



**BRIGHTON**  
SECONDARY COLLEGE

# **INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME 2021**

**Disclaimer:**

All present in images used in this document gave consent for these images and have agreed to internal and DET policies regarding filming and photographing staff and students

Information published in this document is true and accurate upon printing. However, some information may be subject to change throughout the year.

Any questions or concerns regarding information printed in this document can be submitted to the school at [brighton.sc@edumail.vic.gov.au](mailto:brighton.sc@edumail.vic.gov.au) and will be addressed according to our Complaints Policy 2018-2020.

**SCHOOL CONTACT DETAILS**

**Address** - 120 Marriage Road, Brighton East VIC 3187

**Telephone** - 03 9592 7488

**Email** - [brighton.sc@edumail.vic.gov.au](mailto:brighton.sc@edumail.vic.gov.au)

**Website** - [www.brightonsc.vic.edu.au](http://www.brightonsc.vic.edu.au)



**CONTENTS** IB MISSION STATEMENT **7** | IN AN IB SCHOOL: **9** | THE IB LEARNER PROFILE **11** | WHAT IS UNIQUE ABOUT THE DP CURRICULUM? **13** | SUBJECTS OFFERED **15** | ASSESSMENT **17** | DIPLOMA PROGRAMME TEACHING HOURS **18** | DIPLOMA PROGRAMME QUALIFICATION **19** | UNIVERSITY ADMISSIONS **21** | WHO SHOULD DO THE DIPLOMA? **23** | ADMISSION POLICY **25** |



# IB MISSION STATEMENT

The **INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)** aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect.

To this end, the organisation works with schools, governments and international organisations to develop challenging programme 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.

The IBDP provides an outward looking global perspective both within and beyond the school community to enrich student learning.

The IBDP is a two-year international education programme offering a holistic approach to teaching and learning with a keen focus on developing inter-cultural awareness. Students learn to explore and understand the world around them through inquiry, critical thinking and open-mindedness.

## THE IBDP AT BRIGHTON SECONDARY COLLEGE WILL PROVIDE STUDENTS WITH:

- an internationally recognised university qualification.
- depth of knowledge through the Extended Essay and Theory of Knowledge
- breadth of learning.
- catering for individual student learning differences, with a student-centred approach.
- a wide range of pre-tertiary skill development.
- development of the attitude of altruism through Creativity, Action & Service.

## KEY FEATURES OF THE IBDP:

- a more mobile and academically diverse student population.
- world-wide standardised assessment.
- an incorporated global perspective.



# IN AN IB SCHOOL:

- Students' prior knowledge is considered to be important.
- Learning is in context.
- Context is relevant.
- They can learn collaboratively.
- The learning environment is provocative.
- Students get appropriate feedback to support their learning.
- Diverse learning styles are understood and accommodated.
- Students feel secure and their ideas are valued and respected.
- Values and expectations are explicit.
- There is a culture of curiosity at the school.
- Students understand how judgments about learning are made, and how to provide evidence of their learning.
- Students become aware of and understand how they learn.
- Metacognition, structured inquiry and critical thinking are central to teaching in the school learning is engaging, challenging, rigorous, relevant and significant.
- Students are encouraged in everything they do in school to become autonomous lifelong learners.

**All of the above comfortably align with the Brighton Secondary College Mission, Vision and Values and appropriately reflect our Teaching and Learning Philosophy.**

The approach to teaching & learning are deliberate strategies, skills and attributes that characterise the classroom environment. They relate to student self-management, research, thinking, and communication, and aim to build the learner profile.



James Dalziel, Stuart Jones

# THE IB LEARNER PROFILE

## IB LEARNERS STRIVE TO BE:

- **INQUIRERS** – They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **KNOWLEDGEABLE** – They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of discipline.
- **THINKERS** – They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned ethical decisions.
- **COMMUNICATORS** – They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **PRINCIPLED** – They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **OPEN-MINDED** – They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
- **CARING** – They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
- **RISK-TAKERS** – They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies.
- **BALANCED** – They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **REFLECTIVE** – They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



# WHAT IS UNIQUE ABOUT THE DP CURRICULUM?

The International Baccalaureate Diploma Programme aims to provide an internationally recognised qualification for university entry. The programme fosters international mindedness through a broad curriculum. Diploma Programme (DP) students complete courses from six subject groups, ensuring a depth and breadth of knowledge and understanding. By engaging with a range of subjects including the study of an additional language, they experience a comprehensive education that encourages them to link their learning to form a more useful way to apply what they've learned.

The compulsory programme core consists of three components:

- **THEORY OF KNOWLEDGE (TOK)**
- **THE EXTENDED ESSAY (EE)**
- **CREATIVITY, ACTION & SERVICE (CAS)**

These core requirements unify the whole Diploma. In addition, assessment and examination at the completion of the DP courses area recognised worldwide standard, measuring student understanding and providing a passport to university. Completion of the full DP programme is also required for Australian Universities.



International Baccalaureate Organisation 2017

# SUBJECTS OFFERED

The IB curriculum is represented by a circle with six academic subjects surrounding the core. Subjects are studied for two years. Diploma candidates are required to select one subject from each of the six subject areas with:

- At least three Subjects are taken at Higher Level (HL); and the remaining three subjects taken at Standard Level (SL).
- All three parts of the core – EE, TOK and CAS – are compulsory and are central to the philosophy of the Diploma Programme.

## CORE

Theory of Knowledge  
Extended Essay  
Creativity, Action & Service

## GROUP 1

English Language & Literature

## GROUP 2

Spanish ab initio (beginner)  
French B

## GROUP 3

Business Management

## GROUP 4

Chemistry  
Sport, Exercise and Health Science

## GROUP 5

Mathematics Applications and Interpretations

## GROUP 6

Film

## THE EXTENDED ESSAY (EE) GIVES STUDENTS:

- the opportunity to investigate a topic of special interest.
- a way to deepen studies by expanding on one of the student's other subjects.
- independent study with teacher mentoring.

## THEORY OF KNOWLEDGE (TOK) CHALLENGES STUDENTS TO:

- question the basis of knowledge.
- be aware of subjective and ideological biases.
- develop the ability to analyse evidence.
- examine the grounds for moral, political and aesthetic judgment.
- stimulate critical reflection on knowledge and experience.

## CREATIVITY, ACTION & SERVICE (CAS) ALLOWS STUDENTS TO:

- develop students as responsible, compassionate citizens.
- encourages students to be involved in artistic pursuits, sport/action and community service work and learn by reflecting on the experience.



# ASSESSMENT

Subjects can be offered at Standard Level (SL) and Higher Level (HL). Students must complete three of their six subjects at HL. This usually involves more teaching hours, more topics and further external assessments. The subject groups are:

- **GROUP 1: Studies in Language and Literature**, including Language and Literature
- **GROUP 2: Language Acquisition**, including Language B or Language Ab Initio
- **GROUP 3: Individuals and Societies**, including Business Management
- **GROUP 4: Experimental Sciences**, including Chemistry and Sport, Exercise & Health Science
- **GROUP 5: Mathematics**, including Mathematics SL
- **GROUP 6: The Arts**, including Film OR one from another group

All the subjects involve internal and external assessment. The external assessment is generally exams (or 'Papers') that take place at the very end of the two year period. The internal assessments vary between subjects, but generally involve research during a set amount of class time to produce a written investigation. An internal assessment, or IA, is marked internally by teachers, then a sample is requested by the IBO for further moderation.

## THE CORE REQUIREMENTS:

- **THE EXTENDED ESSAY (EE)** gives students the opportunity to research in depth in a subject area of their choice and present this in under 4000 words. Students will complete this EE in their own time with the assistance of a supervising teacher.
- **CREATIVITY, ACTIVITY, SERVICE (CAS)** is a programme to get students out of the classroom and satisfy six outcomes including planning and collaborating on various challenges.
- **THEORY OF KNOWLEDGE (TOK)** is a separate subject about the nature of knowledge. Students must receive a minimum mark to pass. However, it is expected that TOK is integrated in all six subjects.

The Core is a unique, compulsory part of the IB Diploma Programme.

## ASSESSMENT

- The Diploma is standard-based rather than ranking-based.
- The maximum mark for each of the six subjects is 7. This is compile from performance on the internal and external assessments. Students also receive a maximum of 3 marks for satisfying the requirements of the Core. Therefore, the maximum any student can receive for their IB Diploma is 45 marks.
- Students must receive a minimum of 12 marks for their three HL subjects. They must also receive a minimum of 9 marks for their three SL subjects. They must also receive a minimum total of 24 marks to receive their Diploma.



# DIPLOMA PROGRAMME TEACHING HOURS

- **SL SUBJECTS** – minimum 150 hours over 2 years.
- **HL SUBJECTS** – minimum 240 hours over 2 years.
- **THEORY OF KNOWLEDGE** – minimum 100 hours over 2 years.
- **EXTENDED ESSAY** – minimum 60 hours over 2 years.

This equates with approximately 23 formal class contact hours per week plus EE/CAS.

# DIPLOMA PROGRAMME QUALIFICATION

Each subject is awarded a 7 point maximum.

**3 HL + 3 SL = 42 points maximum**  
**TOK + EE = 3 points maximum**  
**45 POINTS MAXIMUM**

- CAS completion is required for award of the qualification.
- 24 points minimum required, with certain conditions, for award of qualification. Students who do not achieve the required score to be awarded the Diploma will be issued with a Certificate.
- **There is no standardisation of final results. All subjects carry equal weighting.**



# UNIVERSITY ADMISSIONS

Because of the striking geographical, cultural and linguistic diversity of DP schools and students, universities across the globe can recruit a range of students from diverse backgrounds while remaining confident in the quality and consistency of their pre-university academic experience and credentials. In order to get an ATAR correlation with VCE, all students are required to sit the General Achievement Test (GAT).

The table below gives a translation of Passing IB Diploma score in comparison to the Notional Australian Tertiary Admissions Rank (ATAR) value for the 2019 selection year:

2019 PASSING IB DIPLOMA SCORE (INCLUDING BONUS POINTS)	COMBINED RANK (NATIONAL ATAR)
45	99.95
44	99.85
43	99.60
42	99.25
41	98.70
40	98.05
39	97.35
38	96.45
37	95.45
36	93.95
35	92.80
34	91.40
33	89.90
32	88.05
31	86.25
30	83.70
29	81.25
28	79.25
27	76.70
26	73.85
25	71.00
24	68.45



# WHO SHOULD DO THE 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.

## STUDENTS WHO BECOME SUCCESSFUL IB STUDENTS:

- have good work ethics/time management skills.
- have the ability to work across the curriculum.
- enjoy collaborative work practices.
- are higher order thinkers.
- have an interest in internationalism.
- want to impact positively on the world.
- see themselves as 'life-long learners.'



# ADMISSION POLICY

## RATIONALE

Brighton Secondary College supports the inclusion of all students in education. The IBO Diploma Programme offers additional choice to our Senior Students in completing their final years of secondary education.

This policy applies to all students applying to access the IBO Diploma Programme at Brighton Secondary College. Students must meet admission requirements so that they have the greatest chance of success in their adopted pathway of study.

## ADMISSION FOR EXISTING BRIGHTON SECONDARY COLLEGE STUDENTS

**(Students who have already completed a full semester of study at Brighton Secondary College (excluding the Language Centre) at the time of their application for the DP).**

To be given admission to the DP programme, a student must have received teacher judgments that indicate that the student is at or above the expected standard in at least 5 subjects, which must include English and Mathematics. In addition, students must have attained a 3 or 4 on the majority of the Non-routine capabilities and Life-long learning capabilities on the final process report for the semester.

The student will also need to complete a written application, outlining their commitment to and capacity to work within the IB philosophy, and demonstrate the IB learner attributes.

Student suitability for the programme will be decided by the DP Coordinator, working in conjunction with Senior School leadership.

## ADMISSION FOR NEW STUDENTS

**(Students who have not yet completed a semester's study at Brighton Secondary College, or who have completed some of that semester as students in the Language Centre)**

Where students have a current report from a Victorian Secondary School, their most recent results will be used to determine admission: a student must have received teacher judgments that indicate that the student is at or above the expected standard in at least 5 subjects, which must include English and Mathematics.

Where students do not have a current report from a Victorian Secondary School, assessment evidence available may be submitted, and will be assessed by the Senior School Assistant Principal and the DP Coordinator. In these cases, the evidence must show that a student has an equivalent skill level to existing students to enter the programme. Where evidence is insufficient, the school reserves the right to call for the student to sit further assessments to determine their suitability.

New students will also need to complete a written application, outlining their commitment to and capacity to work within the IB philosophy, and demonstrate the IB learner attributes.

Student suitability for the programme will be decided by the DP Coordinator, working in conjunction with Senior School leadership.

## GENERAL CONDITIONS FOR ALL ADMISSIONS

Where there are not enough places for applicants, admission to the DP programme will be decided based on an interview process which assesses students using the IBO learner attributes.

Payment of student fees at the commencement of studies is required for all admissions to the DP programme. Where students have special access requirements, the school will adhere to the College Special Provision Policy in support of students to access educational programmes.



**BRIGHTON**  
SECONDARY COLLEGE

