



**GLENUNGA
INTERNATIONAL
HIGH SCHOOL**



INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

YEAR 11 2025 INFORMATION BOOKLET



CONTENTS

Introduction.....	3
Why should I enrol in the IB Diploma?.....	4
IB Learner Profile.....	6
Overview.....	7
Access and Inclusion.....	7
The IB Diploma Program.....	8
IB Curriculum.....	10
Enrolment Requirements & Choosing Subjects.....	11
IB Assessment Methods.....	12
Academic Honesty.....	13
IB Grading & Conditions for the Award of the Diploma.....	14
IB Fees.....	15
IB Program Calendar.....	16
Awards Ceremony.....	17
Testimonials.....	17
Achievement Data.....	18
ATAR Conversion.....	19

INTRODUCTION

This booklet for students and their families explains the International Baccalaureate (IB) Diploma Program at Glenunga International High School. It is designed particularly for Year 10 students about to enrol in Year 11 courses and for students entering the program from other schools at the start of Year 11.

All students who register for IB Diploma courses need to keep this booklet for use throughout their IB Diploma Program.

Glenunga International High School offers senior students the opportunity to study either the South Australian Certificate of Education (SACE) or the International Baccalaureate (IB) Diploma which is a two year course in Years 11 and 12.



WHY SHOULD I ENROL IN THE IB DIPLOMA?

The International Baccalaureate (IB) Diploma is a comprehensive and rigorous pre-university course taken in Years 11 and 12. The program is exciting and challenging. It develops students' ability to use complex content to problem solve on questions that are relevant to our community and globally. Students are explicitly taught to analyse and evaluate arguments and to interrogate evidence which prepares them well for the world beyond school. The IB Creativity, Activity, Service (CAS) program develops the whole person by ensuring that students are active, creative and socially responsible young adults. The Diploma is outstanding preparation for university study with the level of challenge in Higher Level subjects and the independent academic research study (Extended Essay).

If you are a Year 10 student currently undertaking seven subjects and scoring A / B's in these subjects then you will be able to handle and thrive on the challenges of the IB Diploma. Taking a subject for two years and working with the same teacher creates continuity and enables deeper learning. The program:

1. Provides a balanced and challenging academic experience, which emphasises the education of the whole person, thus developing socially responsible citizens of the world.
2. Promotes international understanding through shared academic experience and development of global awareness.
3. Builds and reinforces a student's sense of identity and cultural awareness.

4. Prepares students to succeed at University as well as providing an internationally accepted entrance qualification into universities in Australia and in over 90 countries.
5. Makes transfer between international schools more convenient for internationally mobile families.

Here are some comments from IB Diploma graduates:

"The study habits I developed over the two years of working on the IB Diploma put me far ahead of my university classmates in being able to organise my work and plunge right in. I felt more mature and confident in coming to university because so much had been demanded of me."

"Probably the Extended Essay was the part of the IB which prepared me best for university in that it not only taught me how to do research, but encouraged the development of original thought."

"Preparing for the exams and then doing them gives you a completed feeling; your high school program is culminating in those exams and that's a wonderfully fulfilled feeling."

WHAT ARE SOME OTHER REASONS THAT STUDENTS TAKE THE IB DIPLOMA?

- It offers academic breadth and depth creating independent learners.
- Students are part of a world learning program which equips them to engage with people in an increasingly globalized, rapidly changing world.
- Students develop the characteristics of an IB Learner (see page 3) which encourages independent thinking and taking responsibility for their own learning.
- It's a genuinely international qualification that educates the whole person.
- Students develop excellent time management skills.
- The average ATAR for IB Diploma students at Glenunga is consistently 95 or above.



THE IB MISSION

Develop caring, inquiring, and knowledgeable young people

Intercultural understanding

RESPECT

CREATING A BETTER, MORE PEACEFUL WORLD

STUDENT-CENTRED LEARNING

INQUIRY

IB SCHOOLS

DIVERSITY

Supporting TRANSFORMATION EFFORTS including in schools serving low income students...

ENGLISH, SPANISH, FRENCH

OVER 5000 schools in 150 COUNTRIES

WHAT ARE IB PROGRAMMES?

PRIMARY YEARS (PYP)

MIDDLE YEARS (MYP)

DIPLOMA YEARS (DPY)

CAREERS PROGRAM (CP)

Rigorous Authorization process to become an 'IB WORLD SCHOOL'

CRITICAL THINKING

HIGHLY EXPERIENCED IN IB APPROACHES

THE IB LEARNER PROFILE

10 ATTRIBUTES that ALIGN with 21st Century Learning Skills

CREATIVITY

CURIOSITY

COLLABORATION

IB TEACHERS

- Teachers will include highly competent teachers
- Those developing their professional skills

IB Schools EMBRACE the PROGRESSIVE PEDAGOGY of IB PROGRAMMES

IB LEARNER PROFILE

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

AS IB LEARNERS WE STRIVE TO BE:

Inquirers

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

Knowledgeable

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

Thinkers

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

Communicators

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

Principled

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

Open-minded

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

Caring

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

Risk-takers

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

Balanced

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We 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.

OVERVIEW

The IB Diploma program is successful and growing. IB Diploma students attend over 3500 IB World Schools in over 160 countries. Eighty one schools are currently offering the IB Diploma in Australia. The International Baccalaureate Organisation (IBO) founded in 1968 is registered as a foundation with the Swiss Federal Government and holds consultative status with UNESCO. It is funded largely from fees paid by participating schools. The IBO works with schools and educators around the world, from its three Global Centres (The Hague, Washington and Singapore); the Foundation Office (Geneva); and the Assessment Centre (Cardiff). The Assessment Centre oversees two examination sessions per year in May and November. Our school prepares their candidates for the November session. Thousands of individual examiners worldwide participate in the assessment of student work.

Glenunga International High School was the first state school in South Australia fully accredited to offer the program which it has taught since 1990. The number of students in the program has increased fivefold over this period of time. Our school is a comprehensive public secondary school for approximately 1824 students from 70 different countries of origin. Glenunga has an academic tradition, which can be traced back to the 19th century when it was known as Adelaide Technical High School, which had a significant reputation for educational excellence. In the 21st century the reputation for excellence continues, together with an attitude of caring for, and meeting, the needs of 21st century learners. We live and breathe our community-developed Values of Excellence^{PB}, Opportunity^U, International Minded-

ness and Harmony. Our commitment to providing outstanding opportunities for every student to achieve their personal best is reflected in our well-deserved reputation for academic excellence combined with high levels of student engagement. Our cultural diversity, celebrations, Values and inclusion of global themes create a culturally rich learning environment.

The curriculum offered at Glenunga is broad. It includes the International Baccalaureate Diploma and South Australian Certificate of Education (SACE), the Australian Curriculum, Vocational Education and Training (VET), the IGNITE Program for gifted students and an Intensive Secondary English Course (ISEC) for International students. Glenunga's Student Life Program involves over 50 student-led clubs and a range of summer and winter sports teams. This program has a strong focus on student leadership and engagement.

ACCESS AND INCLUSION

Support is provided to eligible students to ensure that they can participate equally in the IB learning program. Eligibility is determined by IB guidelines and is outlined in the school's Access and Inclusion Policy. Appropriate adjustments to the learning activities and assessment procedures are negotiated with the IB Leader, the school's support teams (Sub School, Psychologist, Wellbeing and Special Needs). Please discuss with the IB Leader who will provide advice in the initial stages of subject selection.

The Glenunga *Access and Inclusive Policy* can be accessed on the school Website <https://gihs.sa.edu.au/our-school/policies-and-procedures/>

IB DIPLOMA PROGRAM

The IB Diploma Program is a balance between a broad education and specialisation. In all subjects the emphasis is on the development of skills and learning how to learn, in addition to mastery of subject content. To achieve a broad and balanced program the student chooses one subject from each of these six groups. Students choose three subjects for study in greater depth at HIGHER LEVEL (HL) and three subjects for study in somewhat lesser depth at STANDARD LEVEL (SL).

GROUP 1: LANGUAGE AND LITERATURE

The study of literature in the student's first language or the language of instruction of the school, including the study of world literature. At Glenunga students study English A: Literature, English A Language & Literature or Chinese A: Literature. Language A: Literature self taught may be an option.

GROUP 2: LANGUAGE ACQUISITION

Second language other than the student's first language. There are two levels: Language B and Language Ab Initio. The prerequisite for Language B is 3 - 4 years of study in Middle School or relevant background in the language; available in Standard Level (SL) or Higher Level (HL). We offer Mandarin B, French B, English B and Japanese B.

Language Ab Initio courses are for beginners with no previous experience in the language (SL only). We offer Indonesian Ab Initio and Spanish Ab Initio in partnership with SA School of Languages (SOL). Some students may request to study additional self-funded Languages B at School of Languages.

These languages must be negotiated with the IB Leader. Families will be required to pay the SOL course fee of \$180 per annum or \$1000 if an International student for additional languages.

GROUP 3: INDIVIDUALS AND SOCIETIES

Economics; Geography; History; Psychology; Environmental Systems and Societies (SL only). This is an interdisciplinary subject and can be studied as either Group 3 or Group 4. It is an anticipated subject completed in Year 11.

GROUP 4: SCIENCES

Biology; Chemistry; Physics; Environmental Systems and Societies (SL only).

GROUP 5: MATHEMATICS

Mathematics: Analysis and Approaches HL & SL; Applications and Interpretation (SL only).

GROUP 6: THE ARTS

Visual Arts; Film; Music. For students who do not wish to study a subject from The Arts, another Group 2, 3, or 4 subject can be chosen. The Group 3 subject is likely to be Economics on this timetable line.

CORE

IB Core provides a foundation for all IB Diploma students incorporating three key areas; Creativity Activity and Service (CAS), Theory of Knowledge (TOK) and Extended Essay (EE). All three areas of the Core are compulsory components that must be completed by all IB Students. During IB Core lessons, experienced IB Diploma teachers act as IB Mentors, guiding students throughout the two year diploma, developing essential skills in areas such as: academic honesty, formal writing, research and critical thinking.

1. Creativity, Activity, Service (CAS) is at the heart of the Diploma Program (DP). With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning, providing further opportunities for students to develop the IB Learner Profile characteristics.
2. Theory of Knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. This allows students to develop an enduring fascination with the richness of knowledge.

3. The Extended Essay (EE) is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The Extended Essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school).



IB CURRICULUM

	Year 11	Year 12
GROUP 1 <i>Language & Literature</i>	IB English A: Literature	→ IB English A: Literature
	IB English A: Language & Literature	→ IB English A: Language & Literature
	IB Chinese A: Literature	→ IB Chinese A: Literature
GROUP 2 <i>Language Acquisition</i>	IB Chinese B – Mandarin	→ IB Chinese B – Mandarin
	IB French B	→ IB French B
	IB English B	→ IB English B
	IB Japanese B	→ IB Japanese B
	IB Indonesian ab initio (SL)	→ IB Indonesian ab initio (SL)
	IB Spanish ab initio (SL)	→ IB Spanish ab initio (SL)
GROUP 3 <i>Individuals & Societies</i>	IB Geography	→ IB Geography
	IB Economics	→ IB Economics
	IB World History	→ IB World History
	IB Psychology	→ IB Psychology
	IB Environmental Systems & Societies (SL) (anticipated)	
GROUP 4 <i>Sciences</i>	IB Biology	→ IB Biology
	IB Chemistry	→ IB Chemistry
	IB Physics	→ IB Physics
	IB Environmental Systems & Societies (SL) (anticipated)	
GROUP 5 <i>Mathematics</i>	IB Mathematics: Applications & Interpretation (SL)	→ IB Mathematics: Applications & Interpretation (SL)
	IB Mathematics: Analysis & Approaches HL & SL	→ IB Mathematics: Analysis & Approaches HL & SL
GROUP 6 <i>The Arts</i>	IB Film	→ IB Film
	IB Music	→ IB Music
	IB Visual Arts	→ IB Visual Arts
	Any subject from Group 2, 3 (Economics) or 4	→ Same subject from Group 2, 3 (Economics) or 4
CORE <i>Theory of Knowledge (TOK)</i>	Year 11	→ Year 12
Extended Essay (EE)	Year 11	→ Year 12
Creativity, Activity, Service (CAS)	Year 11	→ Year 12

The Glenunga *Languages Policy* can be accessed on the school website <https://gihs.sa.edu.au/ourschool/policies-and-procedures/>

ENROLMENT REQUIREMENTS & CHOOSING SUBJECTS

ENROLMENT REQUIREMENTS

- Students currently enrolled at Glenunga attend an interview with an IB Specialist to provide guidance in subject choices and to ensure their commitment to this course. Students will also participate in a CEM-IBE assessment. Student must meet the following Requirements for Success demonstrating proficiency in their Yr 10 subjects at a B or better. See the Curriculum Guide for details.
- The Department for Education (DfE) allows up to 10 students to enter Glenunga, specifically to study the IB Diploma in years 11 & 12. These students must submit a Registration of Interest to GIHS with achievement reports from their current school and meet the Glenunga Requirements for Success. Students will attend an interview with the IB Leader and participate in a CEM-IBE assessment. Enrolment is at the approval of the IB Leader and Principal.
- All students must have a commitment to their role as global citizens, have or be willing to develop IB Learner Profile characteristics, have a willingness to maintain a grade of 4 or higher (7 is the highest grade) in all subjects throughout the course and must be able to work independently.

CHOOSING YOUR IB DIPLOMA SUBJECTS

Use this document along with the Curriculum Guide to make your selection and discuss these with your family. Remember that you need to choose six subjects, one from each group and that three must be at Higher Level and three at Standard Level. Take into account:

- your passion, interest and ability in the subject
- your commitment to your studies and ability to work independently
- your university and career plans – talk with your Mentor teacher, subject teachers, IB Leader and student counsellors.

IB SUBJECT GROUPS

GROUP 1 - English A: Literature, English A: Language & Literature, Chinese A: Literature: Lang A Literature self taught possible option.

GROUP 2 - Mandarin B, French B, English B, Japanese B, Indonesian Ab Initio, Spanish Ab Initio.

GROUP 3 - History, Economics, Geography, Psychology, Environmental Systems and Societies (SL only) – anticipated. Completed in Year 11.

GROUP 4 - Biology, Chemistry, Physics, Environmental Systems and Societies (SL only) – anticipated. Completed in Year 11.

GROUP 5 - Mathematics: Applications and Interpretation (SL only); Mathematics: Analysis and Approaches HL & SL

GROUP 6 - Visual Arts, Film, Music or another subject from Groups 2, 3 (Economics) or 4.

In making choices at Group 6, students should be very aware of their special interests and abilities. In particular,

IB ASSESSMENT METHODS

students with previous success in The Arts should consider taking up one of the IB Arts offerings. Learning in The Arts is an important part of the IB vision and reflects all aspects of the IB Learner Profile.

SAMPLE DIPLOMA PROGRAMS

Example 1

HIGHER

Visual Arts
Biology
Economics

STANDARD

English A: Lit
Mandarin B
Mathematics App
& Interp

Example 2

HIGHER

English A: Lit
Chemistry
Film

STANDARD

Psychology
French B
Mathematics
Analysis & App

All IB subjects at Year 11 are accredited SACE Stage 1 subjects.

IB Diploma students continue with the IB in Year 12 or may choose to transfer into SACE Stage 2 with the written permission of the Deputy Principal/ Head of Senior School. If a student transfers to SACE Stage 2, the SACE Board requires an IB score of at least a 3 in English or Maths HL subject or a 4 in Maths SL subject in order to receive credit for their Yr 11 IB subjects. Students must meet with their Sub School Leader to choose subjects and connect with the SACE Leader with regards to obtaining SACE credits. Please note only one IB subject can count towards SACE Stage 2 accreditation and ATAR.

A variety of assessment techniques are used by the IB to award grades. These techniques vary from subject to subject.

1. Written Examinations - in all subjects except Film, Music & Visual Arts.

These may include multiple choice tests, short answer questions, data and document based questions and essays. The examination scripts are marked by IB external examiners.

2. Oral Examinations - in Languages and The Arts

Conducted by the subject teacher and captured digitally for submission to the IB moderators.

3. Internal Assessment

In some subjects a proportion of the final marks are based on assessment by the subject teacher. In all cases the teacher's assessment is moderated by IB examiners who require the school to submit samples of students' assessed work. This applies to course work in Languages, Individuals and Societies, Sciences, Mathematics, Arts and to TOK essays.

Internally assessed work usually counts for about 20% of the final grade in a subject.

4. Theory of Knowledge (TOK)

Students are given a choice of six essay titles (prescribed by the IBO) from which they choose one. In addition, they must prepare and present an oral presentation. All Theory of Knowledge essays are marked by IB examiners.

5. Extended Essay (EE)

Each student is assigned a mentor / teacher who supervises the student through the research process. All Extended Essays are marked by IB examiners.

6. Creativity, Activity, Service (CAS)

Students complete self-evaluations of their activities and then activity supervisors also write a brief evaluation. These are discussed with the CAS Leader/CORE teacher. The IBO have a moderation process and may ask for evidence of folios. The IB Diploma will not be awarded until CAS requirements have been satisfied.

The school sets deadlines for the submission of work for internal and external assessment e.g. Extended Essays, Science experimental investigations, language orals and written assignments. **Students must meet these internal deadlines.**

The *Glenunga Assessment Policy* can be accessed on the school Website <https://gihs.sa.edu.au/ourschool/policies-and-procedures/>

ACADEMIC HONESTY

Academic honesty promotes personal integrity, engenders respect for integrity of others and their work, and ensures that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All coursework is to be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged.

Behaviour that results in, or may result

in, the student or any other student gaining an unfair advantage is regarded as academic misconduct. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct includes but is not restricted to:

- Plagiarism
- Duplication of work
- Unethical behaviour
- Collusion
- Misconduct during an IB exam
- Communication about the content of an examination within 24 hours after the examination

The IBO demands the highest standard of academic honesty and has zero tolerance of any academic misconduct. Students are explicitly taught the requirements of academic honesty in the IB CORE. Severe consequences apply to students who breach the academic honesty requirements.

The *Glenunga Academic Honesty Policy* can be accessed on the school Website <https://gihs.sa.edu.au/ourschool/policies-and-procedures/>



IB GRADING & CONDITIONS FOR THE AWARD OF THE DIPLOMA

The grading scheme used for IB examinations is as follows:

- 7 - Excellent
- 6 - Very good
- 5 - Good
- 4 - Satisfactory
- 3 - Mediocre
- 2 - Poor
- 1 - Very poor

IB DIPLOMA SCORE

The maximum score for the IB Diploma is 45. Students study six subjects with a possible score of 7 in each ($6 \times 7 = 42$). A maximum of 3 bonus points (TOK and Extended Essay) is added to give the final possible total of 45.

A grade will not be awarded in any subject where the student has failed to complete any of the required assessment components.

For a Diploma student the grades achieved in the six subjects are added together to obtain a total points score. Bonus points are added to the total as follows:

BONUS POINTS MATRIX

Theory of Knowledge (TOK)

		A	B	C	D	E	No grade N	
Extended Essay	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						
	No grade N	Failing condition						

FAILING CONDITIONS

A candidate will not qualify for the award of the IB Diploma if certain requirements have not been met. The following codes indicate which requirements have not been met.

These codes apply to all Diploma (& retake) candidates.

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An 'N' has been given for Theory of Knowledge, Extended Essay or for a contributing subject.
4. A grade E has been awarded for one or both of Theory of Knowledge and the Extended Essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Please Note: A candidate who fails the Diploma is not awarded an ATAR score.

Essential reading: *General Regulations: Diploma Programme* available on the IBO website www.ibo.org and can also be viewed on our school website www.gihs.sa.edu.au.

IB FEES

International Baccalaureate fees for the **2 year IB Diploma** total **AU\$1550.00** for 2025/26. For International Full Fee Paying students, International Baccalaureate fees for the **2 year IB Diploma** total **AU\$1750.00** for 2025/26.

The fee covers the cost of annual membership to the International Baccalaureate Organisation (IBO) as well as student subject and registration fees which are also paid to the IBO. The fee also covers the costs associated with enrolment, correspondence, exam invigilation, online management system and courier charges for examinations. This fee will be billed in the first year of the IB Diploma (students in Year 11). Payments may be made by cash, credit card or online. Instalments can be arranged. **Fees must be finalised by the end of Year 11. In the event of fees not being paid by the due date, students will be enrolled in a SACE course for their Year 12 studies.**

Students who elect to take **one IB Course subject** will be invoiced for **AU\$270.00** in the first year of the course (Year 11). These fees must be paid by the end of Year 11. In the event of fees not being paid by the end of Year 11, students will not be able to continue with the IB subject and will need to take an alternate SACE subject for their Year 12 studies.

- Students on School Card are not exempt from these fee structures.
- Normal school fees also apply.

If a student withdraws from the IB program at the end of Year 11, payments will be refunded. Once candidates are registered for their Year 12 examinations, the IBO will not refund any of these fees.

Please note: The above fees are for students commencing the IB Diploma in 2025 and are subject to review and change as set out in the IBO policy.

SCHOLARSHIPS

The Blue and Gold Alumni Association (Old Scholars) offer two Scholarships at the end of Year 10 to students who undertake the IB Diploma for Years 11 and 12. Applications for the scholarships will be available at the beginning of Term 4 in Year 10.



IB PROGRAM CALENDAR

YEAR 11 - 2025

February	Classes begin. Course changes are only allowed in the first two weeks of school. Discuss your proposed CAS folio. CAS folio activities: Students will work on these continuously throughout the year. The activities are evaluated and signed off throughout the year.
June	Choose subject and topic for Extended Essay (EE).
September	Trial Examinations
October	Examination fees due.
November	Written examinations. Present Group 4 Projects. Students who wish to do an EE in Science need to complete practical experiments in the week following the Group 4 Projects.

YEAR 12 - 2026

February	CAS Folio updated. CAS folio activities: Students will work on these continuously throughout the year. The activities are evaluated and signed off throughout the year.
March	Final decision in Higher and Standard Level subject choices.
April	Candidate registration.
May	Check registration details.
June	Obtain PIN to upload various subject components & to access final results at https://candidates.ibo.org Language A Oral commentaries.
August	TOK Essays due. Extended Essays due. Language Written Assignments due. Language Oral commentaries Lang B. All CAS folios must be signed off by supervisors.
September	Trial examinations. Samples of work may be sent to examiners, eg Experimental studies, fieldwork, investigations, explorations, portfolios etc. Request for results service for Universities.
November	Written examinations.
December	Results released https://candidates.ibo.org

2027

February	IB Awards Ceremony. Diplomas and Certificates mailed.
-----------------	--

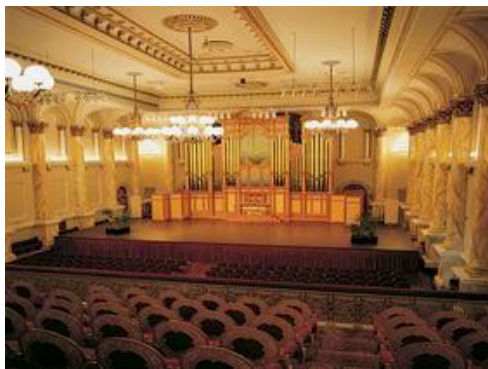
AWARDS CEREMONY

IB results will be released early January following the November exams. These results automatically go to all Australian Admission Centres and students apply to university through SATAC and / or relevant equivalent in other Australian states.

Students who wish results to go to overseas admission centres or individual universities, must advise the IB Leader in writing before the end of October when the student is in Year 12.

AWARDS CEREMONY

An awards ceremony is held at the beginning of February each year in conjunction with the other IB schools in South Australia for students who achieve one or more Grade 7's in their final exams.



Adelaide Town Hall; venue for the IB Awards Ceremony

TESTIMONIALS

I have really enjoyed the breadth of the IB Programme, in fact, this is one of the key reasons I would recommend it to other students. Completing IAs in so many different subjects has given me an insight into these different fields and the types of thinking they require. This has honestly been useful as I consider university courses for next year. In nearly all of my subjects I have engaged with academic writing and research from that specific field, which has been an authentic insight into the kind of work you can do in them as a career.

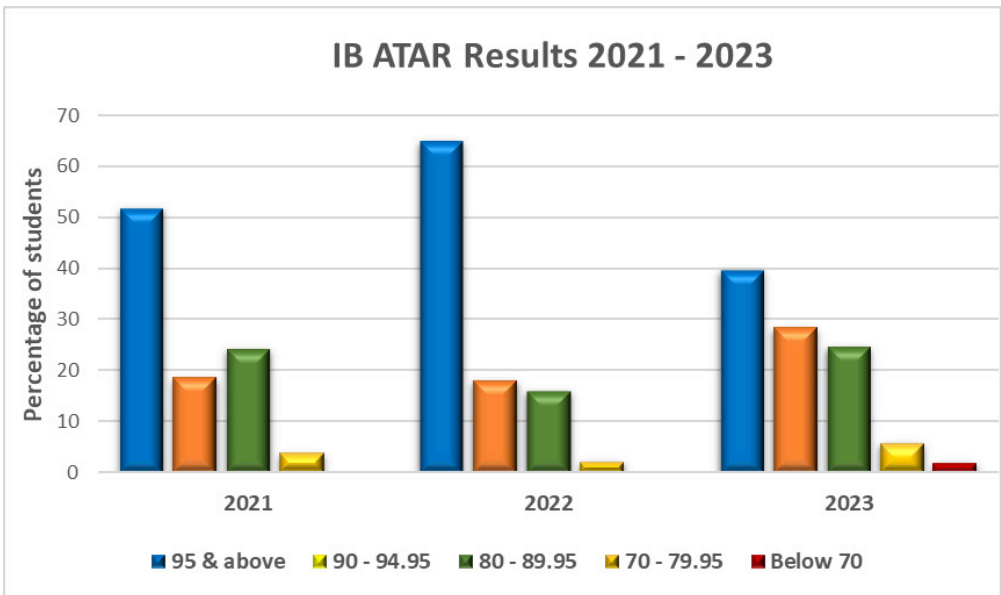
Year 12 IB Student

IB has given me the opportunity to be part of both a global organization and to be able to teach in a way that reflects my values and beliefs about education. Teaching students for two consecutive years allows you to develop close relationships with students, as well as help them to get the full benefit of an international education. The ability to write and think critically sets IB students apart as school leavers and allows these students to immerse themselves in the large range of future opportunities presented to them. Take a risk, challenge yourself, you will grow as a person.

IB Teacher

ACHIEVEMENT DATA

	2020	2021	2022	2023
Total Candidates	60	54	51	51
Distinctions	18	15	22	14
(40+/45)	30%	28%	43%	40%
Merits (7/7)	39 students 84 Merits	37 students 73 Merits	42 students 108 Merits	24 students 54 Merits
Average ATAR	93	93	95	91
Average IB Score	36	36	38	35.5



The IB is the “Gold Standard” of International Education.
 IB is the main source of international students at Oxford.
Warden of Merton College Oxford

IB TO ATAR CONVERSIONS

IB Admissions Score to ATAR for 2024 tertiary entry	
*IB Points	ATAR
45.00 – 45.75	99.80 – 99.95
44.00 – 44.75	99.45 – 99.75
43.00 – 43.75	99.00 – 99.35
42.00 – 42.75	98.45 – 98.90
41.00 – 41.75	97.70 – 98.30
40.00 – 40.75	96.80 – 97.50
39.00 – 39.75	95.80 – 96.55
38.00 – 38.75	94.75 – 95.55
37.00 – 37.75	93.55 – 94.50
36.00 – 36.75	92.15 – 93.20
35.00 – 35.75	90.80 – 91.80
34.00 – 34.75	89.20 – 90.45
33.00 – 33.75	87.30 – 88.75
32.00 – 32.75	85.30 – 86.80
31.00 – 31.75	83.35 – 84.80
30.00 – 30.75	81.25 – 82.85
29.00 – 29.75	78.95 – 80.65
28.00 – 28.75	76.65 – 78.35
27.00 – 27.75	74.25 – 76.10
26.00 – 26.75	71.60 – 73.60
25.00 – 25.75	69.05 – 70.90
24.00 – 24.75	66.35 – 68.45

The South Australian Universities' Language, Literacy and Mathematics Scheme offers all IB Diploma students a significant adjustment to university entrance scores for most degrees in South Australia.

The University of Adelaide has a new IB recognition scheme enabling IB students to receive credit or exemption for a wide range of first year courses.

+61 8 8379 5629
dl.0927.glenunga@schools.sa.edu.au
www.gihs.sa.edu.au