

IB HANDBOOK

YEAR 10 TRANSITION TO IBDP



Prepared for Year 10 students in 2019 (IB session November 2021)

Welcome to the IBDP Transition year,

TKIS is an IB World School (IBWS) that takes great pride in delivering the IB Diploma Programme at years 11 and 12. This entails a trust in our school community that we all understand, follow, facilitate and promote the IB principles and philosophies. These principles seek to “develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world”. They are most easily represented by the IB Learner Profile, a list of qualities that encapsulates the essence of what a true IB student is and the young people we are sending into the global arena. Understanding our aims is a key to successful transition for year 10 students and their families.

Staff at TKIS are trained in their subject areas to deliver the IB subject courses. Many of them are examiners in these subjects and work collaboratively to excel in their fields. This translates into a commitment to developing the knowledge and skills of their students. We all aim for best results but success is subject to the needs of our individual students and their future goals. To this end, we approach the IB with a focus on Academic Care, a concept that takes into account the personal needs of students as well as their academic needs.

Academic Care is given inside and outside of the classroom. It is represented in the Homeroom programme, the informal conversations during recess and lunchtime, the focused tutorials after school and the after-hours questions answered via email. In this way, students are always learning and always growing.

This handbook includes information that all year 10 students and their parents must know. It is adapted for years 11 and 12 with more specific details about assessments and careers requirements.

All relevant and required documents are located on the TKIS website. While it may be easier to read them online independently, I encourage you to discuss and plan together, and to ask questions during this transition year, to help TKIS establish the partnership needed for your child’s future path. We model the IB Learner Profile by being communicators and by becoming knowledgeable, by reflecting on choices and making principled decisions. We are all on the same journey and each of us has a key role to play in the success of our young adults.

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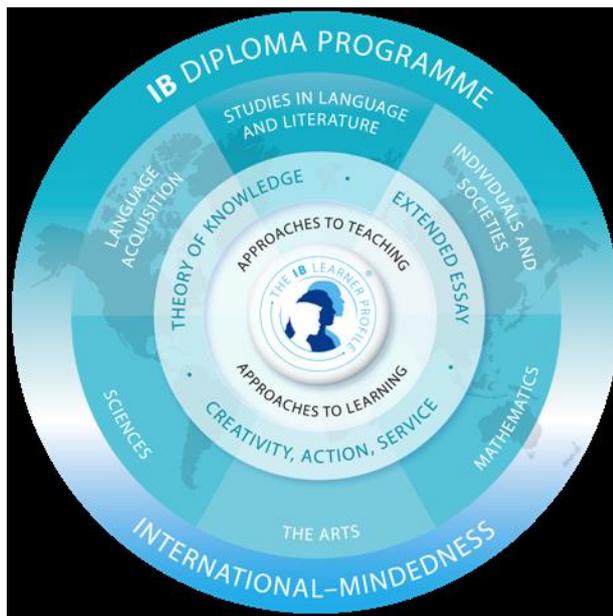
The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

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 so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
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. They are brave and articulate in defending their beliefs.
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.

The IB Diploma Program

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



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

Assessment

- Each subject is graded on a scale of **1 (minimum)** to **7 (maximum)**
- Three additional points can be gained from a student's performance in the Extended Essay and Theory of Knowledge.
- All subjects have an internal assessment component; with final examinations in most subjects (Visual Arts has different examination procedures).
- The CAS requirement must be satisfactorily completed.

The Award of the IB Diploma

The award of the Diploma requires a **minimum total of 24 points** (with a **maximum of 45 points** possible), and:

- The satisfactory completion of the Extended Essay (EE), TOK and CAS.
- The completion of one subject from each of the six groups with at least three, and not more than four, of the subjects at Higher Level and the others at Standard Level.

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.

The IB Diploma will be awarded to a candidate who total score is 24 points, provided all the following requirements have been met.

1. CAS requirements have been met.
2. Candidate's points total or are greater than 24.
3. An N has not been given for theory of knowledge, extended essay or for a contributing subject. [This would occur if academic misconduct is detected].
4. A grade E has not been awarded for one or both of theory of knowledge and the extended essay.
5. There is a no grade 1 awarded in a subject/level.
6. Grade 2 has not been awarded three or more times (HL or SL).
7. Grade 3 or below has not been awarded four or more times (HL or SL).
8. Candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. 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).

Diploma Matrix

The following matrix shows how the bonus points are allocated, from the TOK and EE marks. These points are in addition to the conditions above.

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				

Therefore, A + E combination results in zero points and a failing condition.

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 voce – with the supervisor. In countries where normally interviews are required prior to acceptance for employment or for a place at university, the extended essay had proved to be a valuable stimulus for discussion.

At TKIS, 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.



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.

This is achieved through:

- Analysis of different ways of knowing, such as Reasoning; Sense perception; Language; Emotion; Faith
- Comparisons between the scope, underlying assumptions and methodologies of a range of knowledge areas
- Natural sciences; Human science; History; Ethic; Religious knowledge systems; Mathematics; The arts

Along the way we distinguish between personal and shared knowledge and look at the impact of concepts such as culture, evidence, authority and technology on what and how we know. Students are expected to apply these analytical skills to real life situations both within the school environment and in the wider world.

The TOK course is assessed through an oral presentation and a 1600 word essay. This presentation is made 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, takes a more conceptual starting point.

Academic Honesty (<http://www.kilmore.vic.edu.au/wp-content/uploads/2017/05/Academic-honesty-in-the-Diploma-Programme-pamphlet.pdf> and <http://www.kilmore.vic.edu.au/wp-content/uploads/2018/04/SUPPORTING-ACADEMIC-HONESTY-AT-TKIS.pdf>)



The IB upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

The IB organisation defines **academic misconduct** as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of

assessment. **Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

These are both breaches to IB regulations and the **penalties are severe**, including a fail in the specific assessment component and no award of the IB Diploma.

Creativity, action, service (CAS)

Creativity, action, 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
- **Action** – 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, action, 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, action, 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.

At TKIS, students enter CAS details on the ManageBac system, which is a central data base managed by students and monitored by 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

TKIS 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 chosen email address which allows International students to access it during term breaks.

IB General Regulations

This document can be found in its entirety on the TKIS website at <http://www.kilmore.vic.edu.au/wp-content/uploads/2018/06/General-Regulations-Diploma-Programme-September-2016.pdf>. **It is a requirement that all students and parents undertaking the IBDP have read and understand these regulations.**

The General Regulations document covers all matter relating to:

- external programming
- school-based programming
- registration of candidates
- collection of data by both the school and the IB for various purposes
- matters of consent
- qualifying for the IB
- recognition of the diploma
- issues of copyright
- Core requirements (Extended Essay, TOK, CAS)
- Qualifying for a bilingual diploma
- Failing conditions of the IBDP
- Learning inclusions and adverse circumstances
- Responses to Academic Misconduct
- Appeals process
- Representation in the IBDP.

Examinations and Assessments in the IBDP

While students in Year 10 complete examinations at the end of each semester, these examinations become more strongly aligned with IBDP final examinations in format and content. IB teachers use past papers in years 11 and 12 to both support skill development and to assess progress and preparedness in the lead up to final examinations.

It is important to understand that some language subjects are examined in May not November. For this reason, Year 10 students actually commence their IBDP in this year. The benefit of commencing early and completing a subject in the May session is the time given to other subjects between May and November in year 12.

The IB sets the final examination schedule and TKIS emulates this as closely as possible in Year 12 Mock exams, giving students a chance to structure their study time and wellbeing around the demands of the schedule. All subjects have more than one paper, at different times. These assess different areas of subject content and/or skill.

Please see the current schedule on the TKIS website as an example, with the understanding that it may change next year.

Assessments in the IBDP are referred to as classwork, Internal Assessment (IA) or External Assessment (EA). Classwork is assessed by subject teachers for school reports; IAs and EAs are developed for IB grades and are either moderated externally or assessed by external examiners entirely. We develop and publish a timeline of deadlines mostly relevant to year 12 students that lists both the school's internal deadlines and the IB's fixed external deadlines. The school dates are often altered upon reflection to meet the needs of the cohort.

Promotions Policy

Students are subject to school-determined conditions for progression to the next year level. Promotion to the next year level at the end of year is not automatic. It is conditional upon a satisfactory conduct record and satisfactory academic progress.

Providing there is a satisfactory conduct record, students will be promoted to the next year level at year's end if they meet the following conditions:

1. All Approaches to Learning grades are "S", "G" or "E" none are "N".
2. Final examination results are satisfactory (see report comments).
3. GRADES: There is a no grade 1 awarded in a subject/level.
Grade 2 has not been awarded three or more times
4. An average grade of at least 4 in core subjects (excludes PE and Drama)

The student's report must indicate motivation and respect in the classroom and consistent completion of work tasks across subjects.

For students in IB I (Year 11) the following additional requirements must be met:

5. CAS – at least 80 hours completed
6. Internal Assessment requirements met in all subjects
7. The Semester 2 report shows a total of at least 24 points, excluding TOK
8. A grade of D or better for TOK
9. Has completed the Group 4 Project

Academic Care (Homeroom support)

In years 11 and 12, the Homeroom programme addresses issues relevant to the IBDP as well as organisational support. Friday extended homeroom in particular is a suitable time for students to be informed about matter such as:

- IB regulations
- Academic Honesty
- CAS
- Extended essay updates
- Examination procedures and regulations
- TOK assessment requirements
- Careers and VTAC requirements
- Scholarship applications

In year 10, the Homeroom programme aims to develop student capacity to transition into the IBDP. It is crucial that decisions made in year 10 are supported and considered through the parent teacher contact. Students will be re-exploring the four sets of key concepts in the Wellbeing Curriculum (one set each term) albeit at a more complex and age-appropriate level as compared to previous years at TKIS. These are summarised below:

Term	1	2	3	4
Key concepts	Identity and Resilience	Relationships and Empathy	Community and Respect	Global Interactions and Flow/Connection
Sphere of interactions	Self	Friends and family	School and the wider community	The world and societies

Different approaches to learning (such as Communication Skills, Social Skills and Self-management Skills) from the IB will be gradually introduced throughout the year through activities in the Homeroom programme (which includes the Year 10 assemblies) to enable students to develop both academically and socioemotionally.

Wellbeing Curriculum-related cohort activities such as camps and excursions will be designed with intentional links to IBDP Curriculum content and concepts, and to encourage the development of the 10 IB learner profile traits. An example of this would be the exploration of the Ethics, particularly in the topic of the conservation of animals in zoos and nature reserves, as students go on the excursion to the Werribee Open Range Zoo as well as the Term 1 camp to the Gold Coast.

Subject selection process

Teaching staff at TKIS value the rights of students transitioning to the IBDP, to the programme that will best suit their academic strengths and future pathways. While their DP journey might begin with informal discussions with their parents and teachers, the process of designing their DP course requires the expert perspectives and advice of leading staff, subject teachers, Heads of Learning, the Wellbeing Leader, the Careers Coordinator, the IBDP Coordinator and Director of Teaching and Learning.

Staff work collaboratively to consider the academic potential and suitability of each student for subjects and levels, consulting the Promotions Policy to ensure fair and ethical consideration in every student case. The goal of such intensive work across the academic year, is to facilitate the best fit DP to each student and support both academic and personal success.

While there may be many options and variables to take into account, decisions are made in the best interest of the student. The process is outlined below.

Key dates:

1. Year 10 Morrisby testing Thursday 2nd May (periods 5 and 6)

Students are guided through online testing. This program helps people make better choices by providing objective and relevant information about themselves and the opportunities available.

2. Year 10 Introduction to Subject Selection Friday 10th May (Homeroom)

Students are given their Introduction to the Subject Selection process in their Transition to IBDP Handbook. Students are given their Subject Selection Guide (supplement) which contains their Preliminary Subject Selection form. We will encourage them to take some time to discuss the process and the subjects, their optimistic and realistic goals, with parents over the weekend.

3. Year 10 Parent Information Evening Wednesday 15th May

Families are invited to a presentation about the information contained in this handbook. All are encouraged to ask questions about the process, subjects, careers pathways and IBDP requirements. This evening is led by the Wellbeing Leader, Careers Coordinator, IBDP Coordinator and Director of Teaching and Learning.

4. Year 10 Subject Selection Forum Friday 17th May (Homeroom + Period 1)

This morning is designed for year 10 students to visit 'subject booths' manned by subject teachers. They are encouraged to ask questions about the subject content, assessment and requirements, in the aim of developing their understanding and their own ideas about their IBDP.

5. Subject selection form submitted by students by end of Week 1, Term 3

After undertaking their own tertiary research over the mid-year break, and discussing future goals and plans with their family, students are required to return their completed form at the start of Term 3.

6. Staff consultation and school approvals, especially related to timetabling, Term 3

Term 3 sees the collaborative efforts of staff to expertly advise the construction of student courses, based on academic results, demand for subjects and future goals. Each student is given 1:1 time with the Careers Coordinator to discuss interests, strengths and desired careers, time in which they are given expert guidance and possible pathways to their future. Many options are suggested during this time and many staff provide input into this process. Unfortunately, there may be subjects offered in the Subject Selection Guide and forum **that cannot run** due to staffing, low demand, timetabling constraints or other school priorities. In these cases, students are counselled carefully to choose subjects that also meet their needs for the future.

7. Subject selections finalised by the end of Term 3

Following the intensive work of term 3, students and families are informed about the programme that will commence in Year 11 –Year 1 of IBDP.

IB SUBJECTS CURRENTLY OFFERED AT TKIS

GROUP 1 – STUDIES IN LANGUAGE AND LITERATURE

(Involves in-depth literature studies in the first language of the student.)

English, Chinese (Mandarin), Korean, Japanese, Thai, Vietnamese, Indonesian. (Most offered at HL & SL).

GROUP 2 – LANGUAGE ACQUISITION

(Students learn or improve their skills in a second language.)

English, Chinese (Mandarin), Japanese, Indonesian. (Most offered at HL & SL).

Japanese, German, Indonesian offered at ab initio (beginner) Level.

GROUP 3 – INDIVIDUALS AND SOCIETIES

Business Management, Economics, Geography, History (all HL & SL);

Environmental Systems and Society (SL only).

GROUP 4 – SCIENCES

Biology, Chemistry, Physics (all HL & SL);

Environmental Systems and Society (SL only).

GROUP 5 - MATHEMATICS

Analysis and approaches (HL & SL); Applications and Interpretation (HL & SL)

GROUP 6 – ARTS

Visual Arts (HL & SL), Music by demand [greater than 5 students]

[Subject list last updated 19th February 2019, subject to change without notice]

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