

# The IB Programme

At Colonel Gray Senior High School

# Presentation Overview

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# What is IB?

- The International Baccalaureate (IB) Diploma Programme is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities.

# The mission statement of the International Baccalaureate Organization (IBO)

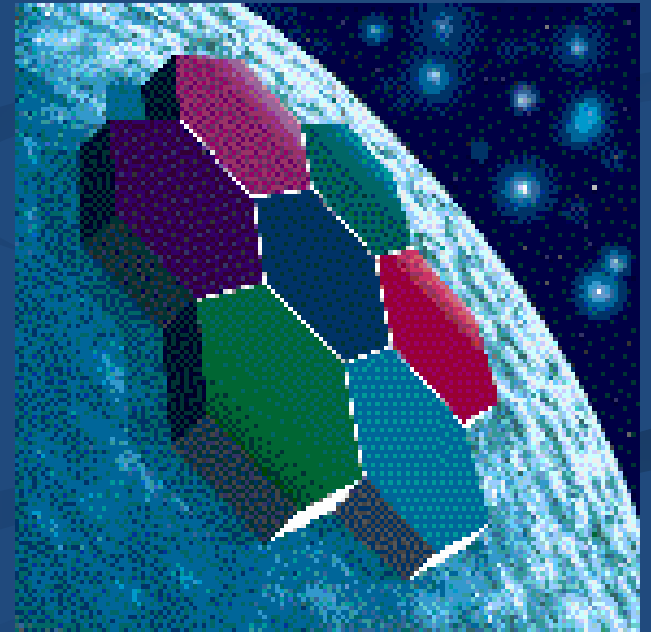
The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international 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 IBO's goal:

to provide students with the values and opportunities that will enable them to develop sound judgment, make wise choices, respect others in the global community



# The IB is special because ...

- Students learn more than a collection of facts. The Diploma Programme prepares students for university and encourages them to:
  - ask challenging questions
  - learn how to learn
  - develop a strong sense of their own identity and culture
  - develop the ability to communicate with and understand people from other countries and cultures.

# The IB Learner Profile

- The IB Learner Profile plays an important role in the IB programme.
- It is the Mission Statement in action.
- All IB students work toward developing the qualities outlined in the IB Learner Profile.

# IB Learner Profile

## Inquirers

- Natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research, and become independent active learners. They actively enjoy learning and this love of learning will be sustained throughout their lives.

# IB Learner Profile

## Knowledgeable

- They explore concepts, ideas and issues which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines.

# IB Learner Profile

## Critical Thinkers

- They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.

# IB Learner Profile

## Communicators

- They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

# IB Learner Profile

## Risk Takers

- They approach unfamiliar situations with confidence and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.

# IB Learner Profile

## Principled

- They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.

# IB Learner Profile

## Caring

- They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to make a positive difference to the environment and to the lives of others.

# IB Learner Profile

## Open Minded

- Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.

# IB Learner Profile

## Well Balanced

- They understand the importance of physical and mental balance and personal well-being for themselves and others. They demonstrate perseverance and self-discipline.

# IB Learner Profile

## Reflective

- They give thoughtful consideration to their own learning and personal development. They are able to analyze their strengths and weaknesses in a constructive manner.

# The Benefits of IB

- Excellent university preparation
  - IB graduates develop skills that help them to find success in even the most challenging undergraduate programs
- The development of strong time management, exam writing and study skills
  - Graduates tend to be high achievers academically and professionally

# The Benefits of IB

## ... continued

- High acceptance rates at universities, often with unique scholarship opportunities and incentives
- The development of peaceful, fair and just citizens of tomorrow – people who can make a difference in the world
- Enrolment in the ultimate global program – joining 701,000 IB students at 2,585 schools in 134 countries who share the same educational experience

# The Benefits of IB

## ... continued

- Learning to ask challenging questions and developing a strong sense of self
- The development of strong communication skills, including the study of a foreign language
- Becoming well-rounded students who learn to stay healthy, pursue hobbies and interests, and get involved with community service
- The development of a better understanding of the world

# The Benefits of IB

## ... continued

- The development of advanced skills in oral and written expression as well as research and analytical skills
- Taking a Theory of Knowledge course, which encourages the development of questioning and critical thinking skills

# The Benefits of IB

## ... continued

- Being assessed both internally and externally.
- Assessment that is criterion based, valid, reliable, fair, and consistent world wide
- Being part of a cohort of students at Colonel Gray who WANT to learn

Group 1: Language  
A1

Group 2:  
Languages A2,  
B, *ab initio*,  
Classical  
Languages

Group 4:  
Experimental  
Sciences

Group 6: Arts  
(or an elective)

Group 3:  
Individuals and  
Societies

Group 5:  
Mathematics  
and Computer  
Science



**Extended Essay  
TOK  
Creativity, Action  
Service**

# What IB Courses Do I Take?

At Colonel Gray, the following courses will be offered:

- Group 1: English HL
- Group 2: French B SL or a self taught Language
- Group 3: History HL
- Group 4: Biology HL
- Group 5: Mathematics SL
- Group 6: The Arts or a Second Science

# HL and SL? What does that mean?

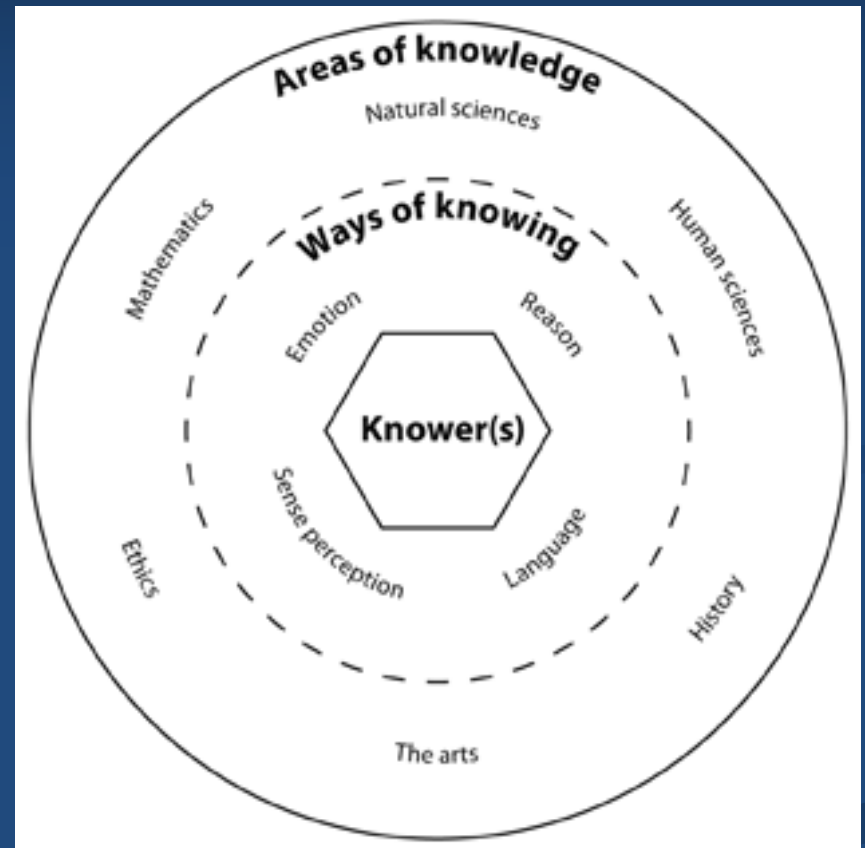
- HL means higher level.
  - HL courses are a minimum of 240 hours of instruction
  - Three courses are taken at HL
- SL means standard level
  - SL courses are a minimum of 150 hours of instruction
  - 3 courses are taken at SL

# Core Requirements

- In addition to the six Group subjects, all IB students must complete the three CORE requirements of the IB
  - ToK – Theory of Knowledge
  - EE – Extended Essay
  - CAS – Creativity, Action, Service

# Theory of Knowledge

- This course is often touted as the jewel of the IB programme because it puts students at center stage and allows them to look at the ways of knowing and how they apply to different areas of knowing.



# Theory of Knowledge

- There is not necessarily a right or wrong answer in ToK – but students have to show evidence that they have thought about the knowledge issues involved in a given question
- A minimum of 100 hours of instruction time is devoted to this course.

# Theory of Knowledge

- Some example questions are
  - How can you or your society decide ethically which knowledge should or should not be pursued?
  - Which sources of knowledge – books, web sites, the media, personal experience, authorities or some other – do you consider most trustworthy and why?
- This is the course that brings critical thinking to the forefront through experiential learning

# Extended Essay

- The extended essay is a 4000 word research paper that students complete on a topic of interest to individual students
- The EE develops excellent research and writing skills that are necessary and highly valued in university

# Extended Essay

- Students will have the opportunity to attend an Extended Essay workshop to help them with this project. They are also assigned an Extended Essay supervisor to guide them through the process, and we have an EE Coordinator to make sure that everything runs smoothly.

# CAS

- Creativity, Action, Service
- The CAS Programme and the learner profile are closely linked. It is through CAS that students get a chance to make many of the learner profile connections
- Students need to spend approximately 150 hours over two years on their CAS

# CAS

- CAS is another place for experiential learning.
- You don't study CAS, you *do* CAS. You have a chance to challenge yourself in a completely different way.
- Many IB graduates will tell you that their CAS experiences provided some of the most memorable moments in their IB journey. Why? Because they had a chance to make a difference - locally, nationally or internationally, and they challenged themselves in new ways.

# CAS

## Learning Outcomes

- CAS requires students to show evidence of eight learning outcomes
  - **Increased their awareness of their own strengths and areas for growth**
    - They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward
  - **Undertaken new challenges**
    - A new challenge may be an unfamiliar activity or an extension to an existing one.

# CAS

## Learning Outcomes

- **Planned and initiated activities**
  - Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of a larger project, for example, ongoing school activities in the local community, as well as in small student-led activities
- **Worked collaboratively with others**
  - Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.

# CAS

- **Shown perseverance and commitment in their activities**
  - At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
- **Engaged with issues of global importance**
  - Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly)

# CAS

- **Considered the ethical implications of their actions**
  - Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical competition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.
- **Developed new skills**
  - As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

# CAS

- All eight outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is **some** evidence for every outcome.

(Creativity, action, service guide, p5-6)

# IB Assessment and Grades

- Assessment is set and graded both internally (by the teacher) and externally (by the IB)
- Five exams are written in May of the Grade 12 year
- French SL is written in May of the Grade 11 year
- Internal Assessments for IB are graded by the teacher based on detailed rubrics and are moderated externally.

# Assessment in the IB Diploma Programme

## Internal

Teacher assigns using IB guidelines



Student completes assignment



Teacher marks using IB guidelines



Moderator examines samples



Marks are moderated if necessary

## External

Student is examined



External grader (assistant examiner) marks



Moderator examines samples



Marks are moderated if necessary

# Assessment Varies

## Language A1:

- In class oral presentation
- Taped face-to-face oral commentary
- World literature papers
- Two written examinations

## Experimental Sciences:

- Laboratory investigations
- Group 4 project
- Three written examinations

# Assessment Varies

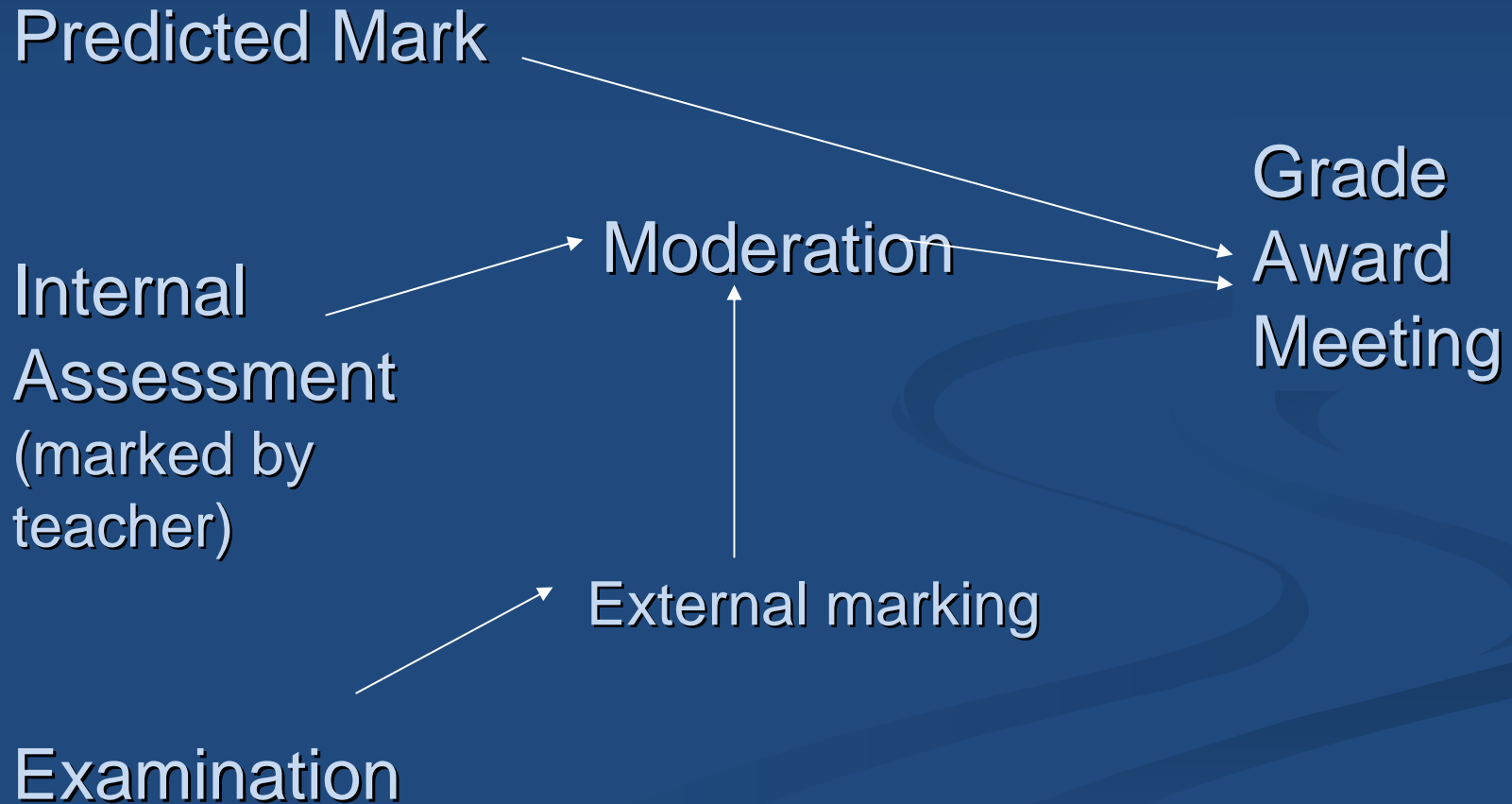
## Language B:

- In-class oral assessment and written work
- Face to face oral assessment based on portfolio
- Two written examinations: text handling and essay

## Other Subject Areas

- Project in Math Studies
- Research workbook, portfolio & face-to-face oral assessment in Visual Arts
- Historical Investigations
- Examinations

# Assessment in the IB Diploma Programme



# IB Grades Comparison

IB Grade	Percentage Conversion
7	96 - 100
6	90 - 95
5	80 - 89
4	70 - 79
3	60 - 69
2	50 - 59
1	Not Acceptable

# To Earn the IB Diploma

- Complete EE, ToK and CAS
- Complete all IB assessments
- Take six courses, one from each group (or substitute Groups 2 – 5 for Group 6), and six exams
- Assessments are on a scale of 1 to 7
- Must accumulate 24 points on six assessments plus core \*\*

# Exit Policy

- The Department has produced a policy that allows students to exit the IB programme if they find that they are struggling.
- Exiting the programme will be done at the end of a semester and after consultations with the student, parent(s)/guardian(s) and teachers involved.
- Some exit points are better than others, and the number of equivalent provincial credits will be determined by the teachers, administration and the IB Coordinator.

# A Good **IB** Student ...

- Manages time well
- Balances his or her school life with other activities
- Is not afraid to take risks
- Is academically honest
- Has good math skills
- Has very good writing skills

# A Good **IB** Student ...

- Has good reading skills that enable him or her to deal with the prescribed reading and suggested reading for IB courses
- Is excited to learn about the different ways of knowing things
- Is open to developing the qualities outlined in the learner profile

# A Good **IB** Student ...

- Wants to see the “global” picture
- Has, *in most cases*, taken French Immersion or Core French through Grade 10.
- Has taken some pre-IB courses \*\*

\*\* It is recommended that students who want to study the IB take as many pre-IB courses as possible. There are exceptions.

# IB versus Provincial Curriculum

- The provincial curriculum has worked for years, so why IB?
  - Grades from 1 to 7 rather than percentages, and these grade descriptions are very reasonable
  - You enter a different category for university applications
  - In many cases, you are given a first year university credit for very attainable results in HL courses
  - You often have access to special scholarships in many universities

# Are students guinea pigs?

- You might think that it is a risk to become part of the IB programme. After all, it is new to the province, but rest assured, we ARE ready
- Before any school is authorized to offer the IB programme, there is a very stringent multi-level application process that culminates with a personal site visit by representatives of the IB
- If we were not ready and able to offer the IB, we would NOT have been authorized

# Teachers Have Support

- All Pre-IB and IB Teachers have had level 1 training in their subject area
- All pre-IB and IB teachers have access to the Online Curriculum Center. This is a place where teachers around the world share resources, ask questions and offer support to each other.
- Atlantic Canadian IB schools have regular coordinator meetings, and bring different subject teachers together for round discussion and best practice sharing.

# What is pre-IB?

- Pre-IB courses are provincial courses with some enrichment activities
- The purpose of the enrichment is to develop skills that are needed for the successful completion of the IB
- These activities also give students a ‘taste’ of the IB programme and help them to make a more informed decision about continuing in the programme.

# What is pre-IB?

- While the pre-IB courses parallel the provincial curriculum, the content is covered at a faster pace
- Emphasis is placed on independent work, research, oral and written communication and experimentation
- Pre-IB students develop strong friendship ties with one another that will serve them well in Year 11 and 12

# Pre-IB Courses

- Pre-IB students are asked to take the following courses. They fill the rest of their schedule with electives.

Program Area	Student from English Programming	Students from French Immersion Programming
Languages	English 421B Pre-IB	English 421B Pre-IB
Second Language	French 421A core French <i>or</i> French 421F	French 421F
Individuals and Societies	History 421A	History 421G
Experimental Sciences	Science 421B Pre-IB	Science 421B Pre-IB
Mathematics	Math 421B Pre-IB	Math 421B Pre-IB

# A Good **Pre-IB** student ...

- Is “motivationally” gifted
- Makes his or her own decision about wanting to explore the IB option (with the input and support of his or her family and teachers)
- Is able to express him or herself well through writing
- Is able to express him or herself well through speaking
- Is a strong math student

# A Good **Pre-IB** student ...

- Enjoys science
- Like to read
- Is a Core French or Immersion Student \*\*
- Is academically honest
- Sees him or herself as part of a bigger “global picture”

\*\* There are other options available for EAL students.

# IB and French Immersion Certificates

- IB students will not earn their French Immersion certificate. They will be given a French Proficiency Certificate instead
- Students who do NOT continue with the IB in Grade 11 are still on track to earn their French Immersion certificate

# The IB and Music

- Currently, we do not have IB Music as a course
- We hope to offer it in the near future
- The current pre-IB cohort has a special pilot program that allows them to have contact band
- If your is considering IB music as a Group 6 option, he or she should continue in the band program in grade 10

- Other places to find answers are:
  - [www.edu.pe.ca/gray](http://www.edu.pe.ca/gray) and click the International Baccalaureate lin,
  - [www.ibo.org](http://www.ibo.org)
  - Call me, or make an appointment to see me at 368-6860 ext. 259

**Questions?**