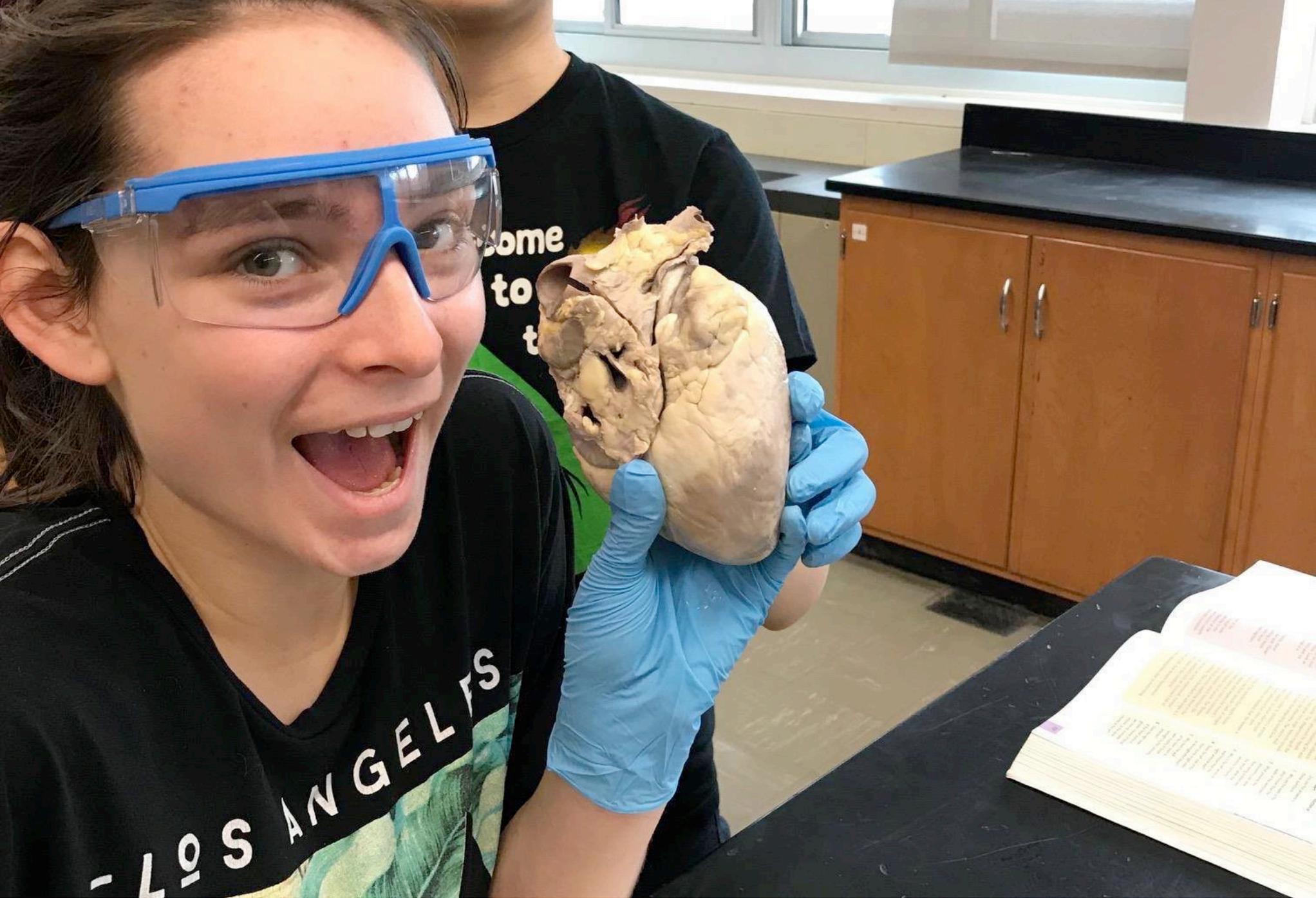




INTERNATIONAL
BACCALAUREATE
HANDBOOK



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INTERNATIONAL BACCALAUREATE

International Baccalaureate Mission Statement

The International Baccalaureate Programme (IB) 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.

Programs Offered

The IB was founded as a non-profit educational foundation in 1968 in Geneva, Switzerland. It started as a single programme for internationally mobile students preparing for university and has grown into a comprehensive programme in 4 divisions for students from 3-19 years of age. Schools may offer the following:

- The Primary Years Programme.
- The Middle Years Programme
- The Diploma Programme
- The Career-related Certificate

Chippewa Secondary Mission Statement

Where we challenge youth to be active thinkers, lifelong learners and involved, globally-minded citizens through their pursuit of excellence.

The International Baccalaureate In Canada

As of 2016, there were almost 1.5 million IB students at 4 669 schools in one hundred and forty countries. In Canada, there are 369 IB Schools, of which 171 offer the Diploma Programme. About 101 of these are in Ontario and the number is growing. Our closest IB neighbour is Lo- Ellen Park Secondary School in Sudbury for English language programming.

The Learner Profile

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

IB Learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balance range of disciplines.

Thinkers

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

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring

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

Risk-takers

They approach unfamiliar situations and uncertainty with courage and fore thought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

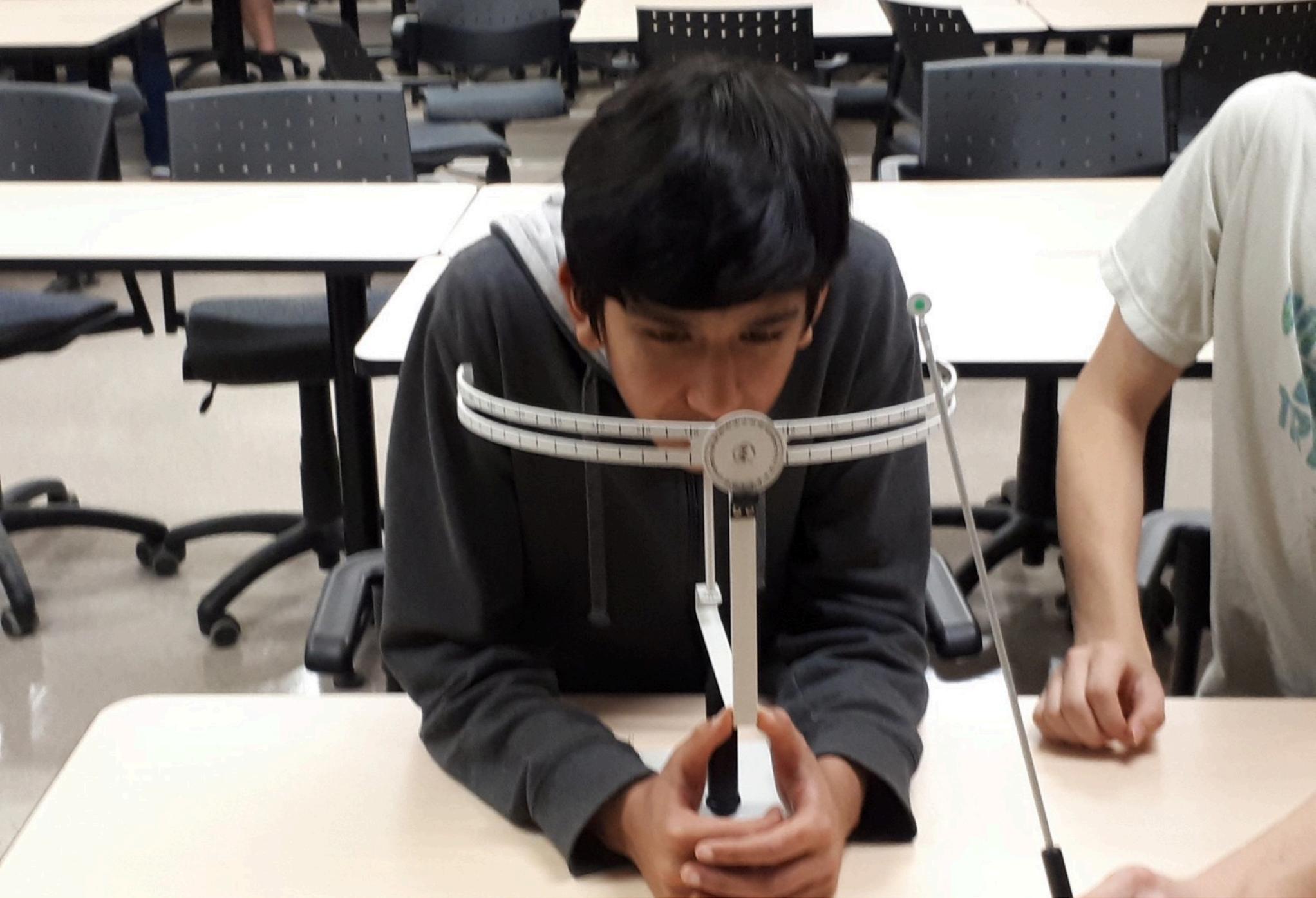
Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

International Mindedness

All IB World schools are expected to meet the IB standards as they apply to international mindedness. Education for international mindedness values the world as the broadest context for learning, develops conceptual understanding across a range of subjects and offers opportunities to inquire, act and reflect.





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WHO IS SUITED FOR IB?

Necessary Skills

Students who are likely to be successful will:

- Demonstrate a Growth Mindset
- Develop excellent time management and study skills

- Be self-motivated, able to set priorities and meet deadlines
- Think critically, work collaboratively and independently
- Learn a second language to develop fluency and international mindedness
- Develop the capacity to initiate and lead service work
- Have a wide variety of academic interests

The Grade 9 and 10 ExcelleRaider program is designed to meet these requirements and prepare students for the full diploma.





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WHY CHOOSE IB FOR GRADES 11 AND 12?

Benefits Of The International Baccalaureate

An IB education is respected worldwide as a rigorous, academic education with breadth and depth. It celebrates global perspectives, critical thinking skills and concurrent learning throughout the disciplines. Students become highly capable and exceptionally prepared for university study through exams, essays,

and laboratory work. They become effective time managers who balance classes, extra-curricular activities, family and work. Through their Creativity, Activity and Service component, IB learners are well- rounded individuals who demonstrate compassion through leadership activities in the school, community and abroad.

Exams are prepared, set and graded externally according to internationally accepted performance standards. Students become effective exam writers and this is one of the reasons they are successful in university. Ninety percent of Ontario students taking IB obtain a score of 4/7 or higher on their high school IB exams; Ninety-one percent of those seeking the full diploma will earn it.

University Recognition

Most universities will give university credit for Higher Level (HL) IB subjects where a grade of 5 or higher has been achieved. Detailed information on the recognition policy for any university worldwide is provided on the IB website: www.ibo.org/recognition

Overall, IB grades are exceptionally reliable and provide an accurate predictor of success in undergraduate studies. Globally, universities recognize the outstanding qualities of IB graduates. Many universities also offer specific scholarships for students pursuing the full IB diploma.

University websites have specific a specific admission criteria section for IB applicants.

Ontario University Research

- Marks for non-IB students typically fall 12-16% in first year of university; IB grads have little or no change in their first year average.

- Ninety-two percent of IB students graduate university in 4 years (on time); the Ontario average is 5-6 years.

University Of British Columbia Research

The University of British Columbia is a leading Canadian university providing research on IB student performance. They found:

- An IB score of 36 (final diplomas are scored out of 45) is predictive of an 80% average in first year university; whereas an 85% average on provincial curriculum was predictive of a 68% average in first year. This means that IB grads are more likely to retain entrance scholarships into 2nd year.
- IB students are significantly more likely to participate in volunteer work, conferences, student leadership activities, clubs, peer tutoring and have a positive experience in first year; they are just as likely to participate in intramural activities as their non-IB peers.





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IB PROGRAM REQUIREMENTS

Method Of Delivery

In their Grade 10 year, students and parents will begin the process of deciding whether to enter into the IB Diploma Programme as a full candidate or select individual course certificates for the student's senior years (11 and 12).

While some courses may be offered as single grade, single subject IB courses, there may be a need to either have combined IB classes (where two or more courses and/or grade level are combined) or IB courses may be scheduled within regular stream courses, or vice versa, to ensure the viability of both the IB program and our regular high school program. All IB courses are taught by IB trained teachers adept in addressing all IB Learner Profile needs within these classes.

Components Of The Program

Full IB diploma students select 6 courses from diverse subject groups: with 3 courses at the Standard Level (SL) and 3 courses at the Higher Level (HL) . Higher Level (HL) courses are widely accepted by universities as first year university credits, and advanced standing, when taken as part of the full diploma. In addition to their courses, students will complete the Core Requirements which include the following: Creativity, Action and Service; Theory of Knowledge; and Extended Essay.

International Baccalaureate Diploma Core Requirements

Creativity, Activity, Service (CAS): Full IB Diploma students are required to complete a significant amount of community service, event planning, and personal development and reflection over the course of their 2 years. Guided by the CAS coordinator, they will develop a meaningful personal plan that will acknowledge a student's strengths and interests while also developing and extending leadership and presentation skills. Through journals and guided reflection, students will prepare a plan for personal growth. Many students note that their CAS work has given them some of the most personally satisfying and meaningful experiences of high school and can lead to exceptional references.

Extended Essay (EE): Full IB Diploma students are required to write an essay of approximately 4000 words. Students will be guided to learn essay writing skills and work with another teacher mentor who will assist students in preparing an essay on a topic of their choice to a university standard. Students are required to submit the essay in stages for “check in” and will receive feedback on next steps and areas to review and revise.

Theory of Knowledge (TOK): Full IB Diploma students must take the Theory of Knowledge course, designed to teach students how to think critically and construct logical arguments. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyze knowledge claims and explore knowledge questions. Evaluation will be based on a 1600 word essay on a prescribed topic and a presentation.

Subjects Offered At Chippewa- Groups 1-6

Group 1- Language A: Language and Literature (HL)

Group 2- Language B: French Language Acquisition (HL) or (SL)

Group 3- Individuals and Society: Psychology (HL)

Group 4- Experimental Sciences: Biology (HL) or (SL), Physics (SL)

Group 5- Mathematics: Mathematics Analysis and Approaches (SL)

Group 6- Arts/Additional: Art (SL), Dance (SL), Music (SL) Business (SL),
Chemistry (SL) or (HL)



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PATHWAY PLANNING

Students are encouraged to think ahead to potential careers and courses of study and plan backwards to ensure they obtain the necessary prerequisites for a particular program. Please discuss potential career options with Student Services.

Pathway Options

In order to obtain the full diploma, students must take the following:

Language and Literature (HL)- 3 semesters

Psychology (HL)- 3 semesters

Mathematics (SL)- 2 semesters

Theory Of Knowledge- 1 semester plus built-in additional time.

Students then choose from one of the following:

Biology or Chemistry (HL)- 3 semesters

French (SL)- 2 semester

Arts/Additional (SL)- 2 semesters

or

Biology or Physics (SL) - 2 semesters

French (HL)- 2 semesters

Arts/Additional (SL)- 2 semesters

Note: This option allows for one empty space in the timetable for another

Chippewa course.

Sample Timetable

Grade 11- Semester 1	Grade 11 Semester 2
Biology (HL or SL) or Physics Pt 1 (SL)	Language and Literature Pt 1
Chemistry (SL or HL)/Dance/Art/ or Business Pt 1	Chemistry (SL or HL)/Dance/Art/ or Business Pt 2
French Pt 1 (HL and SL)	French Part 2 (SL)/ Course of Choice
Psychology Pt 1	Mathematics Pt 1

Grade 12- Semester 1	Grade 12- Semester 2
Biology(HL or SL) or Physics Pt 2 (SL)	Biology or Chemistry Pt 3 (HL)/ French Pt 2 (HL)
English Pt 2	English Pt 3
Psychology Pt 2	Psychology Pt 3
Theory of Knowledge	Math Pt 2

Chippewa Course Codes And Course Selection

Group 1: Language and Literature.	ENG 3U5, ENG 4U5, ETS 4U5
Group 2: French Language.	FIF 3U5, FIF 4U5
Group 3: Psychology	HSP 3U5, HSB 4U5, HHG 4U5
Group 4: Biology or Physics	SBI 3U5, SBI 4U5, PSK 4U5 <i>or</i> SPH 3U5, SPH 4U5
Group 5: Math	MBF 4U5, MCV 4U5
Group 6: Chemistry or	SCH 3U5, SCH 4U5, SNC4M5
Art or	AVI 3M5, AVI 4M5
Dance or	ATC 3U5, ATC 4U5
Business or	BAF 3M5, BOH 4M5
Core: Theory of Knowledge	HZT 4U5



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IB ASSESSMENT AND EXAMINATION

The International Baccalaureate 7 Point Scale And Ontario Grade Equivalents

Final IB grades are sent to the school in July and are recorded on a 7 point scale. They are converted to percentages using a conversion scale created by the International Baccalaureate Schools of Ontario (IBSO). All assignments,

exams and papers that are sent away to be marked by IB will be graded according to the 7 point scale.

IB	Ontario
7	97-100%
6	93-96%
5	84-92%
4	72-83%
3	61-71%
2	50-60%
1	- 50%

Internal Assessments

Internal Assessments (IA) are major assignments that are used as part of the final grade. They are graded by the teacher, according to the IB 7-point scale, and sent in to IB for moderation. The purpose of the IA is for students to demonstrate learning and to reflect the abilities of the student. The IA is expected to be completed independently, without the help or assistance of a teacher. There is no opportunity to redo or remark these assignments. In this process, samples are reviewed by experienced IB examiners to ensure compliance to IB grading standards. In English, and other language courses, the IA is an Oral Commentary. In Psychology, and Science courses, the IA is a lab. In Math, the IA is a project; in the Arts, the IA is a portfolio or performance. In TOK, the IA is a presentation.

External Assessments

External Assessments (EA) are usually exams or essays that form the major part of the final grade for IB courses. They are graded by experienced IB examiners across the world, according to the IB 7-point scale. Samples are also moderated further, by the IB, to ensure fair and consistent grading world wide.

Courses have one to four exams per subject, taken in the final semester of their subject, during a scheduled exam period.

Each subject has a group of senior examiners who prepare examination questions, set the standard for marking, and determine the marks needed to award each subject grade.





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EARNING THE DIPLOMA AND FINAL GRADES

Earning The International Baccalaureate Diploma

Students require 24 points to earn the IB Diploma. The IB Diploma is awarded based on the attainment of points. The highest potential overall score a student can attain in IB is 45 points. This is made up of the six course grades, totalling a possible 42 points (7 points per exam); the final three points are

from the Extended Essay and TOK paper. There is no mark assigned for CAS, but it must be successfully completed. IB uses a grading matrix that cross references the level attained in the Extended Essay with the level from the TOK paper to a maximum of 3 points.

Failing Conditions

Students with the following conditions will not earn the diploma:

1. The Creativity, Activity, Service (CAS) requirements have not been met.
2. Candidate's total points are fewer than 24.
3. N given for Theory of Knowledge, Extended Essay, or subject.
4. E awarded for one of Theory of Knowledge or Extended Essay.
5. Grade 1 awarded in **any** subject.
6. Grade 2 has been awarded **three or more** times.
7. Grade 3, or below, has been awarded **four or more** times.
8. Candidate has gained **fewer than 12** points on **HL** subjects.
9. Candidate has gained fewer than **9 points** on **SL** subjects.

Predicted Grades

In April, teachers are required to submit a Predicted Grade (PG) to IB for each student who will be writing an external assessment (EA). Teachers decide on the Predicted Grade by using the Internal Assessment (IA) mark, practice exam marks, and grade descriptors for each subject. These are the grades sent by Chippewa to the Ontario University Application Centre for early consideration. Final grades, issued from IB, may be higher or lower than predicted grades previously sent to universities. Marks will be adjusted in July

if the IB grade is higher than the predicted grade. Marks are adjusted to the entry level of the upper mark band. Universities will receive the adjusted, higher grade. Grade 11 marks are not adjusted; only Grade 12 marks will be adjusted to the new grade.

Admissions And Grades

Some students worry that their grades will be negatively impacted as a result of taking the rigorous program. The IBSO Table of Equivalents reflects this by counterbalancing difficulty and marks for all IB style assessments. This allows students to accumulate grades that are reflective of their abilities and competitive for university entrance. Final grades for the IB programme are calculated according to the proportions stated in the course outlines. OSSD marks will be revised, if required, once final grades have been received in July from the IB.



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SCHEDULE OF FEES

Why Fees Are Charged

The International Baccalaureate organization is a not-for-profit organization that charges fees to register students and to evaluate/moderate assessments (Internal and External Assessments). Fees paid by the student are used to cover the student's individual expenses to IB. Fees are subject to change depending

on various factors including, but not limited to, an increase in IB fees, exchange rates, postage, marking, remarking, appeals and other reasons as applicable.

The Near North District School Board supports the program through extensive professional development for staff, IB school fees, and all required resources.

Fees charged do not equate to individualized IB programming for IB students. While the administration of Chippewa Secondary School will attempt to provide IB classes for IB students, there may be times due to participation numbers or other factors that the IB course requirements will be embedded into either a combined grade and/or subject and/or stream. In such cases, appropriate adjustments will be made by classroom teachers to fulfill the requirements of the IB program.

Fee Payment Schedule

Fees for the IB Program are paid in October of the Grade 11 and 12 years, as students are registered for their course exams with IB. For the full IB Diploma (6 courses plus IB Core), fees are billed for one or two courses in October of Grade 11, with the remainder billed in Grade 12. Students will contribute \$2000 total.

As many IB schools are not semestered, one "course", as determined by the program, is the entire duration of the subject (either 2 or 3 semesters). These are also billed in bi-annual installments. Students may enrol in selected courses and will receive IB certificates for each. There is no charge for TOK but students who select TOK must also select at least one other IB course.

- The fee for one course is \$450
- The fee for two courses is \$850

- The fee for three courses is \$1200
- The fee for four courses is \$1500
- The fee for five courses is \$1800

Refunds

No refunds are available after Oct. 30 for a course in which an exam is scheduled in that year because the exam is ordered. As principled IB Learners, students are expected to honour commitments, remain in the course and not withdraw.

