

Making the IB Diploma Programme work for you!

Richmond Secondary School

IB Information Night

December 6, 2023



BC Public Schools provide an *outstanding* education

The BC Public School system is a balanced, rigorous and challenging academic curriculum that is well-regarded around the world.

Achieving academic excellence in the British Columbia Dogwood Graduation Program is an exceptionally challenging undertaking.



BC Public Schools provide an *outstanding* education

Research done at UBC has found that:

“...school location and type affect student performance: students from public schools in the Metro Vancouver area perform better in first year compared to students from independent schools...”

Source: “Student Success in First-Year University Physics and Mathematics Courses: Does the high-school attended make a difference?”

Maria Adamuti-Trache, George Bluman & Thomas Tiedje

International Journal of Science Education [Volume 35, Issue 17, 2013](#)



The IB Diploma Programme is an alternate Graduation Path

It is a challenging two-year graduation program with fair, rigorous assessment practices.

It is carefully designed to develop the intellectual, social, emotional and physical well-being of students.

It emphasizes inquiry-based learning in six curricular areas.

It concludes in May of Grade 12 with internationally-assessed examinations



Provincial and International Recognition

Students who complete the IB Diploma Programme will receive:

- a Diploma Certificate and transcript from the IBO
- a Dogwood Certificate and transcript from the BC Ministry of Education

BC Ministry of Education Transcripts contain all of a student's IB and Provincial Coursework



Well-Rounded Students

IB Diploma Programme students at Richmond Secondary are *expected* to pursue interests outside of the classroom, including

- Jobs
- Team sports
- Theatre Productions
- Musical Concerts
- Relationships



Beyond the curriculum

Over the years we have found that the chief factors that distinguish our *very, very* best students from our best students do not involve content mastery at all:

- maturity
- responsibility
- resilience
- humility



Distinguishing Features of the IB Diploma Programme

Six elements of the IB Diploma Programme distinguish it from the Provincial Graduation Program

- The IB Learner Profile
- Creativity, Activity and Service
- Extended Essay
- Theory of Knowledge
- Approaches to Teaching and Learning
- Externally Moderated Examinations



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:

Balanced
Reflective
Thinkers

Principled
Caring
Inquirers
Risk-Takers

Open-minded
Communicators
Knowledgeable



CAS: Creativity, Activity and Service

CAS is designed to promote the social, physical and emotional well-being of students enrolled in the IB Diploma Programme.

CAS is a critical course which is “a journey of self-discovery” which aims to “educate the whole person”

CAS encourages students to share their energy and special talents with others



CAS: Creativity, Activity and Service

Recognizes the importance of creative expression in the life of a well-rounded student

Encourages students to build physical activity into their lives on a regular basis

Expects students to engage with the community in a sustained and meaningful fashion

Requires students to reflect upon the understandings that emerge from the creativity, activity and service that they undertake



Extended Essay: “The EE”

- A 4000 word research essay
- An in-depth study of a focused topic chosen from the list of available Diploma Programme subjects
- Promotes academic research and writing skills
- Gives students the opportunity to deeply engage with a topic of their choice.



Extended Essay: Subject Areas

- Business & Management
- Geography
- History
- Digital Society
- Physics
- Biology
- Chemistry
- Language B: (Chinese, French, Japanese, Spanish)
- English
- Mathematics
- World Studies
- Music
- Visual Arts
- Theatre



EE: Sample research questions

How does the addition of calcium chloride during the production process affect the texture of cottage cheese?

How does the concept of a patriarchal society from the perspective of a male author in *Brave New World* differ from that of a female author in *The Handmaid's Tale*?

How did architect Zaha Hadid enhance the cultural and physical functionality of the MAXXI museum through its architectural design?



Extended Essay: Skill development

- The EE process prepares students for success at university and in other pathways beyond the Diploma Programme:

Technical skills	Self-management skills
<ul style="list-style-type: none">➤ Research➤ Writing➤ Critical thinking➤ Communication	<ul style="list-style-type: none">➤ Time management➤ Planning➤ Self-monitoring➤ Reflection



Academic Integrity

IB Learners are given direct instruction on appropriate Academic Conduct in multiple venues.

The IB Learner Profile embeds ethical Academic Conduct into the expectations of all IB Learners:

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.*



Theory of Knowledge: “TOK”

Theory of Knowledge is an interdisciplinary course that encourages IB Diploma candidates to

- Consider various kinds of knowledge
- Question the foundations of different knowledge bases
- Evaluate the merits of knowledge claims
- Encourage students to appreciate other cultural perspectives
- Stimulate critical reflection



Approaches to Teaching And Learning

In many ways the paramount goal of the IB Diploma Programme is to teach students how to learn in any area of knowledge that they choose to pursue.

The Approaches to Teaching and Learning are mindful teaching and learning strategies that foster:

- Thinking Skills
- Communication Skills
- Social Skills
- Self-Management Skills
- Research Skills



Higher-Level and Standard-Level Courses

IB Courses come in two levels of academic rigour: Higher Level and Standard Level.

IB Diploma students must take a minimum of 3 Higher Level courses; many take 4 Higher Level courses.

Students entering the IB Diploma Programme rank their course preferences in each group when they apply.

Regrettably, no student can be given assurances in advance that they will be enrolled in their preferred courses.



Course Selection

In addition to the 3 Core Courses, IB Diploma Candidates enroll in 6 courses from 6 Groups. Group 6 is optional. This allows students to personalize their learning by taking 2 courses in Groups 2-4.

Group 1: Language A (Literature): English

Group 2: Language B (Acquisition): French, Japanese, Mandarin or Spanish

Group 3: Individuals and Societies: Geography, History, Digital Society, Business and Management

Group 4: Science: Biology, Chemistry, Physics

Group 5: Mathematics: Mathematics

Group 6: The Arts: Art & Design
Music Composition
Theatre Arts



Well-Rounded Students

We encourage students to pursue studies in each of the six groups:

English HL

Biology SL

Mandarin HL

Mathematics SL

Geography HL

Music SL



Science-Bound Student

A student interested in the Sciences needs Physics and Chemistry at the Grade 11 level.

English HL

Physics HL

French SL

Mathematics SL

History HL

Chemistry SL

*UBC may waive the requirement for Physics 11 provided a student gets a 5 or better in both *Mathematics* and *Chemistry*



Engineering-Bound Students

Students going into Engineering will need both Chemistry and Physics to be admitted by the Faculty of Applied Science.

English HL

Chemistry HL

Japanese SL

Mathematics SL

Digital Society HL

Physics SL



Business-Bound Students

Students going into Business programs have a lot of flexibility when building an IB courseload:

English HL

Biology HL

Spanish SL

Mathematics SL

Business Management HL

Theatre Arts SL



IB Course Candidates

Alternatively, students at Richmond Secondary can enroll in individual IB Courses in subject areas that they are passionate about.

Students who enroll in individual IB Courses will not receive an IB Diploma upon graduation, but they will receive the challenge and benefits of an IB education.

IB Course Candidates can enroll in either Higher-Level or Standard-Level courses.



Assessment

IB Diploma Programme courses use a mix of Internal and External assessment.

Those elements of IB Courses which are internally assessed are Externally Moderated in order to ensure assessment consistency around the world.



Assessment

The 6 IB Courses that a Diploma Candidate enrolls in are each evaluated on a 7-point scale.

Up to 3 additional Points are available to a Diploma Candidate based upon the results of the external assessment of their TOK Essay and their Extended Essay.

Therefore 45 Points is the maximum score in the IB Diploma Programme.



Assessment

- In 2019, 275 students in the world received 45 points on their Diploma.
- This represents 0.165% of Diploma Candidates worldwide.



Assessment

- Typically, IB awards a Diploma to Candidates who score 24 points or more.
- This means that a Candidate who achieves 4 points in each of his/her classes is considered to be successful by IB.



Our students are *outstanding*

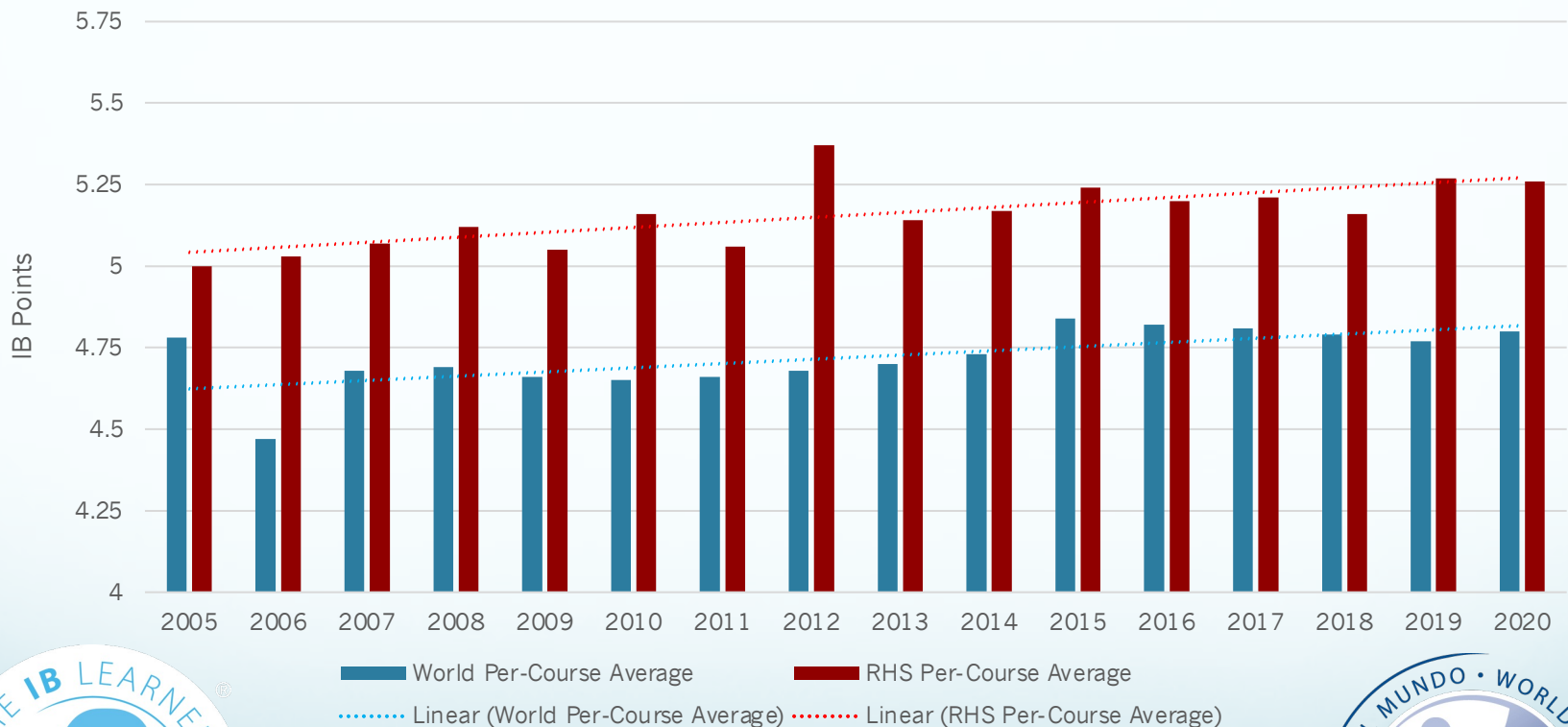
Globally, when all scores in all subjects are aggregated, the mean score of a typical Diploma Candidate was 4.8 points/course in 2019.

Locally, when all scores in all subjects are aggregated, the mean score of a typical Richmond Secondary Diploma Candidate was 5.26 points/course in 2019.



Our students are *outstanding*

Long Term Performance Trends



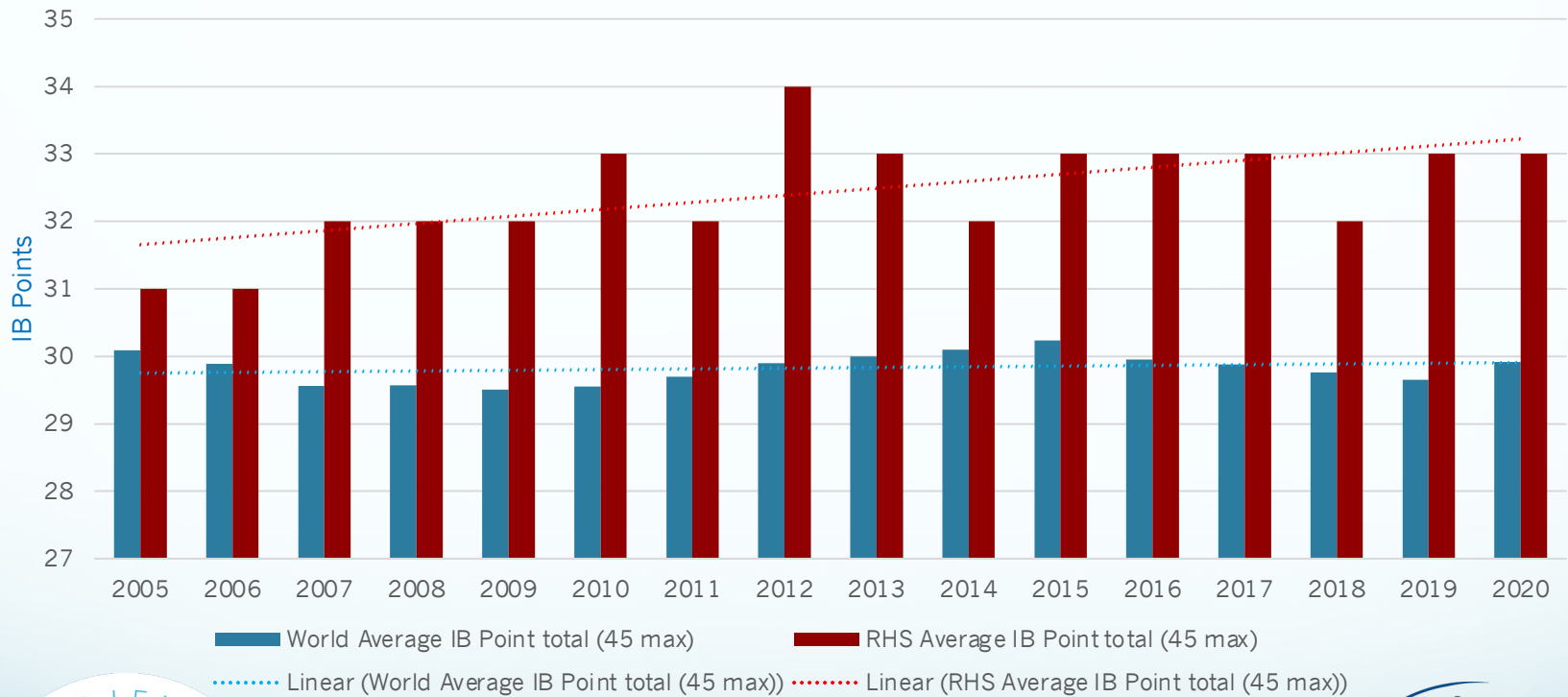
Our students are *outstanding*

- In 2019, the mean score achieved by global IB Candidates was 29.65 points.
- The mean score achieved by IB Diploma Candidates at Richmond High was **33** points.



Our students are *outstanding*

Long Term Performance Trends



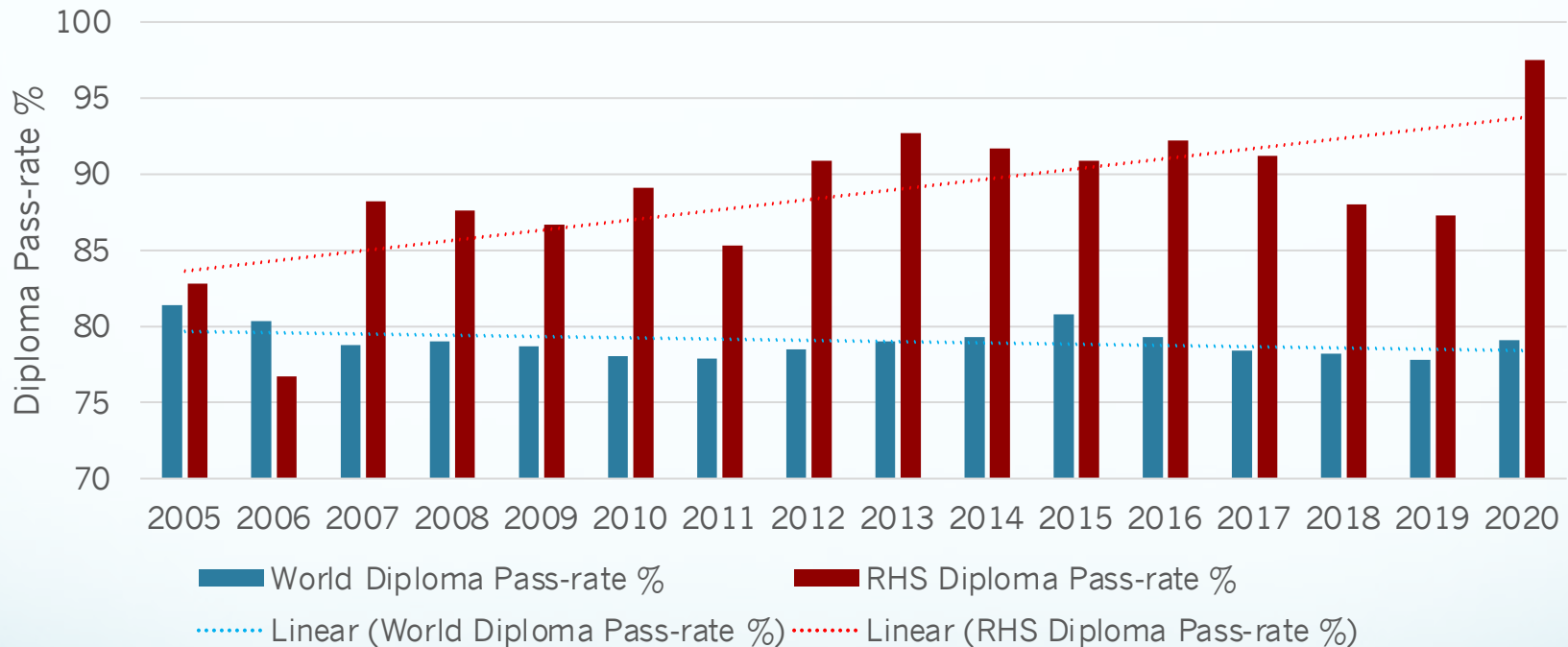
Our Students are *outstanding*

- Globally, 78% of IB Diploma Candidates receive a Diploma upon completion of the Programme.
- At Richmond Secondary, 87% of students who wrote exams in May 2019 received a Diploma.



And we look after them

Long Term Performance Trends



The hard work of our students and teachers is recognized

Not surprisingly, this combination of hard-working students and outstanding teachers attracts the attention of organizations outside the school. For some students this external recognition may mean that they are eligible for

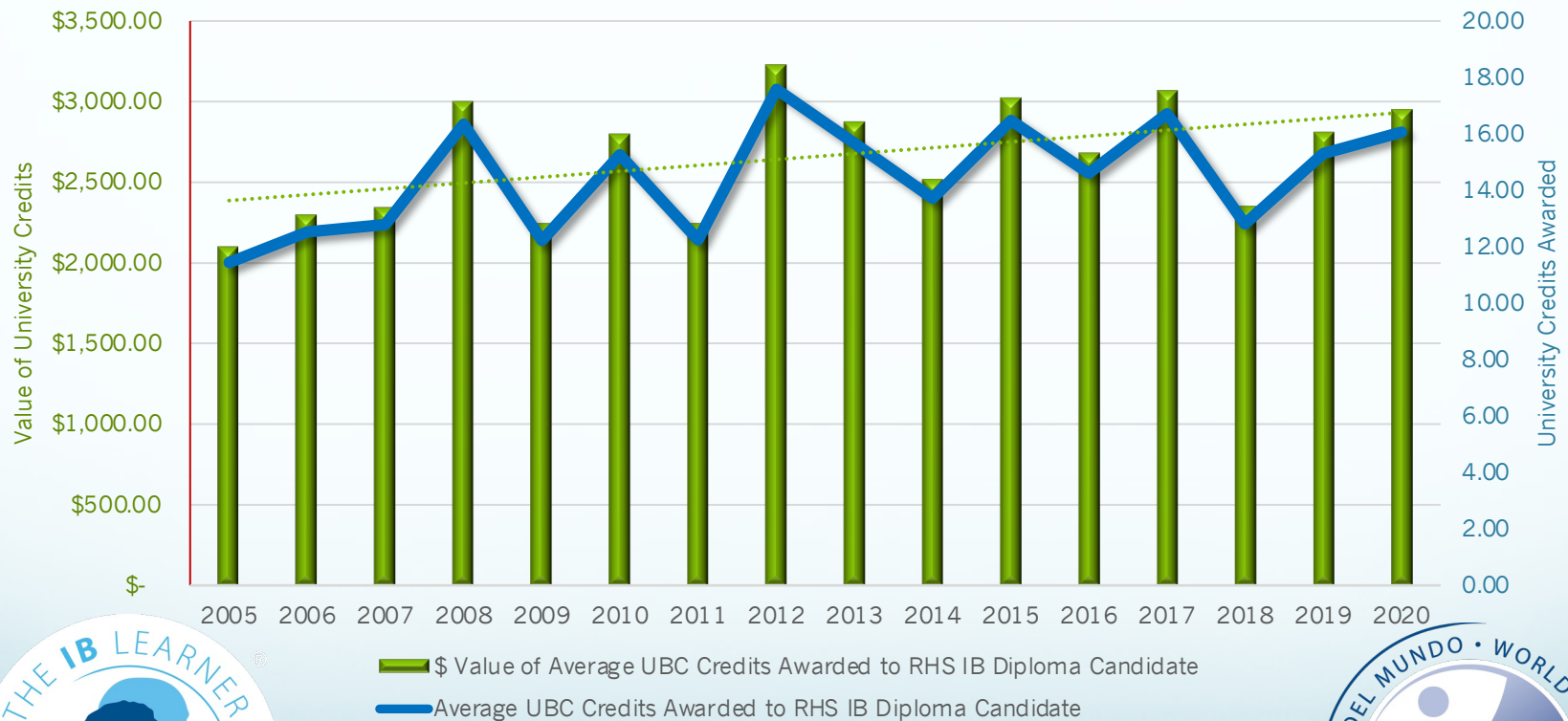
- First-year University Credit for IB Coursework
- Provincial and/or University-Entrance Scholarships

It is important to note that students in the Provincial Dogwood Graduation Program at Richmond Secondary *also* receive Provincial and/or University-Entrance Scholarships *every year*



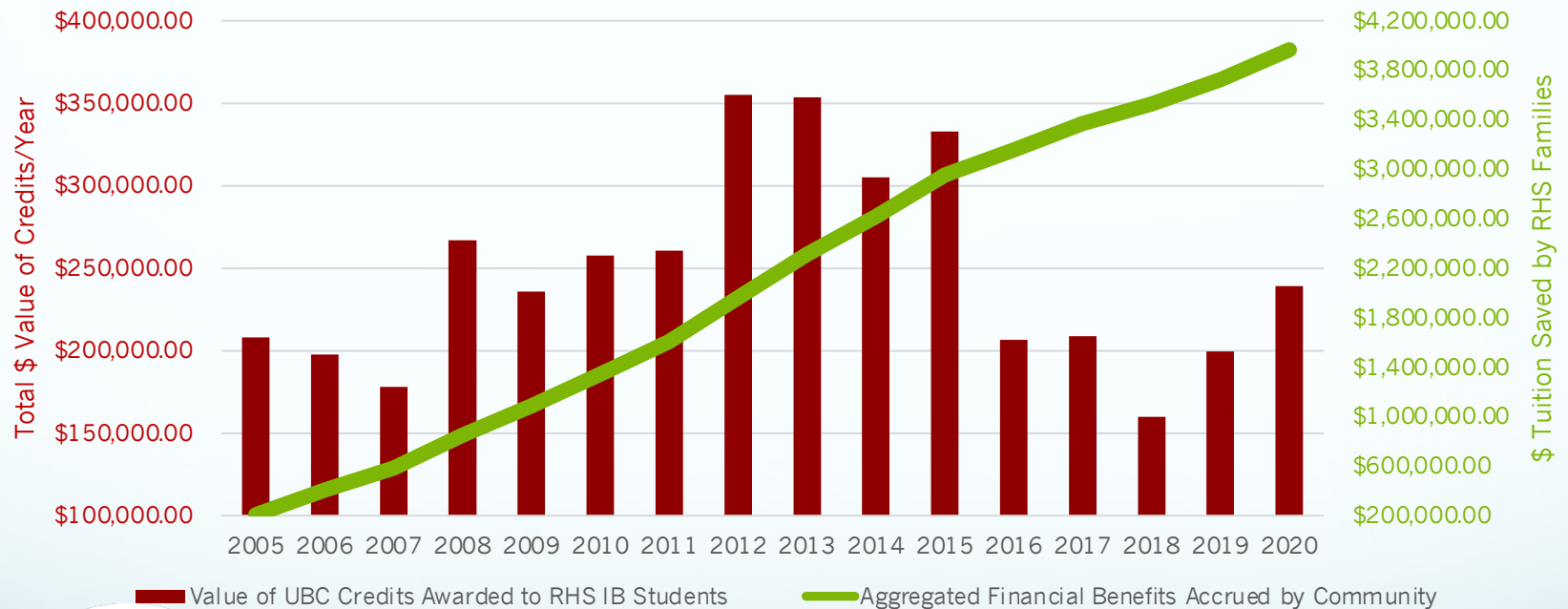
The hard work of our students and teachers is recognized

Benefits to Students: Average Return on Investment for IB Diploma Students at Richmond Secondary School



The hard work of our students is recognized

Benefits to Community: Value of University Credits earned by Richmond Secondary IB Students



IB Students are very well prepared for University

New to UBC – first semester experience

<i>In which of the following activities have you participated in at UBC?</i>	IB	non-IB
participate in a conference	24%	19%
student leadership activities	30%	16%
research with a faculty member	7%	5%
volunteer work	54%	30%
community service as part of a class	12%	9%
student government	6%	3%
political activities (e.g. local, municipal, provincial, federal other than student government)	9%	4%
tutoring or teaching other students (paid or voluntary)	21%	11%
attend special lectures	38%	29%
join an intramural team	15%	15%
mentoring programs (student to student, alumni to student)	11%	8%
student club or organization	63%	46%

IB Students are very well prepared for University

New to UBC Survey – start of 1st semester

SKILL/ABILITY	IB	Non-IB
Research skills	35%	9%
Library skills	24%	9%
Ability to read and comprehend academic material	43%	21%
Ability to prepare and make a presentation	47%	22%
Analytical and critical thinking skills	38%	21%
Ability to be clear and effective when writing	40%	20%
Ability to take personal social responsibility	55%	47%
Ability to work as a team member	50%	40%
Ability to motivate and lead others toward a goal (leadership skills)	38%	28%
Ability to speak clearly and effectively in English	72%	60%
Quantitative (mathematical and statistical) skills	31%	27%
Ability to appreciate racial and ethnic diversity	76%	63%

IB Students are very well prepared for University

Conclusions

- IB students tend to be academically strong, highly engaged first-year students.
- IB diploma is a very strong predictor of first year success.
- The vast majority of IB students perform in first year at the same level as an A- student (in the Canadian system) or better.
- Even with some over-anticipation in anticipated grades, assessments are very reliable.
- IB students with transfer credit succeed when entering directly into upper year classes.



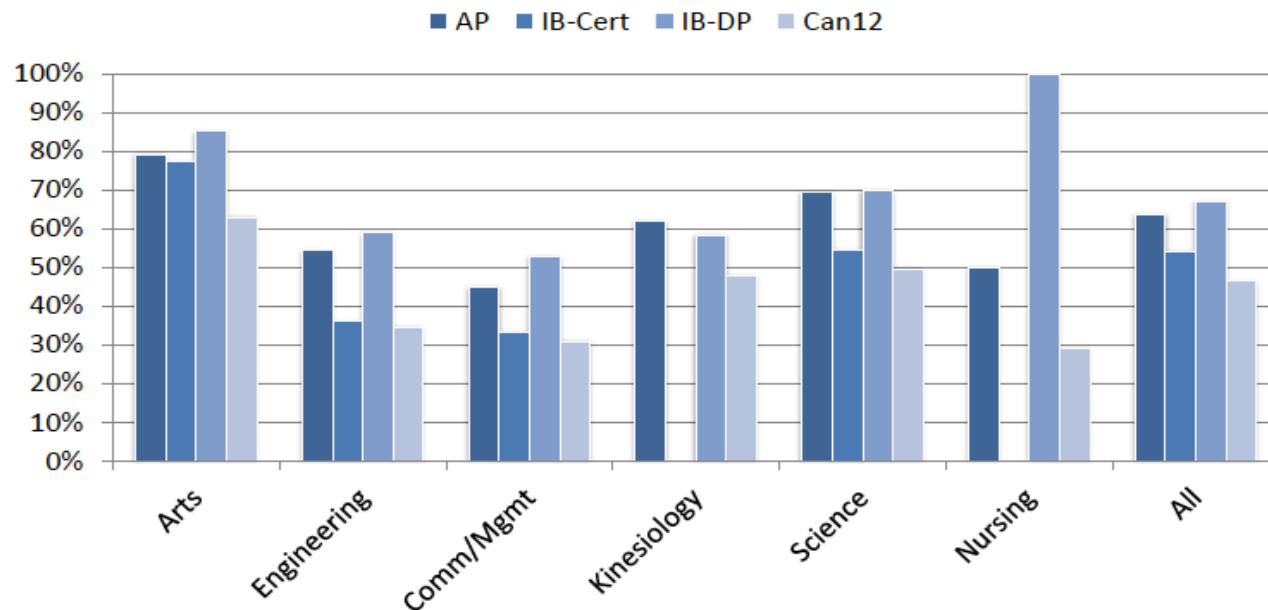
a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

The hard work of our students and teachers is recognized

Admissibility at UBC

Admission rates of Canadian Secondary School Applicants to UBC programs (Vancouver and Okanagan) by curriculum, 2015



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

We know some students will struggle

At Richmond Secondary School, we recognize that while the IB Diploma Programme may be for *everybody*, it is not for **everyone**.

Our counseling staff works closely with students who struggle at Richmond Secondary School for any reason. Every year this inevitably includes IB Diploma Candidates.



If you like what you see



Your son or daughter belongs *here*, in the care of the experienced IB staff at Richmond Secondary School



RSS IB Diploma Programme Application

Applications must be submitted to the Main Office by

Friday January 12, 2024

Applicants *must* attach a copy of

- 1) their Final Grade 9 Report Card *and*
- 2) their most recent Grade 10 Report Card
- 3) the Formal IB Intake Supplemental Profile



Follow-up Interviews

The IB Coordinator will review each student's Richmond Secondary School IB Diploma Programme Application.

In the event that the IB Coordinator feels that there is insufficient data to determine the support structures that a student will need in place to ensure success in the IB Diploma Programme, a Follow-up Interview may be scheduled.



Costs

Diploma Candidates:	\$abc per year
Course Candidates:	\$175/crse/yr (max \$600/yr)
Group 4 Project:	3 day Field trip to Bamfield in Grade 12 \$efg
Field Trip costs:	\$Variable



You can do it!

Long Term Performance Trends

