



PRESHIL

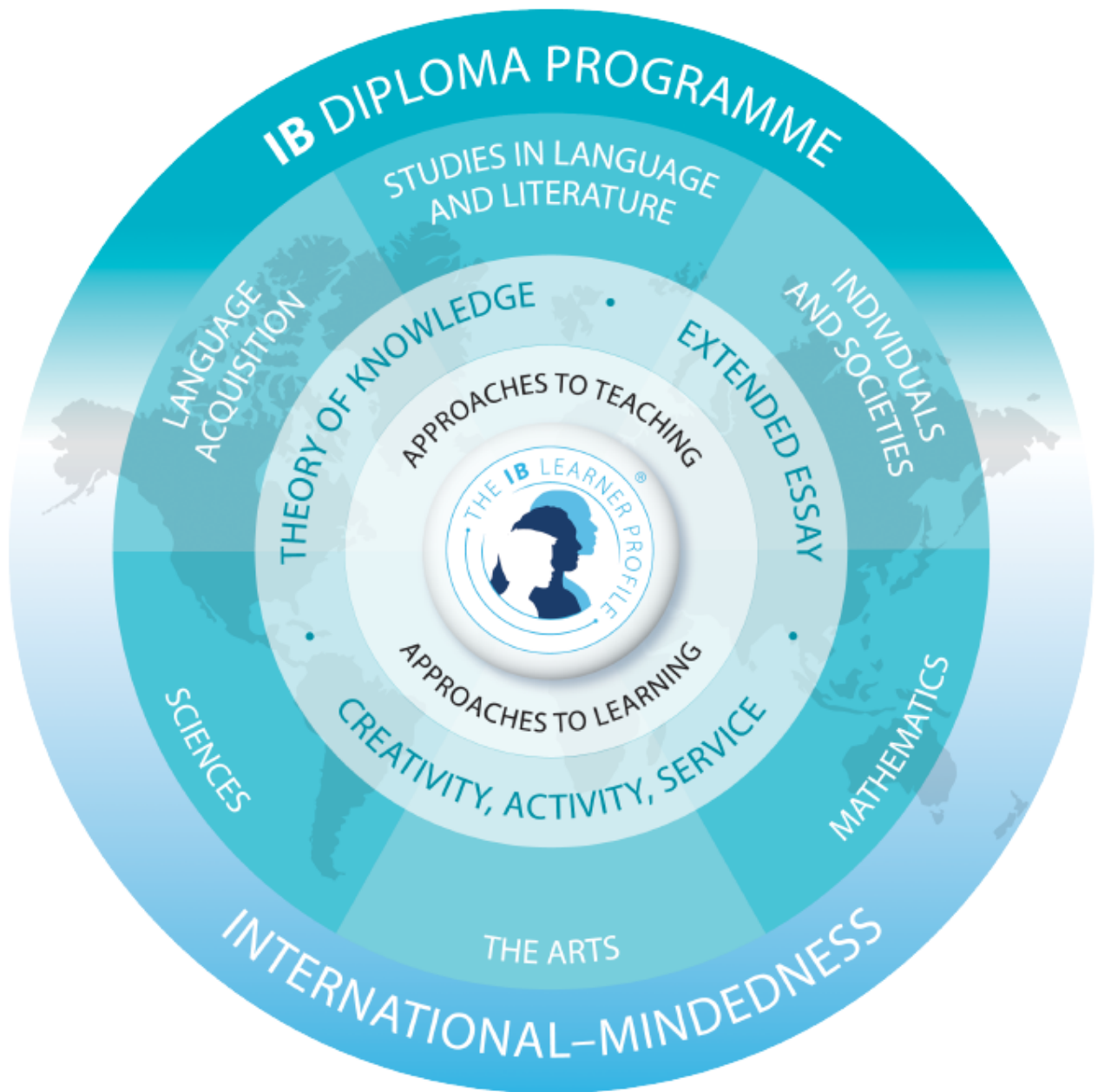
A DEDICATED INTERNATIONAL BACCALAUREATE WORLD SCHOOL

**THE PROGRESSIVE
ALTERNATIVE**

2021/2022 Parent & Student Handbook
International Baccalaureate Diploma Programme



COURAGE
TO
QUESTION



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PRESHIL VISION STATEMENT

At our core remains an unshakeable commitment to encouraging all children to set and achieve their own goals and to be respected as individuals in their own right. A commitment to our children to be nurtured and challenged in an atmosphere that inspires creativity and independent thinking in all areas of life and does not, overtly or subtly, use competition or punishment to motivate through the fear of failure.

As global citizens we encourage an awareness of world issues and encourage effort to make a positive difference. We believe that education should prepare students to be thoughtful, peace-loving and active citizens of the world. Preshil will remain a school that puts kindness, compassion and social relationships at the centre of its operations.

INTERNATIONAL BACCALAUREATE MISSION STATEMENT

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 organization works with schools, governments and international organizations 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.

The Diploma Programme at Preshil

Preshil has long recognised that for learning to be successful it must occur within an environment that respects the needs of individuals, providing them with authentic opportunities to ask questions, think critically, make genuine choices and demonstrate self-management. Such an environment allows young people to explore and grow in their own unique ways and inspires them to be, and become, themselves.

The IB Diploma Programme allows Preshil to create greater coherence between our values and our practice. Like Preshil, the IB Diploma Programme understands that for any education to be truly valuable it must address the needs of the whole person and not simply the academic entity. By cultivating self-reflection, foregrounding interconnectedness through collaborative learning and community engagement, and encouraging students to pursue their passions and interests, the Diploma Programme provides students with a meaningful educational experience, one that is responsive to their needs and will equip them with the tools to become active, contributing members of a global community.

Preshil remains committed to its fundamental beliefs and to those virtues that it maintains are central to a valuable education – positive relationships, authentic decision-making, autonomy, curiosity and the courage to question. The International Baccalaureate allows us to consolidate these important values with our education practice.

The Programme Model

The Diploma Programme (DP) provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 19. Students are required to study six subjects and a compulsory curriculum core concurrently over two years. These include:

- A mother tongue language subject (Language A – Group 1)
- A second language (Language B – Group 2)
- One subject from Individuals and Societies (Group 3)
- One subject from Science (Group 4)
- One subject from Mathematics (Group 5)
- One other subject (either from Group 6 – the Arts – or from Groups 3 or 4)
- Theory of Knowledge – TOK (Core)
- Creativity, Activity, Service – CAS (Core)
- Extended Essay – EE (Core)

Students also have the option of studying an interdisciplinary subject (Environmental Systems & Societies, ESS) that fulfils the requirements of two groups (Groups 3 & 4). If a student wishes to study two Arts subjects, they must study ESS to satisfy the Groups 3 & 4 requirements.

The programme is designed to equip students with the basic academic skills needed for university study, further education and their chosen profession. In addition, the programme supports the development of the values and life skills needed to live a fulfilled and purposeful life.

The Learner Profile and the Core Curriculum are positioned at the centre of the programme, reflecting the priority given to affective dispositions as well as cognitive development, and a concern with developing competent and active citizens as well as subject specialists. The core requirements of Theory of Knowledge (TOK), the Extended Essay (EE) and Creativity, Activity, Service (CAS) broaden the educational experience and challenge students to apply their knowledge and understanding in real-life contexts.

It is essential that a pre-university education equips students with the depth of discipline-specific knowledge and skills that they will need to follow their chosen university course and for use later in their professional lives. Specialisation is encouraged in the DP by expecting students to study three (with the possibility of studying four) subjects at a Higher Level (HL). This is balanced with a requirement for breadth by expecting students to study three more subjects at Standard Level (SL), or two when four HL subjects are selected.

Conditions for the Award of the Diploma

The award of the Diploma requires a **minimum total of 24 points** from a **maximum of 45**.

Each subject is graded on a scale from **1** (minimum score) to **7** (maximum score).

Three additional points can be gained from the student's performance in Theory of Knowledge (TOK) and the Extended Essay (EE). TOK and the EE are graded from A-E. These two grades are then combined in the Diploma points matrix to derive a score out of three:

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				

Additional requirements for award of the Diploma include:

- CAS requirements have been met
- There is no N awarded for TOK, the EE or for a contributing subject
- There is no grade E awarded for TOK and/or the EE
- There is no grade 1 awarded in a subject
- There are no more than 2 grade 2s awarded
- There are no more than 3 grade 3s awarded
- The candidate has gained at least 12 points on Higher Level subjects
- The candidate has gained 9 points or more on Standard Level subjects
- The candidate has not received a penalty for academic misconduct from the final awards committee.

Assessment and Examinations

Subject scores are derived from a combination of summative internal assessments, generally marked by the teacher and moderated by the IB, external assessments, and examinations, which occur at the end of the second year in November. Further details regarding these assessments can be found under subjects.

Additionally, students will be expected to complete a range of formative assessments. These are assessment tasks created and assessed by the teacher, for the purpose of monitoring student progress and informing teacher planning. Although not directly contributing to the student's final mark, these tasks play a critical role in teaching and learning and it is expected that students complete them in a timely manner, in accordance with the task descriptions.

The calendar of deadlines that all Diploma students must adhere to is provided on Managebac. This calendar will list the dates when all internal and external assessments are due. Where required, it will also include dates for draft work. **It is important that students understand that, excluding exceptional circumstances, these dates are non-negotiable. Failure to submit work by the required date will result in an N for the subject.**

The Diploma Programme and the GAT

The General Achievement Test (GAT) is a test of general knowledge and skills used by the Victorian Curriculum and Assessment Authority to check that VCE school-based and external assessments have been accurately assessed.

In the Diploma Programme quality assurance is maintained through the IB's external moderation. However, all Diploma candidates are required to sit the GAT, unless exempted by the school Principal, in order to achieve an ATAR. The results of this test are also used to calculate the notional ATAR for the IB cohort. Typically, the conversion of Diploma scores into ATARs is extremely favourable.

2020 International Baccalaureate Combined Rank and Notional ATAR table

This table converts a passing IB Diploma score to its notional Australian Tertiary Admission Rank (ATAR) value for the 2020-2021 selection year.

IB Score	Notional ATAR
45	99.95
44	99.75
43	99.55
42	99.20
41	98.70
40	98.05
39	97.30
38	96.45
37	95.45
36	94.05
35	92.80
34	91.50
33	90.00
32	88.15
31	86.40
30	84.30
29	81.90
28	79.25
27	77.40
26	75.10
25	72.00
24	69.10

Inclusive Arrangements and Special Education Needs

The IB values student diversity and equitable access is an important goal of all IB programmes. Teaching and learning in the Diploma Programme encourages teacher responsiveness to individual students' needs by emphasising the importance of differentiated learning to address diversity and collaborative planning to ensure the needs of students are consolidated across the programme. Additionally, the IB has in place a variety of mechanisms to ensure that students are able to meet the assessment requirements of their chosen Diploma courses.

Candidates eligible for inclusive assessment arrangements are those with individual needs such as:

- Learning disabilities
- Specific learning difficulties
- Communication and speech difficulties
- Autism spectrum disorders
- Social, emotional and behaviour challenges
- Multiple disabilities and/or physical, sensory, medical or mental health issues

The IB will consider any reasonable adjustments for a particular candidate pertaining to his or her unique needs.

While inclusive assessment arrangements generally require authorisation from the IB, there are a limited number of adjustments that can be made at the discretion of the coordinator and/or the Principal. These include:

- The use of separate rooms during examinations
- Rest breaks
- Extensions on tasks

Applications do not need to be submitted until the second year of the programme. Candidates and their parents are encouraged to discuss any concerns as early as possible in Year 11, so that teachers can make the necessary adjustments in class, and both the coordinator and the family can ensure everything is in place to make the application to the IB prior to March 2022.

Applications for inclusive assessment arrangements must include appropriate recent (< 3 years) documentation from a relevant provider.

Preshil's SEN (Special Educational Needs) Policy has been updated in accordance with the requirements of the Diploma. This document is available to the whole school community.

If you need further assistance with this please contact our DP Coordinator IBDP@preshil.vic.edu.au

Alternatives to the Full Diploma

While Preshil encourages, and will support all students to complete the full Diploma, we also realise that this does not necessarily reflect the needs of every student. Students who choose instead to undertake a partial Diploma may do so after consultation with their families, the Diploma Coordinator and Careers Practitioner.

There is no requisite regarding the number of subjects a course candidate can take or their combination, however students are expected to take Language & Literature as a minimum alongside their chosen VET subjects, CAS and other IB subjects. Students who decide to undertake a partial Diploma will be required to complete all the necessary assessments for their subjects and will be awarded a grade for each subject. On completion they will receive a certificate and an academic transcript listing their results.

This alternative to the full Diploma may be considered by students who do not require an ATAR to pursue their post-secondary studies, or who wish to undertake vocational training while completing their final years at Preshil.

If you would like to explore this option further, please make an appointment with the Diploma Coordinator at IBDP@preshil.vic.edu.au

The Diploma: Subject Groups and the Core

Candidacy for the Diploma requires students to select one subject from each of Groups 1-5 and a 6th subject, either from Group 6 or one of the other subject areas. At least 3, and no more than 4, of the subjects must be completed at Higher Level (HL).

Candidates will be required to select their Higher Level subjects before Term 3 of Year 11. Standard Level (SL) choices will impact on what can be chosen at Higher Level, therefore candidates are strongly advised to consider what they might like to study at Higher Level when making their subject choices. Higher Level and Standard Level require different time commitments (150 and 240 hours respectively) and are distinguished by a difference in scope and specialisation.

All Diploma candidates are required to complete the DP core (TOK/EE/CAS).

Preshil offers the following Diploma subjects in 2021/2022

1. Studies in Language and Literature	Language and Literature (SL/HL) Literature (SL/HL)
2. Language Acquisition	Language B: French (SL/HL) Language Ab Initio: Spanish (SL) <i>for other Languages please see the DP Coordinator</i>
3. Individuals and Societies	History [^] (SL/HL) or Global Politics [^] (SL/HL) Philosophy (SL/HL) Psychology (SL/HL) Business Management (SL/HL) Environmental Systems & Societies (SL)*
4. Sciences	Chemistry (SL/HL) Physics (SL/HL) Computer Science (SL/HL) Biology+ (SL/HL) or Sports, Exercise & Health Science+ (SL/HL) Environmental Systems & Societies (SL)*
5. Mathematics	Mathematics – Analysis and Approaches (SL/HL) Mathematics – Applications and Interpretations (SL)
6. The Arts	Film (SL/HL) Music (SL/HL) Theatre (SL/HL) Visual Arts (SL/HL)

Core Subjects

Theory of Knowledge (TOK) – 1600 word paper and oral presentation

Creativity, Activity, Service (CAS)

Extended Essay (EE) – 4000 word paper

*Environmental Systems and Societies is an interdisciplinary subject. It may be taken as a Group 3 subject **or** a Group 4 subject. It is offered at Standard Level (SL) only.

[^] + As there is some overlap of content, only one of these two subjects will run in each group.

Whilst every effort will be made to meet the requests of the students, a subject may not run if their numbers are insufficient to make it viable. There will be a maximum of four Group 3 & four Group 4 subjects run in a given year.

In selected subjects and extensive consultation with the school, the IB Diploma online courses offered by the IB designated provider, Pamoja, may be considered. The costs of the course will be borne by the candidate. For more information on these courses please see [IB Diploma - Pamoja](#). Detailed subject briefs for all subjects can be found at [Diploma Program Curriculum](#).

Language A – Language and Literature

The Language and literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning.

Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

The aims of studies in language and literature courses are to enable students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature.

Available at Higher and Standard Levels. Students are assessed through a combination of formal examinations and an oral presentation, with Higher Level students also assessed through a written coursework assessment.

Language A – Literature

This course is appealing to students who love literature, respond to the creative use of language and want to develop original and independent critical thinking through the study of literary texts. The course focuses on the study of literature across cultures and time periods. Students study the contexts of production and reception, the interaction of readers, writers and texts.

Through studying a variety of literary forms from a range of periods, this course provides students with diverse opportunities to explore important cultural ideas, including ideas about self and community; technology and the environment; creativity and imagination; power and justice. Through close analysis of literary texts, a variety of literary form across different times and places, students consider their own interpretations and the critical perspectives of other to explore how they are shaped by cultural belief systems and to negotiate meanings for texts.

A wide variety of texts will be encountered, including literature-in-translation. Students will learn how to read critically; develop research and essay writing skills, and deliver oral presentations. The course is excellent preparation for those interested in pursuing careers that require sophisticated and powerful use of expression such as journalism, advertising, law, and politics.

Key features of the curriculum:

- Students study works from a representative selection of media and forms, periods, styles and cultures.
- Students develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- Students develop skills in interpretation, analysis and evaluation
- Students develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Students develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings.

Available at Higher and Standard Levels.

Students are assessed through a combination of external formal examinations and an internally assessed oral presentation, with Higher Level students also assessed through a written coursework assessment.

Language B – French

The Language B Standard Level Higher Level courses are language acquisition courses for students with some previous experience of the target language.

The distinction between Language B Standard and Higher Levels can be seen in the number of recommended teaching hours, the level of competency the student is expected to develop in receptive, productive and interactive skills, and that Higher Level students are required to study two literary works originally written in the target language.

Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course (and beyond those for Language Ab Initio).

The Language B syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Optional recommended topics and possible questions for each theme are presented in the guide, but are not prescribed.

Key features of the curriculum:

- Knowledge of vocabulary and grammar (the what of language) is reinforced and extended by understanding audience, context, purpose, meaning and variation (the why and how of language)
- The development of international-mindedness is one of the key aims of the course
- Students are exposed to a variety of authentic text types in relation to the prescribed themes and related course content
- Students describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content
- Students produce a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests
- At Higher Level, students are required to study two literary works originally written in the target language, and are expected to extend the range and complexity of the language they use and understand in order to communicate

Students complete an oral internal assessment task that is marked by the teacher and externally moderated by the IB, and external examinations at course completion.

Tuition in other languages on the IB schedule may be undertaken as a private arrangement. Please email IBDP@preshil.vic.edu.au for further information.

Language Ab Initio: Spanish

The Language Ab Initio course is a language acquisition course for students with no prior experience of the target language, or for those students with very limited previous experience.

Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

The Language Ab Initio syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. The Language Ab Initio syllabus prescribes four topics for each of the five prescribed themes for a total of 20 topics that must be addressed in the Language Ab Initio course.

Key features of the curriculum and assessment models:

- Knowledge of vocabulary and grammar (the what of language) is reinforced and extended by understanding audience, context, purpose, meaning and variation (the why and how of language)
- The development of international-mindedness is one of the key aims of the course
- Students are exposed to a variety of authentic text types in relation to the prescribed themes and topics, as well as the content contained within the language-specific syllabuses
- Students produce a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests

Language Ab Initio may be taken at Standard Level only.

Students complete an oral internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

Tuition in other languages on the IB schedule may be undertaken as a private arrangement. Please email IBDP@preshil.vic.edu.au for further information.

Philosophy

Philosophy is a systematic critical inquiry into profound, fascinating and challenging questions, such as ‘What is it to be human?’ ‘Do we have free will?’ and ‘What do we mean when we say something is right or wrong?’ The practice of Philosophy deepens and clarifies our understanding of these questions, as well as our ability to formulate possible responses. Studying Philosophy provides an opportunity for students to engage with some of the world’s most interesting and influential thinkers. It also develops highly transferable skills, such as the ability to formulate arguments clearly, to make reasoned judgments and to evaluate highly complex and multifaceted issues.

The stated aim of the Diploma Philosophy course is to engage students in philosophical activity, enabling them to:

- Develop an inquiring and intellectually curious way of thinking
- Formulate arguments in a sound and purposeful way
- Examine critically their own experiences and their ideological and cultural perspectives
- Appreciate the diversity of approaches within philosophical thinking
- Apply their philosophical knowledge and skills to the world around them.

The emphasis on ‘doing Philosophy’ and on stimulating students’ intellectual curiosity through the study of philosophical themes and the close reading of a philosophical text, as well as providing opportunities for students to apply their knowledge and skills to real life situations and non-philosophical material, make this an exciting and challenging course. Over the course of the programme all students will study a core theme, an optional theme and a prescribed text. HL students will study an additional theme and an extension theme.

The themes and text for study are:

- Being Human (core theme)
- Ethics (SL/HL)
- Political Philosophy (HL only)
- Exploring Philosophical activity (HL only)
- The Genealogy of Morality – Friedrich Nietzsche (HL/SL)

Philosophy is offered at both Standard and Higher Levels.

Students complete one internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

Business Management

The Business Management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organisations from all sectors, as well as the sociocultural and economic contexts in which those organisations operate.

The course covers the key characteristics of business organisation and environment, and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalisation, innovation and strategy), the course allows students to develop an holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long-term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

The aims of the Business Management course at Higher and Standard Levels are to:

- Encourage an holistic view of the world of business
- Empower students to think critically and strategically about individual and organizational behaviour
- Promote the importance of exploring business issues from different cultural perspectives
- Enable the student to appreciate the nature and significance of change in a local, regional and global context
- Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organisations
- Develop an understanding of the importance of innovation in a business environment

Areas of study broadly cover:

- Business Organisation and Environment
- Human Resource Management
- Finance and Accounts
- Marketing
- Operations Management

Business Management is offered at both Standard and Higher Levels.

Students complete one internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

History – 20th Century

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance.

History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying History develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The stated aim of the Diploma History course is to engage students in philosophical activity, enabling them to:

- Develop an understanding of, and continuing interest in, the past
- Encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- Promote international-mindedness through the study of History from more than one region of the world
- Develop an understanding of History as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- Develop key historical skills, including engaging effectively with sources
- Increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

History is offered at both Standard and Higher Levels.

Students complete one internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

Global Politics

Global Politics is an exciting and relatively new course offering from the IB. This dynamic course focuses on contemporary political issues that are relevant in a rapidly changing and increasingly globalised and interconnected world. Students engage with theoretical perspectives and case studies to understand how the world works politically, shifting power dynamics and their own role as global citizens. The course explores key political concepts such as power, equality, national, international and global dimensions of political activity and processes and how these affect individual lives. Abstract political concepts are explained through real-world examples and case studies that invite comparison and a wider, transnational perspective.

The core units of the course make up the central unifying theme of 'people, power and politics'. Various global issues such as conflict, migration and climate change are explored through a political lens. The course is particularly suitable to those who are interested in journalism, politics, and law.

The four core units are: Power, Sovereignty and International Relations; Human Rights; Development; Peace and Conflict.

Key focus of the curriculum:

- Students understand key political concepts and contemporary political issues in a range of contexts
- Students develop an understanding of the local, national, international and global dimensions of political activity
- Students understand, appreciate and critically engage with a variety of perspectives and approaches in global politics
- Students appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues.

Global Politics is offered at both Standard and Higher Levels.

Students are assessed through a combination of formal examinations, an engagement activity on a well-researched political issue of personal interest and a Higher Level Extension based on a case studies approach to two topics that are global political challenges (environment, poverty, health, identity, borders, security).

Psychology

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB Psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB Psychology.

The specific aims of the Psychology course are to:

- Develop an awareness of how psychological research can be applied for the benefit of human beings
- Ensure that ethical practices are upheld in psychological inquiry
- Develop an understanding of the biological, cognitive and sociocultural influences on human behaviour
- Develop an understanding of alternative explanations of behaviour
- Understand and use diverse methods of psychological inquiry.

Psychology is offered at both Standard and Higher Level.

Students complete an internal assessment task that is marked by the teacher and externally moderated by the IB and examinations.

Environmental Systems and Societies

Environmental Systems and Societies (ESS) is a complex course, requiring a diverse set of skills from its students. It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognise and evaluate the impact of our complex system of societies on the natural world.

The interdisciplinary nature of the course requires a broad skill set from students and includes the ability to perform research and investigations and to participate in philosophical discussion. The course requires a systems approach to environmental understanding and problem solving, and promotes holistic thinking about environmental issues. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Students should be encouraged to develop solutions from a personal to a community and to a global scale.

Students may undertake ESS as a Group 3 subject OR a Group 4 subject. Students may also use the subject to fulfil the requirements of BOTH Group 3 and 4. ESS is only available at Standard Level.

The stated aim of the Diploma ESS course is to engage students in focused activity, enabling them to:

- Acquire the knowledge and understandings of environmental systems at a variety of scales
- Apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales
- Appreciate the dynamic interconnectedness between environmental systems and societies
- Value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues
- Be critically aware that resources are finite, and that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability
- Develop awareness of the diversity of environmental value systems
- Develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge
- Engage with the controversies that surround a variety of environmental issues
- Create innovative solutions to environmental issues by engaging actively in local and global contexts.

Students complete one internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

Biology

Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. Estimates vary, but over the course of evolution 4 billion species could have been produced. Most of these flourished for a period of time and then became extinct as new, better-adapted species took their place. There have been at least five periods when very large numbers of species became extinct and biologists are concerned that another mass extinction is under way, caused this time by human activity. Nonetheless, there are more species alive on Earth today than ever before. This diversity makes Biology both an endless source of fascination and a considerable challenge.

The aims of Biology, like all Group 4 subjects are to enable students to:

- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- Acquire a body of knowledge, methods and techniques that characterise science and technology
- Apply and use a body of knowledge, methods and techniques that characterise science and technology
- Develop an ability to analyse, evaluate and synthesise scientific information
- Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills including the use of current technologies
- Develop and apply 21st century communication skills in the study of science
- Become critically aware, as global citizens, of the ethical implications of using science and technology
- Develop an appreciation of the possibilities and limitations of science and technology
- Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Areas of study cover

- Cell biology
- Molecular biology
- Genetics
- Ecology
- Evolution and biodiversity and Human physiology

And at Higher Level

- Nucleic acids
- Metabolism
- Cell respiration and photosynthesis
- Plant biology
- Genetics and evolution
- Animal physiology

Biology is offered at both Standard and Higher Levels.

Students complete an internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

Chemistry

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

The aims of the DP Chemistry course are to enable students to:

- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- Acquire a body of knowledge, methods and techniques that characterise science and technology
- Apply and use a body of knowledge, methods and techniques that characterise science and technology
- Develop an ability to analyse, evaluate and synthesise scientific information
- Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills including the use of current technologies
- Develop and apply 21st century communication skills in the study of science
- Become critically aware, as global citizens, of the ethical implications of using science and technology
- Develop an appreciation of the possibilities and limitations of science and technology
- Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Core areas of study include:

- | | |
|--------------------------------|-----------------------------------|
| • Stoichiometric relationships | • Redox processes |
| • Atomic structure | • Organic chemistry |
| • Periodicity | • Measurement and data processing |
| • Chemical kinetics | • Chemical bonding and structure |
| • Equilibrium | • Energetics/thermochemistry |
| • Acids and bases | |

Higher Level topics may cover:

- | | |
|----------------------------------|---------------------|
| • Atomic structure | • Chemical kinetics |
| • The periodic table | • Equilibrium |
| • Measurement and analysis | • Acids and bases |
| • Chemical bonding and structure | • Redox processes |
| • Energetics/thermochemistry | • Organic chemistry |

Chemistry is offered at both Standard and Higher Levels.

Students complete an internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

Physics

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of Physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

The aims of the DP Physics course are to enable students to:

- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- Acquire a body of knowledge, methods and techniques that characterise science and technology
- Apply and use a body of knowledge, methods and techniques that characterise science and technology
- Develop an ability to analyse, evaluate and synthesise scientific information
- Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills including the use of current technologies
- Develop and apply 21st century communication skills in the study of science
- Become critically aware, as global citizens, of the ethical implications of using science and technology
- Develop an appreciation of the possibilities and limitations of science and technology
- Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge

Core topics of study cover:

- Measurements and uncertainties
- Mechanics
- Thermal physics
- Waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production

And at Higher Level

- Wave phenomena
- Electromagnetic induction
- Fields
- Quantum and nuclear physics

Physics is offered at both Standard and Higher Levels.

Students complete an internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

Computer Science

Diploma Programme Computer Science students investigate how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the course emphasises the need for both a theoretical and practical approach.

The Computer Science course aims to:

- Provide opportunities for study and creativity within a global context that will stimulate and challenge students to develop the skills necessary for independent and lifelong learning
- Provide a body of knowledge, methods and techniques that characterise Computer Science
- Enable students to apply and use a body of knowledge, methods and techniques that characterise Computer Science
- Demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
- Engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems
- Develop logical and critical thinking as well as experimental, investigative and problem-solving skills
- Develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively
- Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- Develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and Computer Science
- Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Computer Science is offered at both Standard and Higher Levels.

Students complete an internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

Sports, Exercise and Health Science

Students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method.

Sports, Exercise and Health Science students participate in a compulsory Group 4 project. This collaborative and interdisciplinary exercise provides an opportunity for students to explore scientific solutions to global questions.

Key features of the curriculum:

- The SEHS course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health.
- A combination of syllabus content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyse human performance.
- The SEHS course has strong international dimensions such as international sporting competition and the international bodies that regulate them. Ethical issues that exist within sporting competitions are considered.
- The comprehensive curriculum provides excellent preparation for university courses including those specifically related to Sport, Sports Science or Physical Education.

Sports, Exercise and Health Science is offered at both Standard and Higher Levels.

Students complete an internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

Mathematics: Analysis and Approaches

It is a requirement of the Diploma Programme that students study at least one course in mathematics.

Individual students have different needs, aspirations, interests and abilities. For this reason, there are two different DP subjects in mathematics; Mathematics: Analysis and Approaches and Mathematics: Applications and Interpretation.

The IB DP Mathematics: Analysis and Approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: Analysis and Approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

The aims of all DP mathematics courses are to enable students to:

- Develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- Develop an understanding of the concepts, principles and nature of mathematics
- Communicate mathematics clearly, concisely and confidently in a variety of contexts
- Develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- Employ and refine their powers of abstraction and generalization
- Take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- Appreciate how developments in technology and mathematics influence each other
- Appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- Appreciate the universality of mathematics and its multicultural, international and historical perspectives
- Develop the ability to reflect critically upon their own work and the work of others
- Independently and collaboratively extend their understanding of mathematics.

Mathematics: Analysis and Approaches is offered at Standard Level and Higher Level.

Students complete an internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

Mathematics: Applications and Interpretation

The IB DP Mathematics: Applications and Interpretation course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations.

Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

The aims of all DP mathematics courses are to enable students to:

- Develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- Develop an understanding of the concepts, principles and nature of mathematics
- Communicate mathematics clearly, concisely and confidently in a variety of contexts
- Develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- Employ and refine their powers of abstraction and generalization
- Take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- Appreciate how developments in technology and mathematics influence each other
- Appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- Appreciate the universality of mathematics and its multicultural, international and historical perspectives
- Appreciate the contribution of mathematics to other disciplines, and as a particular 'area of knowledge' in the TOK course
- Develop the ability to reflect critically upon their own work and the work of others
- Independently and collaboratively extend their understanding of mathematics.

Mathematics: Application and Interpretation will be offered at Standard Level only.

Students complete an internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

Music

Music has been fundamental to human existence from the earliest times to the current day. It is a reflection of social and personal histories, beliefs, thoughts, values and cultures and has long been a form of identity and expression.

While music may vary from culture to culture and through the ages, it also shares similarities. Understanding the differences and similarities allows us to explore the relationships between culture, history and time. The study of how the musical elements are employed in various settings encourages us to broaden our understanding of human experience, development and innovation through a universal language.

Active engagement in this study allows us to make links and connections that foster a deeper and richer understanding of the world in which we live.

The stated aim of the Diploma Arts course is to enable students to:

- Enjoy lifelong engagement with the Arts
- Become informed, reflective and critical practitioners in the Arts
- Understand the dynamic and changing nature of the Arts
- Explore and value the diversity of the Arts across time, place and cultures
- Express ideas with confidence and competence
- Develop perceptual and analytical skills.

The aim in the Diploma Music course is to enable students to develop their knowledge and potential as musicians, both personally and collaboratively.

A new IB Music syllabus is commencing in 2021. There is no written exam in the new IB Music course.

The new music course is deliberately open ended and encourages discovery of diverse and unfamiliar musical genres. Personal, local and global contexts are important.

All components of the course should be experienced through authentic musical encounters, and students are required to maintain a musical journal containing reflections, musical materials and intentions.

Music is offered at Standard Level and Higher Level.

Film

The DP Film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others.

The Film course focuses on the international and intercultural dynamic that triggers and sustains contemporary film, while fostering in students an appreciation of the development of film across time, space and culture. DP Film students are challenged to understand alternative views, to respect and appreciate the diverse cultures that exist within film, and to have open and critical minds.

At the core of the DP Film course lies the need for creative exploration and innovation. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis that is achieved through practical engagement in the art, craft and study of film.

The aims of the Film course are to enable students to:

- Explore the various contexts of film and make links to, and between, films, filmmakers and filmmaking techniques.
- Acquire and apply skills as discerning interpreters of film and as creators of film, working both individually and collaboratively.
- Develop evaluative and critical perspectives on their own film work and the work of others.

Film is offered at Standard Level and Higher Level.

There is no examination for this subject. For Standard Level students, two tasks are assessed externally and one task is assessed internally. It is the same for Higher Level students, with one additional task for this group also assessed internally.

Visual Arts

The Visual Arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

The IB Diploma Programme Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through Visual Arts.

Visual Art aims to enable students to:

- Make artwork that is influenced by personal and cultural contexts
- Become informed and critical observers and makers of visual culture and media
- Develop skills, techniques and processes in order to communicate concepts and ideas.

In addition, the aims of the IB Visual Arts – Standard and Higher Level courses are to enable students to:

- Make artwork that is influenced by personal and cultural contexts;
- Become informed and critical observers and makers of visual culture and media;
- Develop skills, techniques and processes in order to communicate concepts and ideas.

Visual Art is offered at Standard Level and Higher Level.

There are no examinations for this subject. Students complete a Comparative study, Process Portfolio and Exhibition of their works, assessed internally and externally moderated by the IB.

Theatre

Theatre is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

The Diploma Programme Theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasises the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualise their work. The Theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre - as participants and audience members - they gain a richer understanding of themselves, their community and the world. Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

Theatre aims to enable students to:

- Explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)
- Understand and engage in the processes of transforming ideas into action (theatre processes)
- Develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre)
- For Higher Level studies, to understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre).

Theatre is offered at Standard Level and Higher Level.

Students complete one internal assessment that is marked by the teacher and moderated by the IB and three external assessments (Solo theatre piece, Director's notebook and Research presentation) that are marked by the IB.

The Diploma Programme Core

The three elements of the Core (Theory of Knowledge, Creativity, Activity, Service, and the Extended Essay) were introduced by the original curriculum designers of the Diploma Programme as a way to educate the whole person. The Core consists of three separate, compulsory elements, but links and relationships are evident between them.

The three elements of the Core complement each other and work together to achieve common aims. These aims are to:

- Support, and be supported by, the academic disciplines
- Foster international-mindedness
- Develop self-awareness and a sense of identity

Additionally, the IB believes that a coherent view of the core will support:

- The interconnectedness of learning
- Concurrency of learning
- The IB continuum of education and the learner profile
- A broader view of the subject disciplines

Preshil views the Core as a highly attractive addition to our senior curriculum, one that truly allows us to develop greater coherence between the education we deliver and our philosophy.

Theory of Knowledge

Theory of Knowledge (TOK) involves inquiry into the process of knowing and the development of critical thinking skills. It engages students in the analysis of knowledge claims and the exploration of knowledge questions through consideration of different areas of knowledge and ways of knowing. The task of TOK is to emphasise connections between areas of shared knowledge and personal knowledge in such a way that an individual becomes more aware of his or her own perspectives and how they might differ from others.

The overall aim of TOK is to encourage students to formulate answers to the question ‘how do you know?’ in a variety of contexts, and to see value in that question. Specifically, the aims of the TOK course are for students to:

- Make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
- Develop an awareness of how individuals and communities construct knowledge and how this is critically examined
- Develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions
- Critically reflect on their own beliefs and assumptions, leading to more responsible and thoughtful lives
- Understand that knowledge brings responsibility which leads to commitment and action.

Students complete at least 100 hours (approximately 2 periods per week) of TOK over the course of the programme. During this time, they will study the following Areas of Knowledge:

- Mathematics
- Natural Sciences
- History
- The Arts
- Ethics
- Indigenous Knowledge Systems

There are no examinations for TOK. Students complete an external assessment and an internal assessment that is marked by the teacher and moderated by the IB.

Creativity, Activity, Service (CAS)

The Creativity, Activity, Service programme is organised around the three strands:

- Creativity - experiences that result in an original or interpretive product or performance
- Activity - experiences that require the physical exertion to build a healthy lifestyle
- Service - experiences that require collaborative and reciprocal engagement with the community in response to an authentic need.

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognise their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualised according to student interests, skills, values and background.

The CAS programme aims to develop students who:

- Enjoy and find significance in a range of CAS experiences
- Purposefully reflect upon their experiences
- Identify goals, develop strategies and determine further actions for personal growth
- Explore new possibilities, embrace new challenges and adapt to new roles
- Actively participate in planned, sustained, and collaborative CAS projects
- Understand they are members of local and global communities with responsibilities towards each other and the environment.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months (approximately 150 hours) with a reasonable balance between creativity, activity, and service.

For further information on the CAS programme please contact CAS Coordinator Bronte Howell bronte.howell@preshil.vic.edu.au

Extended Essay

The extended essay offers the opportunity for IB students to investigate a topic of special interest, in the form of a 4,000-word piece of independent research. Students select an area of research from their Diploma Programme subjects and become acquainted with the independent research and writing skills expected at university. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or subjects chosen. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. As an authentic learning experience, the extended essay provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.

The aims of the Extended Essay are for students to:

- Engage in independent research with intellectual initiative and rigour
- Develop research, thinking, self-management and communication skills
- Reflect on what has been learned throughout the research and writing process.

The Extended Essay Coordinator will be supported by the Librarian to work closely with students over the course of the Diploma Programme. The EE Coordinator will assign a supervisor to each student, run classes on research and extended academic writing skills and manage the formal assessment procedures.

The Extended Essay is externally assessed by the IB. The essay will demonstrate the following assessment objectives:

- Knowledge and understanding.
- Application and analysis.
- Synthesis and evaluation.
- A variety of (research) skills.

For further information on the Extended Essay please contact the DP Coordinator
IBDP@preshil.vic.edu.au

Selecting Subjects for Study

When selecting a course for study students should consider a variety of factors such as:

- Personal interests and aptitudes
- Tertiary prerequisites and post-secondary pathways
- Demands of subjects in terms of workload and assessment
- Anticipated Higher Level selections.

It is advisable for students to discuss their selections with parents/guardians and, where relevant, with the Year 10 Coordinator, subject teachers, DP staff and the DP Coordinator. Students are also encouraged to consult University websites and the Careers Practitioner if they are concerned that prerequisite studies for tertiary entrance may be relevant to their desired post-secondary studies.

Students will be supported during the process of subject selection through information sessions, private consultations and an early commencement program.

The Diploma and University Admission

The International Baccalaureate is well regarded by universities around the world and many universities offer advanced standing, credits and scholarships to successful Diploma students. In addition to enjoying a respectable standing in terms of ATAR conversion, the IB has set up a Student Registry where students can create profiles and upload information about their work into a database accessible to universities.

More information about the Student Registry and tertiary perceptions of the Diploma can be found at <http://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/>

Further Information

Should you wish to discuss any of the elements of the IB or their suitability for your child, please do not hesitate to connect with any of the following members of staff:

Kavita Mathai - DP Coordinator kavita.mathai@preshil.vic.edu.au

Marilyn Smith - Principal marilyn.smith@preshil.vic.edu.au