

IB – Diploma Programme (DP)



Aims: To get an overview of the IB Diploma Programme
To hear some of the ways Merici College has implemented it
To identify some benefits of doing the IBDP

IB Philosophy

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. 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.

(IB Mission statement: Source: International Baccalaureate www.ibo.org)

- Conceptual understanding
- Teaching and Learning in context
- Approaches to learning
- Service as action
- Language and identity
- Learning diversity and inclusion
- Focus on multilingualism and intercultural understanding
- Global engagement



Some Data

- Australia had 67 schools with 2654 Diploma candidates.
- **Average was 34** with a pass rate of 92%
- 419 Australian students achieved above 40 and 29 perfect scores came from Australia.
- In Australasia (Australia, New Zealand, PNG and Fiji) 3,024 students sat for the IB Diploma from a total of 18,745 in the November 2019 examination session throughout the world.
- The Australasian average score out of 45 was 33.5 compared to the global average of 28.5.
- The pass rate of Australasian students was 91% compared with the global average of 70%.
- 461 of the 1377 students to achieve above 40 and 30 of the 69 students to achieve a perfect score of 45 came from Australasia.

(IBAustralasia.org, 2021)



What is a Diploma? And how is it different to the Middle Years Programme (MYP)

Specific Curriculum Content

2 Year programme

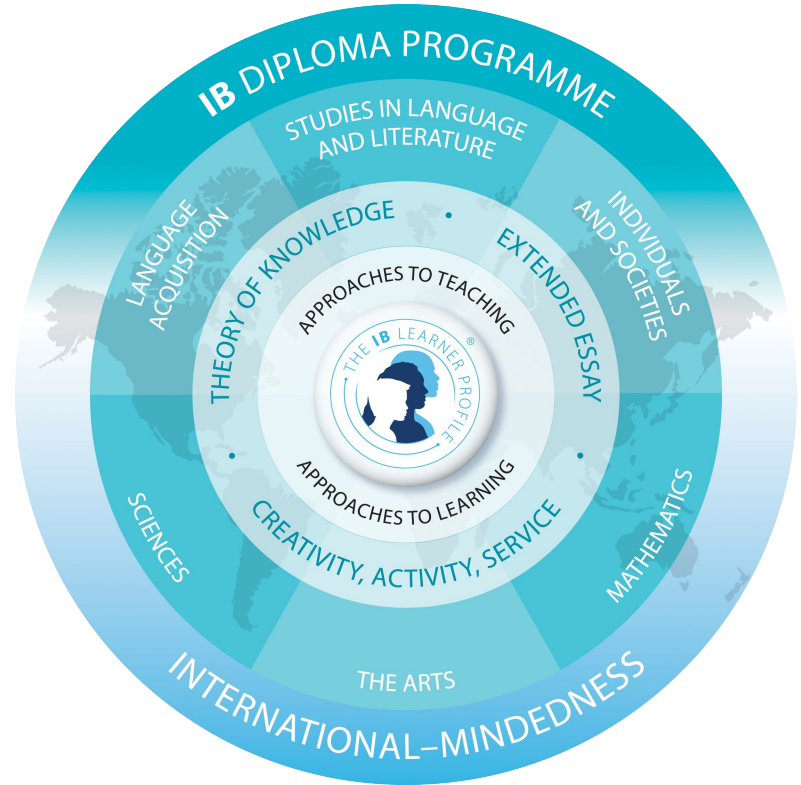
Exams based on 2 Years content

External Assessment

Regulated by External Body - quality assurance

Highly Trained Teachers

Curriculum for students aged 16-19
(Senior Level Study)



Benefits

- Holistic
- Internationally recognised
- Good for those who prefer time to grow into the course, rather than assessment all the way along
- Breadth of subjects
- Aligns with some of the learnings from MYP - e.g. ATL's
- Good if no specific pathway and unsure what area to go into
- Provides a challenge
- Provides many independent choices
- Formal recognition for areas students are already completing e.g. CAS.
- Highly Trained Teachers - must be DP trained

10 Reasons

why the IB Diploma Programme (DP) is ideal preparation for university

- 1 It increases academic opportunity**
Research* shows that DP graduates are much more likely to be enrolled at top higher education institutions than students holding other qualifications.
- 2 IB students care about more than just results**
Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.
- 3 It encourages you to become a confident and independent learner**
For example, the extended essay requires independent research through an in-depth study.
- 4 It's an international qualification**
The DP is recognized globally by universities and employers.
- 5 Graduates are globally minded**
Language classes encourage an international mindset, key for increasingly globalized societies.
- 6 The IB encourages critical thinking**
Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.
- 7 DP students have proven time management skills**
Take good study habits and strong time management to further education and the working world.
- 8 It assesses more than examination techniques**
Learn to understand, not just memorize facts or topics and prepare for exams.
- 9 Subjects are not taught in isolation**
Theory of knowledge (TOK) classes encourage you to make connections between subjects.
- 10 It encourages breadth and depth of learning**
You are able to choose courses from six subject groups and study subjects at different levels.

*Based on IB research - www.ibo.org/research
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What are the requirements?

- One subject from each of the six academic areas
- Instead of an arts subject, can choose subjects from another area e.g. group 3 except Maths.
- Normally, three subjects (and not more than four) are taken at higher level (HL – 240 hours over 2 years)
- Other subjects are taken at standard level (SL – 150 hours over 2 years)
- Plus completion of the Core (EE, CAS, TOK)
- Measured by means of external assessment. Many subjects contain some element of coursework assessed by teachers

(IBO, 2018)



- DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the additional requirements—see section “[A2.2.2](#)”.
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

The IB diploma is awarded based on performance across all parts of the DP.

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma. See section “[A2.2.2](#)”.
- The overall maximum points from subject grades, TOK and the EE is therefore 45: $((6 \times 7) + 3)$.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

There are a number of additional requirements for the award of the diploma.

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

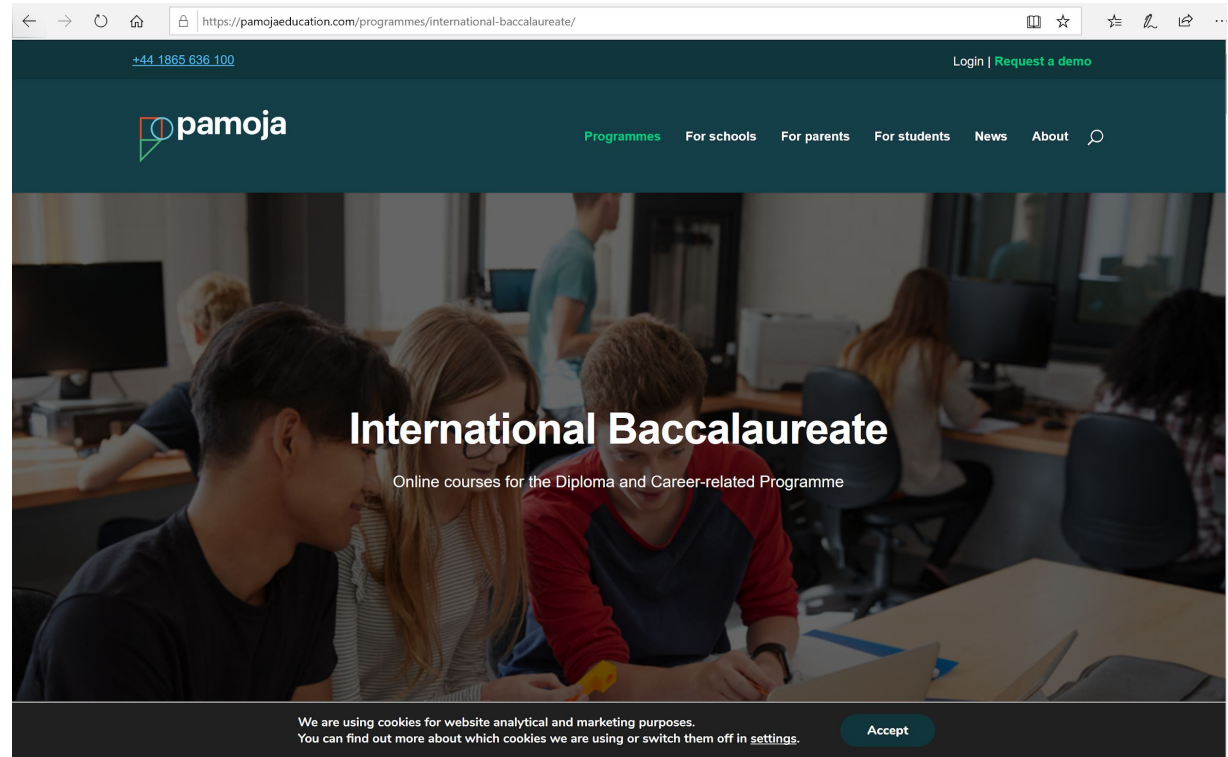
What subjects could students potentially study?

Group 1 – Studies in language and literature	Group 2 Language acquisition	Group 3 Individuals and societies	Group 4 Sciences	Group 5 Mathematics	Group 6 Arts
<ul style="list-style-type: none"> English Literature (HL/SL) English Language and Literature (HL/SL) 	<ul style="list-style-type: none"> Chinese ab initio (SL) French ab initio (SL) Spanish ab initio (Pamoja online) Chinese – Language B (HL/SL) French – Language B (HL/SL) Spanish - Language B 	<ul style="list-style-type: none"> World Religion (SL) compulsory <p>Could choose these in group 6.</p> <ul style="list-style-type: none"> Business Management(HL/SL) History(HL/SL) Psychology (HL/SL) Social and Cultural Anthropology (HL/SL) 	<ul style="list-style-type: none"> Biology(HL/SL) Chemistry (HL/SL) Physics (HL/SL) Sports, exercise and health science (HL/SL) 	<ul style="list-style-type: none"> Mathematics: applications and interpretation (SL) Mathematics: analysis and approaches (HL / SL) 	<ul style="list-style-type: none"> Visual Art (HL/SL) (Or Another subject from Group 4, Group 2, Group 3, Group 1)
Please note, this is subject to student demand and teacher availability			<div>Core</div> <p>Creativity, activity, service – ongoing</p> <p>Extended essay – 4000 words</p> <p>Theory of knowledge – 100 hours – Essay and Exhibition</p>		

Pamoja – Online Learning

- Site based-Coordinator
- Provides flexibility with courses and timetable
- Live lessons with an IB qualified teacher in real time

<https://pamojaeducation.com/>



How is it Assessed?

- Subject results are awarded on a seven-point scale (1 is the lowest, 7 the highest)
- 42 points maximum
- Up to three bonus points may awarded from performance in the extended essay and theory of knowledge. The maximum total is 45.
- Pass or Not completed for CAS
- Exams in Year 12 - May for World Religions (And Italian) November for all other subjects unless otherwise stated by Head of IB.
- Internal Assessment - often involve primary data collection, report style writing, oral exam for Language Acquisition and English.
- Supported with Merici set tasks to practice the skills
- Grade Descriptors for each subject

Studies in language and literature

Grade 7

Demonstrates: excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 6

Demonstrates: very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 5

Demonstrates: good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and/or evaluation; good levels of expression, both orally and in writing; adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s).

Grade 4

Demonstrates: adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and/or synthesis; satisfactory powers of expression, both orally and in writing; few lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/reader; a basic structure within which the thoughts and feelings of the work(s) are explored.

Grade 3

Demonstrates: some knowledge and some understanding of the question or task; responses that are only sometimes valid and/or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored.

Grade 2

Demonstrates: superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in accuracy and clarity; little awareness of context and appreciation of the effect on the audience/reader; rudimentary structure within which the thoughts and feelings of the work(s) are explored.

Grade 1

Demonstrates: very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; very rudimentary structure within which the thoughts and feelings of the work(s) are explored.

IB Diploma

- Recognised internationally.
- Encourages students to think independently and drive their own learning.
- Prepares students well for university study.
- Broad curriculum (6 subject areas required).
- Curriculum is more internationally focused.
- Assessment is by external examination and limited internal assessment (1-2 pieces over the 2 years per subject).
- Transfers more easily if you need to move (depending on subjects offered at the schools).
- Mostly not assessed by teachers at school.
- Has a unique Theory of Knowledge course.
- IB scores get converted to a UAC rank for entry to Australian university or raw IB scores are used.
- Every student does a combination of Higher Level and Standard Level subjects.
- Doesn't get affected by your cohort's ability / rank
- All subjects count.
- Extended Essay highly valued by Universities
- Values other skill areas not just subjects e.g. CAS, EE.

BSSS

- Assessment is ongoing each semester – every piece of assessment counts.
- Can 'drop' some subjects that you are scoring less well in later in the course in consultation with the Head of Senior School
- Based on ranking students in order of performance.
- Mostly internally assessed by teachers in school.
- Get an ATAR.
- Will sit AST exams.
- Allows specialisation in a subject area e.g. can do multiple humanities courses + English.
- Students opt to complete a Tertiary package or an Accredited package.
- Takes your best scoring subjects to count towards your ATAR.
- Has a wider subject choice.
- Allows for Vocational courses

Why Not the IB DP?

- Specific subjects that are not offered in the IB DP that students passionately want to study
- VET subjects – not offered by IB in the ACT
- You want more ongoing assessment that contributes to your overall score all the way along rather than exams and coursework
- You don't want to study 6 subjects, you want a lower amount of commitment
- You don't want to complete the additional components of the programme – CAS, TOK, EE.



At Merici - What do we do differently?

Only additional cost = for IB Examinations
\$840

Some classes with BSSS e.g. English this year. Some are stand alone e.g. World Religion

Additional Support - e.g. Stress Better Workshops

Range of Subjects - could differ school to school

World Religion as Compulsory

Small numbers = More individual time

Academic support and Pastoral Support - still in a PC group

Group 1 – Language and Literature

Language and Literature	Literature
Focuses on a wider range of texts e.g. film, media, literature.	Promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. List of prescribed authors to study Focused on study of multiple literary works



Group 2 Languages (Language Acquisition)

Language B SL and Language B HL

- Designed for students with **some previous experience** of the target language.
- In the language B course, students further develop their ability to communicate in the target language through the **study of language, themes and texts**. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

Ab initio

- Designed for students with **no prior experience** of the target language, or for those students with **very limited previous exposure**. Offered at SL only.
- Any student who is already able to understand and respond to spoken and written language on a range of common topics is not to be placed in language ab initio as this would not provide an appropriate academic challenge, nor is it fair for those students who are genuine beginners of the language.



Group 3 – Compulsory World Religions SL

Students should be introduced to a range of world religions reflecting different traditions, beliefs and practices. **Five** religions must be selected, at least **one** from each of the three columns (approximate teaching time is 50 hours, that is, 10 hours for each religion).

Hinduism	Judaism	Taoism
Buddhism	Christianity	Jainism
Sikhism	Islam	Bahá'í Faith

- To what extent is religion distinguishable from culture or ideology?
- Are religions created, discovered or revealed?
- To what extent is religious belief rational?
- Are reason and emotion necessarily opposed in religious belief?
- Do people of differing religious convictions necessarily have different world views?

Group 5 – Mathematics (10 A - encouraged for preparation)

Maths Analysis and Approaches HL + SL	Maths Applications and Interpretations (SL)
More theory based - calculus, pure mathematics suitable for those studying mathematics, engineering, physical sciences, economics	Statistics and applied maths suitable for those studying social sciences, natural sciences, medicine, business etc.

	ACT	NSW
Maths AI SL	Maths Apps	Maths Standard 2
Maths AI HL(We are not currently offering)	Methods	Maths Advanced
Maths AA SL	Methods	Maths Advanced
Maths AA HL	Specialist Methods	Maths Extension 2

- New courses for 2020

Theory of Knowledge - TOK

- 100 hours over 2 years
- “TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge” (IBO, 2017)
- Assessment Students are required to complete two assessment tasks.
 - TOK exhibition (internally assessed)
 - TOK essay on a prescribed title (externally assessed)
- Must have links with each of the subject areas.

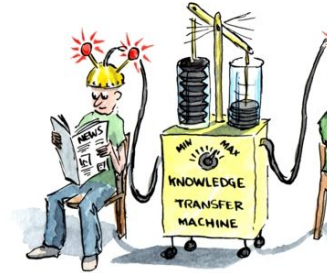
Core theme: Knowledge and the knower

2 Optional themes

- Knowledge and technology
- Knowledge and language
- Knowledge and politics
- Knowledge and religion
- Knowledge and indigenous societies

5 Areas of knowledge

- History
- The human sciences
- The natural sciences
- The arts
- Mathematics



Does a feeling of shame depend on caring about others – their feelings and their judgments? If you cared nothing for others would you never feel shame?

Does it matter if what we believe is true? Is there any harm in believing knowledge claims that are false? Give reasons for your response.

If we didn't have bad things in the world, would we know what *good* is?

What are the dangers to knowledge of over emphasizing the unreliability of memory?

Does intuition really exist?

Can you be embarrassed over something even if no one else knows about it, or is it a necessary social emotion?

To what extent do you think knowing your own feelings is dependent on knowing the feelings of others, and knowing the feelings of others depends on knowing your own? To what extent is knowing emotion entirely personal knowledge, and to what extent can it be shared knowledge?

		PC	1	2	3	4	5	6	7	Afterschool
Week A	Mon	BALGO 2 BLAKEY 202	BIO HL ABOUD 106	PSYC HL MULDOON 216	TOK/CAS/EE POW/PRES/FAIR Small Group Room	PC BALGO 2 BLAKEY 202	BIO HL ABOUD Small Group Room	WORLD RELIGION SL BLAKEY Small Group Room	World RELIGION SL BLAKEY Small Group Room	
	Tue	BALGO 2 BLAKEY 202	ENG LIT & LANG HL PASSCHIER 114	ENG LIT & LANG HL PASSCHIER 114	BIO HL ABOUD 106	BIO HL ABOUD 106		MATH AA SL GARVIE 223	MATH AA SL GARVIE 223	
	Wed	BALGO 2 BLAKEY 202		SPANISH AB SL ONLINE	SPANISH AB SL ONLINE		ENG LIT & LANG HL PASSCHIER 114	PSYC HL MULDOON 216	PSYC HL MULDOON 216	
	Thu	BALGO 2 BLAKEY 202	WORLD RELIGION SL BLAKEY 212	WORLD RELIGION SL BLAKEY 212	MATH AA SL GARVIE 223	TOK POWELL Small group room	BIO HL ABOUD 106	SPANISH AB SL ONLINE	SPANISH AB SL ONLINE	
	Fri	BALGO 2 BLAKEY 202	MATH AA SL GARVIE 223	ENG LIT & LANG HL PASSCHIER 114	PSYC HL MULDOON 216	PSYC HL MULDOON 216	WORLD RELIGION SL BLAKEY 226			
Week B	Mon	BALGO 2 BLAKEY 202	BIO HL ABOUD 106	PSYC HL MULDOON 216	TOK POWELL Small Group Room	PC BALGO 2 BLAKEY 202	WORLD RELIGION SL BLAKEY 212			
	Tue	BALGO 2 BLAKEY 202	ENG LIT & LANG HL PASSCHIER 114	ENG LIT & LANG HL PASSCHIER 114	BIO HL ABOUD 106	BIO HL ABOUD 106	MATH AA SL GARVIE 223			
	Wed	BALGO 2 BLAKEY 202		SPANISH AB SL ONLINE	SPANISH AB SL ONLINE	PSYC HL MULDOON C2	PSYC HL MULDOON 216	ENG LIT & LANG HL PASSCHIER 114	ENG LIT & LANG HL PASSCHIER 114	
	Thu	BALGO 2 BLAKEY 202	WORLD RELIGION SL BLAKEY 212	WORLD RELIGION SL BLAKEY 212	MATH AA SL GARVIE 223	TOK POWELL Small Group Room	SPANISH AB SL ONLINE	BIO HL ABOUD 106	BIO HL ABOUD 106	
	Fri	BALGO 2 BLAKEY 202	MATH AA SL GARVIE 223	ENG LIT & LANG HL PASSCHIER 114	PSYC HL MULDOON 216	PSYC HL MULDOON 216	ENG LIT & LANG HL PASSCHIER 201	WORLD RELIGION SL BLAKEY 212		

HL subjects have 9 lessons a cycle compared to 8 with BSSS

SL have less (WR has more until May in Y12)

TOK is included - BSSS do not have an equivalent

CAS and EE not on the timetable but attendance at sessions mandatory

Online courses - Do run outside of our holidays and timetable.

Still have morning and long PC

No Flex

Creativity, activity, service

- **Creativity** is exploring and extending ideas, leading to an original or interpretive product or performance.
- **Activity** is physical exertion contributing to a healthy lifestyle.
- **Service** is collaborative and reciprocal community engagement in response to an authentic need.
- Not based on hours, but on learning objectives.



CAS Outcomes:

- Own strengths and personal growth.
- Undertaken challenges and developed new skills
- Initiate and plan a CAS experience.
- Commitment and perseverance
- Working collaboratively.
- Engagement with issues of global significance
- Consider the ethics



CAS Project

- CAS project is expected to last at least one month
- Can be done with others
- A CAS project can address any single strand of CAS, or combine two or all three strands
- Designed with a defined purpose and goals.



Example of CAS reflection:

One of the goals of my CAS is to address the **Planning and Initiate Outcome**. Through this goal, students are asked to plan activities/events with others and have a personal input in their development.

This goal was a new challenge for me; I've never had an active input or taken decisions for a charity or school/community event, I tended more to be a working hand more than the mind for something. I had to leave my very comfortable bubble of just following others, to be a leader or active planner for something.

My first approach was the Diwali Ball. In this event I was part of the organizing team for the event; something I had never done before. I personally helped in the promotion of the event in the school, for example by creating awareness within the school of the celebration. This event was extremely helpful in showing me how much effort and work is put into these simple events and the coordination that must exist between the people for them to happen. It has completely changed my perspective on events and how they happen; it is a real, full-time job that requires months of planning in advance. I'm glad I had the chance to learn this at West Island School.

My other important **Planning and Initiative** job is my involvement with the Diwali Ball Committee and preparations. . The Ball is organized by staff, parents and students, but they also like to have student input (which is great!), so I've been (and still am) attending meetings with the parents and helping with the organization of the event. This is a great opportunity as I get to understand how more formal events are planned and also, by representing the school along with fellow students, I have a position of responsibility and have to place others thoughts and wishes before my personal ones. Hence, I literally had to be very aware that I'm not just representing myself but being a leader for this event and the people involved at WIS.

The Extended Essay

Provided with an advisor - 5 hours of formal support

Compulsory

4000 word in depth study focused on a chosen topic in available DP subjects in that session + reflection (500 words)

40 hours of student work approx.

Usually one of the student's chosen subjects.

Supervisor – appropriately qualified (3-5 hours over the 2 years)

3 reflection sessions

Core (TOK, CAS, EE) – 3 points towards Diploma

Externally assessed

Must get a grade D or higher in the EE to get the Diploma
Completed over approx 18 months



FAQ

Will I be in a class with BSSS students?

Will I be separated from the main group of students?

Will it be a heavier workload?

Will I be able to manage the exams?

Can I take on a leadership role in the college?

What happens to IB students when BSSS are on leave?

What about AST prep?

Can I do an asba still?

Can I still do R units / can I get PC points?

What is the online Spanish like?



ATAR Equivalent Ranking

2020 Passing Diploma Score (including bonus points)	ATAR
45	99.95
44	99.75
43	99.55
42	99.20
41	98.70
40	98.05
39	97.30
38	96.45
37	95.45
36	94.05
35	92.80
34	91.50
33	90.00
32	88.15
31	86.40
30	84.30
29	81.90
28	79.25
27	77.40
26	75.10
25	72.00
24	69.10

IB Diploma score	Current Combined Rank (All applicants with the same IB score achieve the same Combined Rank)	New Combined Rank process (2021) (Applicants with the same IB score achieve a more precise Combined Rank based on their subject results)
38 (high in each subject band)	96.70	96.90
38 (average to above average in each subject band)	96.70	96.70
38 (below average in each subject band)	96.70	96.45
38 (low in each subject band)	96.70	96.25

ACTAC, 2019

- You do not get an ATAR as an IB student
- Some universities accept raw score out of 45
- ACTAC / UAC Take the raw score and convert it to an equivalent ATAR.

What support is offered to IB DP Students?

- Personal Supervisor for Extended Essay as well as taught sessions
- One to One support by the IB DP Coordinator - overall progress check in's.
- Tight network of student support
- Smaller cohort - more specialised / directed teacher input
- 'Stress Better' Workshops
- Targeted Parent Information Sessions e.g. exam preparation, Extended Essay
- Practice Exams
- More face to face time than some other schools provide in some areas.



Merici College IB Diploma Programme Senior Course Outline

Subject	English A: Language and Literature	Year	2020-2021
Level	HL	Subject Group	Group 1: Language and Literature
Teacher	N. Passchier		

Summary of Content (from Course Guide)

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.

HL students will study at least six works of which:

- a minimum of two will be written originally in the language studied, by authors on the DP Prescribed reading list
- a minimum of two will be in translation written by authors on the Prescribed reading list

Course Aims (from Course Guide)

- The aims of all subjects in studies in language and literature are to enable students to:
- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
 - develop skills in listening, speaking, reading, writing, viewing, presenting and performing
 - develop skills in interpretation, analysis and evaluation
 - develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
 - develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
 - develop an understanding of the relationships between studies in language and literature and other disciplines
 - communicate and collaborate in a confident and creative way
 - foster a lifelong interest in and enjoyment of language and literature.

Assessment Objectives (from Course Guide)

- Know, understand and interpret:**
 - a range of texts, works and/or performances, and their meanings and implications
 - contexts in which texts are written and/or received
 - elements of literary, stylistic, rhetorical, visual and/or performance craft
 - features of particular text types and literary forms.
- Analyse and evaluate:**
 - ways in which the use of language creates meaning
 - uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques

relationships among different texts	ways in which texts may offer perspectives on human concerns.
3. Communicate	ideas in clear, logical and persuasive ways
	a range of styles, registers and for a variety of purposes and situations
	(for literature and performance only) ideas, emotion, character and atmosphere through performance

KEY ASSESSMENT DATES	
Practice Exams DP1	November 2020
Practice Exams DP2	August 2021
IB Final Examinations	November Session 2021
Study Leave for IB Final Examinations	October Term 4 2021
HL Essay Draft Submission	25 May 2021
HL Essay Final Submission	15 June 2021
IA Draft Submission	Internal Oral: 17 August 2020 Learner Portfolio: N/A
IA Final Submission	Internal Oral: 7 September 2020 Learner Portfolio: Ongoing final date 1 September 2021

	Area of Exploration	Syllabus Content for Units	Recommended Teaching Hours
DP 1 Semester 1	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 works are chosen from a variety of literary forms. The study of the non-literary texts and 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.	70
DP 1 Semester 2	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.	70
DP 2 Semester 3	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.	70
DP 2 Semester 4	Time and Space	Additional study of the themes of this area.	10

Intertextuality	Additional study of the themes of this area.	10
Readers, Writers and Texts	Additional study of the themes of this area.	10

Type of Assessment	Item	Description of Task	Duration	Weighting	Marks	Due Date
External Assessment	1	HL Essay Students submit an essay on one non-literary body of work, or a literary work studied during the course. The essay must be 1,200-1,500 words in length.	N/A	20%	20	15 June 2021
	2	Paper 1: Guided textual analysis 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.	2 hours 15 mins	35%	40	November 2021 Examination Session
	3	Paper 2: Comparative essay 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.	1 hour 45 mins	25%	30	November 2021 Examination Session
Internal Assessment	Internal Assessment	Internal Oral	15 mins	20%	40	7 September 2020
	Learner Portfolio		N/A	N/A	N/A	Ongoing; final submission 1 September 2021

Class Attendance

- It is required that students attend all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause.
- Absences must be explained by parental notes within 5 school days of the return to school.
- Any student who fails to attend 90% of the unit will be interviewed by the Head of IB and parents contacted. Students are not able to take holidays outside the given stand-down times without written permission from the Principal, with applications submitted prior to the absence through the Head of IB. Permission will only be granted in exceptional circumstances.

Completion of Assessment

- Assessment in the Diploma Programme is guided by the IB and the guidelines and practices are outlined in Diploma Programme: From principles into practice

and the Diploma Assessment Procedures as well as Merici College IB DP Assessment Policy

- Students are required to submit all IB formal summative assessment items that contribute to their final IB Grade.
- Students are expected to complete and submit all Merici College set summative assessment as this work along with the practice exam results will be used to measure student progress against subject outcomes and in the prediction of IB Grades that are used for University applications and entrance.
- Students are required to sit all practice exams as this preparation is key for success in the IB DP Programme. If students are unable to sit for an exam on the date scheduled, they must get appropriate documentation (e.g. medical certificate) to explain absence and are required to contact the Head of Senior School to reschedule.
- All Formal Summative Assessment for the IB Final grade is to be submitted via Turnitin.com by 11:59pm on, or before, the due date. Submission of work via email or via a USB is not acceptable.
- It is essential that all IB Students adhere to draft and final deadlines. A draft must be submitted for all IB Internal Assessment (including EE, TOK and subjects). Failure to do so will result in action being taken in line with the Merici IB Assessment Policy to ensure the student completes these components.
- Merici College summative assessment is to be submitted via the task sheet requirements on or before the due date.
- In exceptional circumstances that a student is unable to sit for final IB Examinations, they must contact the Head of IB immediately who will contact the IB directly to seek advice. There may be a risk that the student will have to sit exams in the following year.
- Except in exceptional circumstances, students must apply to the Head of IB for an extension in advance for Internal Assessment, providing due cause and adequate documentary evidence for late submission.
- For Merici College summative assessments, students must apply in writing to the Head of Secondary School.
- A parent email addressed to the teacher on the day of the absence is expected.
- On the first day of return to the College after the absence, if an email was not sent, the student must present a parent's note or medical certificate to the teacher indicating an understanding that the absence took place when an assessment task was due.
- Students are required to complete any in-class task on their first day of return or, if this is not practicable, a new date must be scheduled with the teacher/coordinator on the first day of return.
- If the task was to be submitted, it must be submitted through Turnitin.com the first day the student returns to school, even if there is no class for that subject.
- This will occur without penalty if a parental note has been provided.
- Academic honesty is taken seriously by Merici College and the IB.
- All written IB and Merici College summative assessment work must be submitted via Turnitin.com. Students are required to submit their draft IA to Turnitin.com to support students to fix any issues relating to non-original work prior to submission as a final document.
- All IB DP students are required to read and sign to say they understand the Merici College IB Academic Honesty Policy.
- Turnitin.com is one method to detect non-original work but if a teacher suspects a student of academic dishonesty then steps will be taken in line with the IB Merici College Academic Honesty Policy to deal with this concern.
- Merici College and the IB take Academic dishonesty seriously and students found engaging in academic malpractice are at risk of penalties being applied.

2 Year Course Overview:

2 Year Calendar

IB DP Year 11											
	Group 1	Group 4	EE	Exams							
	Group 2	Group 5	TOK	Holiday							
	Group 3	Group 6	CAS	Study Period							
	January	February	March	April	May	June	July	August	September	October	November
	December										
1						Public Holiday				Holidays	
2	Holidays		T1 - Week 5			T2 - Week 16				T4 - Week 14 TOK presentations 2nd - 13th Nov	
3		T1 - Week 1						T3 - Week 3			
4					T2 - Week 12		Holidays				
5											
6			T1 - Week 10								
7								T3 - Week 8 English Lang and Lit Orals 7 Sept			T4 - Week 19
8			EE introduction to process			Public Holiday					
9			T1 - Week 6			T2 - Week 17				T4 - Week 15	Group 4 Project Due 10 Dec
10		T1 - Week 2		Holidays				T3 - Week 4 CAS Interview 2			
11					T2 - Week 13				T4 - Week 11		
12											
13									EE formal check 2		Holidays
14								T3 - Week 9			
15						T2 - Week 18s					
16			T1 - Week 7							T4 - Week 16	
17		T1 - Week 3						T3 - Week 5 English Lang and Lit Oral Practice 17 Aug			Practice Exams End of Year 11 - Week 16-17
18					T2 - Week 14						
19									T4 - Week 12		
20						SEMESTER 2 T3 - Week 1					
21								T3 - Week 10			
22						T2 - Week 19 Practice Presentation TOK 22nd June- 28th June					
23			T1 - Week 8							T4 - Week 17	
24		T1 - Week 4						T3 - Week 6			
25		CAS Interview 1			T2 - Week 15				Holidays	T4 - Week 13	
26											
27				Public Holiday			T3 - Week 2				
28				T2 - Week 11							
29						T2 - Week 20 EE Formal Check 1					T4 - Week 18
30			T1 - Week 9								
31							T3 - Week 7				

IB DP Year 12											
	Group 1	Group 4	EE	Exams							
	Group 2	Group 5	TOK	Holiday							
	Group 3	Group 6	CAS	Study Period							
	January	February	March	April	May	June	July	August	September	October	November
	December										
1		T1 Week 1	T1 - Week 5	World Religions IA final 1 April			Holidays		English Lit and Lang Learner Portfolio Submitted 1 Sept		FORMAL EXTERNAL EXAMS BEGIN
2	Holidays		Chinese IA Oral Practice 3 March	Holidays						Holidays	
3					T2 - Week 13						
4											
5											
6									CAS Summative Interview 3	T4 W1	
7					Full draft of EE due 7 May	Term 2 - Week 16					
8		T1 - Week 2	T1 - Week 6			Chemistry IA due, Biology IA due, SEHS IA due					
9											
10			World Religions IA draft 11 March		T2 - Week 14				Chinese IA Oral Final 11 August		
11											
12											
13							T3 Week 1				Holidays
14						Term 2 - Week 19			T3 W10		
15		T1 - Week 3	T1 - Week 7			English Lit and Lang Essay Final 15 June					
16								T3 W6 Practice Exams			
17					T2 - Week 15			Practice Exams			
18								Practice Exams			
19				T2 - Week 11			T3 W2	Practice Exams	Holidays		
20						EE Final Submission July 20		Practice Exams		DEADLINE FOR SUBMISSION OF PREDICTED GRADES	
21						Term 2 - Week 20 Math (AA and IA) IA Draft Due 21 June	Viva Voce				
22		T1 - Week 4	T1 - Week 8								
23											
24					T2 - Week 16	Biology IA Draft Due 25 May	TOK essay due 25 June			T3 W7 Practice Exams	
25						English Lit and Lang Draft Essay 25 May				Practice Exams	
26					T2 - Week 12	TOK Essay draft 27 April		Holidays	T3 W3	Practice Exams	
27						Psych IA final 28 April					
28						Math (AA and IA) IA Draft Due 28 May					
29											
30			T1 - Week 9	Psych IA draft 30 March						T3 W8	
31						T2 - Week 17	Chemistry IA draft due SEHS IA draft due 31 May				

What Next?

Transitions Week - 21st June

Discuss possible career pathways with your daughter

Look into pre-requisites for University Courses

Consider discussion with your daughter about appropriate math levels - is she in 10A / what else could she be doing to improve in Maths?

Encourage your daughter to have a chat to me and to subject teachers

Questions I still have:

<https://ideaboardz.com/for/IB%20/3771679> You are welcome to post additional questions here and the responses will be available in the next edition of 'What's On'.

Personal / Specific Questions - term 2 - there will be a number of drop in sessions with me available. Dates and times will be in What's On.

