

Islamic College of Melbourne



INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME HANDBOOK





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The International Baccalaureate Learner Profile

The IB learner profile represents ten 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 (IB, 2013).

| | |
|---------------|---|
| 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. |



The International Baccalaureate Diploma Programme

The International Baccalaureate Diploma Programme (IB DP) was established in Geneva in 1968 to provide an international, and internationally recognised, university-entrance qualification for students studying outside of their home country. The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices, and respect others in the global community. The IB Programme equips students with the skills and attitudes necessary for success in higher education and employment; it has the strengths of a traditional liberal arts curriculum, but with three important additional features, shown at the center of the curriculum model (below). Today the IB DP has expanded so that more than half the students opting for it come from state or national systems rather than from international schools. As the IB DP has grown, so too has its reputation for excellence; the IB DP is now recognised in almost every country in the world as a one of the pre-eminent pre-university qualifications.

The IB Diploma Programme is a two-year (Grade 11 & 12, or ages 16-19) international curriculum that allows students to fulfil the requirements for university entrance of their national or state education systems. Internationally mobile students are able to transfer into the IB Diploma Programme from other IB World Schools, as well as from other school systems.

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.

ICOM Vision and Mission Statement

The Islamic College of Melbourne will be recognised as a quality co-educational institution within the local community and beyond. Its vision is to ensure excellence, in both academic and Islamic development, with continuous progress to produce a new generation of Muslims, who are committed Australians. This generation will embrace the Australian and international values of care and compassion, doing your best, freedom, honesty and trustworthiness, integrity, respect, responsibility, openness, tolerance and inclusion. The diverse programs to be implemented will foster a love of lifelong learning, a sense of achievement and a respect for, and understanding and tolerance of others. Teaching and learning will accommodate the diverse needs of our students as teachers seek out the best practices and embrace educational initiatives both locally and internationally for continuous improvement to occur. Learning through a variety of programs will enable students to become literate, numerate, self-directed, skilled in critical thinking, creative thinking, reasoning and be technologically proficient. Students will also foster in them the ability to be caring, have intercultural understanding and respect for others. Students, parents and teachers will work together as active learners to ensure that all experience success. Students will develop an awareness of their responsibilities to the community and their environment. As active global citizens they will be prepared to contribute positively to the local and international communities. The realisation of this vision will ensure that the school community are well informed lifelong learners that can face local, national and global challenges with confidence.

The Islamic College of Melbourne will provide a positive learning environment where staff and students work co-operatively to achieve their best and to develop a commitment to continuous learning and effective participation within their wider community. We are committed to fostering a community of learners, and to provide an academic curriculum that develops a broad knowledge base, while promoting the skills of critical and creative thinking. We seek to do this within a challenging and supportive Islamic environment which develops individuals as both independent and collaborative learners.

The IB Diploma Curriculum Model

The curriculum is modelled by a circle with six academic areas surrounding the three core requirements.



For more information on the IB Diploma Programme: <https://www.ibo.org/programmes/diploma-programme/>

For specific IB Diploma subject information: <https://www.ibo.org/university-admission/support-students-transition-to-higher-education/course-selection-guidance/>

The IB Diploma Curriculum

Over the course of the **two-year programme**, students:

- study six subjects chosen from the six subject groups
- complete an extended essay
- follow a theory of knowledge course (TOK)
- participate in creativity, action, service (CAS)

Normally, three of the six subjects are studied at higher level (courses representing 240 teaching hours).

The remaining three subjects are studied at standard level (courses representing 150 teaching hours).

Core Requirements

1. Theory of Knowledge (TOK) –this course represents 100 hours of teaching
2. Extended essay (EE)
3. Creativity, Activity and Service (CAS)

➤ Theory of Knowledge (TOK)

Theory of knowledge aims to develop each student's ability to think critically about the world around them and to ask questions about information and its sources. It encourages students to reflect on how knowledge in various disciplines is constructed, developed, tested, supported and challenged. We examine the strengths and weaknesses of knowledge claims in specific disciplines and what distinguishes, for example, scientific discovery from ethical understanding.

The TOK curriculum is made up of three deeply interconnected parts.

- **The core theme—Knowledge and the knower:** This theme encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong.
- **Optional themes:** This element provides an opportunity to take a more in-depth look at two themes of particular interest to teachers and students. The given themes all have a significant impact on the world today and play a key role in shaping people's perspectives and identities. Teachers select two optional themes from a choice of five: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies.
- **Areas of knowledge:** The areas of knowledge (AOK) are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining knowledge. In TOK, students explore five compulsory areas of knowledge: history; the human sciences; the natural sciences; mathematics; and the arts.

Students are expected to apply these analytical skills to real life situations both within the school environment and in the wider world.

There are **two assessment tasks** in the TOK course:

- **The TOK exhibition**

Assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB.

- **The TOK essay**

Engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

The exhibition is conducted at the end of year 11 and assesses the ability of the student to apply TOK thinking to a real-life situation. The essay, submitted at the start of Term 3 of year 12, takes a more conceptual starting point.

➤ **Extended Essay (EE)**

The extended essay of some 4,000 words offers the opportunity for IB students to investigate a topic of special interest, usually one of the student's six DP subjects, and acquaints them with the independent research and writing skills expected at university. It is intended to promote high-level research and writing skills, intellectual discovery and creativity – resulting in approximately 40 hours of work. It provides students with an opportunity to engage in personal research on a topic of their choice, under the guidance of a supervisor. This leads to a major piece of formally presented, structured writing of no more than 4,000 words, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject. It is recommended that students follow the completion of the written essay with a short, concluding interview – vice versa – with the supervisor. In countries where normally interviews are required prior to acceptance for employment or for a place at university, the extended essay has proved to be a valuable stimulus for discussion. At ICOM, students and EE supervisors collaborate through ManageBac to record data, research, analysis and reflections regarding the EE process. These records allow supervisors to evaluate and guide student work on this crucial Core task. The reflections then form part of the formal assessment by external IB Examiners. The essay is begun in Term 3 of Year 11 and completed at the end of Term 2 of Year 12, following a carefully-planned timeline to support the completion of each stage in development.

◆ **Organisation of the Extended Essay**

The Extended Essay is limited to 4,000 words and should include an abstract, an introduction, a development methodology, a conclusion, a bibliography, and any necessary appendices.

◆ **Assessment**

The Extended Essay is externally examined. Marks are awarded against a set of published criteria (both general and subject-specific).

The final Extended Essay grade and the final TOK grade are entered into the Diploma

points matrix (see below) to award a possible maximum of three extra points, which are added to a student's Diploma score. Candidates not submitting satisfactory work will fail the Diploma.

THE DIPLOMA POINTS MATRIX

| TOK / EE | A | B | C | D | E |
|----------|-------------------|---|---|---|-------------------|
| A | 3 | 3 | 2 | 2 | FAILING CONDITION |
| B | 3 | 2 | 2 | 1 | |
| C | 2 | 2 | 1 | 0 | |
| D | 2 | 1 | 0 | 0 | |
| E | FAILING CONDITION | | | | |

➤ Creativity, activity, service (CAS)

Creativity, activity, service is at the heart of the Diploma programme, involving students in a range of activities that take place alongside their academic studies throughout the IB Diploma Programme. The component's three strands, often interwoven with particular activities, are characterised as follows:

- Creativity – arts and other experiences that involve creative thinking
- Activity – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Programme
- Service – an unpaid and voluntary exchange that has a learning benefit for the student.

Creativity, activity, service (CAS) encourages students to be involved in activities as individuals and as part of a team that take place in local, national and international contexts. Creativity, activity, service enables students to enhance their personal and interpersonal development as well as their social and civic development, through experiential learning, lending an important counterbalance to the academic pressures of the rest of the IB Diploma Programme. It should be both challenging and enjoyable – a personal journey of self-discovery that recognises each student's individual starting point.

Activities should provide:

- real, purposeful activities, with significant outcomes
- personal challenge – tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress and reporting
- reflection on outcomes and personal learning.

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realised through the student's commitment to his or her CAS programme over a period of 18 months. These learning outcomes articulate what a CAS student is able to do at some point during the programme. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the following seven learning outcomes:

1. Identify own strengths and develop areas for personal growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to, and perseverance in, CAS experiences
5. Demonstrate the skills, and recognise the benefits, of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognise and consider the ethics of choices and actions.

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

- increased their awareness of their own strengths and areas for growth: they are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward;
- undertaken new challenges: a new challenge may be an unfamiliar activity, or an extension to an existing one;
- planned and initiated activities: planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities;
- worked collaboratively with others: collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a

kindergarten. At least one project, involving collaboration and the integration of at least two of Creativity, Activity and Service, is required;

- shown perseverance and commitment in their activities: at a minimum, this

implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities;

- engaged with issues of global importance: students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly);
- considered the ethical implications of their actions: ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, or in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers;
- developed new skills: as with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area. This focus on learning outcomes emphasises that it is the quality of a CAS activity (its contribution to the student's development) that is of most importance.

At ICOM, students enter CAS details on the ManageBac system, which is a central data base managed by students and monitored by the CAS Coordinator and teachers as CAS supervisors. Students reflect on their CAS programme regularly and these reflections allow teachers and supervisors to evaluate the quality of their experiences. All this, is in the aim of meeting the seven outcomes.

ManageBac

ICOM uses the ManageBac web-based organisational system to support the requirements of the Core (CAS, EE and TOK). Students are registered by the CAS and IBDP coordinators at the beginning of year 11 and are instructed explicitly during the Homeroom programme on how to engage with this system. Regular sessions are scheduled for students to complete their entries and reflections.

The system facilitates the following:

- recording of all CAS experiences and required reflections, evidence and supervisor approval
- support for all students in the development and completion of their Extended Essay. This includes storage of all drafts, ideas, evidence and sources accessed in the research process. It also includes the final reflection (viva voce) and supervisor's comments that are uploaded to the IB Internal System for assessment
- a TOK space that allows students to communicate with teachers and peers as they develop their knowledge and ideas for the assessments tasks
- space in all three areas for online communication that is not dependent on the school server.
- This communication is vital to the process of feedback and consultation
- a calendar that lists upcoming deadlines for all stages of the Core tasks
- a 'Files' section that contains subject guides and important information for students to access and refer to. ManageBac operates with the student's school email address

IB DIPLOMA ENTRY REQUIREMENTS

Promotion Policy

Entry into the Senior School for either of the VCE or IB Diploma programs at ICOM is not automatic and all applications will be considered on their merits. Students are required to have demonstrated academic competence, a good level of engagement and a good discipline history before they will be considered for acceptance. Some students are counselled to seek vocational courses offered by other schools for their final two years of schooling if their career and work aspirations do not align with the requirements of a professional career requiring university entry.

At the Islamic College of Melbourne, not all students in Senior School proceed automatically into the next year level. Therefore not all:

- Year 10 students are promoted to year 11 IB Diploma
- Year 11 students are promoted to year 12 IB Diploma

Students wishing to enter and complete Diploma subjects will be measured and accepted based on their behaviour, attendance and academic records in the current year of study, according to the following criteria:

- **Behaviour record:** Students must be both mature and self-disciplined and must carry this behaviour through to years 11 and 12. Students who wish to proceed to year 11 or 12 must show positive behavior in line with the school behavior policy. Students who do not show positive behavior are in breach of the school behavior policy will not be allowed to proceed into IB Diploma studies at the Islamic College of Melbourne.
- **Attendance record:** Students who wish to proceed to the Diploma Programme 11 or 12 must show satisfactorily attendance rate in line with the school attendance policy. Students with attendance which is deemed unsatisfactorily by the school will not be allowed to proceed into Diploma studies at the Islamic College of Melbourne.
- **Academic record:** To be considered for promotion at the Islamic College of Melbourne students must demonstrate their ability to succeed in the IB Diploma Program. Teachers will report on the students' performance against
 1. The Approaches to Learning (ATL).
 2. An IB grade 1-7 for Internal Assessment (for year 11 and 12 students)
 3. A percentage grade for School Based Assessment
 4. End of semester examinations reported as a percentage (Year 11 only)

Approaches to Learning

| Approaches to Learning |
|--|
| Critical Thinking – using reasoning and criteria to conceptualize, evaluate or synthesize ideas |
| Problem Solving – selecting strategies and resources to move from what is known to what is sought. |
| Managing Information – organizing and using information for specific purposes |
| Creativity and Innovation - generating and applying ideas to create something of value |
| Communication – Sharing ideas through oral, written or non-verbal media. |
| Collaboration – working with others to achieve a common goal |
| Personal Growth and Well-being - managing emotional, intellectual, physical and social aspects of learning. |
| Learning behaviours and attitudes – a shared understanding of classroom expectations and striving for highest standards. |

Each ATL is assessed according to the following Level of performance:

| Level of Performance | | | | |
|----------------------|------------|-------------|----------|-----------|
| Exemplary | Proficient | Established | Emerging | Beginning |

The following academic standards are used to assess the level of student suitability for the IB Diploma.

Year 10 students wishing to enter into the Diploma program must meet the following year 11 entrance requirements:

1. The student must be at the level of competency of **“Established or above”** in each of the ATLs in each subject in Year 10.
2. Semester examination results are at 75% or above
 - **The minimum achievement levels, must be maintained in Semester 2.**
 - **Entry into Year 11 is subject to approval by the College.**

Year 11 Diploma students must meet the following year 12 entrance requirements:

- The student must be at the level of **Established or above”** in each of the ATLs in each of their IB DP subject in Year 11.
- Semester examination results are at 75% or above
- IB Subject Grades
 - There is a no grade 1 awarded in a subject/level.
 - Grade 2 has not been awarded three or more times
 - An average grade of at least 4 in core subjects
 - Internal Assessment requirements met in all subjects
 - The student’s report must indicate motivation and respect in the classroom and consistent completion of work tasks across subjects.
 - The Semester 2 report shows a total of at least 24 points, excluding TOK
- Has met the requirements for CAS, TOK and Extended Essay in Year 1 of the DP programme.
 - CAS – A progress of at least ‘good or better’ in each of the CAS criterion and at least 80 hours completed
 - TOK - A performance of ‘good or better’ in the TOK Exhibition and/or TOK Essay
 - EE – A performance of ‘good or better’ in each of the EE criterion and has chosen a subject, research question and written at least 2000 words by the end of Semester 2.

(refer to pages Appendix 2 for full details of Core Reporting Criteria)

- **The minimum achievement levels, must be maintained in Semester 2.**
- **Entry into Year 12 is subject to approval by the College.**
- **Please Note:**
- **A year 11 student who does not meet the above requirements may move into the Year 12 VCE programme. However a VCE student cannot move into the IB Diploma programme**

COURSE SELECTION

Year 10 is the final year of the Victorian Curriculum and pre senior curriculum (VCE) and students must satisfy the requirements of this program to be promoted into year 11. **Towards the end of the year 10 school year, parents/guardians are required to register an expression of interest entry into year 11, the first full years of either, the VCE Program and the IB Diploma Program in the Senior School.**

There are school based requirements for entry into IB Diploma Year 1 and Year 2 subjects as outlined in the Promotion Policy.

From 2021 at the Islamic College of Melbourne students will be able to choose to study the IB Diploma program for their final years of secondary education as Year 11 and 12. It is therefore envisaged that by the end of Year 10 in 2020, students begin planning a study program that will enable them to meet the requirements of the IB Diploma and ultimately the requirements for University/TAFE entrance.

For year 11-12 students, transition provides an avenue for finalising the choice of Diploma and to review a study program before making the subject selection for your final two years at school.

From 2021 all students will begin to select a program of study from the end of Year 10, for the Diploma programme from the subjects offered by the College. Each of the subjects offered will be outlined in detail in the IB Diploma Handbook with the assessment requirements at Years 11-12 including: the IB specified internal assessment requirements for each subject, school assessed tasks, and external examinations.

As well as considering their personal strengths in individual subjects, when making course selections students should also take into account their future education and career plans. Students should become familiar with the specific requirements of the universities in Australia and/or in the countries to which they intend to apply as **different universities in different countries have different entrance requirements**. It is very important that you are aware that specific subjects or combinations of subjects could be required (or excluded) by the country or university of your choice. Information about universities around the world is available from ICOM career counsellor.

It is strongly recommended that students spend as much time as possible discussing their options with as many people as possible, including parents and teachers. Decisions made at this stage in a student's education could affect the rest of their lives, so it is vital that choices are made only after full research and consultation.

Before making a final decision about their Diploma program of study, students are strongly advised to:

1. Search about careers that may interest them (www.coursecamel.com.au)
2. Search specific tertiary courses and the **pre-requisite requirements** for entry into those courses (www.vtac.vic.edu.au)
3. Read the structure of the IB Diploma course from the IB Diploma Handbook or ICOM website <https://icom.vic.edu.au/careers-hub/>
4. Read the subject descriptions outlined in the 'subject selection' section of the IB Diploma Handbook.
5. Students should also speak to subject teachers, the IB Diploma coordinator, and the careers advisor for additional information.
6. Search the IBO website and read the IBO publication at https://www.ibo.org/globalassets/publications/become-an-ib-school/ibdp_en.pdf which includes information about the programme.

The **VTAC website** - www.vtac.vic.edu.au allows students to carry out course research and to ensure that the study program they wish to select meets the required prerequisites for future tertiary study. For some courses the VTAC website also gives students an indication of the **ATAR score** requirements for entry into a tertiary course.

When deciding on subject choices, students need to keep in mind the movement to year 12 and the prerequisites needed for tertiary study, as it may be difficult to change subjects half way through the year. **The College reserves the right to make the final decision regarding each student's subject and course choice.**

To be eligible for the IB Diploma, each student is required to follow six IB courses, with **one subject taken from each group in the curriculum model:**

- Group 1: Language A - Language and Literature
- Group 2: Second Language (language acquisition)
- Group 3: Individuals and Societies
- Group 4: Experimental Sciences
- Group 5: Mathematics
- Group 6: One subject from groups 3 or 4 (Please note ICOM will not offer an ARTs subject for this cohort)

Further, all IB Diploma students must choose

- Three courses at higher level (HL)
- Three courses standard level (SL) In addition,

All IB Diploma students must complete

- A course in the Theory of Knowledge (TOK)
- A 4,000-word Extended Essay in a subject of their choice
- A Creativity, Activity, Service (CAS) programme

Grading

All IB courses, HL and SL, are graded on the IB 7-point scale:

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

IB Diploma

A student will be eligible for the award of the IB Diploma if he/she meets the criteria outlined by the IB (below). This will include taking external examinations in all courses, plus completing additional work specific to the IB Diploma: Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay (EE). The award of the IB Diploma is made externally by the IB. The award of the IB Diploma is independent of the ICOM Year 12 Graduation Certificate.

The Award of the IB Diploma

To be a successful IB Diploma student, it is necessary to be punctual both to classes and to school, to have an excellent attendance record, and to complete work on time and to an appropriate standard. In all courses, students must complete mandatory coursework assignments; typically this coursework amounts to 25% of the final grade for each course, although in some cases it may be higher or lower. The key to doing this work to an acceptable standard is organisation, and the importance of keeping to internal deadlines cannot be stressed enough.

There is a maximum of seven points available for each of the six required elective courses; in addition, there are three points available for the combination of TOK and the Extended Essay. This makes a maximum total of 45 points. A minimum of three courses must be at Higher Level.

In general, in order to receive the IB Diploma, a student will have to score at least a 4 in each subject, or 24 points or more in total. The full criteria for passing the IB DP are set out below and students need to be aware that a score of 24 points will not always guarantee a pass.

The IB Diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met:

- Numeric grades have been awarded in all six subjects registered for the IB Diploma;
- All CAS requirements have been met;
- Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them;
- There is no grade 1 in any subject;
- There is no grade 2 at higher level;
- There is no more than one grade 2 at standard level;
- Overall, there are no more than three grades of 3 or below;
- At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level);
- At least nine points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least six points at standard level);
- The final award committee has not judged the candidate to be guilty of malpractice.

The IB Diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met:

- Numeric grades have been awarded in all six subjects registered for the IB Diploma;
- All CAS requirements have been met;
- Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them;
- There is no grade 1 in any subject;
- There is no more than one grade 2 at higher level;
- There are no more than two grade 2 at standard level;
- Overall, there are no more than three grades of 3 or below;
- At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level);
- At least eight points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level);
- The final award committee has not judged the candidate to be guilty of malpractice.

IB Language Programmes

ICOM offers language programmes for mother-tongue or native speakers or near-native speakers (language A), for those still acquiring the language (language B), and for beginners (Ab initio). Language A and B courses are available at higher and standard levels.

Examination Results

Examination results are available in Early January following the November IB Examination Session. If requested by the student, results are made available to universities either in electronic format or as a transcript of grades, as appropriate. The results indicate the grade a candidate has been awarded for each subject, including the additional Diploma requirements of Theory of Knowledge and the Extended Essay. The results also indicate the completion of Creativity, Activity, Service (CAS) and total number of points for the Diploma, if a Diploma has been awarded.

If a Diploma is not awarded from a student will not be awarded a ATAR Selection Rank based on their IB score. Other pathways may be explored on an individual case basis with support from the IB and Careers Coordinator. Alternatively, IB offers a retake opportunity:

1. Retake

A student can retake an IB exam or an Internal Assessment for most assessment pieces. In most cases he/she would only need to retake the part in which they were not successful. This occurs in the following year's May IB Examination Session. Registration for a retake must be lodged by a school with IB by 15 January that year. A student would have to request this in writing to be received by the IB Coordinator at ICOM by 13 January that year.

Conditions

1. Retake exams are at a cost to the student of approximately \$SGD178 per subject.
2. The student would be required to prepare for this retake independently and would not be re-enrolled as a student at ICOM e.g. participating in classes.
3. The student would sit the exam at ICOM on the date and time indicated in the IB ExaminationCalendar.

2. Enquiry Upon Results - Only Applies to External Assessment

If a student has concerns about their result for a particular subject, it may be possible to request a re-mark by IB. However, a candidate's grade may be lowered or raised as a result of a Category 1 Enquiry Upon Result (EUR).

The following conditions must be satisfied:

- i. ICOM must concur with the student's concern based on the evidence available
- ii. The candidate must pay costs associated with an Enquiry – approximately \$SGD146 per candidate/subject.
- iii. Such a request must be made in writing to the IB Coordinator by 15 March of the year the results were released to allow for discussion and planning regarding maximising the best option. If the result is improved, there is no charge.

Note:

Requests for 'Enquiry upon Results' service will only be accepted by the IB from schools, not from individual candidates. In this case, the externally assessed components of a candidate's work are normally re-marked by a senior examiner.

The International Baccalaureate at ICOM Years 11&12

ICOM will offer the following IB subjects.

- Students are required to select one subject for each of group 1-5 and a 6th subject from either Visual Arts or another Group 3 or Group 4 subject.
- All students also study TOK and participate in the CAS and EE

| IB DP: YEAR 11&12 | |
|-------------------------------------|--|
| Group 1 First Language | <ul style="list-style-type: none"> ■ Languages A – English Language and Literature HL/SL |
| Group 2 Second Language | <p>One subject from:</p> <ul style="list-style-type: none"> ■ Arabic B – HL/SL ■ French Ab - SL |
| Group 3 Individuals & Society | <p>One subject from:</p> <ul style="list-style-type: none"> ■ Business Management SL/HL ■ Global Politics ■ Psychology SL/HL |
| Group 4 Sciences | <p>One subject from:</p> <ul style="list-style-type: none"> ■ Biology SL/HL ■ Chemistry SL/HL ■ Physics SL/HL |
| Group 5 Mathematics | <p>One subject from</p> <ul style="list-style-type: none"> ■ Mathematics – Applications and Interpretations (SL) ■ Mathematics – Analysis and Approaches (SL) |
| Group 6 Arts or Other | <p>One subject from:</p> <ul style="list-style-type: none"> ■ Visual Arts <p>Or</p> <ul style="list-style-type: none"> ■ Another subject from Groups 3 or 4 can be chosen from the list above |
| IB CORE | <ul style="list-style-type: none"> ■ Creativity, Activity & Service ■ Extended Essay ■ TOK. |

DIPLOMA PATHWAYS

The majority of students have a natural academic preference, and these can usually be classified as an interest in one of the humanities, sciences, languages, or arts.

- Humanities students have a strong interest in the humanities and an enjoyment in written argument and debate.
- Science students have an enjoyment of experimental research and quantitative analysis, and have good numeracy skills.
- Language students are bi- or tri-lingual, with access to two language A programmes, and wanting to improve a third language.

These preferences mean the majority of students choose one of four different diplomas, as follows:

(Please note these are examples only. Many other subject combinations are possible)

| | Humanities Bac. | Science Bac. | Languages Bac. |
|----------------|------------------------|-----------------------|-------------------------|
| Group 1 | Language A | Language A | Language A (HL) |
| Group 2 | Language B or Ab | Language B or Ab | Language A (HL) |
| Group 3 | Humanity 1 (HL) | Humanity | Humanity |
| Group 4 | Science | Science 1 (HL) | Science |
| Group 5 | Mathematics | Mathematics | Mathematics |
| Group 6 | Humanity 2 (HL) | Science 2 (HL) | Language Ab (HL) |

- When we add some subjects, we often have individual programmes that look like this:

| | Humanities Bac. | Science Bac. | Languages Bac. |
|----------------|---|---|---|
| Group 1 | Language A (HL) | Language A | English A (HL) |
| Group 2 | Language Ab | Language Ab | Arabic A (HL) |
| Group 3 | Business Management (HL) | Humanities | Humanities |
| Group 4 | Science | Biology (HL) | Science |
| Group 5 | Mathematics | Mathematics | Mathematics |
| Group 6 | Psychology (HL) | Chemistry (HL) | French Ab (SL) |
| Notes | This can lead to law, journalism, business, politics & commerce etc. Humanities students often choose Biology in Group 4, and an HL language. | This can lead to science and medicine & engineering etc. Science students often choose Psychology in Group 3. | This can lead to law, journalism, business, arts and media. Language skills are highly transferable. Language students often choose Biology in Group 4. |

IB DIPLOMA SUBJECT SPECIFIC INFORMATION

GROUP 1: STUDIES IN LANGUAGES & LITERATURE

LANGUAGE A: LANGUAGE AND LITERATURE (ENGLISH)

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Readers, writers and texts

Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and literary works are chosen from a variety of literary forms. The study of the non-literary texts and literary works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.

Time and space

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.

Intertextuality: connecting texts

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

Assessment SL

| Assessment component | Weighting |
|--|-----------|
| External assessment (3 hours) | 70% |
| Paper 1: Guided textual analysis (1 hour 15 minutes) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks) | 35% |
| Paper 2: Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks) | 35% |
| Internal assessment This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes) Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied. (40 marks) | 30% |

Assessment HL

| Assessment component | Weighting |
|---|-----------|
| External assessment (4 hours) | 80% |
| Paper 1: Guided textual analysis (2 hours 15 minutes) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks) | 35% |
| Paper 2: Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks) | 25% |
| HL essay Students submit an essay on one non-literary body of work, or a literary work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length. | 20% |
| Internal assessment: Individual oral (15 minutes) This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes) Supported by an extract from both one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied. (40 marks) | 20% |

GROUP 2: LANGUAGE ACQUISITION

LANGUAGES B - ARABIC B

Language B (HL or SL) is an additional language learning course designed for students with some previous learning of that language. The foci of these courses are language acquisition, intercultural understanding, and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and are related to the culture(s) concerned.

The core—with topics common to both levels—is divided into **three** areas and is a required area of study:

- communication and media;
- global issues;
- social relationships.

In addition, at both SL and HL, teachers select **two** from the following **five** options.

- cultural diversity;
- customs and traditions;
- health;
- leisure;
- science and technology.

Assessment SL

Internal assessment 25%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral assessment

A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)

External assessment 75%

- Paper 1 (1 hour 15 minutes)

Productive skills—writing (30 marks)

One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

- Paper 2 (1 hour 45 minutes)

Receptive skills—separate sections for listening and reading (65 marks)

Listening comprehension (45 minutes)

Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Assessment HL

Internal assessment 25%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral assessment

A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)

External assessment 75%

- Paper 1 (1 hour 30 minutes)
Productive skills—writing (30 marks)
One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.
- Paper 2 (2 hours)
Receptive skills—separate sections for listening and reading (65 marks)
Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks)
Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

LANGUAGE AB INITIO - FRENCH AB. (SL ONLY)

The course is designed to be followed over 2 years by students who have little or no previous experience of learning the target language. The main focus is the acquisition of language for everyday social interaction.

The Language B ab initio course aims to:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

Students devote equal time to 5 compulsory themes:

- Identities
- Experiences
- Human ingenuity
- Social organisations
- Sharing the planet

Assessment:

| IB DIPLOMA ASSESSMENT | | | |
|---|--|------------|--|
| <i>Productive Skills</i> Paper 1 | Writing (externally assessed) | 25% | 1 hour |
| <i>Receptive Skills</i> Paper 2 | Reading Comprehension (externally assessed) Listening Comprehension (externally assessed) | 25% 25% | 1 hour 45 minutes |
| <i>Productive Skills</i> Individual Oral | Individual Oral (internally assessed, externally moderated)A conversation with the teacher, based on a visual stimulus, followed by discussion based on at least one additional theme. | 25% | 15 minutes preparation 7-10 minutes |

GROUP 3: INDIVIDUALS AND SOCIETIES

BUSINESS MANAGEMENT (SL/HL)

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as **change agents** for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts: **creativity, change, ethics** and **sustainability**, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

COURSE FOCUS and OUTCOMES

This subject aims to enable learners to:

- develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents
- foster an informed understanding of ethical and sustainable business practices
- explore the connections between individuals, businesses and society
- engage with decision-making as a process and a skill.

COURSE ORGANISATION

Business Management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It explores how individuals and groups interact within an organisation, how they may be successfully managed and how they can ethically optimise the use of resources in a world with increasing scarcity and concern for sustainability.

The Business Management course, studied over a two-year period, is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organisations from all sectors, as well as the socio-cultural and economic contexts in which those organisations operate.

Content and context are taught within six conceptual areas:

- | | | |
|-----------------|--------------|------------|
| - Change | - Culture | - Ethics |
| - Globalisation | - Innovation | - Strategy |

Within these conceptual areas, students undertake a study of five different units of work

- Unit 1: Introduction to Business Management
- Unit 2: Human resource management Unit
- Unit 3: Finance and accounts
- Unit 4: Marketing
- Unit 5: Operations Management

| Component | |
|--|--|
| Unit 1: Introduction to business management | |
| 1.1 | What is a business? |
| 1.2 | Types of business entities |
| 1.3 | Business objectives |
| 1.4 | Stakeholders |
| 1.5 | Growth and evolution |
| 1.6 | Multinational companies (MNCs) |
| Unit 2: Human resource management | |
| 2.1 | Introduction to human resource management |
| 2.2 | Organizational structure |
| 2.3 | Leadership and management |
| 2.4 | Motivation and demotivation |
| 2.5 | Organizational (corporate) culture (HL only) |
| 2.6 | Communication |
| 2.7 | Industrial/employee relations (HL only) |
| Unit 3: Finance and accounts | |
| 3.1 | Introduction to finance |
| 3.2 | Sources of finance |
| 3.3 | Costs and revenues |
| 3.4 | Final accounts |
| 3.5 | Profitability and liquidity ratio analysis |
| 3.6 | Debt/equity ratio analysis (HL only) |
| 3.7 | Cash flow |
| 3.8. Investment appraisal | |
| 3.9 Budgets (HL only) | |
| Unit 4: Marketing | |
| 4.1 | Introduction to marketing |
| 4.2 | Marketing planning |
| 4.3 | Sales forecasting (HL only) |
| 4.4 | Market research |
| 4.5 | The seven Ps of the marketing mix |
| 4.6 | International marketing (HL only) |
| Unit 5: Operations management | |
| 5.1 | Introduction to operations management |
| 5.2 | Operations methods |
| 5.3 | Lean production and quality management (HL only) |
| 5.4 | Location |

| | |
|-----|--|
| 5.5 | Break-even analysis |
| 5.6 | Production planning (HL only) |
| 5.7 | Crisis management and contingency planning (HL only) |
| 5.8 | Research and development (HL only) |
| | Management information systems (HL only) |

| Type of assessment | Format of assessment | Time | Weighting of final grade (%) |
|----------------------------------|---|--------------------|------------------------------|
| External | | 4 hours 30 minutes | 80 |
| Paper 1 | Based on a pre-released statement that specifies the <i>context</i> and <i>background</i> for the unseen case study | 1 hour 30 minutes | 25 |
| Paper 2 | Based on unseen stimulus material with a quantitative focus | 1 hour 45 minutes | 30 |
| Paper 3 | Based on unseen stimulus material about a social enterprise | 1 hour 15 minutes | 25 |
| Internal | | | |
| Business research project | Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens | 20 hours | 20 |

GLOBAL POLITICS (SL/HL)

The global politics course explores fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts and at a variety of levels.

It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives.

Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective.

Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims.

The Global Politics syllabus requires the study of four compulsory units:

1. Power, sovereignty and international relations
2. Human rights
3. Development
4. Peace and conflict

At Higher Level, students also study global political challenges through a case-study approach. Political issues in the following topics are also studied:

1. Environment
2. Poverty
3. Health
4. Identity
5. Borders
6. Security

All standard level and higher-level students also undertake an engagement activity through which they study a political issue of interest experientially. Students complement their experiential learning with more theoretical perspectives from research and submit a written report summarising their investigation.

Higher-level students also examine two contemporary global political challenges, through a case studies approach.

GLOBAL POLITICS COURSE OVERVIEW

| | STANDARD LEVEL (SL) | HIGHER LEVEL (HL) |
|----------------------------|---|--|
| Time Allocation | <ul style="list-style-type: none"> • 150 hours of study • Three lessons per week | <ul style="list-style-type: none"> • 240 hours of study • Four lessons per week |
| Course Organisation | <ul style="list-style-type: none"> • Study of all four core topics | <ul style="list-style-type: none"> • Study of all four core topics • Study of HL extension: Global political challenges |
| Assessment | <p>THREE summative assessment tasks</p> <p>INTERNAL ASSESSMENT:</p> <p><i>Engagement Activity</i></p> <ul style="list-style-type: none"> • A written report (2,000-word maximum) on a political issue explored through engagement and research • Internally assessed by the teacher and externally moderated by the IB at the end of the course <p>EXTERNAL ASSESSMENT:</p> <p><i>Paper 1</i></p> <ul style="list-style-type: none"> • Four short-answer questions based on one of the four core topics • The paper consists of four different sources (which may be a combination of written extracts, images, diagrams or graphs) • 1 hour 15 minutes <p><i>Paper 2</i></p> <ul style="list-style-type: none"> • Extended response paper • Students choose two questions to answer, each from a different unit of study • 1 hour 45 minutes | <p>FOUR summative assessment tasks</p> <p>INTERNAL ASSESSMENT:</p> <p><i>Engagement Activity</i></p> <ul style="list-style-type: none"> • A written report (2,000-word maximum) on a political issue explored through engagement and research • Internally assessed by the teacher and externally moderated by the IB at the end of the course <p><i>HL Extension: Oral Case Study</i></p> <ul style="list-style-type: none"> • Two video-recorded oral presentations (10-minute maximum each) of two case studies chosen from two different HL extension topics. • Internally assessed by the teacher and externally moderated by the IB at the end of the course <p>EXTERNAL ASSESSMENT:</p> <p><i>Paper 1</i></p> <ul style="list-style-type: none"> • Four short-answer questions based on one of the four core topics • The paper consists of four different sources (which may be a combination of written extracts, images, diagrams or graphs) • 1 hour 15 minutes <p><i>Paper 2</i></p> <ul style="list-style-type: none"> • Extended response paper • Students choose three questions to answer, each from a different unit of study. • 2 hours 45 minutes |

| IB DIPLOMA ASSESSMENT | | |
|-------------------------------|----------------|--------------|
| Assessment | Standard Level | Higher Level |
| Engagement Activity (IA) | 25% | 20% |
| HL Extension: Oral Case Study | | 20% |
| Paper One | 30% | 20% |
| Paper Two | 45% | 40% |

PSYCHOLOGY (SL/HL)

Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. There is no single approach that would describe or explain mental processes and behaviour on its own as human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. The study of behaviour and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognising that behaviour is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behaviour.

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour:

- biological approach to understanding behaviour
- cognitive approach to understanding behaviour
- sociocultural approach to understanding behaviour.

The knowledge, concepts, theories and research that have developed the understanding in these fields will be studied and critically evaluated to answer some of the questions being asked by psychologists today. Furthermore, the interaction of these approaches to studying psychology will form the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others.

COURSE FOCUS and OUTCOMES

This subject aims to enable learners to:

- Develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour
- Apply an understanding of these factors to at least one applied area of study
- Develop an awareness of how psychological research can be applied to address real-world problems and promote positive change
- Understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- Understand diverse methods of inquiry
- Ensure that ethical practices are upheld in all psychological inquiry and discussion.

COURSE ORGANISATION

Psychology is the rigorous and systematic study of mental processes and behaviour. It draws on concepts, methods and understandings from a number of different disciplines.

The subject explores the notion that human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. It attempts to use three approaches to describe or explain mental processes and behaviour.

The Psychology syllabus requires the study of three CORE topics:

1. Biological approach to understanding behaviour
2. Cognitive approach to understanding behaviour
3. Sociocultural approach to understanding behaviour
4. Students also study OPTIONAL topics.

| | STANDARD LEVEL (SL) | HIGHER LEVEL (HL) |
|----------------------------|---|--|
| Time Allocation | <ul style="list-style-type: none"> • 150 hours of study • Three lessons per week | <ul style="list-style-type: none"> • 240 hours of study • Four lessons per week |
| Course Organisation | <ul style="list-style-type: none"> • Study of all three core topics • Study of ONE optional topic | <ul style="list-style-type: none"> • Study of all three core topics + extension topics • Study of TWO optional topics • Study of qualitative research methodologies |
| Assessment | <p>THREE summative assessment tasks</p> <p>INTERNAL ASSESSMENT:</p> <p><i>Simple Experiment</i></p> <ul style="list-style-type: none"> • Based on an experimental study undertaken by the student • Internally assessed by the teacher and externally moderated by the IB at the end of the course • 20 hours allocated time <p>EXTERNAL ASSESSMENT:</p> <p><i>Paper 1</i></p> <ul style="list-style-type: none"> • Three short-answer questions on core topics • One essay from a choice of three on the core topics • 2 hours <p><i>Paper 2</i></p> <ul style="list-style-type: none"> • One question from a choice of three on the optional topic studied | <p>FOUR summative assessment tasks</p> <p>INTERNAL ASSESSMENT:</p> <p><i>Simple Experiment</i></p> <ul style="list-style-type: none"> • Based on an experimental study undertaken by the student • Internally assessed by the teacher and externally moderated by the IB at the end of the course • 20 hours allocated time <p>EXTERNAL ASSESSMENT:</p> <p><i>Paper 1</i></p> <ul style="list-style-type: none"> • Three short-answer questions on core topics • One essay from a choice of three on core topics • One, two or all of the essays will reference the extension HL topic • 2 hours <p><i>Paper 2</i></p> <ul style="list-style-type: none"> • Two questions: one from a choice |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • 1 hour | <p>of three one each of the two optional topics studied</p> <ul style="list-style-type: none"> • 2 hours <p><i>Paper 3</i></p> <ul style="list-style-type: none"> • Three short-answer questions from a list of six static questions on approaches to research • 1 hour |
|--|--|--|

| IB DIPLOMA ASSESSMENT | | |
|-------------------------|----------------|--------------|
| Assessment | Standard Level | Higher Level |
| Written Assignment (IA) | 25% | 20% |
| Paper One | 50% | 40% |
| Paper Two | 25% | 20% |
| Paper Three | | 20% |

GROUP 4: EXPERIMENTAL SCIENCES

BIOLOGY, CHEMISTRY AND PHYSICS

Biology, Chemistry and Physics are available at both higher and standard levels. Through studying Biology, Chemistry or Physics, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterises these subjects. The aims enable students, through the overarching theme of “the nature of science”, to:

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities;
- acquire a body of knowledge, methods and techniques that characterise science and technology;
- apply and use a body of knowledge, methods and techniques that characterise science and technology;
- develop an ability to analyze, evaluate and synthesise scientific information;
- develop a critical awareness of the need and the value of effective collaboration and communication during scientific activities;
- develop experimental and investigative scientific skills including the use of current technologies;
- develop and apply 21st century communication skills in the study of Science;
- become critically aware, as global citizens, of the ethical implications of using science and technology;
- develop an appreciation of the possibilities and limitations of science and technology;
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the options studied. The syllabus encourages the development of certain skills, attributes and attitudes. While the skills and activities of group 4 Science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options.

Experimental work is carried out both individually and in small groups and support is given where possible to students for whom English is a second or other language.

Biology, Chemistry, Physics: Assessment

| IB DIPLOMA ASSESSMENT | |
|--|--|
| Examinations - short answer, data based questions, case study and structured essay questions | |
| Internal Assessment (Practical work, experimental investigations) | |

All subjects are assessed through three written examination papers in addition to the presentation of laboratory reports prepared over the two-year course. All students must also show evidence of participation in the trans-disciplinary group 4 project.

| | | |
|----------------|---------------------------------------|-----|
| Higher level | Paper 1 | 20% |
| | Paper 2 | 36% |
| | Paper 3 | 24% |
| | Internal assessment (laboratory work) | 20% |
| Standard level | Paper 1 | 20% |
| | Paper 2 | 40% |
| | Paper 3 | 20% |
| | Internal assessment (laboratory work) | 20% |

BIOLOGY

Higher Level

Higher level Biology is an in-depth study of modern biology and provides a sound foundation for college and university courses in biology, medicine, biochemistry, environmental studies, etc. A solid foundation in biology and a good working knowledge of chemistry are required for this course.

Core

- | | |
|---|------------------------------|
| • Cell biology | • Ecology |
| • Molecular biology | • Evolution and biodiversity |
| • Genetics | • Human physiology |
| • Nucleic acids | • Plant biology |
| • Metabolism, cell respiration and photosynthesis | • Genetics and evolution |
| | • Animal physiology |

Options (two of the following are taught)

- | | |
|------------------------------|--------------------------------------|
| • Neurobiology and behavior | • Ecology and conservation (further) |
| • Microbes and biotechnology | • Human physiology |

Standard Level

Standard level Biology meets different needs than the higher level course. The course contains compulsory core material and in addition students have to study two optional topics.

Core

- | | |
|---------------------|------------------------------|
| • Cell biology | • Ecology |
| • Molecular biology | • Evolution and biodiversity |
| • Genetics | • Human physiology |

Options (two of the following are taught)

- | | |
|------------------------------|--------------------------------------|
| • Neurobiology and Behavior | • Ecology and Conservation (further) |
| • Microbes and Biotechnology | • Human Physiology |

All students are expected to attend a residential field trip in Grade 12 in order to complete the group 4 project requirement.

CHEMISTRY

Higher Level

Higher level Chemistry is an in-depth study of modern chemistry and provides a sound foundation for college and university courses in chemistry, medicine, biochemistry, pharmacology, environmental studies, chemical engineering, etc. This chemistry course requires previous knowledge as certain areas of the subject are studied in considerable detail.

The comprehensive syllabus contains core material and two option topics:

Core

- | | |
|----------------------------------|-----------------------------------|
| • Stoichiometric relationships | • Equilibrium |
| • Atomic structure | • Acids and bases |
| • Periodicity | • Redox process |
| • Chemical bonding and structure | • Organic chemistry |
| • Energetics/thermochemistry | • Measurement and data processing |
| • Chemical kinetics | |

Options (two of the following are taught)

- | | |
|----------------|-----------------------|
| • Biochemistry | • Energy |
| • Materials | • Medicinal chemistry |

Standard level

Standard level Chemistry has been specifically designed for the student who wishes to know more of the applications of chemistry, while still wanting to further their knowledge of the more "pure" aspects of the subject.

The common core of the syllabus covers similar material to the higher level course although not in the same detail.

Core

- | | |
|----------------------------------|-----------------------------------|
| • Stoichiometric relationships | • Equilibrium |
| • Atomic structure | • Acids and bases |
| • Periodicity | • Redox process |
| • Chemical bonding and structure | • Organic processes |
| • Energetics/thermochemistry | • Organic chemistry |
| • Chemical kinetics | • Measurement and data processing |

Options (two of the following are taught)

- | | |
|----------------|-----------------------|
| • Biochemistry | • Energy |
| • Materials | • Medicinal chemistry |

All students are expected to attend a residential field trip in Grade 12 in order to complete the group 4 project requirement.

PHYSICS

Higher Level

Higher level Physics is relevant to university courses in physics, engineering or electronics, and would be useful to anyone wishing to study Mathematics or Science at a higher level. It encourages the student to think in a logical, consistent and mathematical way. IB higher level Mathematics is extremely useful, although not essential, for this course. The topics covered are:

Core

- Measurements and uncertainties
- Mechanics
- Thermal physics
- Waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production

Additional topics

- Wave phenomena
- Fields
- Electromagnetic induction
- Quantum physics and nuclear physics

Options (two from the following)

- Astrophysics
- Relativity
- Imaging physics
- Engineering physics

Standard Level

Standard level Physics places a strong emphasis on problem solving abilities both in practical and theoretical work. The course provides a useful grounding in basic physics and therefore has relevance to the other Sciences and Mathematics. In addition, work on language in science and a general understanding of current scientific issues are given emphasis. Practical work also encourages the student to think resourcefully. The core topics studied are the same as those for higher level. Two options are also studied.

Core

- Measurements and uncertainties
- Mechanics
- Thermal physics
- Waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production

Options (two from the following)

- Astrophysics
- Relativity
- Imaging Physics
- Engineering Physics

All students are expected to attend a residential field trip in Grade 12 in order to complete the group 4 project requirement.

GROUP 5: MATHEMATICS

We want to make sure that we offer courses which will give the most advantages to our students and so ICOM will be offering:

- **MATHEMATICS: APPLICATIONS AND INTERPRETATION SL**
- **MATHEMATICS: ANALYSIS AND APPROACHES SL**

The Mathematics: Applications and Interpretation course has the following profile:

- emphasis on modelling and statistics;
- develop strong skills in applying mathematics to the real-world;
- real mathematical problem solving using technology;
- for students interested in social sciences, natural sciences, statistics, business, some economics, and design.

Mathematics: Analysis and Approaches course has the following profile:

- emphasis on algebraic methods;
- both problem solving with and without technology is required;
- develop strong skills in mathematical thinking;
- real and abstract mathematical problem solving;
- for students interested in mathematics, medicine, engineering, physical sciences, and some economics.

Which level do I choose?

All levels of IB Mathematics are rigorous and challenging. They cover an extensive range of mathematical skills and applications at a rapid pace. In making the decision regarding which level to choose, students should consider their mathematical, especially algebraic, skill level, their organisational skills and the **prerequisite of their desired university course**.

| Applications and Interpretation (Equivalent to VCE Further Mathematics) | Analysis and Approaches (Equivalent to VCE Math Methods) |
|--|--|
| For students interested in social sciences, natural sciences, statistics, business, psychology, and design. | For students interested in mathematics, engineering, physical sciences, and some economics. |
| This course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. | This course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. |
| SL | SL |

| Entry Requirements | |
|---|---|
| Students should achieve at least 60% in Y10 Advanced Mathematics or 75% in Year 10 Higher Maths | Students should achieve at least 70% in Year 10 Advanced Mathematics |
| Students choosing this course should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. | Students should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalisation of these patterns. |

COURSE FOCUS and OUTCOMES

| IB DIPLOMA ASSESSMENT | |
|--|--|
| Applications and Interpretation Standard Level | Analysis and Approaches Standard Level |
| 40% Paper 1 (1 hour 30 minutes) Calculator allowed | 40% Paper 1 (1 hour 30 minutes) No calculator |
| 40% Paper 2 (1 hour 30 minutes) Calculator allowed | 40% Paper 2 (1 hour 30 minutes) Calculator allowed |
| 20% Exploration | 20% Exploration |

Core Topics in Mathematics

There are 5 core topics covered in both Mathematics Courses

Numbers and Algebra

- core operations with numbers in standard form;
- arithmetic and geometric sequences and series;
- applications of arithmetic and geometric sequences and series including compound interest and annual depreciation;
- simplifying numerical expressions with integer exponents Introduction to logarithms and natural logarithms.

Functions

- different forms of equations of straight lines, including parallel and perpendicular lines;
- functions and inverse functions;
- graphing skills and determining key features of graphs including horizontal and vertical asymptotes Finding the point of intersection of lines and curves using technology.

Geometry and Trigonometry

- distance between points in 2d and 3d space;
- midpoints of two points in 2d and 3d space;
- volume, surface area and angles in 3d solids;
- non-right-angled trigonometry, including area of a triangle, angles of elevation and depression;
- three figure bearings. Applications (SL only)
- the circle – length of arc and area of sector;
- equations of perpendicular bisectors;
- Voronoi diagrams – nearest neighbour interpolation and toxic waste dump problems.

Statistics and Probability

- concept of population, sample, outliers, discrete and continuous data;
- reliability of data sources Interpretation of outliers;
- sampling techniques – simple random, convenience, systematic, quota and stratified sampling methods Presentation of discrete and continuous data in frequency tables, histograms, cumulative frequency graphs and box plots;
- measures of central tendency and dispersion for discrete and continuous data
- including the effect of multiplication by or addition of a constant;
- linear correlation – equation of regression line y on x including piecewise linear models, Pearson's product-moment correlation coefficient
- introduction to probability – independent events, mutually exclusive events, combined events, conditional probabilities and probabilities with and without replacement;
- use of Venn diagrams, tree diagrams, sample space diagrams and tables of outcomes;
- probability distributions of discrete random variables, expected values and applications;
- the normal distribution – its properties, diagrammatic representation, expected values, probability and inverse normal calculations.

Calculus

- introduction to limits, rate of change and gradient;
- increasing and decreasing functions and the graphical interpretation of the gradient;
- differentiation of polynomials;
- equations of tangents and normals at a given point Integration as anti-differentiation of polynomials Definite integrals using technology to find areas under curves;
- anti-differentiation with a boundary condition to determine the constant term.

GROUP 6: ARTS

VISUAL ARTS - STANDARD LEVEL OR HIGHER LEVEL

COURSE FOCUS and OUTCOMES

The IB Diploma Programme Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem solving and divergent thinking, while working towards technical proficiency and confidence as art-makers.

In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The Visual Arts course at ICOM is extended and enhanced by students' participation in:

- Lectures, talks and workshops by teaching staff and local and international artists
- Learning journeys to galleries and art libraries
- Life drawing classes
- Exhibiting as artists in regional and state exhibitions.

IB Visual Art Units

- Deconstruction: photography, architecture, textiles
- Ritual: performance, artist routines, video installation
- Amalgamation: Student directed

VISUAL ARTS COURSE

| | VISUAL ARTS IN CONTEXT | VISUAL ARTS METHODS | COMMUNICATING VISUAL ARTS |
|-----------------------------|--|---|---|
| <i>Theoretical practice</i> | Students examine and compare the work of artists from different cultural contexts. Students consider the contexts influencing their own work and the work of others. | Students look at different techniques for making art. Students investigate and compare how and why different techniques have evolved and the processes involved. | Students explore ways of communicating through visual and written means. Students make artistic choices about how to most effectively communicate knowledge and understanding. |
| <i>Art-making practice</i> | Students make art through a process of investigation, thinking critically and experimenting with techniques. Students apply identified techniques to their own developing work. | Students experiment with diverse media and explore techniques for making art. Students develop concepts through processes that are informed by skills, techniques and media. | Students produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept. |
| <i>Curatorial practice</i> | Students develop an informed response to experiences, work and exhibitions they have seen. Students begin to formulate personal intentions for creating and displaying their own artworks. | Students evaluate how their ongoing work communicates meaning and purpose. Students consider the nature of “exhibition” and think about the process of selection and the potential impact of their work on different audiences. | Students select and present resolved works for exhibition. Students explain the ways in which the works are connected. Students discuss how artistic judgments impact the overall presentation. |

| IB DIPLOMA ASSESSMENT | | |
|---------------------------|---|-----|
| Task 1: Comparative Study | Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts. | 20% |
| Task 2: Process Portfolio | Students submit carefully selected materials which evidence their experimentations, exploration, manipulation and refinement of a variety of visual arts activities during each unit. | 40% |
| Task 3: Exhibition | Students submit for assessment a selection of resolved artworks. The selected pieces should show evidence of their technical accomplishments during the Visual Arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. | 40% |

IB DP COURSEWORK DEADLINES

All assignments are due by the ICOM submission dates set out below. Please note that final deadlines (day/month) will be confirmed closer to the date by the subject teachers and communicated to the students and parents through ManageBac. It is the student's responsibility to ensure that he/she makes a careful note of the due date for each assignment—for written work and oral presentations—and presents this work on time.

IB Diploma deadlines and interim submission dates are placed on ManageBac and are posted in the IB Homerooms and are communicated to the parents on the ICOM website and newsletter. The school will not accept that a student has not been informed of IB coursework deadlines.

Students who anticipate having difficulty meeting a deadline *must* see the teacher well before the due date to discuss strategies which will allow them to meet their commitments. Students with an absence for the day that an assignment was due must hand in the assignment by email where possible, or on their return. They are also responsible for finding out what new assignments there may be and when they are due.

Failure to meet a coursework deadline will result in a review of their IB enrolment by the IB DP Coordinator

| COURSEWORK | DEADLINE (IN YEAR 2) |
|--|--|
| <ul style="list-style-type: none"> English language & literature written task | <ul style="list-style-type: none"> May |
| <ul style="list-style-type: none"> Second language written tasks (B) | <ul style="list-style-type: none"> May |
| <ul style="list-style-type: none"> Second Language oral presentation (ab) | <ul style="list-style-type: none"> May |
| <ul style="list-style-type: none"> Business Management IA | <ul style="list-style-type: none"> June |
| <ul style="list-style-type: none"> Psychology IA | <ul style="list-style-type: none"> June |
| <ul style="list-style-type: none"> Global Politics IA | <ul style="list-style-type: none"> June |
| <ul style="list-style-type: none"> Science IA | <ul style="list-style-type: none"> August |
| <ul style="list-style-type: none"> Mathematics | <ul style="list-style-type: none"> July |
| <ul style="list-style-type: none"> Visual Arts | <ul style="list-style-type: none"> August |

| CORE REQUIREMENTS | DEADLINE |
|--|---|
| <ul style="list-style-type: none"> TOK Exhibition | <ul style="list-style-type: none"> October of Year 1 |
| <ul style="list-style-type: none"> TOK Essay | <ul style="list-style-type: none"> June |
| <ul style="list-style-type: none"> Extended Essay | <ul style="list-style-type: none"> May |
| <ul style="list-style-type: none"> CAS Portfolio | <ul style="list-style-type: none"> September |

HOMework & Study

Homework is an extension of the regular daily school work and is given in all courses. The functions of homework are to help students prepare for classes, and develop the skills of organisation, time management, independent responsibility, self-direction and self-discipline.

Long-range assignments such as reports and projects take careful planning and organisation on the part of the student. Parents are encouraged to assist in monitoring student progress toward the completion of the assignments, but should not do the students' work for them. Parents can be most helpful to their children by providing a routine time and a place that is conducive to undisturbed study. Students can seek help in developing more effective study skills from their teachers, counsellors, and the learning support department.

The amount of homework assigned normally increases as the student progresses through school and varies throughout the year. By Grade 11 and 12 this will be between a minimum of ten and twelve hours a week.

The nature of the homework will vary but it can be assumed that students will always be required to be reading set texts in preparation for lessons and reading around all of their subjects as a matter of course. Getting work done on time requires careful planning, organisation, determination, and self-discipline. These qualities are important in the later working-careers of students and in their personal lives. To promote the habit of punctuality, while recognizing that difficulties can arise, our policy is that:

- All assignments are due by the deadline set by the teacher (Diploma coursework or any other assignment). It is the class teacher's responsibility to ensure that the due date – for written work and oral presentations – is clearly understood by all of the students in the class. IB Diploma deadlines are placed in the school's Assessment Timeline and made available to the parents.
- Students who anticipate having difficulty meeting a deadline **must** see the teacher or Diploma Coordinator *well before* the due date to discuss a possible extension. An extension may be granted if the teacher & Diploma Coordinator judges that there is an acceptable and legitimate reason.
- Students with an absence for the day that an assignment was due should hand in the assignment by email where possible or on their return. They are also responsible for finding out what new assignments there may be and when they are due.

ACADEMIC HONESTY POLICY

ICOM is committed to academic honesty and will ensure that all students in the IB Diploma Programme are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

Academic Dishonesty and Malpractice

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

- plagiarism: taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own;
- copying: taking work of another student, with or without his or her knowledge and submitting it as one's own;
- exam cheating: communicating with another candidate in an exam, bringing unauthorised material into an exam room, or consulting such material during an exam in order to gain an unfair advantage;
- duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved;
- falsifying data: creating or altering data which have not been collected in an appropriate way;
- collusion: helping another student to be academically dishonest.

Prevention of Academic Dishonesty

ICOM, in line with IB recommendations and practice, may submit random or selected pieces of work to external bodies for verification and evaluation of sources. Students should be able to submit electronic copies of any work to either the teacher or the relevant curriculum coordinator for such verification at any time. We recommend that students keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners in order to be able to defend themselves against charges of malpractice.

Procedure for Investigating Suspected Cases of Academic Dishonesty

If a teacher, or another member of staff, suspects that a student may have breached the school's standards of academic honesty, he or she will inform the IB DP coordinator. The latter will investigate the matter, and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the IB DP Coordinator will make a recommendation to the College Principal as to whether or not the case is one of academic dishonesty, or of an academic infringement. Again, in line with the IB's policy and practice, the determining difference between these two possibilities will be one of intent. The principal will decide the outcome of the case.

The Consequences of Academic Dishonesty

Any student who has found to be academically dishonest in any of the above ways, or otherwise, will have a record of this put into his or her student file, and this will be communicated to the student's parents. If the work has been submitted as an official piece of IB coursework, it will not be accepted; if there is time for him or her to do so, the student will be allowed to resubmit another piece of work in its place. If there is not time for the student to produce new work, he or she will normally not receive a grade for that course and will therefore not receive an IB Diploma. A second violation will result in the student being removed from that particular IB DP course, and being disallowed from being able to continue in the IB Diploma. If a student submits work to the IB which is later recognised as having been produced dishonestly, the IB will not award a diploma to that student.

Students should recognise that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone. They should speak to teachers regularly about their work and show drafts of it at various stages in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources.

CONTACTS FOR FURTHER INFORMATION

**IB Diploma Programme &
Extended Essay
Coordinator**

Mrs Maha Elsayegh (Head of Senior Secondary & IB DP
Coordinator)
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CAS Coordinator

Mr Mustafa Haroun (CAS Coordinator)
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TOK Coordinator

Mr Callum Delbridge (TOK Coordinator)
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**General information about
the IBO**

www.ibo.org

**General information about
the Diploma Program**

<https://www.ibo.org/programmes/diploma-programme/>

APPENDICES

APPENDIX 1 – STUDENT ASSESSMENT AND REPORTING

1. IB Internal Assessment (IA)

The subject IA is determined according to the assessment criteria achievement level descriptors published in the subject specific IB Syllabus. The IB internal assessment will be reported as a grade out of 7.

IB Internal Assessment - determined according to the assessment criteria achievement level descriptors published in the subject specific IB Syllabus. The IB internal assessment will be reported as a numerical score from 1-7.

2. IB Diploma Subjects Overall Academic Achievement

Legend for reporting student performance on the IA and subject academic achievement in terms of Grades 1-7

| IB GRADE | Description |
|----------|----------------|
| 7 | Excellent |
| 6 | Very Good |
| 5 | Good |
| 4 | Satisfactory |
| 3 | Mediocre |
| 2 | Poor |
| 1 | Very Poor |
| | Not Applicable |
| | Ungraded |

| GRADE | DESCRIPTOR |
|-------|---|
| 7 | Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality. |
| 6 | Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. |
| 5 | Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking. |
| 4 | General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking. |
| 3 | Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support. |
| 2 | Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support. |
| 1 | Minimal achievement in terms of the objectives. |

