



**INTERNATIONAL BACCALAUREATE INFORMATION MEETING
AT RICHMOND SECONDARY SCHOOL**

WEDNESDAY DECEMBER 6, 2023, 6:30 pm
Multi-Purpose Room

AGENDA

1. **Welcome:** Mr. Dave Miller
2. **Richmond Secondary School Principal:** Ms. Anita Kwon
3. **Making the IB Diploma Programme work for you!:** Mr. Dave Miller
4. **Distinguishing Features of the Curriculum:** Learner Profile, CAS, TOK, EE, External Moderation
 - CAS Coordinator:** Ms. Lisa Yasui
 - EE Coordinator:** Mr. Mike Eastwood
 - TOK Teacher:** Mr. Dave Miller
5. **Choosing a Path Through IB: Diploma or Course?** Mr. Dave Miller
6. **Graduate Experiences:** Lucas Wang
7. **Data: Global and Local:** Mr. Dave Miller
8. **Application Deadlines:** Mr. Dave Miller
 - Applications Open:** Monday December 11, 2023
 - Applications Close:** Friday, January 12, 2024
9. **Costs**
10. **Questions**

International Baccalaureate Organization 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.

Richmond Secondary School 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

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 (Courageous)

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, (spiritual) and emotional—to achieve well-being for ourselves and others. We recognize 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.

At Richmond High, 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, and humility.**

What is the International Baccalaureate (IB) Diploma Programme?

- The International Baccalaureate Diploma Programme is a rigorous pre-university programme leading to assessment in six subject areas
- Established in 1968, the IB Diploma Programme offers a challenging curriculum noted for its depth of learning and international perspective
- The two-year IB Diploma Programme provides a coherent and rigorous educational experience across the full curriculum
- IB students are also required to engage in creative and community activities (CAS), individual research (EE), and inquiry into the nature of knowledge (TOK). These activities emphasize the importance of both planning and reflective thinking in personal and academic endeavors
- IB students write externally moderated examinations in Year 2 of the Diploma Programme
- The IB Diploma is accepted as an admission credential at universities in 106 countries
- Many universities around the world consider the successful completion of the IB Diploma as the equivalent of First-Year University, and may provide equivalent credits to recognize this achievement

What makes the IB Diploma Programme unique?

- IB World Schools undergo an exhaustive authorization process in order to offer one or more of the four International Baccalaureate programmes, an authorization which includes a study of the school's resources and commitment to the IB philosophy and mission
- IB teachers are required to participate in a wide variety of IB-Certified Professional Development opportunities in order to constantly update their knowledge and share their expertise with colleagues around the world
- IB provides the MyIB digital platform in order to facilitate global teacher-to-teacher-communication
- The curriculum and pedagogy of IB Programmes focus on international perspectives of learning and teaching, while ensuring that students explore their home culture and language

What are the benefits of completing the IB Diploma Programme?

- The IB Diploma Programme promotes and requires goal-setting, time management, analytical skills, superior research and writing skills, and oral skills. These skills are prized by universities and employers alike
- Participation in an IB Diploma Programme demonstrates that a student accepts rigorous academic challenges, which universities and employers recognize as predictors of future success
- The External Moderation of the IB Examinations, the Extended Essay, and the TOK Essay validates the writing and research skills of IB candidates
- CAS provides evidence of the student's commitment to personal creativity, physical activity, and service to the community
- Admission Officers at universities know of the high academic quality of IB Diploma graduates
- IB Diploma Programme prepares students for challenges they will face ahead: IB Diploma holders have the highest first-year retention rates at universities in both the US and Canada

The IB Diploma Programme

The International Baccalaureate Diploma Programme consists of courses in **Six Groups of Study**. Each course may be offered at the

Standard level (SL), which involves approximately 150 hours of instruction; or

Higher level (HL), which involves approximately 240 hours of instruction.

The **Six Groups of Study** in the **IB Diploma Programme** at **Richmond Secondary School**:

Group 1: Language A (Studies in Language and Literature)

- English A: Literature (HL)
- Several Self-Taught Language A: Literature (SL) courses. Students study works of Literature in Hindi, Tagalog, Russian, Ukrainian etc. If a student is fluent (speaking, reading and writing) in a language other than English, they may take a Self-Taught language and receive a Bilingual Diploma.

Group 2: Language B (Language Acquisition)

- French B (HL) and (SL)
- Japanese B (SL)
- Mandarin B (HL) and (SL)
- Spanish B (HL) and (SL)

Group 3: Individuals and Societies

- Geography (HL) and (SL)
- History (of the Americas) (HL)
- Business and Management (HL) and (SL)
- Digital Society (HL) and (SL)

Group 4: Sciences

- Biology (HL) and (SL)
- Chemistry (HL) and (SL)
- Physics (HL) and (SL)

Group 5: Mathematics

- Mathematics: Analysis and Approaches (HL) and (SL)

Group 6: The Arts

- Music (HL) and (SL)
- Theatre Arts (HL) and (SL)
- Visual Arts (HL) and (SL)

In addition, each Diploma Candidate enrolls in each of the **IB Core Courses**:

- **Creativity, Activity, Service (CAS):** IB aims to educate the whole person, and foster responsible, compassionate, internationally-minded citizens. The CAS programme encourages students to share their energy and special talents with others. Diploma Candidates are encouraged, for example, to participate in theatre or musical productions, sports and community service activities.
- **An Extended Essay (EE) of 4,000 words:** Each student has the opportunity to investigate a topic of personal interest. The essay requirement acquaints Diploma Candidates with the kind of independent research and writing skills expected by universities.

- **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.

Personalizing a Diploma Course-load

To create a Diploma course-load, students can simply select a course from each of the 6 Course Groups.

Alternatively, a student may choose to study 2 courses from one of the first five groups, and forego the opportunity to explore Group 6 (The Arts)

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.

The student must enroll in IB Core Courses: TOK + CAS + EE

A student may take an extra course if their timetable allows, but **we actively discourage this undertaking**.

For timetabling reasons, RHS IB Diploma Candidates are unable to enroll in 2 Higher Level Science courses

The Many Paths of the IB Diploma Programme: sample Diploma options:

Note: these sample Programmes are only intended to demonstrate the curricular flexibility that the IB Diploma Programme offers students, and the many paths to success that exist in the IB Diploma Programme at Richmond Secondary School

A *balanced, open-minded, risk-taking* student might enroll in courses in areas that they are not already an expert in:

English HL	Chemistry HL	
Spanish SL	Mathematics SL	
Geography HL	Art and Design SL	+IB Core: TOK + CAS + EE

A student with a dramatic flair might do well with a timetable like this one:

English HL	Biology SL	
Japanese SL	Mathematics SL	
History HL	Theatre Arts HL	+IB Core: TOK + CAS + EE

A student with an interest in musical expression might want to pursue that in the IB Diploma Programme:

English HL	Physics SL	
Mandarin SL	Mathematics SL	
Digital Society HL	Music HL	+IB Core: TOK + CAS + EE

A student interested in Business might want to inquire into the ways that people interact:

<i>English HL</i>	<i>Chemistry SL</i>	
<i>Japanese SL</i>	<i>Mathematics SL</i>	
<i>Business & Management HL</i>	<i>Geography HL</i>	+IB Core: TOK + CAS + EE

Yet another Business-bound Student might want to prepare themselves for a career in data analysis:

<i>English HL</i>	<i>Physics HL</i>	
<i>French SL</i>	<i>Mathematics HL</i>	
<i>Business Management SL</i>	<i>Geography SL</i>	+IB Core: TOK + CAS + EE

Students going into Engineering will need both Chemistry and Physics to be eligible for entry into the Faculty of Applied Science:

<i>English HL</i>	<i>Physics SL</i>	
<i>French SL</i>	<i>Mathematics HL</i>	
<i>Digital Society SL</i>	<i>Chemistry HL</i>	+IB Core: TOK + CAS + EE

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

<i>English HL</i>	<i>Physics HL</i>	
<i>Mandarin SL</i>	<i>Mathematics SL</i>	
<i>Geography HL</i>	<i>Chemistry SL</i>	+IB Core: TOK + CAS + EE

Another Science-bound student may pursue a passion outside of their main academic interest, while taking Chemistry and Physics on-line or in summer school:

<i>English HL</i>	<i>Biology HL</i>	
<i>Japanese SL</i>	<i>Math SL</i>	
<i>Business Management SL</i>	<i>Music HL</i>	+IB Core: TOK + CAS + EE

An interest in exploring how individuals affect systems *and* how systems affect individuals is reflected here:

<i>English HL</i>	<i>Biology SL</i>	
<i>French HL</i>	<i>Math SL</i>	
<i>History HL</i>	<i>Geography SL</i>	+IB Core: TOK + CAS + EE

A student heading into Kinesiology would be advised to be quite active in community and school sports while taking IB courses:

<i>English HL</i>	<i>Biology HL</i>	
<i>Spanish SL</i>	<i>Mathematics SL</i>	
<i>Business & Management HL</i>	<i>Art & Design SL</i>	+IB Core: TOK + CAS + EE

The ability to communicate effectively and analyze texts critically is paramount in the study of literature.

<i>English HL</i>	<i>Chemistry SL</i>	
<i>Japanese SL</i>	<i>Mathematics SL</i>	
<i>History HL</i>	<i>Theatre Arts HL</i>	+IB Core: TOK + CAS + EE

Assessment

Each IB Course consists of a mixture of Internal and External Assessment.

All Internal Assessment is Externally-Moderated, and scores are adjusted accordingly

Each of the 6 IB Courses that a Diploma Candidate enrolls in will be evaluated on a 7 point scale at the end of the two-year Diploma Programme.

Student achievement on the Extended Essay and TOK Essay can contribute an additional 3 points to a Diploma Candidate's total score.

The top score on a Diploma is 45 points.

A student must achieve a minimum of 24 points to get a Diploma. Also, a student must average a score of 4 points in his/her HL courses and must be successful in CAS, EE and TOK.

The IB Diploma score is recognized for admission and entrance to all B.C. universities and many Canadian and American universities.

UBC IB Grade – Provincial Percentage Equivalencies

Recently, UBC updated what it considers to be the Provincial Percentage Equivalents of IB Grades:

IB SL Grade	IB HL Grade	IB HL Math Grade	% Equivalent
—	—	7	100
—	7	6	98
7	6	5	96
6	5	4	90
5	4	3	86
4	3	—	76
3	—	—	70

Costs

Diploma Candidates:		\$xyz per year
Course Candidates:		\$xyz/course/yr (to max \$xyz/yr)
Group 4 Project:	3 day Grade 12 Bamfield Field trip	\$ to be announced
Additional Field Trip costs:		\$ vary by course

Final Thoughts

We urge all students enrolling in IB Mathematics to complete Pre-Calculus 11 *prior to* entering the Diploma Programme in Grade 11. We make this recommendation in the strongest terms possible.

While this is not a requirement for entry into the Diploma Programme, students who do not have the knowledge and skills developed in Pre-Calculus 11 will find the content of IB Math SL to be exceptionally demanding.

