



York Catholic District School Board



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IB Mission Statement

The International Baccalaureate 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.

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York Catholic District School Board (YCDSB)

Mission Statement

Guided by Gospel Values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.

Vision

Our students will become creative and critical thinkers who integrate Catholic values into their daily lives, as socially responsible citizens.

Core Values

Catholicity, Excellence, Equity, Fiscal Responsibility, Inclusion, Integrity, Respect.

*“Learn the lesson that, if you are to do the work of a prophet,
what you need is not a scepter but a hoe.”*

St. Bernard of Clairvaux



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.

As IB learners we 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

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, 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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

What is the IB Diploma Programme?

The International Baccalaureate Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world's leading universities.

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.

More information is available at www.ibo.org

International-mindedness and the IB

International-mindedness is central to the IB mission and a foundational principle to its educational philosophy; it is at the heart of the continuum of international education.

An IB education creates learning communities in which students can increase their understanding of language and culture, developing as successful communicators with the skills needed for intercultural dialogue and global engagement.

Students, teachers, and leaders in the IB school communities have a range of perspectives, values, and traditions. The concept of international-mindedness builds on these diverse perspectives to generate a sense of common humanity and shared guardianship of the planet.

Diploma Programme Curriculum Framework

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

Students learn more than a body of knowledge. 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 curriculum contains six subject groups together with the DP core: creativity, activity, service (CAS); the extended essay (EE); and theory of knowledge (TOK). This is illustrated by the below Diploma Programme model.



Candidates for the diploma study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours). All three parts of the core—Extended Essay, Theory of Knowledge and Creativity, Activity, Service—are compulsory and are central to the philosophy of the Diploma Programme.

The 6 Academic Areas:

- Group 1: Language and Literature (English)
- Group 2: Language Acquisition
- Group 3: Individuals & Societies
- Group 4: Sciences (Biology, Chemistry, Physics)
- Group 5: Mathematics
- Group 6: Arts (options—may substitute with one additional course from groups 1-5)

The **Extended Essay** has a prescribed limit of 4,000 words. It offers students the opportunity to investigate a topic of individual interest and acquaints students with the independent research and writing skills expected at university.

The Interdisciplinary **Theory of Knowledge (TOK)** course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other perspectives.

Participation in the **Creativity, Activity, Service (CAS)** programme encourages candidates to be involved in artistic pursuits, sports and community service work, The programme fosters students' awareness and appreciation of life beyond the academic arena.

IB Diploma Programme Assessment

Assessment and Exams

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses.

DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively.

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods.

In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate.

Student results are determined by performance against set standards, not by each student's position in the overall rank order.

Using external and internal assessment

The IB uses both external and internal assessment in the DP.

External assessment

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions – though these are rarely used.

Internal assessment

Teacher assessment is also used for most courses. This includes:

- oral work in languages
- fieldwork in geography
- laboratory work in the sciences
- investigations in mathematics
- artistic performances.

Understanding DP Assessment

The International Baccalaureate® (IB) Diploma Programme (DP) uses both internally and externally assessed components to assess student performance.

For most courses, written examinations at the end of the DP form the basis of the assessment. This is because these examinations have high levels of objectivity and reliability.

Externally assessed coursework, completed by students over an extended period under authenticated teacher supervision, forms part of the assessment for several programme areas, including the [theory of knowledge \(TOK\)](#) essay and the [extended essay \(EE\)](#).

In most subjects, students also complete in-school assessment tasks. These are either externally assessed or marked by teachers and then moderated by the IB.

How DP assessment is scored

In the DP, students receive grades ranging from 7 to 1, with 7 being highest. Students receive a grade for each DP course attempted.

A student's final Diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

The DP core

The theory of knowledge (TOK) and extended essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall Diploma score.

Creativity, Action, Service – the remaining element in the DP core – does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.

Higher level and standard level courses

The IB awards the same number of points for higher level (HL) and standard level (SL) courses, reflecting the IB's belief in the importance of achievement across a broad range of academic disciplines.

HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.

Receiving a bilingual diploma

A bilingual diploma is awarded to candidates who complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature.

Students who gain a grade 3 or higher in studies in language and literature and a grade 3 or higher in an individual and societies or science subject, completed in a different language, will also receive the bilingual diploma.

Diploma Requirements

In order to achieve the IB Diploma a candidate must fulfill certain requirements; at its most basic a candidate must achieve at least 24 points from their combined grades in six subjects, together with their grades for theory of knowledge and the extended essay and also complete the Creativity, Activity, Service (CAS) element.

However, to ensure a diploma reflects sufficient breadth in achievement across subjects and the core there are particular requirements stated in articles of the *General regulations: Diploma Programme*.

These are the requirements and are phrased positively. The "failing conditions" are an interpretation of these requirements intended to indicate why a candidate has failed to achieve the diploma.

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Admissions & Selection Process

Selection Criteria

A variety of different methods are used to measure student achievement against the objectives for each course.

- Entrance into Grade 9 preparation for IB Diploma Programme is by application
- An information evening is held at the school usually in the fall highlighting the IB Programmes
- Applicants will need to provide copies of their completed Grade 7 Report Card, a confidential teacher evaluation, and write an admission test

Grade 9 YCDSB Pre IB Programme

Entrance into the Grade 9 YCDSB Pre-IB Programme is by application. An information evening is held at the schools in the fall highlighting the IB Programme. All interested Grade 8 students and their parents are invited to attend. Application packages are available at that time or through the Guidance Office of each school. Applicants will need to provide copies of their completed Grade 7 Report Card, their most recent Grade 8 Report Card, and write an admissions Test. The IB Application Team, consisting of an administrator, IB Coordinator, IB Counselor, and IB Teacher will meet in January and letters of acceptance will be mailed to successful candidates (usually mid February).

Grade 10 YCDSB Pre IB Programme

Entrance into the Grade 10 YCDSB Pre-IB Programme for students currently enrolled in each school for those enrolled at another school follows a process similar to that outlined above. Applicants will need to provide copies of their final Grade 8 Report Card and their most recent Grade 9 Report Card.

Grade 11 IB (Year 1)

Entrance into the Grade 11 (IB 1) Diploma Programme for students will be determined on an individual basis. Please contact the IB Coordinator at the selected school.

Grade 12 IB (Year 2)

Entrance into the Grade 12 (IB 2) Diploma Programme will be available only to those students transferring from another IB School who have successfully completed IB 1 and whose subject selections can be accommodated by the programme offered at any of the IB Schools.

The YCDSB IB Diploma Programme requires certain fees be paid by each student, as set out in the fee schedule available at each IB school.

10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

1



It increases academic opportunity

Research* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



It's an international qualification

The DP is recognized globally by universities and employers.

7



DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.

8



It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

*Based on IB research - www.ibo.org/research

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IB Diploma Candidates: Some University College

Admission Assumptions

Admission Criteria	These Assumptions Apply to IB Diploma Candidates
Academic Strength of Curriculum	An admissions officer can be assured of the candidate's strong preparation of course work in a cohesive and broad-based curriculum that touches on basic academic areas: native language and literature, second language, social science/humanities, natural/physical sciences, and mathematics.
Grade Point Average	Nearly all courses in the student's final two years are in solid academic areas. A higher percentage of the courses that constitute the GPA are the kinds of courses most valued in college admissions.
Academic Strength of High School	IB authorized schools must offer, support, and maintain a minimum of seven or eight very strong academic departments to be a successful IB school.
High School Percentile Rank	Regardless of how the HSPR is determined by school, an IB Diploma recipient will be in the top 10% of his or her graduating class in readiness for college.
Trend of Performance	The IB Diploma Programme requires students to maintain a high level of focus and performance through their high school experience.
External Validation	Because the IB Diploma, by its examination requirements, validates both achievement and integrity in academic performance, there may be a reduced emphasis placed on standardized tests in the admissions process.
Research and Writing Skills	The Extended Essay requirement, a 4000-word research paper crafted under the tutelage of a faculty mentor and evaluated by a team of international readers, ensures students are prepared for secondary writing and research requirements.
Accepts Educational Challenges	Participation in the IB demonstrates that the student accepts, rather than avoids, rigorous academic challenges.
Critical Thinking Skills	The required Theory of Knowledge course ensures that students become critical thinkers who understand the interdisciplinary nature of learning.
Interview Skills	IB students have strong preparation in oral presentation skills. Several IB courses include oral assessments, and the Theory of Knowledge course requires students to shape their opinions into logical discourse.
Extracurricular Involvement	The Creativity, Action, Service (CAS) element requires that the student invest a minimum of 150 hours during the final two years of non-classroom activities.
Recommendations	The IB student will be well known by the IB Diploma Coordinator, Extended Essay mentor, CAS Coordinator, and the IB teachers.
Maturity and Responsibility	The IB assists the student in developing time management, goal setting, and other organizational skills.
Race/Ethnicity	Because of external assessments, the IB is nearly race/ethnicity neutral.

Preparation for the International Baccalaureate Diploma Programme

The International Baccalaureate Diploma Programme is undertaken by students in the final 2 years of their high school career. However, successful completion of the IB Programme depends largely on the preparation students are given during their first two years in high school. The staff of each IB school will prepare its students for the IB Programme by stressing certain skills and by creating a timetable for the student, which ensures that all educational requirements are met.

Students entering grade 9 will complete the IB Diploma Program and the Ontario Secondary School Diploma (OSSD) concurrently in 4 years.

In Grade 9, a student's timetable consists of a combination of compulsory subjects - English, Mathematics, Science, French and Religion. Students will also select two elective courses. The recommendation is to complete one Health and Physical Education course and/ or Arts course to meet graduation requirements.

In Grade 10, a student's timetable consists of a combination of compulsory subjects – English, Mathematics, Science, French and Canadian History – along with a second Mathematics course in the second semester. The second semester course satisfies the requirement of a Grade 11 Math course for OSSD purposes and introduces students to the Mathematics component of the IB Diploma program. Students in grade 10 will also select one elective course. In addition to these courses, all Grade 10 students will take a Grade 11 World Religions theology course.

During Grade 9 and 10, emphasis is placed on:

- study skills
- reading, writing and research skills
- time management
- skills in constructing experiments
- essay and exam writing techniques

More concretely for the IB Programme, the following skills will be stressed:

- how to work with original documents
- how to write effectively and efficiently
- how to discuss issues, not argue about them
- how to make effective classroom presentations
- how to avoid procrastination
- how to prioritize one's work
- how to deal with 'perfectionism'.

IB Schools of Ontario (IBSO) Table of Equivalency

Once an IB Diploma candidate's teachers have determined his or her predicted grades, specific percentages are selected from the appropriate ranges shown below. These percentage grades are then reported to the Ontario Universities Application Centre for the Ontario Secondary School Diploma (OSSD) credits that are considered equivalent to the applicant's IB subjects.

As shown in the right-hand column, both IB and percentage grades reflect Ontario Ministry of Education assessment levels. Specifically, IB grades of 5, 6, and 7 are considered to be at Level 4, which is defined as "A very high level of achievement that is above the provincial standard." A grade of 4 (the median on the IB's seven-point scale) is linked to Level 3, which is defined as "A high level of achievement that is at the provincial standard." Level 2 (equivalent to an IB grade of 3) is defined as "A moderate level of achievement that is below, but approaching the provincial standard."

IB SEVEN-POINT SCALE	OSSD PERCENTAGE RANGES	Ministry of Education FOUR-POINT SCALE
7	97 - 100	4
6	93 - 96	4
5	84 - 92	4
4	72 - 83	3
3	61 - 71	2
2	50 - 60	1
1	Below 50	0

Reporting of IB Results

On **July 5th**, IB results will be available to the IB Coordinators during a specified window of time as determined by IB. Results will be downloaded and any adjustment to Ontario percentage grades (as per the IBSO Table of Equivalent Grades) will be made at this time.

On **July 6th**, individual Diploma and Certificate students can activate their results on the World Wide Web (instruction and PIN numbers will be distributed after the May examinations session). Universities offering scholarship monies often wait until final marks are awarded before settling on an amount.

In late **August**, diplomas and certificates are mailed to the school. These are given out at the graduation week and in the fall.

Graduation ceremonies are organized at the local school

Faculty preparation for IB

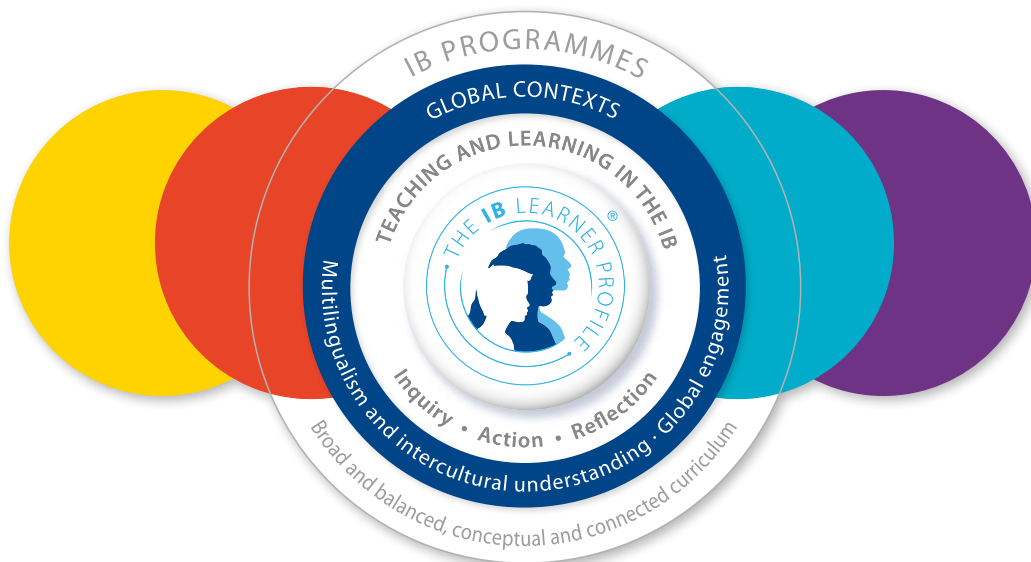
- All teachers who will be teaching IB curriculum have attended IB Teacher Training Workshops.
- Over the past few years, IB faculty members have had access to IB general publications, course outlines, and examinations.
- Continuing in-service training is planned for all faculty members who will be involved in planning and teaching IB courses.
- The professional development workshops focus on the IB curriculum and assessment practices.
- Teachers refer to the Online Curriculum Centre (OCC) for the latest information about the IB as well as using it as a means to share best practices.

Academic Honesty Policy

Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills.

Examples of academic **dishonesty** include but are not limited to the following:

- **Plagiarism** – presenting someone else’s words or ideas as one’s own:
 - Submit an assignment that was completed by another and claim it as one’s own;
 - Incorporate large segments of someone else’s work and only use connecting sentences without reference to the source;
 - Copy sections from the Internet without referencing the source;
 - Directly copy another person’s re-write of an assignment as in the case of a parent/guardian, tutor or ghostwriter.
- Note: With easy access to information that the internet provides to all, the work that students submit to mark is subject to close scrutiny at all times. Students should expect to be asked and prepared to answer questions about their work, particularly when a piece of work submitted is, in any way, inconsistent with the student’s previous submissions.
- **Collusion** – helping another student to be academically dishonest.
- **Cheating in Examinations** – communicating with another student in an exam; bringing unauthorized material (for example, an electronic device other than a permitted calculator, notes, a mobile/cell phone) into an examination, regardless of whether any attempt is made to use that material.



Reflections About IB.....

“I am glad that I did IB. I am able to maintain high marks in my engineering courses due to the skills I developed through the IB.”

Jennifer, Queen's University, Engineering

“IB students are terrific learners. They're inquisitive and don't just question what they are learning but why.”

Martha Piper, former president of the University of British Columbia in Vancouver

“Thanks to my IB education I feel extremely well prepared for university studies.”

Shikha, IB Grad 2015

“IB was an excellent and challenging opportunity in which my son was supported and encouraged by the staff of his school. The support he received in preparing for his post-secondary education was invaluable and the challenges presented to him will aid him throughout his academic endeavours.”

Mother of a 2014 IB graduate

“The IB allowed me to become a more discerning learner, one who is conscious of global perspectives and issues. Through my participation in the IB, I developed lasting relationships with many bright and intelligent people.”

Molly, IB Grad 2015

“IB is well known to us as an excellent preparation. Success in an IB programme correlates well with success at Harvard. We are pleased to see the credentials of the IB Diploma Programme on the transcript.”

Marilyn McGrath Lewis, Assistant Dean of Admissions, Harvard University.

Contact information



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“The profound changes that have led to the ever wider diffusion of multicultural societies require those who work in the school ... to be involved in educational itineraries involving comparison and dialogue, with a courageous and innovative fidelity that enables Catholic identity to encounter the various ‘souls’ of multicultural society.”

Pope Francis. Feb. 13, 2014



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