



KAMBALA

CELEBRATING 130

# International Baccalaureate Diploma Programme

*IB at Kambala: The world at her feet*





## From the Principal

A Kambala education is about a celebration of learning. Since 1887, our school has proven to be vibrant, dynamic and forward-thinking. It is a place where learning is an adventure and the potential in every girl can be unleashed.

Kambala offers a *choice* of learning pathways where girls can achieve either the International Baccalaureate (IB) Diploma or the NSW High School Certificate (HSC). We see the IB Diploma Programme as providing an exciting alternative to the HSC. In recent years, the Diploma Programme has seen significant growth in popularity. Currently, there are over 3,000 schools offering the Diploma Programme in 147 different countries worldwide.

Particularly impressive is the Programme's international focus and incorporation of global issues and connections into the curriculum. The education of the future is about students working in applied contexts for real-world problem solving. It's about collaboration with others – sometimes in sister classrooms across the world; it's about creative thinking and relevance.

The world we live in is becoming smaller all the time through technology, travel and communication. We need to ensure that the next generation has the skills, knowledge and ethical values to meet with growing complexities in a rapidly changing global landscape. Our Kambala students thoroughly enjoy their IB Diploma Programme education and rise to its challenges with great energy.

## 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.

*Celebrating learning; inspiring  
young women ... for 130 years*

**Humanity | Courage | Wonder | Respect**



# The IB Diploma: the facts

Established in 1968, the IB Diploma Programme was the first programme offered by the IB and is taught to students aged 16 to 19.

Created by teachers at the International School of Geneva, the Diploma was established to provide students with a balanced education, facilitate geographic and cultural mobility and to promote international understanding.

Today, there are 3,104 schools offering the Diploma in 147 countries worldwide. It is a two-year challenging academic programme that is respected by universities across the globe. The Diploma aims to develop students who have excellent depth and breadth of knowledge, students who flourish:

- ♦ physically
- ♦ intellectually
- ♦ emotionally
- ♦ ethically.

Students must study six subject areas and three core elements. Subject areas include:

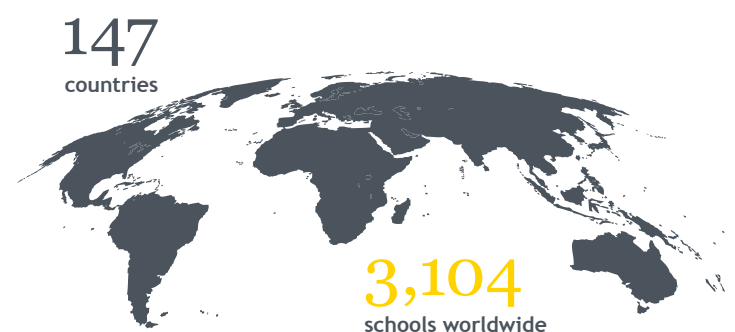
- ♦ Language and Literature
- ♦ Language Acquisition
- ♦ Individuals and Societies
- ♦ Sciences
- ♦ Mathematics
- ♦ The Arts

The three core elements encourage students to reflect on the nature of knowledge, complete independent research and undertake a project that involves community service. The core elements are:

**Theory of Knowledge** — students reflect on the nature of knowledge and how we know what we claim to know.

**Extended Essay** — an independent, self-directed research project that culminates in a 4,000 word paper.

**Creativity, Action, Service (CAS)** — students complete a project related to these three concepts to encourage experiential learning.





# The IB Diploma at Kambala

Kambala's values and strategic vision aligns positively with the ethos of the IB Mission Statement. Kambala's goal is to produce young women of courage and integrity who will be empowered to make a positive contribution to the changing world, all of which are attributes that reflect the IB Learner Profile.

Kambala students engage in a wide range of activities and interests, which complement and contribute to the IB core component, Creativity, Activity, Service. The IB appeals to the full range of students within the framework of an interesting and diverse curriculum. The curriculum is broad and rigorous, providing a stimulating and satisfying learning experience for students across a wide spectrum of academic experience and achievement.

Kambala teachers who deliver the IB curriculum are experts in their subjects, have been trained by the International Baccalaureate Organisation (IBO), and regularly network with teachers from other IB schools across the world.

## Pattern of study

### Subjects

An individual student's pattern of study includes six subjects: one from each of Groups 1 to 5 plus a sixth subject from Group 6 or a second subject from Groups 2 to 4. Three subjects must be studied at Higher Level and three at Standard Level.

The following courses of study are offered at Kambala. All subjects are offered at both Higher Level (HL) and Standard Level (SL) unless otherwise indicated.

<b>Group 1</b> Language and Literature	English
<b>Group 2</b> Language Acquisition	French, Japanese, Latin, Mandarin, Spanish ab initio (SL)
<b>Group 3</b> Individuals and Societies	Economics, Global Politics, History, Psychology
<b>Group 4</b> Sciences	Biology, Chemistry, Design Technology, Physics
<b>Group 5</b> Mathematics	Mathematics, Mathematical Studies (SL)
<b>Group 6</b> The Arts	Music, Visual Arts





## Pattern of study

### Diploma Core

In addition to the six subjects, all students must undertake three core elements:

- ◆ Extended Essay
- ◆ Theory of Knowledge
- ◆ Creativity, Action, Service

### Assessment

The International Baccalaureate assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses. Student results are determined by performance against set standards, not by each student's position in the overall rank order.

Each subject within the IB hexagon is marked on a seven-point scale. The core components can contribute a maximum of three points, bringing the total IB points that a student can score to 45. This equates to an ATAR of 99.95, which is the maximum any student studying either the HSC or IB can score.

The Universities Admissions Centre (UAC) calculates a UAC rank that is based on a student's overall Diploma score. This rank is comparable to an ATAR and can be seen in the following conversion table.

Overall IB Diploma score	UAC rank	Overall IB Diploma score	UAC rank
45	99.95	34	92.25
44	99.85	33	90.90
43	99.70	32	89.20
42	99.40	31	87.35
41	99.95	30	84.60
40	98.30	29	80.15
39	97.60	28	80.15
38	96.75	27	77.95
37	95.85	26	75.50
36	94.60	25	72.45
35	93.45	24	69.05

**Internal assessment** in each subject that contributes to the final Diploma mark is assessed by teachers and marks are standardised through samples sent to IBO external moderators.

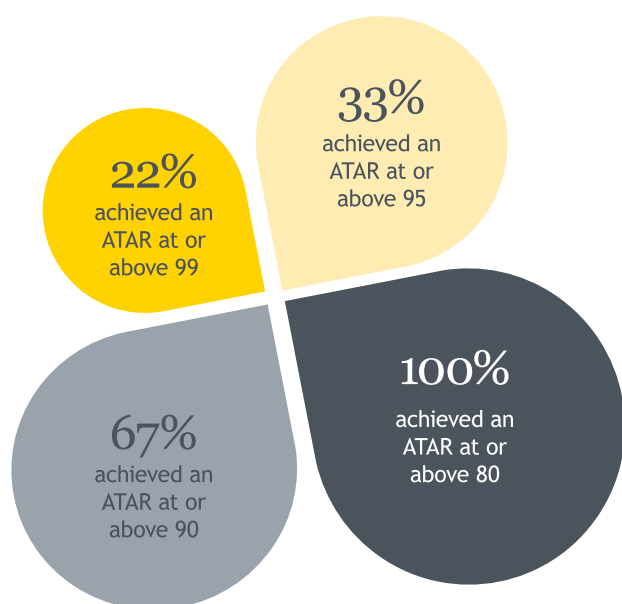
**External assessment** is based on the final examinations in each subject. These examinations are held in November of Year 12. The Theory of Knowledge essay and the Extended Essay are also externally assessed.

# History of success

Last year, nine Kambala students were enrolled in the IB Diploma Programme. Kambala IB graduates' average score was 35.5 (ATAR equivalent 92.97) in 2016, which greatly exceeds the global average of 30 (ATAR equivalent 84.70). The top possible score in the IB Diploma Programme is 45.

- ◆ 33 percent of Kambala IB graduates gained a Grade 7 result in one or more of their subjects.
- ◆ 33 percent of Kambala IB graduates gained a Grade A result in Theory of Knowledge.
- ◆ 44 percent of Kambala IB graduates gained a Grade A result in Extended Essay.

## Percentage of Kambala students who achieved high IB results

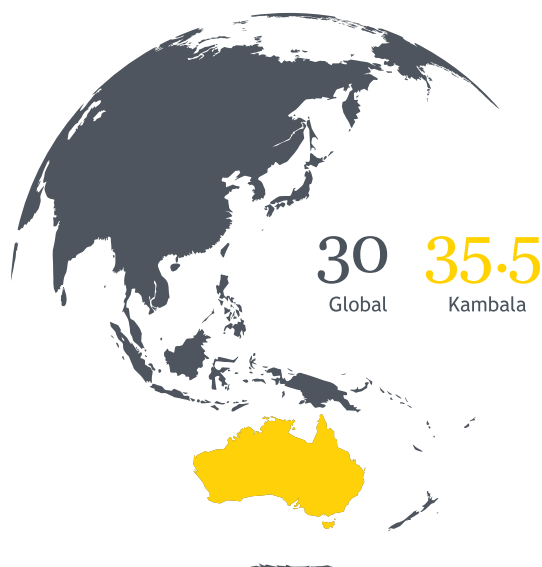


*“IB graduates were much more likely to be enrolled at one of the top 20 higher education institutions than entrants holding other qualifications.”*

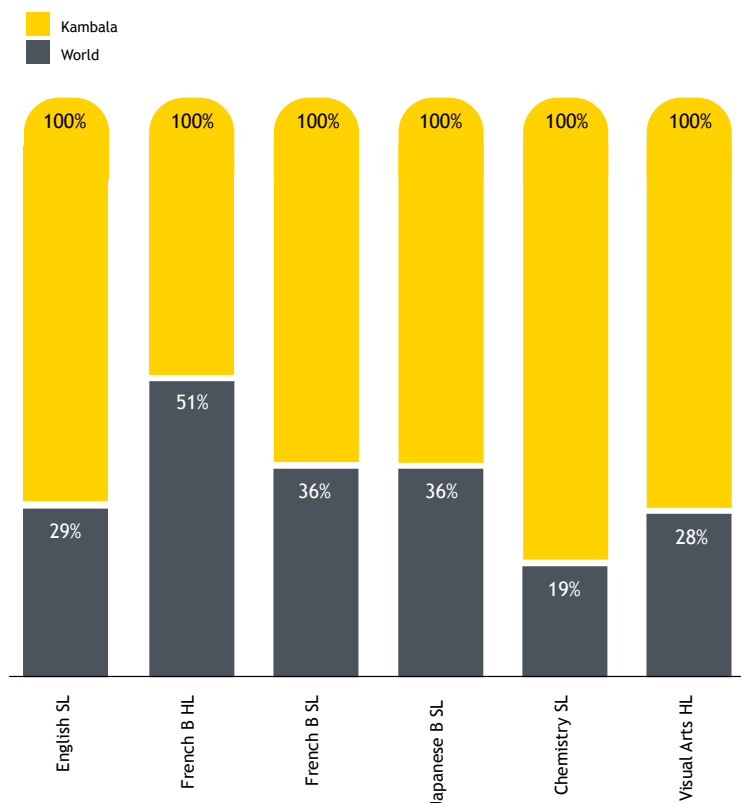
## Average IB Diploma Programme points

Maximum point score for IB Diploma candidates is 45.

Highest Diploma points awarded to a Kambala student 42.



## 100 percent of Kambala students achieved Grades 6 and 7 in the following subjects - compared to global percentages



\* All global statistics in the above table are for the May 2016 examination session.



## How the IB Diploma differs from the HSC

To meet the diverse needs and interests of our students, Kambala offers a choice of learning pathways: the IB Diploma and HSC. While there are many commonalities between courses, there are important differences. These differences can help form the basis of decision-making when determining which course is best for your daughter.

HSC		IB
Offers entry to almost all post-secondary pathways.	➔	Has a strong focus on university preparation.
Is recognised as a tertiary entrance credential in Australia and to a lesser degree, overseas.	➔	The Diploma is a genuine international qualification and is a highly recognised throughout the world.
Caters to serious academic study and highly focused vocational study.	➔	Equips students with the skills required for tertiary learning and promotes a spirit of intellectual inquiry and critical thinking.
Excellent course breadth with plenty of opportunity for a specialised focus of study.	➔	Subjects are not learned in isolation - students are encouraged to draw connections between subjects. Focus of study is about the process of learning, more than the content.
Flexibility to complete the course of study over five years.	➔	The Diploma is a rigorous and challenging two-year course. Students are required to complete six subject areas and three core elements.
No requirement to complete 'non-academic' courses.	➔	Not just an academic programme. The compulsory three core elements (Creativity, Action and Service; Theory of Knowledge; Extended Essay) encourages deep and experiential learning.
Subject to scaling, with only the top 0.5% of students eligible to attain the maximum ATAR of 99.95.	➔	Not subject to scaling, so any number of students can be awarded a perfect score of 45 or 99.95 ATAR equivalent.

Both the HSC and the IB Diploma offer rich learning opportunities – there is no wrong choice. We encourage families to consider the needs, interests and goals of the individual student to determine which course is right for them.



## Who should study the IB Diploma?

To successfully complete the IB Diploma, students do not necessarily need to be gifted or high achievers. A student who is willing to make an effort and be disciplined with their studies will be able to cope with the demands of the course.

Ideal IB Diploma candidates will possess the following attributes:

- ◆ A motivated student and an independent learner.
- ◆ Achieves average to above average results.
- ◆ Willingness to study a second language.
- ◆ Prepared to actively participate in serving and supporting the community.
- ◆ Desire to develop critical thinking skills.
- ◆ Willingness to learn a new skill and try new ideas.
- ◆ Desire to attend university in Australia or overseas.
- ◆ Seeks to pursue an exciting, broad and varied curriculum.

*“A student who is willing to make an effort and be disciplined with their studies will be able to cope with the demands of the course.”*





# IB learner profile

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

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 wellbeing for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

## **Reflective**

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



## The benefits

Above all, the IB Diploma is considered a passport to higher education. Universities around the world welcome the unique characteristics of IB Diploma students and recognise the ways in which the programme helps to prepare students for university level education.

**1** It offers academic depth and breadth.

Graduates care about more than just results. **2**

**3** It creates independent learners who feel prepared.

It's a genuinely international qualification. **4**

Universities recognise it and some give credit for it. **5**

**6** The IB encourages critical thinking.

**7** The rigorous and independent nature of the course develops vital organisation and time management skills.

**8** It assesses more than examination techniques.

Subjects are not taught in isolation. **9**

**10** Develops learners who are open-minded and balanced.





## The research

1. University of Melbourne research (*IB Global News* Vol. 3 Issue 2 2015) found that IB graduates from 14 countries reported that their IB studies helped them to develop dispositions and skills that have benefited them in further education and beyond. Commonly, the development of international mindedness, love of learning, analytical and writing skills, and particularly critical thinking skills, were cited.
2. Alumni from the same study also reported that research skills and the capacity for self-directed learning fostered by their IB studies were an advantage in further learning and in career progression.
3. In 2011, figures from the UK's Higher Education Statistics Agency found that IB graduates were "much more likely to be enrolled at one of the top 20 higher education institutions than entrants holding other qualifications."
4. Learning a second language has been linked in studies to a higher level of achievement at both school and university.
5. A 2011 survey of university admissions staff undertaken by Cardiff University, UK found they valued the Extended Essay's role in developing cognitive, research, writing and communication skills.
6. Research by SRI International found the graduation rate for IB alumni after four and six years studying in United States universities was higher than the national average.
7. In the US, IB graduates are 21.4 percent more likely to gain admission into ten of the country's most prestigious universities, including Harvard, Princeton, Yale and Stanford.
8. A 2012 study of Diploma students in Chicago found they had strong academic skills, especially related to analytical writing. The same study also found that students were able to set aside time for homework and resist going out with their friends when they needed to study.

To learn more about the International Baccalaureate visit the IBO website: [www.ibo.org](http://www.ibo.org) or contact the Director of Enrolments Mrs Tracy Mulligan: +61 2 9388 6844 or email [enrolments@kambala.nsw.edu.au](mailto:enrolments@kambala.nsw.edu.au).

*"IB graduates from 14 countries reported that their IB studies helped them to develop dispositions and skills that have benefited them in further education and beyond."*



# KAMBALA

CELEBRATING 130

794 New South Head Road  
Rose Bay NSW 2029, Australia

+61 2 9388 6777  
[info@kambala.nsw.edu.au](mailto:info@kambala.nsw.edu.au)  
[www.kambala.nsw.edu.au](http://www.kambala.nsw.edu.au)

CRICOS Registered Provider 02284M

