



WHY DOES TRINITY GRAMMAR SCHOOL OFFER THE IB DIPLOMA?

Trinity is committed to a policy of offering its students the broadest possible choice and to be on the cutting edge of educational development and thought.

IB World School Global learning is where the world is moving and Trinity is moving with it. Further, the IB Diploma has great international portability to the most prestigious universities in the world, including Oxford, Cambridge, Harvard and Princeton. IB results are automatically and electronically conveyed to Australian Universities, ATAR equivalents for the IB Diploma ensure its ready acceptance in all Australian universities.

Who is the IB for? While the IB Diploma is undoubtedly demanding, it is not elitist. Potential candidates should possess sound study habits and be highly motivated, looking for a challenge and wanting to achieve optimal results.

Achievement The outstanding results achieved by our IB Candidature demonstrates Trinity's continuing success in the delivery of the IB Diploma Programme.

IB SCORE TO ATAR EQUIVALENCE

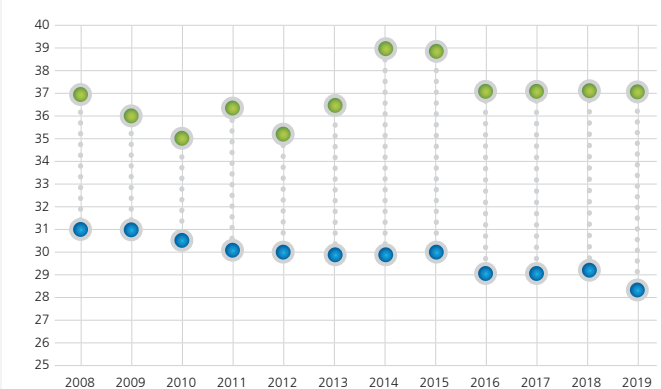
- Trinity Grammar School
- IB Candidates Worldwide
- Magnitude of Trinity's performance above the Worldwide average

note:
new ATAR scaling procedures were introduced in 2010



IB AVERAGE SCORES

- Trinity Grammar School
- IB Candidates Worldwide
- Magnitude of Trinity's performance above the Worldwide average



INTERNATIONAL BACCALAUREATE DIPLOMA
AT TRINITY GRAMMAR SCHOOL

22
900
IB DIPLOMA GRADUATES
95.45
AVERAGE ATAR EQUIV.

YEARS OF IB AT TRINITY

Life in the 21st century

in an interconnected, globalized world, requires critical-thinking skills and a sense of international-mindedness, something that International Baccalaureate (IB) Diploma Programme students learn to know and understand.

What is the IB Diploma Programme?

The IB Diploma Programme is designed as an academically challenging and balanced programme of education for students in Years 11 & 12, with final examinations that prepare students for success at university and life beyond. The programme, which is normally taught over two years and which has gained recognition and respect from the world's leading universities, is offered by nearly 3000 IB World Schools in 130 different countries.

Since the late 1960s, the programme has:

- > provided a package of education that balances subject breadth and depth, and considers the nature of knowledge across disciplines through the unique theory of knowledge course.
- > encouraged international-mindedness in IB students, starting with a foundation in their own language and culture.
- > developed a positive attitude to learning that prepares students for university education
- > gained a reputation for its rigorous external assessment with published global standards, making this a qualification welcomed by universities worldwide.
- > emphasised the development of the whole student - physically, intellectually, emotionally and ethically.



THE CURRICULUM

IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics.

The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5.

At least three and not more than four subjects are taken at higher level (recommended 240 teaching hours), the others at standard level (150 teaching hours). These subjects are largely externally assessed by examinations in November of the second year, that is, Year12.

Students will develop an understanding of the IB learner profile. The ten aspirational qualities of the learner profile inspire and motivate the work of teachers, students and schools, providing a statement of the aims and values of the IB and a definition of what we mean by "international-mindedness". IB learners strive to be inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, open-minded, caring, balanced and reflective.

In addition, the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

The IB Approaches to teaching and learning are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. These approaches and tools intrinsically linked the IB learner profile, enhance students learning and assist student preparation for DP assessment and beyond.

Approaches to teaching:

- > Based on inquiry
- > Focused on conceptual learning
- > Local and global contexts
- > Focussed on collaboration
- > Differentiated to meet all learners needs
- > Informed by assessment

The Extended Essay is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying or one of a number of fascinating subjects like Philosophy, World Studies and Global Politics.

Theory of Knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Creativity, Activity, Service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

ASSESSMENT

Students take written examinations at the end of the programme (in November), which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The grades awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on Theory of Knowledge and the Extended Essay. The Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the Creativity, Activity, Service requirement. The highest total that a Diploma Programme student can be awarded is 45 points. Over the fifteen years that Trinity has been offering the IB Programme, our candidates have achieved high levels of success including 35 perfect scores over the last 10 years and an overall average ATAR of over 95.

Assessment is criterion based, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum.

Reflections

FROM PAST IB STUDENTS

Christyon Hayek: IB Score of 45/45 points

Equal 1st in the world | 99.95 ATAR (equiv) | 2019

"One of the benefits of the IB is the research and critical thinking skills that we gain by completing the Extended Essay, TOK assignments and Internal Assessments, which prepare us well for the tasks which we will be expected to undertake at university. I also think that by studying a foreign language and by learning about internationally debated topics, IB students emerge from the diploma with an ability to construct informed perspectives of global concerns and foreign cultures."

Justin Teh: IB Score of 44 points

99.85 ATAR (equiv) | 2019

"I feel that the IB helped me develop better time management and researching skills, both of which will most likely help me in university as well as later in life. But I do credit my mum the most for my good results, because she always reminds me to do work and prints online material for me to read and get ideas for my studying."

Nathan Roberts: IB Score of 44 points

99.85 ATAR (equiv) | 2019

"I chose the IB because I think it opens you up to a greater amount of opportunities after graduating, such as studying overseas. I did find the IB difficult in terms of workload, however, I feel that I learnt a great deal and have found the completion of this workload very rewarding."

IBO MISSION STATEMENT

The International Baccalaureate Organisation 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 IBO 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.

more > www.trinity.nsw.edu.au