



KAMBALA



INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

IB at Kambala: Globally ready





INTRODUCTION

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 Higher 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 5,000 schools offering the Diploma Programme in 153 different countries worldwide, with over 1.3 million students.

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 required 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.

*Inspired learning.
Empowering young women of integrity.*

Humanity | Courage | Curiosity | Respect

THE FACTS

Established in 1968, the IB Diploma Programme was the first 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 5,000 schools offering the Diploma in 153 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:

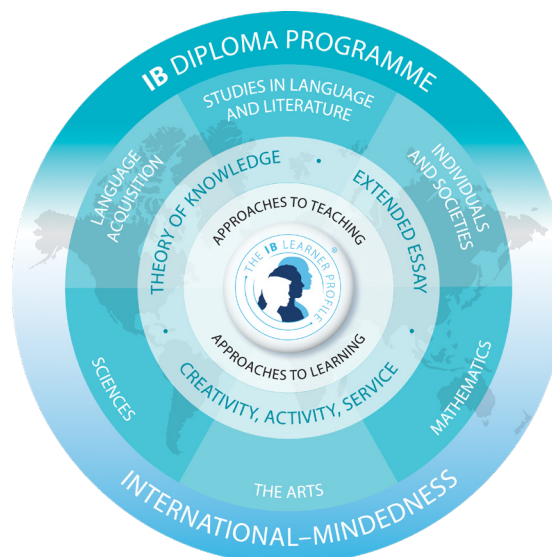
- ♦ Language and Literature
- ♦ Language Acquisition
- ♦ Individuals and Societies
- ♦ Sciences
- ♦ Mathematics
- ♦ The Arts

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, Activity, 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 (HL) and three at Standard Level (SL).

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

Group 1 Studies in Language and Literature	Language A: Literature (English)
Group 2 Language Acquisition	French, Latin, Mandarin, Spanish ab initio (SL)
Group 3 Individuals and Societies	Economics, Global Politics, History, Psychology
Group 4 Sciences	Biology, Chemistry, Design Technology, Physics
Group 5 Mathematics	Mathematics: Analysis and Approaches, Mathematics: Applications and Interpretations (SL)
Group 6 The Arts	Music, Visual Arts





Pattern of study

Diploma Core

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

- ◆ Theory of Knowledge
- ◆ Extended Essay
- ◆ Creativity, Activity, 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 model 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	92.10
44	99.85	33	90.65
43	99.70	32	88.95
42	99.40	31	87.10
41	98.80	30	84.40
40	98.25	29	81.90
39	97.60	28	79.90
38	96.70	27	77.65
37	95.75	26	75.15
36	94.50	25	72.10
35	93.30	24	68.70

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

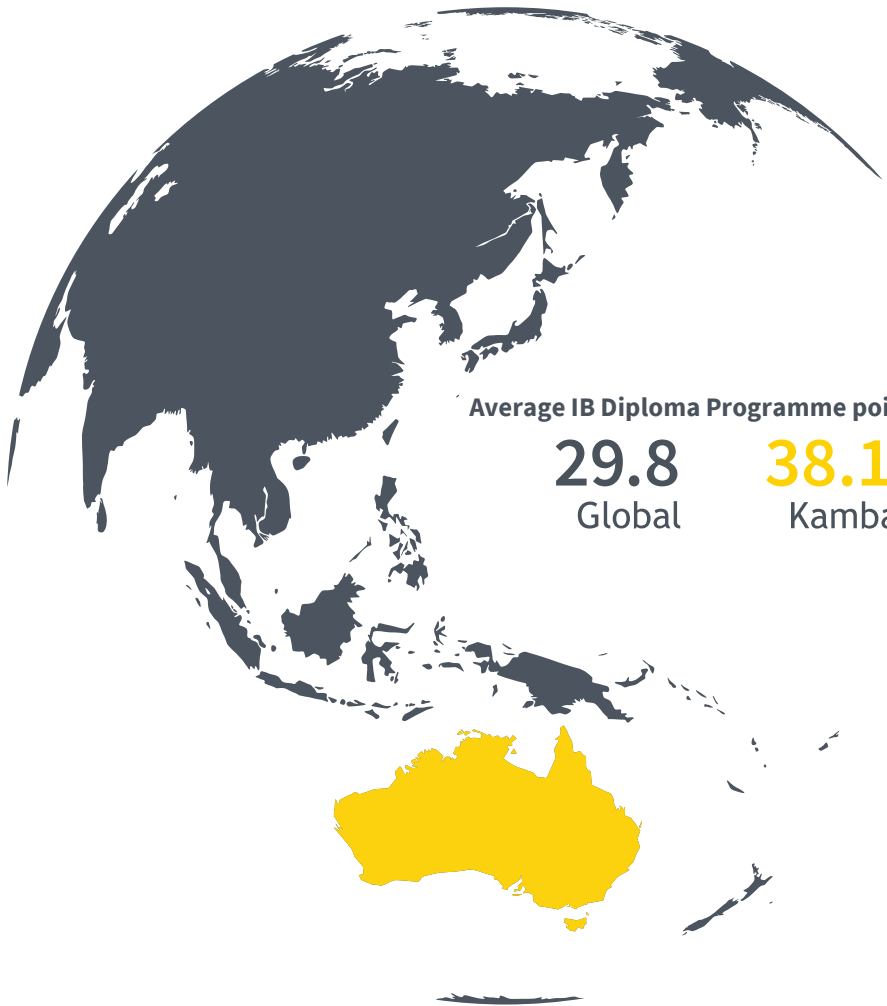
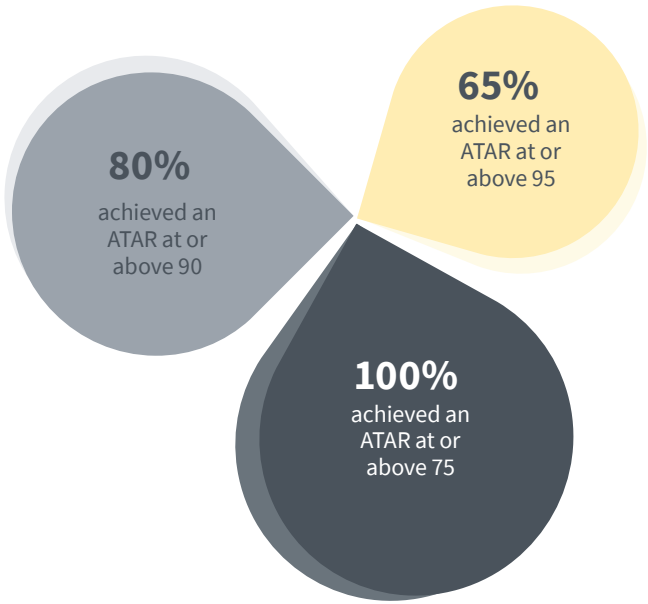
External assessment is based on the final examinations in each subject. These examinations are held in November of Year 12. The Theory of Knowledge essay and the Extended Essay are also externally assessed.

HISTORY OF SUCCESS

After examinations in 2020, 20 Kambala students were awarded their IB Diploma. The cohort achieved an average score of 38.15 (ATAR equivalent 94.5). This greatly exceeds the global average of 29.8 (ATAR equivalent 83.7). The top possible score in the IB Diploma Programme is 45.

- ◆ Three 2020 IB graduates achieved the perfect score of 45 (ATAR equivalent 99.95). The total number of graduates with perfect 45 scores was 99 out of global cohort of over 20,000 students.
- ◆ Three 2020 IB graduates achieved near perfect scores of 44 (ATAR equivalent 99.85).
- ◆ Grades of 7 were achieved by all students in the following courses: HL B Mandarin, SL B Mandarin, HL B French, SL B French, HL Latin, SL Global Politics, SL Psychology, SL Physics, and SL Music.
- ◆ 96.6 percent of courses were above the world average.










Percentage of Kambala students who achieved high IB results



INTERNATIONAL BACCALAUREATE

FREQUENTLY ASKED QUESTIONS

At a glance

	Why Kambala offers the IB Diploma		University preparation
	Subjects		Academic support
	Comparisons to the HSC		University entrance overseas
	IB Diploma student numbers		Assessment
	Academic Awards		



Q: Why is there a limited selection of subjects?

A: Our Diploma Programme subject offering provides outstanding depth and breadth to meet the diverse needs of our students. Subjects have been selected to meet the needs and demands that are typical of the School's IB Diploma candidates. In some Groups, there are equally as many subject options as there are for our HSC students. We are only somewhat limited in course offering due to class numbers and timetabling restrictions. As the popularity of the IB Diploma Programme grows, so too will the subject offering.



Q: What are the options if my daughter would like to study a subject that is not offered through the IB Diploma Programme at Kambala?

A: At this stage, we are unable to offer additional subject choices. The IB Diploma subject offering is restricted by student numbers, timetable scheduling and staffing.



Q: How many students do IB at Kambala?

A: On average around 20 percent of the year group study the IB.



Q: Can students change their subject choices part-way through the Diploma Programme?

A: As with the HSC, students are able to make changes to their subject choices but would need to do so at the earliest convenience and give due consideration to any additional pressure this decision would make on their study commitments. The Diploma Programme is a two-year course, with the most vital examinations held at the end of Year 12.



Q: Are Diploma students able to study a third subject in Groups 2 to 4?

A: All students must study 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. Should a student wish to study a third subject from Groups 2 to 4, they will need express permission from the International Baccalaureate Organisation (IBO).



Q: Can an IB Diploma student switch to the HSC after a year, if they decide the Diploma is not suitable for them?

A: Yes. However, while students will be eligible for an ATAR score they may not achieve secondary graduation due to the number of subjects that are required to complete the HSC.



Q: Why does Kambala offer the IB Diploma Programme?

A: Kambala's values and strategic vision aligns positively with the ethos of the International Baccalaureate (IB) Mission Statement. Our goal is to produce young women of courage and integrity who will be empowered to make a positive contribution to a changing world; these attributes are reflected in the IB Learner Profile.



Q: Do IB students have the same tutor group, lunchbreak and timetable as the HSC cohort?

A: Yes



Q: What subjects will be offered within the IB Diploma Programme at Kambala?

A: All students must study 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 (HL) and three at Standard Level (SL).

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

HSC

Q: How does the IB differ from the HSC?

A: Both the HSC and the IB Diploma offer rich learning opportunities – there is no wrong choice. While there are many commonalities between courses, there are important differences. These differences are outlined in detail in Kambala's IB Diploma Programme brochure.



Q: Are Diploma candidates eligible for academic awards?

A: Yes, Diploma students are eligible for academic awards at the School's Annual Distribution of Prizes event.



Q: Do Diploma candidates need to have a history of academic achievement?

A: To successfully complete the IB Diploma, students do not necessarily need to be gifted or high achievers. If your daughter achieves average to above average results and is an independent and motivated learner, she will be able to cope with the demands of the course. We believe that Kambala students are intellectually curious and have a thirst for learning – this makes them ideal candidates for the IB Diploma.



Q: Is the Diploma Programme only suited to those students who are bound for a tertiary education?

A: The IB Diploma Programme is about instilling a love for learning and creating life-long learners. The Programme aims to develop students who have excellent depth and breadth of knowledge and who flourish physically, intellectually, emotionally and ethically.



Q: How does the IB accommodate students with learning difficulties?

A: Kambala's IB candidates will have access to all of the School's pastoral care and wellbeing networks. Students with particular difficulties can apply for special examination arrangements.



Q: Is the IB Diploma Programme recognised at all Australian universities?

A: Yes, all universities throughout Australia recognise the IB Diploma and some give academic credit.



Q: Will my child still be eligible for university entrance if they are unable to obtain the Diploma?

A: In Australia, the IB Diploma has a 97 percent success rate. However, even if a student fails they may still be eligible for certain university courses.



Q: Should my child wish to pursue university entrance overseas, what support will she be offered by Kambala?

A: The School's Careers Advisor will meet with students individually to discuss international university options and inform them of entrance requirements.



Q: How is the IB Diploma assessed?

A: Student work is assessed as direct evidence of achievement against the stated goals of the Diploma Programme courses. Work is assessed internally by Diploma teachers and externally by IBO moderators. The Theory of Knowledge essay and the Extended Essay are also externally assessed.



Q: Are SL subjects given the same weight as HL subjects?

A: All subjects, regardless of their level, are assessed out of a maximum of seven points.



Q: How is an IB score calculated?

A: Each subject is marked on a seven-point scale. The three 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 Diploma can score. Student results are determined by performance against set standards, not by each student's position in the overall rank order, as is the case with the HSC.



Q: How does an IB score compare with an ATAR rank?

A: 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 is available from the UAC website.



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 worldwide.
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 ((Theory of Knowledge; Extended Essay; Creativity, Activity, Service) 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. Consistency is key to achievement in IB.

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.”

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.

The rigorous nature of the course develops self-management, self regulation and time management skills.

2

3

Studies encourage critical thinking and problem solving.

Internationally and nationally recognised university entrance qualification.

4

Develops learners who are internationally minded.

5



IB LEARNER PROFILE

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.

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.

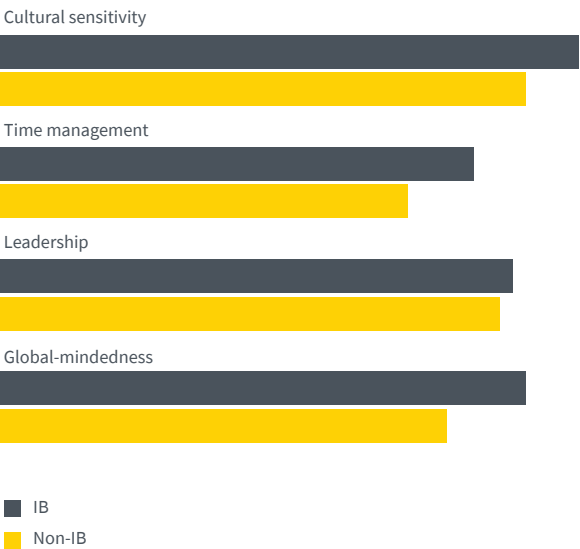


THE RESEARCH

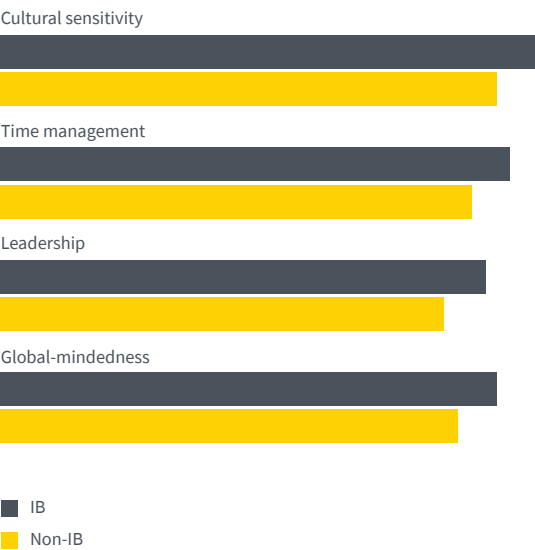
1. At two leading universities in East Asia and one in Australia, researchers examined post-secondary outcomes and critical thinking skills of DP and non-DP alumni. While there was no significant difference in grade point average (GPA) between the two groups, in general, DP alumni reported higher capacities for a variety of critical thinking skills compared to their non-IB peers (see graphs below). DP graduates were particularly confident in their capacity for cultural sensitivity, global-mindedness, critical thinking, leadership, and time management (Lee et al 2017).

Perceived capacity for 21st century skills

Australia



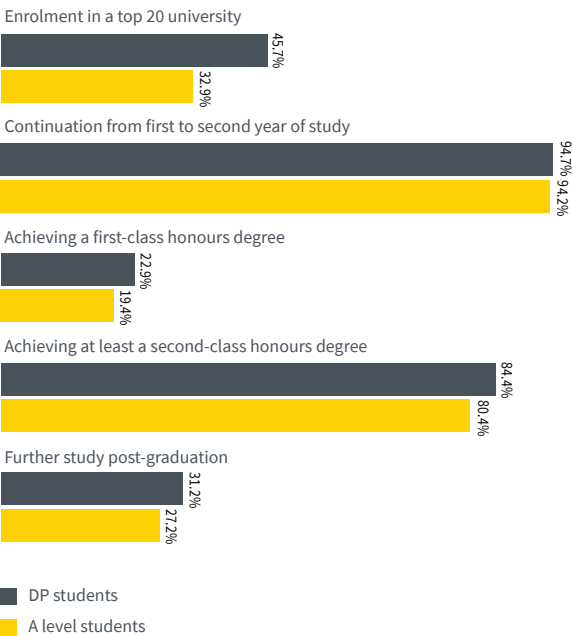
East Asia



- 2. Australian research into the critical thinking skills of Diploma students in Australia revealed gains in critical thinking skills for Diploma students between Year 11 and 12. Furthermore, Diploma graduates reported a higher likelihood of using an array of critical thinking skills (Cole, Gannon, Ullman and Rooney 2014).
- 3. A global study to compare Diploma mathematics courses with five mathematics qualifications from around the world found that the Diploma Programme offered the greatest number of mathematical course options for students with different needs. In addition, the IB's HL Mathematics course was determined to be the most cognitively demanding of the examined courses (Alc.antara 2016 and UK NARIC 2016).
- 4. Researchers have found that Creativity, Activity, Service (CAS) helps students to become better at “taking on new challenges”, “learning to persevere” and “developing better interpersonal skills” (Hayden et al 2017).
- 5. Examining the higher education outcomes of students in the United Kingdom, researchers explored the university enrolment and achievement of Diploma Programme and A level students. Results showed that Diploma graduates were significantly more likely to attend a top 20 university in the UK than their A level peers and were more likely to receive a first-class honours degree (HESA 2016).

University enrolment and outcomes for DP and A level students.

University enrolment and outcomes



To learn more about the International Baccalaureate visit the IBO website: www.ibo.org or contact the Director of Enrolments, Mrs Tracy Mulligan, on +61 2 9388 6844 or email enrolments@kambala.nsw.edu.au.



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