## Sample Diploma Programs

### EXAMPLE 1

HIGHER	STANDARD
Visual Arts	English A: Lang & Lit
Biology	Japanese Ab Initio (SL)
Psychology	Mathematics (SL)

### EXAMPLE 2

HIGHER	STANDARD
English A: Lang & Lit	Chemistry
Business	French Ab Initio (SL)
Music	Mathematics AI (SL)

### EXAMPLE 3

HIGHER	STANDARD
English A: Lang & Lit	Mathematics AA (SL)
Chemistry	Mandarin Ab Initio (SL)
Biology	ESS

# IB Diploma Programme Curriculum

## YEAR 11 (IB Diploma YR 1)

## YEAR 12 (IB Diploma YR 2)

### GROUP 1

#### Language and Literature

Language A: Language and Literature (HL or SL) →

English A: Language and Literature (HL or SL)

### GROUP 2

#### Language Acquisition

French Ab Initio (SL only) →

French Ab Initio (SL only)

Japanese Ab Initio (SL only) →

Japanese Ab Initio (SL only)

Mandarin Ab Initio (SL only) →

Mandarin Ab Initio (SL only)

### GROUP 3

#### Individuals and Societies

Psychology (HL or SL) →

Psychology (HL or SL)

Business Management (HL or SL) →

Business Management (HL or SL)

### GROUP 4

#### Sciences

Biology (HL or SL) →

Biology (HL or SL)

Chemistry (HL or SL) →

Chemistry (HL or SL)

Physics (HL or SL) →

Physics (HL or SL)

ESS (SL) →

ESS (SL)

### GROUP 5

#### Mathematics

Mathematics: Application and Interpretation (SL) →

Mathematics: Application and Interpretation (SL)

### GROUP 6

#### The Arts

Visual Arts (HL or SL) →

Visual Arts (HL or SL)

Subject from Group 3 or 4 (HL or SL) →

Same subject from Group 4 (HL or SL)

#### Theory Of Knowledge (TOK) Service (CAS)

Year 11 TOK →

Year 12 TOK **Extended Essay (EE) Creativity, Activity,**

**\*Subject offering will be dependent on enrolment numbers.**

# IB Diploma Programme 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. Written Examinations

In all subjects except Visual Arts and Theatre. These may include multiple choice tests, short answer questions, data and document-based questions and essays. The examination scripts are marked by IB external examiners.

## 2. Oral Examinations

In Languages and The Arts.

Conducted by the subject teacher and captured digitally for submission to the IB moderators.

## 3. Internal Assessment

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 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.

## 4. Theory Of Knowledge (TOK)

In Year 12, students are given a choice of 6 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 by examiners appointed by the IB.

## 5. Extended Essay (EE)

Each student is assigned a mentor/teacher who supervises the student through the research process. All Extended Essays are marked by examiners appointed by the IB.

## 6. Creativity, Activity, Service Activities (CAS)

Students complete self-evaluations of their activities and then activity supervisors also write a brief evaluation. These are 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 IB. This will lead to the failure of the Diploma.

# IB Diploma Programme Grading & Conditions for the Award of the Diploma

The grading scheme used for IB examinations is as follows:

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

## IB DP Score

The maximum score for the IB DP is 45. Students study 6 subjects with a possible score of 7 in each (6 x 7 = 42). A maximum of 3 bonus points (TOK and Extended Essay) is added to give the final possible total of 45.

A grade will not be awarded in any subject where the student has failed to complete any of the required assessment components. For an IB DP student, the grades achieved in the six subjects are added together to obtain a total point score. Bonus points are added to the total as follows:

### Bonus Points Matrix

Theory Of Knowledge (TOK)						
	Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Grade A	3	3	2	2	Failing condition	
Grade B	3	2	2	1		
Grade C	2	2	1	0		
Grade D	2	1	0	0		
Grade E	Failing condition					
No Grade N						

### Failing conditions

A candidate will not qualify for the award of the IB DP if certain requirements have not been met. The following codes indicate which requirements have not been met.

These codes apply to all Diploma (& retake) candidates.

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N has been given for Theory Of Knowledge, Extended Essay or for a contributing subject.
4. A grade E has been awarded for one or both of Theory Of Knowledge and the Extended Essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

**Please note:** A candidate who fails the Diploma is **not awarded an ATAR score**.

The IBO demands the highest standard of academic honesty and has zero tolerance for malpractice. **Essential reading:** *General Regulations: Diploma Programme* and *Academic Honesty in the IB Educational Context* ([www.ibo.org](http://www.ibo.org)) and can also be viewed on our school website <https://clevelanddistrictshs.eq.edu.au/>

## IB Diploma Programme Fees

Under the current legislation, all schools offering the IB DP are required to charge a regulated fee. Payment for the IB Diploma Programme at this school can either be spread over 3 years, including the Year 10 Preparation Program or the IB Diploma Programme depending on the point of entry. The regulated fee includes textbooks and learning resources (similar benefits to the Resource Management Scheme), the cost of IB internal assessment and examination fees. Students wishing to enrol in the IB DP can expect to pay approximately \$4,896.00 (indexed to CPI), plus User Pays Fees. The cost is \$408.00 per term.

Please visit our school website <https://clevelanddistrictshs.eq.edu.au/> to download an [IB Application](#) for enrolment consideration. Applications can be emailed to [Office@clevelanddistrictshs.eq.edu.au](mailto:Office@clevelanddistrictshs.eq.edu.au) or handed into our administration office.



[www.clevelanddistrictshs.eq.edu.au](http://www.clevelanddistrictshs.eq.edu.au)