

Mystuf



**ASSIGN
BUSTER**

INTERNATIONAL BACCALAUREATE STUDENT INFORMATION MEETING

JANUARY 18, 2010, 6: 45 P. M. THEATRE I. What is the International Baccalaureate (IB and Pre-IB) II. What is the Nature of the IB Programme? III. The Six Major Areas of Study in the IB and Pre-IB Programmes: Courses Offered at Richmond High IV. Details of the Curriculum V. Choosing and Selecting a Diploma VI. Possible Diploma Options: Examples VII. Why do IB? VIII. What do Students Learn, and What Leads to Success? IX. How do Colleges and Universities Recognize IB Courses and the IB Diploma X. Some Facts and Common Sense Ideas About the IB Programme

IBO mission statement 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. RHS mission statement

We strive to do our best by creating an inclusive learning community through supporting and caring for one another. IB LEARNER PROFILE The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. 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 balanced 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 forethought, 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. I.

What is the International Baccalaureate (IB)?

- The International Baccalaureate Diploma Programme (IB) is a rigorous preuniversity programme leading to assessment in six subject areas.
- Established in 1968, the IB offers a challenging curriculum noted for its depth and international perspective.
- The two-year IB Diploma provides a coherent and demanding educational experience across the full curriculum. Beyond completing college-level courses and examinations, IB students are also required to engage in community service (CAS), individual research (EE), and inquiry into the nature of knowledge (TOK).
- The IB Diploma is accepted as an admission credential at universities in 106 countries.
- In addition, high scores on IB exams often entitle students to credit or placement at university. In some cases students will get first year credit.
- The International Baccalaureate (IB) offers high quality programmes of international education to a worldwide community of schools.

There are more than 758, 000 IB students at 2, 750 schools in 138 countries.

II. What is the nature of the IB programme?

- a. Has the strengths of a traditional and broad curriculum.
- b. Three important additional features:
 1. Theory of Knowledge (TOK): is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the

bases of knowledge, to be aware of subjective and ideological biases and to develop the ability to analyze evidence that is expressed in rational argument.

TOK is a key element in encouraging students to appreciate other cultural perspectives. 2. Creativity, action, service (CAS): The IBO's goal is to educate the whole person and foster responsible, compassionate citizens. The CAS programme encourages students to share their energy and special talents with others. Students may, for example, participate in theatre or musical productions, sports and community service activities. 3. An extended essay of 4,000 words: Each student has the opportunity to investigate a topic of special interest.

The essay requirement acquaints diploma candidates with the kind of independent research and writing skills expected by universities. The IB Programme leads (to):

- interdisciplinary learning
- critical reflection
- questioning the bases of knowledge
- students to an appreciation of other cultural perspectives
- an education of the whole person (CAS)
- sharing energy and special talents with others
- independent research
- the demanding writing skills expected by universities

III. SIX MAJOR AREAS OF STUDY IN THE IB PROGRAMME: COURSES OFFERED AT RICHMOND HIGH

Group 1: Language A1 English A1 (HL) and English A1 (SL) • Several Self-Taught (ST) Languages: Spanish, Yoruba, Chinese, Russian, etc. If a student is fluent (speaking and writing) in a language other than English, she may take a self-taught language.

Group 2: Language B • French B (SL) and French B (HL) • Japanese B (SL) and Japanese B (HL) • Mandarin B (SL) and Mandarin B (HL) • Spanish B (SL) and Spanish B (HL)

Group 3: Individuals

and Societies • Geography (HL) and Geography (SL) • History (of the Americas) (HL) • Business and Management (HL and SL) • ITGS (HL, SL) (Prerequisite: IT 10)

Group 4: Experimental Sciences • Biology (HL) and Biology (SL) • Chemistry (HL) and Chemistry (SL) • Physics (SL) Group 5: Mathematics • Mathematical Studies (SL) • Mathematics (SL) • Mathematics (HL) Group 6: The Arts and Electives • Music (SL) and (HL) • Theatre Arts (HL) and Theatre Arts (SL) • Visual Arts (HL) and Visual Arts (SL)

IV. DETAILS OF THE CURRICULUM The International Baccalaureate programme consists of courses in six major areas of study. Each course may be offered at the I. Standard level (SL), which involves approximately 200 hours of instruction, or at the II. Higher level (HL), which involves approximately 300 hours of instruction.

Universities give credit and/or placement for HL courses. An HL course is the equivalent of a first year university course. Many of our students get credit/placement for 3 HL courses. Each course credit is worth approximately \$700-\$800. Upon completion of any individual course the student receives a certificate from IBO and the course is recorded on the provincial graduation certificate with the special designation "IB".

V. CHOOSING/SELECTING A DIPLOMA In selecting a diploma a student must select a course from each of the six course groups. • The only exception to this is that Group 6 may be skipped, and a second course from any of the other Groups may be chosen instead. • A student may take as many as 4 HL courses, but no fewer than 3. • A student may take as many as 3 SL courses, but no fewer than 2. VI. Programme Options: a. ONE DIPLOMA OPTION English A1 (HL) History (HL) Chemistry (HL) Math Methods (SL) French B (SL)

Physics (SL) Extra: Biology (SL) b. ANOTHER DIPLOMA OPTION Mandarin B (HL) History (HL) Chemistry (HL)

English A1 (SL) Physics (SL) Math Methods (SL) c. ANOTHER DIPLOMA OPTION English A1 (HL) French B(HL) History (HL) Theatre (HL) Biology (SL) Math Studies (SL) d. ANOTHER DIPLOMA OPTION Geography (HL) Biology (HL) Visual Arts (HL) Spanish B (SL) Math Methods (SL) English A1 (SL) e. ANOTHER DIPLOMA OPTION English A1 (HL) Visual Arts (HL) Geography (HL) Spanish ST (SL) Math Studies (SL) Biology (SL) f. ANOTHER DIPLOMA OPTION Mandarin B (HL) Mathematics (HL) English A1 (HL) Geography (HL) Physics (SL) Biology (SL) Extra: ITGS (SL) VII. Why Do IB? A. A High Level of Recognition

Universities in 102 countries welcome IB Diplomas as well as individual courses for admission, placement, and credit purposes. Individual IB courses are recognized as signifying a student's rigorous preparation in an academic discipline; the IB Diploma signifies such preparation in all six academic disciplines, service to community, and development of an international perspective. B. Fair and balanced Assessment Using International Standards IB assessment is of many types, occurs several times over the usual two-year duration of IB courses, and includes the classroom teacher as a partner.

IB students' work is assessed by several examiners whose assessments are carefully moderated by an international examining board. IB teachers receive detailed formal feedback on every aspect of their students' IB assessment each year. C. A Remarkable Degree of Flexibility IB curricula and examinations are available in IBO's three official languages of English,

Spanish, and French. The IB Diploma offers schools a wide variety of courses, teachers a wide choice of topics, and students a wide variety of assessments and areas of specialization. D. Commitment to Authorized Schools

Schools must undergo an exhaustive application process for authorization to offer courses. Once authorized, schools are required to participate in IB professional development on a regular basis and to be reviewed every five years by the appropriate regional IBO office.

VIII. What do students learn, and what leads to success?

- self-awareness
- self-understanding
- self-regulation
- personal decision making
- managing feelings
- handling stress
- empathy
- communication/participation
- personal and social responsibility
- group dynamics
- conflict resolution
- individual growth
- world citizenship
- self-esteem
- moral responsibility
- self-reflection
- personal self-evaluation

WHICH LEADS TO

- focus/concentration
- resourcefulness
- flexibility
- interest in process and results
- pace/steadiness
- responsibility/hard work

AND

- writing skills
- thinking skills
- oral skills
- time-management skills

AND

- marks

IX. How do Colleges and Universities Recognize International Baccalaureate Courses and the IB Diploma?

- IB has largely succeeded in its goal to be a universally recognized admissions credential. Specific agreements are in place with ministries of education and universities in 104 countries that recognize the IB Diploma as a valid means of earning entry to postsecondary study.
- The IB Diploma is increasingly being viewed as a strong indicator of academic promise and achievement.
- IB students often have an advantage in the admissions process at selective universities.
- In addition, IB courses and exams are recognized for the purpose of advanced credit and/or placement at over 900 North American colleges and

universities. In fact, over a 100 postsecondary institutions now grant a full year of credit to students who have earned an IB Diploma. For a directory university recognition and policies, please use the following link: <http://www.ibo.org/diploma/recognition/directory/index.cfm>

X. SOME FACTS/COMMON SENSE IDEAS ABOUT THE IB PROGRAMME

- There are three programmes, which are structured as follows: 1. Primary Years Programme: K-Grade 5 2. Middle Years Programme: Grade 6-Grade 10 3. Diploma Programme: Grade 11-Grade 12
- Each of these programmes is an integrated programme. Thus the IB Diploma Programme is an integrated two year programme. A student taking the IB must complete the two years in it, if the student is to get IB credit for a course or for the complete programme.
- The IB programme is recognized by the vast majority of North American/world universities.
- The IB Diploma score is recognized for admission and entrance to all B. C. universities/most Canadian universities/most American universities.
- IB courses are evaluated on a 1-7 scale. Thus, a 7 represents the equivalent of a middle to a high A (90%-100%).
- A top score on a Diploma is 45 points.

Last year, worldwide, there were well over 20000 diplomas. Approximately 50 of these achieved a perfect 45 points.

- A student must achieve a minimum of 24 points to get a diploma. Also, a student must average a score of 4 in his HL courses.

THE INTERNATIONAL BACCALAUREATE AND UBC International Baccalaureate Diploma Students

For students who complete the IB Diploma, admission to the university will require a minimum of 24 points, including bonus points. Students who are on a full Diploma programme will get early admission to UBC on the basis of predicted IB scores.

IB Diploma students, and IB Certificate students will qualify for Government scholarships on the basis of IB Diploma/Certificate scores. UBC uses an equivalency scale to award a percentage grade based on IB scores. The following grid establishes the equivalency scale: IB Diploma Admission Average Scale Points% 2467 2570 2673 2776 2880 2984 3088 3190 3292 3393 3494 3595 3695 3796 3897 3998 4098 4199 4299. 9 4399. 9 4499. 9 4599. 9 A Diploma student with a predicted score of 30 points will get early admission to SFU. 32 points will provide early admission to UBC.

International Baccalaureate Certificate Students

For students who present results for one or more Higher Level International Baccalaureate certificate courses, admission will be based on the higher of either the school grade or the IB score on equivalent courses. The grade conversion scale that will be used to determine admission is as follows: IBHL Grade% Equivalent 796 690 586 476 370 Credit for equivalent first-year UBC courses will be awarded to students who achieve a grade of at least 5 in Higher Level IB Arts courses, and 6 in Higher Level Science courses. UBC also grants credit for Physics SL. Details are provided in the Undergraduate Information Guide.

EARLY ACCEPTANCE SFU, UBC, and UVic give early acceptance, to Diploma holders, on the following basis: 32 point Diploma: \$3500 (SFU) 34 point Diploma: \$5000 (SFU) UBC will be granting scholarships in 2010 when students get a letter of acceptance to the university. Scholarship money will begin to be offered (most likely) at the 33 point level. IBO mission statement The International Baccalaureate Organization aims to develop inquiring,

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At Richmond High, we endeavour to live by these values. Value 1 We value the traditions that recognize, promote, and encourage all members of the RSS community to feel pride in what they do (e. g.) academic excellence, artistic expression, technical excellence, athletic achievement, multiculturalism, community involvement, staff cohesiveness, school spirit, school logo and colours. Value 2 We value communication among all members of the RSS community that is based on honesty, equality, integrity and mutual respect.

Value 3 We value an environment where all members of the RSS community feel safe physically, emotionally, intellectually and socially. Value 4 We celebrate the differences among people and promote harmony and equality among members of the RSS community. Value 5 We value opportunities for all students to be challenged, to excel and succeed at RSS. Value 6 We value the diversity of student learning styles, and recognize that a positive

environment enhances learning, and that course content must be made relevant to our students. SCHOOLGOALS These school goals were developed by our School Planning Council.

Goal 1 Social Responsibility To continue and further develop a school community where students are involved as leaders, motivators, and mentors and where they are openly looking after, being responsible for, and making positive connections with one another. Goal 2 Literacy To improve and emphasize reading skills which are grade specific and applicable in all subjects. WHAT ARE THE BENEFITS OF DOING AN IB DIPLOMA? • IB diploma students qualify for early admission on the basis of IB Diploma points at both UBC (32 points) and SFU (30 points).

They also qualify for early admission to other provincial, national, and international universities. • IB Diploma students are in a strong position to get scholarships. A student with 36 points (actual points as confirmed by the exams) is guaranteed to get a scholarship at UBC (\$4, 000); 32 points gives the students \$2000, and 30 points \$500. At SFU, 34 points will ensure a \$5000 scholarship. • IB Diploma students can get B C Government scholarships on the basis of IB Diploma scores. • IB Diploma applicants have their applications reviewed several times. Less tuition needs to be paid (as long as students meet faculty requirements). • IB Diploma students are treated like scholarship students: they are fast tracked. • Conversion/equivalency has not changed, eg. 32 points is the equivalent of 92% average. • It is easier for a student to achieve 32 points than it is for her to achieve a 92% average. • “ I just hope that when people ask an IB student to explain the differences between the regular provincial program

and the IB program, he/she can name the most important aspects: time management skills, analytical skills” (Ricky Pak). In addition to what Ricky says, all representatives mentioned the fact that IB Diploma students have superior research and writing skills, and oral skills. • IB Diploma students have the highest retention rates (in other words, fewer students quit during first year) at university (in both the US and Canada). • “ IB students who registered directly into 2nd year courses scored an average of 7% to 12% higher than their classmates. ” (From UBC brochure about the IB Diploma) • IB Diploma students may qualify for Broadbased Admission (UBC)/Diverse Qualifications (SFU). GPA based on an IB Diploma is sounder because of the solid academic load; there is no “ fluff” in IB. • An IB Diploma recipient will be in the top 10% of his/her graduating class (High School percentile rank). • Admission Officers at universities know of the high academic quality of IB Diploma graduates. • IB’s examination requirements and assessment procedures validate the integrity of student’s performance; there is less of a need to rely on SAT scores. • The Extended Essay and the TOK essays validate the writing and research skills of IB candidates. Participation in an IB Diploma demonstrates that students accept rigorous academic challenges. • Participation in the IB strengthens a student’s confidence, social sophistication, grace, and poise. • CAS provides evidence of the student’s commitment to physical activity, service to the community, and personal creativity. • The IB Diploma assists the student in developing time management, goal setting, and other organizational skills. • Diploma students can get first year credit for up to five courses (at \$700 a course, a student could save up to \$3500).

UVic gives students credit for first year if a student has a 28 point Diploma. • Beginning September 2009, SFU will be granting 30 credits to IB Diploma students who have achieved nothing lower than a 4 in their May IB exams. • Achievement across a range is still thought to be a better indicator of longer term success than A grades in three or four chosen subjects. • Oxford and Cambridge start making offers to IB Diplomas at 38 points. • “ I am glad that I chose to pursue and " stay" in IB diploma. I felt a bit proud for not giving up and writing countless BIG essays! ” (IB Diploma Graduate, 2002)

The English programme is international. The perspective of the curriculum is global rather than local. Consequently, students study literature from other continents and languages as they develop their understanding of a literary theme and analyze historical events from a broad geographical perspective. The intention is not only to broaden the student's base of knowledge but also to promote a sense of the universality of learning. This sense of the universality of learning is addressed, in as far as it is possible, in every single course, but particularly so in the TOK and the Language A (English) courses.