



INTRODUCTION TO THE IB DIPLOMA

MANSFIELD



STEINER SCHOOL



Table of Contents

INTRODUCTION TO THE IB DIPLOMA PROGRAMME

IB Diploma Curriculum Framework p07

Overview

Core

The Subjects

Assessment p12

Award of the Diploma p13

Standards and Practices p14

Attendance

Information Technology

Academic Honesty





What is the IB Diploma?

The IB Diploma Programme is a comprehensive pre-university two-year curriculum course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness and the attitudes necessary for them to respect and evaluate a range of points of view.

The International Baccalaureate is more than its educational programmes. At its heart it is motivated by a mission to create a better world through education. The IB Diploma Programme is widely recognised by the world's leading universities. It is unique in that it is based on no particular national education system but is a deliberate balance between breadth and the specialisation which is required by many universities.



Mission and Philosophy

IB Mission

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 organisation works with schools, governments and international organisations 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.

Mansfield Steiner School Vision

Aims to awaken and inspire students' critical thinking, emotional intelligence and artistic expression on a global scale, supporting their development to become open-minded and ethical individuals who can design their own lives with initiative and purpose.

The shared goals of the Diploma Programme and our school reflect the holistic approach to education offered in Steiner Schools throughout the world.

The Diploma Programme prepares students for university and encourages them to develop:

- Critical thinking and analysis skills
- An international mindedness necessary to live and work in a global community
- An understanding of global issues and a concern for others in our community and the broader world

- A strong sense of their own identity and culture
- A balanced education for the whole student
- An extensive knowledge and skill base in preparation for university and adult life.

Follow this link for more information about the IB Diploma:

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

Teaching and Learning in the IB Program

- Challenges which stimulate student motivation and learning
- High level learning – critical thinking and open-ended questions
- Balanced development of the whole person – academic, creative and cultural
- Global understanding
- Effective use of information technology to enhance learning

Attributes required for success in the Diploma Programme:

- Active responsibility for their own learning
- Organisation and time management
- Research skills
- Cooperative learning and open-mindedness



The IB Mission and the IB Learner Profile



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



© International Baccalaureate Organization 2017
International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

The IB Diploma Curriculum Framework

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

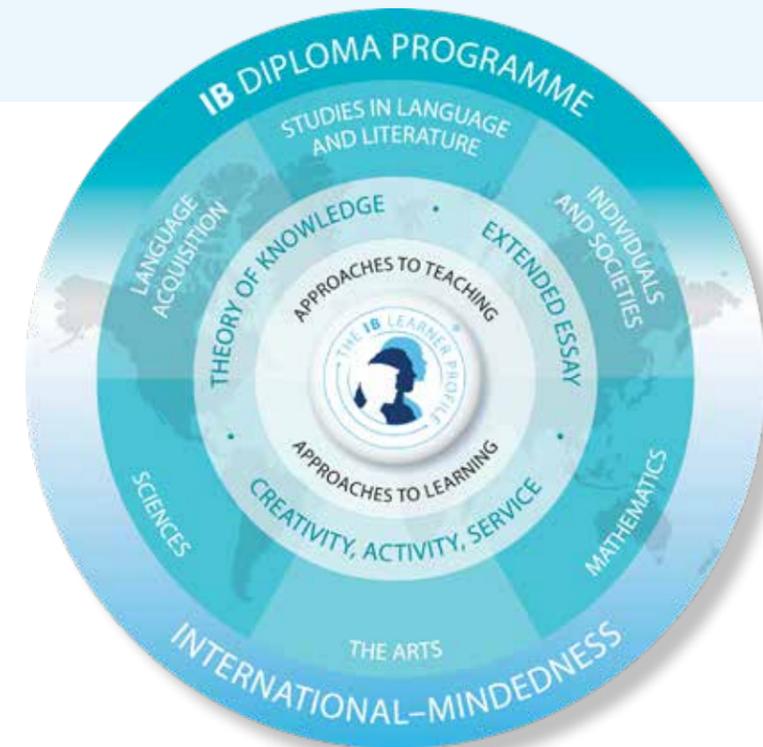
Over the course of the two-year program, students:

- Study six subjects chosen from the six subject groups
- Complete an Extended Essay
- Follow a Theory of Knowledge course (TOK)
- Participate in Creativity, Activity, Service (CAS)

Normally students' study loads comprise:

- Three of the six subjects are studied at Higher Level (courses representing a minimum of 240 teaching hours over the two-year period)
- The remaining three subjects are studied at Standard Level (courses representing a minimum of 150 teaching hours over the two-year period).

The International Baccalaureate has set very clear guidelines and regulations that students must achieve in order to receive the Diploma qualification. The IB Diploma Coordinator can provide an executive summary to inform parents and students of these requirements.



At Mansfield Steiner School we align strongly with the Diploma's emphasis upon international-mindedness. This stands firmly in line with our vision for our graduates to have an understanding of global issues and a concern for others in our community and the broader world. We believe the IB Diploma Programme will assist students in developing the skills they need to live and work in an international context which is essential for life in the 21st Century. It provides a balanced education for the whole student and provides excellent preparation for both university and adult life.

Universities respond positively to IB Diploma graduates because the curriculum develops a balanced variety of skills. IB Diploma graduates, with the range of subjects they have studied, have a greater choice of undergraduate programs. Many colleges and universities have developed their own recognition policies. The individual policies vary greatly, but they all have one thing in common; through their policies, these institutions make it apparent that they understand and appreciate the Diploma Programme graduate and the rigour of the Diploma Programme itself.

www.ibo.org/en/university-admission/



The Core of the Diploma

CURRICULUM FRAMEWORK

All Diploma Programme students participate in the three course requirements that make up the core of the Diploma Curriculum Framework. Reflection on all these activities is a principle that lies at the heart of the thinking behind the Diploma Programme. Through their involvement in these components of the course students develop skills which set them apart from other students when they progress to university, TAFE or college. The student who satisfies the demands of the International Baccalaureate Diploma demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of skills and discipline necessary for success in a competitive world.



CREATIVITY, ACTIVITY, SERVICE (CAS) involves students in experiential learning through a range of artistic, sporting, physical and service activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

Creativity: arts, and other experiences that involve creative thinking.

Action: physical exertion contributing to a healthy lifestyle

Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

All proposed CAS activities need to meet these four criteria

- » Real, purposeful activities, with significant outcomes
- » Tasks must provide personal challenge and be achievable in scope
- » Thoughtful consideration, planning, reviewing progress and reporting
- » Reflection on outcomes and personal learning

It is also essential that CAS activities do not replicate other parts of the student's Diploma

Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but students need to document their activities using ManageBac and provide evidence that they have achieved eight key learning outcomes. Students receive a comprehensive booklet that details every aspect of the CAS programme.

THE EXTENDED ESSAY (EE), a substantial written work of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves. The topic is normally one of the student's six chosen approved Diploma Programme subjects. It is intended to promote high-level research and writing skills and provides students with an opportunity to engage in personal research in a topic of their own choice under the guidance of a supervisor (a teacher in the school). Completion of the written essay is followed by a short, concluding interview, or viva voce, with the supervisor. Students receive a comprehensive booklet that details all the EE requirements.

THE THEORY OF KNOWLEDGE (TOK) course encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study as part of their Diploma Programme, and to make connections across the academic areas. Its core content is questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?

At the centre of the course is the student as knower and they are encouraged to share ideas with others and to listen to and learn from what others think. In this process students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened. Connections may be made between knowledge encountered in different Diploma Programme subjects, in CAS experience or in extended essay research.



The Subjects

Mansfield Steiner School is offering the following subjects in 2020 – 2021. As the school grows there will be expansion in our subject offering. There is also the option of taking an online course with Pamoja Online Courses (see Language B). This requires prior agreement with the DP Coordinator and is subject to an additional cost.

Group 1	Studies in language and Literature: Language A	Literature	HL
Group 2	Language Acquisition: Language B	French	SL
Group 3	Individuals and Societies	History	HL
Group 4	Experimental Sciences	Chemistry	SL
Group 5	Mathematics	Mathematics Applications and Interpretations	SL
Group 6	The Arts	Visual Arts	HL

Group 1: Literature HL

The Literature Course is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments. The study of literature can be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It provides opportunities for encouraging independent, original, critical and clear thinking. Through the study of a wide range of literature, the course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches.

Group 2: French SL

These courses are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. Both independent and collaborative learning is encouraged.

Language acquisition ab initio

Students who have not had sufficient prior learning experience in French may undertake French, Spanish or Mandarin ab initio using the Pamoja Online course. The language ab initio course is designed for students with little or no prior experience of the language they wish to study. All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers, using their experience and professional judgment to guide them. The most important consideration is that the language ab initio course should be a challenging educational experience for the student.

HL Higher Level

SL Standard Level

Group 3: History HL

History is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It gives people an understanding of themselves and others in relation to the world, both past and present. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students engage with it through exposure to primary historical sources and through the work of historians. Historical study involves selection and interpretation of data and critical evaluation of it. Students of history learn to appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. Students will investigate and understand how the complexities of the United Nations global governance has impacted on local and civil conflict in Africa and eastern Europe, and the ethical nature of these interventions. Students will relate ideas about these conflicts and interventions back to political, social, cultural and economic ideas that arose as a result of the early colonial period and the two World Wars.

Group 5: Mathematics Applications and Interpretations SL

This course has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts.

Group 6: Visual Arts HL

The course is designed to enable students to study visual arts in higher education and also welcomes those students who seek life enrichment through visual arts. There is an emphasis on experimentation and investigation both technically and theoretically, similar to a professional artist or designer. The course aims to encourage students to learn about themselves and others. Through research and engagement, students explore the impact art has had on societies and cultures throughout history. Assessment is based on:

1. The Comparative Study which is a critical and contextual investigation of other artists work.
2. The Process Portfolio which records and illustrates in detail the research, experimentation and development leading towards the final Studio work, which is the range of finished and final pieces of art made ready for a final exhibition.
3. The Exhibition of studio work which is curated by the student to reflect the three core components

For more detailed information regarding individual subject content and assessment please refer to the subject guides summaries available at school and on Managbac, the schools' IB Learning Management system.

Group 4: Chemistry SL

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. The course includes the following themes: atomic theory, the periodic table, bonding and structure, organic chemistry and energy.



Assessment and Grading

Assessment of achievement in each subject of the IB Programme is based on external and international assessment of coursework and external assessment through final examinations taken in November

Each subject is graded on a scale of 1 (minimum) to 7 (maximum). The grades are referenced to grade criteria rather than to performance of any group of students in any particular year.

GRADE	DESCRIPTION
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor (Fail)

		Theory of knowledge						
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E		
Extended Essay	Excellent A	3	3	2	2	1	A	Work of an excellent standard
	Good B	3	2	1	1	0	B	Work of a good standard
	Satisfactory C	2	1	1	0	0	C	Work of a satisfactory standard
	Mediocre D	1	1	0	0	0	D	Work of a mediocre standard
	Elementary E	1	0	0	0	0	E	Work of a poor standard (Fail)

Theory of Knowledge and Extended Essay

Assessment of TOK and the extended essay is by a system of bonus points. In TOK, work is assessed both internally and externally. Extended essays are assessed externally. These two components are each graded in one of five bands. It is possible to gain a bonus of up to 3 points for TOK and extended essay in combination. The bonus points are determined according to the above matrix.

Award of the IB Diploma

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for any subject, TOK or the extended essay.
- There is no grade E awarded for TOK or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- A minimum of 12 points on three HL subjects.
- A minimum of 9 points on three SL subjects or 5 points on two SL subjects.
- The candidate has not received a penalty for academic misconduct.

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

Excellent performance in the six subject areas results in a grade 7 for each, or a total of 42 points. The combination of points for subjects and bonus points means the maximum possible score for the IB Diploma is 45.

Diploma Programme Course Results

The IB DP Courses results statement is awarded to candidates for each subject in which they achieve a grade. As with the diploma, a grade 4 represents a satisfactory level of achievement.

Students receive their final results directly from the IB authority.



Standards and Practices

Attendance

A student needs to attend sufficient class time to complete work and comply with the IB class teaching time and attendance requirements. In the event of absence from class, Internal Assessment or Examination, the school will follow the procedures as defined in the School Assessment and Reporting policy. At the beginning of the Diploma Programme IB candidates must sign a declaration to abide by the rules and instructions relating to the conduct of the IB Diploma Assessment Programme, this includes school rules related to both internal and external assessment.

Parents or guardians are to notify the school of any absence either beforehand or on the morning of the absence. When a student is absent from school for prolonged periods or has been unable to complete all Internal Assessment tasks because of illness or other special circumstances, the school will follow the IB guidelines. A medical practitioner's certificate is required if a student is absent because of illness on the day of an Internal Assessment task or examination.

Subject Fees

All costs associated with the IB Diploma are included in the fee structure with the exception of external Pamoja ab initio language courses. With full parental consultation there may on occasion be additional material expenses that an individual student incurs beyond the allocated budget allowance in Visual Arts studio artwork. There are separate fees not covered by the school that are applicable to a retake of an examination or assessment task. Please refer to the executive summary available through the IB Coordinator for more details.

Academic Honesty

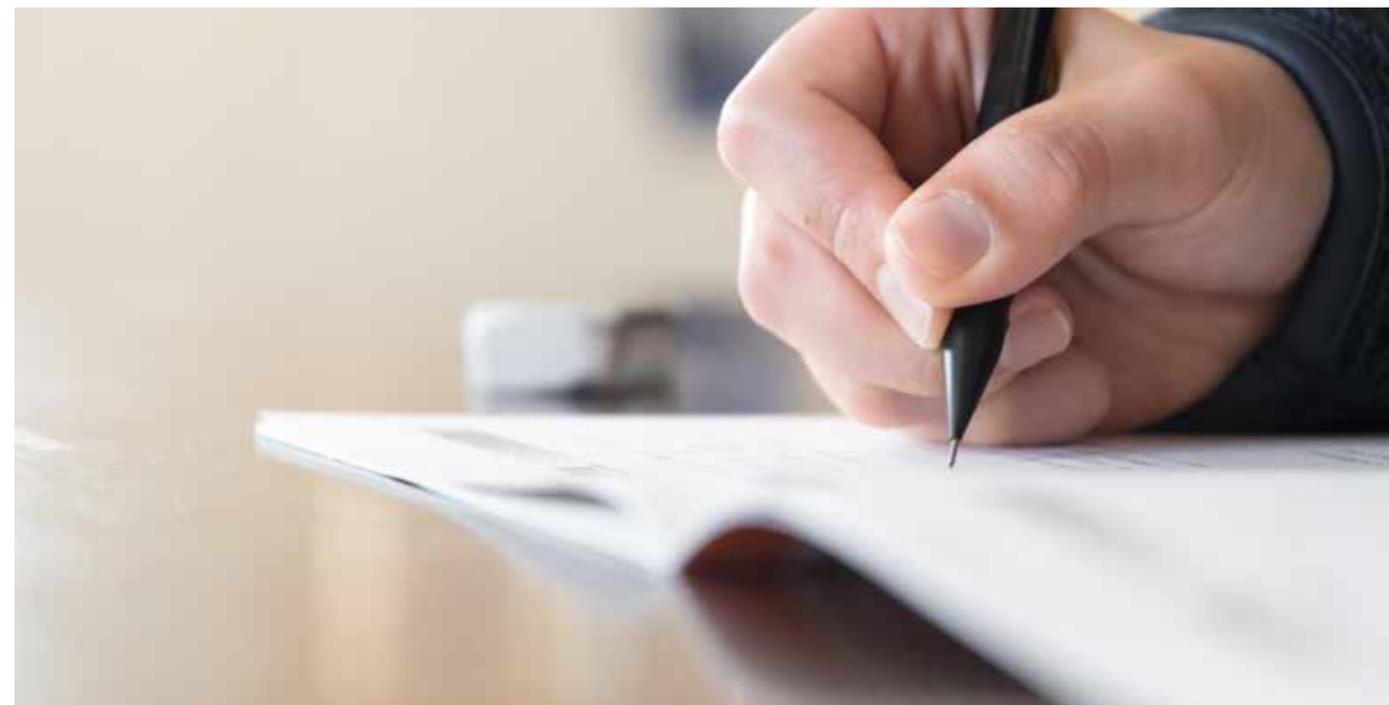
Academic dishonesty is malpractice whereby a student seeks to gain unfair advantage when submitting work for assessment. The IB authorities and MSS have very clear expectations and rules regarding the integrity and authenticity of student work which involve:

1. Ensuring that the work they submit is their own.
2. Acknowledging sources of information correctly.
3. Keeping a research diary that shows how all information has been located and collected.
4. Reviewing their work prior to submission to check that all sources of information are acknowledged.

Referencing

IB Diploma students will always accurately use the APA style of referencing and follow all formats and conventions as defined by their subject teacher. Students will be given all the necessary information and Turnitin Feedback Studio can be accessed via ManageBac to assist both students and teachers to avoid any breaches of the rules. Further details are outlined in the Academic Honesty Policy available on the MSS website. There are clear consequences when dealing with malpractice internally including internal exams, tests, coursework (internal assessments) and homework.

1st Offence: The student will be required to re-do the work in accordance with MSS academic policy. Parents will be notified either by the teacher or by the Program Coordinator. The malpractice will be noted in the school records.



2nd Offence: The student will be given no grade for the work without an opportunity for resubmission. The program coordinator will notify parents. The student will receive disciplinary consequences. This second malpractice offense will be noted in school records.

3rd Offence: If a student is found guilty of a third breach of academic honesty, he or she will receive no grade for the relevant course. The transgression will also be noted in a teacher comment on the report card. The student will receive disciplinary consequences including an external suspension. This third malpractice offence will be noted in school records.

Information Technology

STUDENT NOTEBOOKS

Students will have the use of a school notebook for the duration of their Diploma studies. Parents/Guardians and students must first sign the Acceptable Use Agreement to follow the terms and conditions regarding the use of information technology at MSS.

MSS uses ManageBac software which is tailored specifically to the IB Diploma programme as the online planning, assessment and reporting platform. Through ManageBac both teachers and students access all programme information and assessment details. All student information and results on ManageBac are confidential.



MANSFIELD STEINER SCHOOL

91 Highett Street, Mansfield | Phone 5779 1445
mansfieldsteiner.vic.edu.au