



CLASS OF 2021 HANDBOOK

AT

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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.



Summary of IB Diploma Requirements Class of 2021



| IB Diploma Program Components and Possible Scores | Points and Conditions Necessary to Successfully Earn the IB Diploma |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Group 1 - English Literature HL Group 2 - French SL Group 3 - History HL or Psychology HL Group 4 - Biology HL Group 5 - Math Analysis and Approaches SL Group 6 - Music SL or Visual Arts SL or Business SL or Chemistry SL</p> <p>Need one course from each of the six groups Possible score of 1-7 in each subject</p> <p>Theory of Knowledge A-E</p> <p>Extended Essay A-E</p> <p><i>Theory of Knowledge and Extended Essay grades contribute to a possible 3 extra points toward the IB Diploma total score. See matrix below</i></p> <p>CAS pass/fail (7 learning outcomes completed along with CAS project and ongoing experiences)</p> <p>* If you are opting to go partial, you must write two IB exams if you want to continue with TOK</p> | <ul style="list-style-type: none"> <input type="checkbox"/> An IB score must have been awarded for each of the six IB Diploma subjects, TOK, and EE (Student must not have any scores of 'N' due to malpractice or failure to submit an assessment) <input type="checkbox"/> CAS requirements must be met <input type="checkbox"/> Student must have a score of D or higher in both the TOK and EE (no E score) <input type="checkbox"/> Student must earn at least 24 points (45 total possible points - 42 from IB subjects + 3 from TOK/EE) <input type="checkbox"/> Student must earn a total of at least 12 points in HL subjects. <input type="checkbox"/> Student must earn at least 9 points in SL subjects. <input type="checkbox"/> There may be no more than two scores of 2, overall <input type="checkbox"/> There may be no more than three scores of 3 or lower, overall <p>Results are available to students in early July. If unsuccessful in full diploma, students may still earn IB certificates and OSSD credits.</p> |

**TOK/EE
Points Matrix**

| TOK/EE | A | B | C | D | E |
|--------|-------------------|---|---|---|-------------------|
| A | 3 | 3 | 2 | 2 | Failing condition |
| B | 3 | 2 | 2 | 1 | |
| C | 2 | 2 | 1 | 0 | |
| D | 2 | 1 | 0 | 0 | |
| E | Failing condition | | | | |

Key Terms

HL “Higher Level” - denotes Higher Level (HL) courses. It refers to the number of instructional hours (240 minimum) not the quality or difficulty of the course. An HL course will earn 3 OSSD credits and a possible transfer credit in some post-secondary programs.

SL “Standard Level” - denotes Standard Level (SL) courses. It refers to the number of instructional hours (150 minimum) not the quality or difficulty of the course. An SL course will earn 2 OSSD credits. Two SL courses will be considered “Anticipated Courses” have their exams completed in May of year 1.

Internal Assessments (IA) - graded by the classroom teacher. Student samples are selected by IB and sent to be moderated by an external examiner. They will be compared to IB standards and changes may be made to the entire class if there is a consistent variance.

External Assessments (EA) - includes all work that is sent to an IB examiner to grade independently of the classroom teacher.

Ontario Grade Calculation

| DP Grade Level | OSSD % | MofE |
|----------------|-----------|------|
| 1 | Below 50% | |
| 2 | 50–60% | 1/2 |
| 3 | 61-71% | 2/3 |
| 4 | 72-83% | 3/4 |
| 5 | 84-92% | 4 |
| 6 | 93-96% | 4 |
| 7 | 97-100% | 4 |

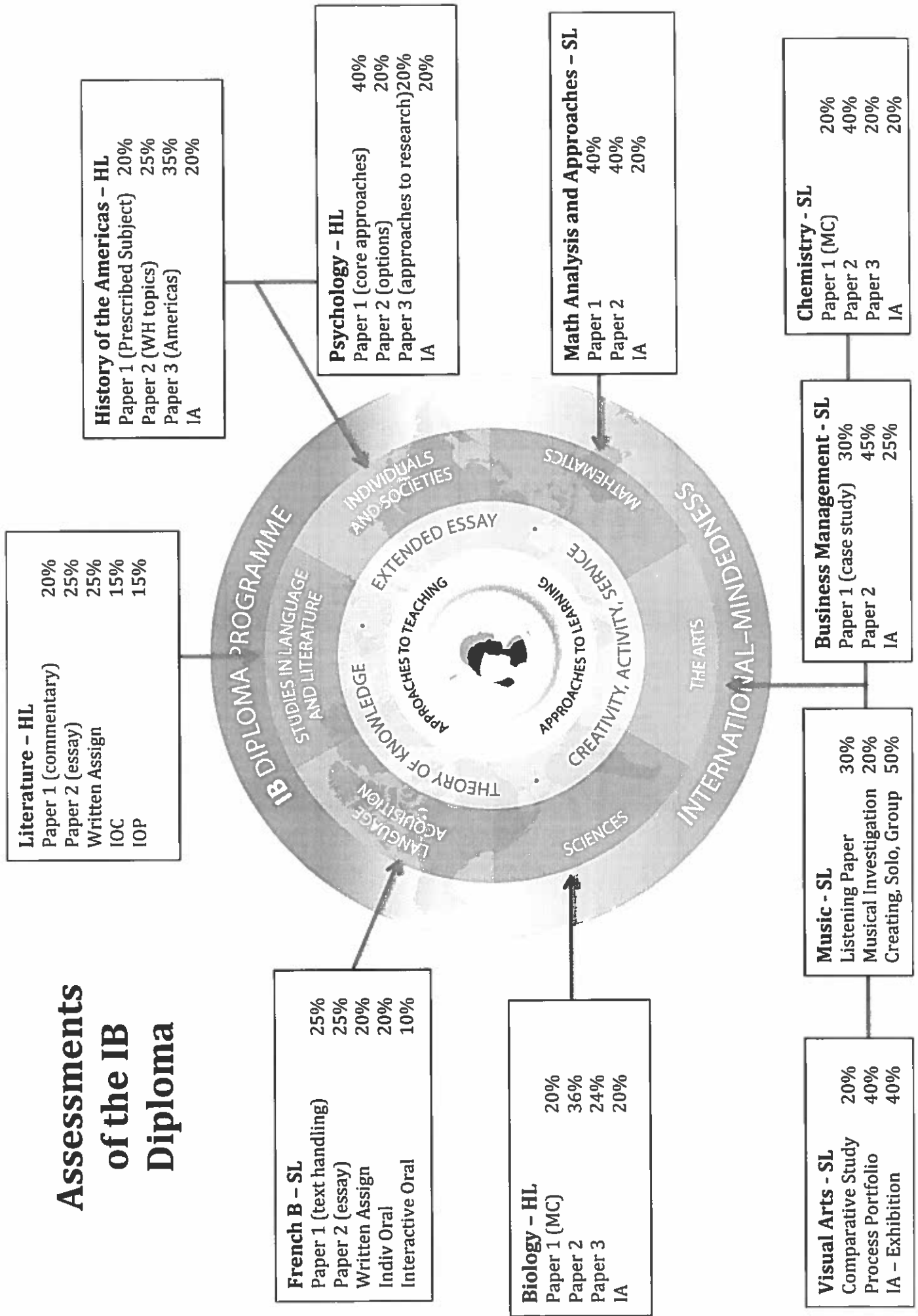
IB Fees

IB Fees are based on the total number of IB exams written over the two years and not the number of courses enrolled in each year.

| Total Number of IB Exams | Year 1 | Year 2 | Two Year Total |
|--------------------------|--------|--------|----------------|
| Full Diploma | 1100 | 1100 | 2200 |
| 5 | 885 | 885 | 1770 |
| 4 | 770 | 770 | 1540 |
| 3 | 655 | 655 | 1310 |
| 2 | 540 | 540 | 1080 |

If Partial TOK fee \$61, EE fee \$125, CAS fee \$14 due with Year 2 payment

Assessments of the IB Diploma



IB Diploma Tracker

Students must earn 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 all CAS requirements.

| | | | |
|--------------------------------|-------|--------------------------------------------------------------------|-------|
| English Literature HL | _____ | French SL | _____ |
| History HL or Psychology HL | _____ | Biology HL | _____ |
| Math SL | _____ | Business SL or Chemistry SL or Music SL or Visual Arts SL | _____ |
| Extended Essay/TOK Bonus | _____ | | |
| TOTAL Diploma Points | _____ | | |

CAS Requirements

Ongoing experiences from September of Grade 11 to the end of Grade 12

Creativity - The arts and any other endeavors that involve creative thinking

Activity - Physical exertion contributing to a healthy lifestyle

Service - Voluntary unpaid exchange that has learning benefit for the student

CAS Learning Outcomes

1. Identify your own strengths and develop areas for personal growth.
2. Demonstrate that challenges have been undertaken, developing new skills in the process.
3. Demonstrate how to initiate and plan a CAS experience.
4. Show commitment to and perseverance in CAS experiences.
5. Demonstrate the skills and recognize the benefits of working collaboratively.
6. Demonstrate engagement with issues of global significance.
7. Recognize and consider the ethics of choices and actions.

Extended Essay

3500-4000 word independent study on a topic of your interest

January Year 1 - EE Introduced

February Year 1 - EE topic selected and Supervisor arranged

June Year 1 - Rough Draft Due

October Year 2 - Final Copy Due

December Year 2 Viva Voce completed

Grade Descriptors

Group 1 - Literature HL

Grade 7 Demonstrates: excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 6 Demonstrates: very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 5 Demonstrates: good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and/or evaluation; good levels of expression, both orally and in writing; adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s).

Grade 4 Demonstrates: adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and/or synthesis; satisfactory powers of expression, both orally and in writing; few lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/reader; a basic structure within which the thoughts and feelings of the work(s) are explored.

Grade 3 Demonstrates: some knowledge and some understanding of the question or task; responses that are only sometimes valid and/or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored.

Grade 2 Demonstrates: superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in accuracy and clarity; little awareness of context and appreciation of the effect on the audience/reader; rudimentary structure within which the thoughts and feelings of the work(s) are explored.

Grade 1 Demonstrates: very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and

appreciation of the effect on the audience/reader; very rudimentary structure within which the thoughts and feelings of the work(s) are explored.

Group 2 - French SL

Grade 7 Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing effectively to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

Grade 6 Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively, with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently.

Grade 5 Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

Grade 4 Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty and with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; show some ability to adapt their writing to suit the intended audience and purpose; make some attempt at expressing their ideas and organizing their work.

Grade 3 Students speak hesitantly and generally unclearly; use a limited range of language, often incorrectly; handle ideas with difficulty and with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type; make some attempt at basic organization; content is rarely convincing.

Grade 2 Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty and with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little

awareness of grammatical structure; produce an identifiable text type with limited success; lack organization to an extent that content is unconvincing.

Grade 1 Students speak very hesitantly and unclearly; use a very limited range of language incorrectly; handle ideas unsuccessfully and with very restricted interaction; demonstrate a very limited understanding of the meaning and purpose of written texts; have difficulties with almost all questions; write texts demonstrating a very limited command of vocabulary and very little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is confusing.

Group 3 - History HL or Psychology HL and Business SL (Group 6 option)

Grade 7 Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

Grade 6 Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.

Grade 5 Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative (although some ability is demonstrated to present and develop contrasting points of view); some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

Grade 4 Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or "common sense" points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

Grade 3 Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

Grade 2 Demonstrates: a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

Grade 1 Demonstrates: very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

Group 4 - Biology HL and Chemistry SL (Group 6 option)

Grade 7 Displays comprehensive subject knowledge and a thorough command of concepts and principles. Selects and applies relevant information, concepts and principles in a wide variety of contexts. Analyses and evaluates quantitative and qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Evidences great proficiency in solving problems, including those that are challenging or unfamiliar. Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality. Approaches investigations in an ethical manner, paying full attention to environmental impact and safety where applicable. Investigations demonstrate insight and independence to design and complete innovative practical work with highly competent investigative and analytical techniques, and with innovative and effective conclusions to resolve authentic problems.

Grade 6 Displays very broad subject knowledge and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts. Analyses and evaluates quantitative and qualitative data with a high level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or routine problems and evidences competency in solving those that are challenging or unfamiliar. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality. Approaches to investigations in an ethical manner, paying significant attention to environmental impact and safety where applicable. Investigations demonstrate some innovative thinking and independence to design and complete practical work with competent investigative and analytical techniques, and with highly competent and reasonable conclusions to resolve authentic problems.

Grade 5 Displays broad subject knowledge and shows sound understanding of most concepts and principles, and applies them in some contexts. Analyses and evaluates quantitative and qualitative data competently. Constructs explanations of simple phenomena. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. Communicates clearly with little or no irrelevant material. Approaches investigations in an ethical manner, paying attention to environmental impact and safety where applicable. Investigations

demonstrate appropriate investigative and analytical techniques with relevant and pertinent conclusions to resolving authentic problems.

Grade 4 Displays reasonable subject knowledge (though possibly with some gaps) and shows adequate understanding of most basic concepts and principles, but with limited ability to apply them. Demonstrates some analysis or evaluation of quantitative or qualitative data. Solves some basic or routine problems but shows limited ability to solve challenging or unfamiliar problems. Communicates adequately, although responses may lack clarity and include some repetitive or irrelevant material. Generally approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete fairly routine practical work with some appropriate investigative and analytical techniques, and with some conclusions relevant to the problem under study.

Grade 3 Displays limited subject knowledge and shows a partial understanding of basic concepts and principles, and weak ability to apply them. Shows some ability to manipulate data and solve basic or routine problems. Communicates with a lack of clarity and some repetitive or irrelevant material. Sometimes approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete a basic investigation with simple analytical techniques, and with some partial conclusions of some relevance to study.

Grade 2 Displays little subject knowledge and shows weak understanding of basic concepts and principles, and little evidence of application. Exhibits minimal ability to manipulate data and little or no ability to solve problems. Offers responses which are often incomplete or irrelevant. Occasionally approaches investigations in an ethical manner, but shows very limited awareness of environmental impact and safety. Investigations demonstrate an ability to undertake basic investigative work requiring considerable guidance and instruction, and attempts at conclusions that are largely incorrect/irrelevant.

Grade 1 Fragmentary subject knowledge and shows very little understanding of any concepts or principles. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Rarely approaches investigations in an ethical manner, or shows an awareness of environmental impact and safety. Investigations demonstrate an ability to undertake very basic practical work with complete dependence on supervised instruction, with attempts at conclusions are either absent or completely incorrect/irrelevant.

Group 5 - Math Analysis and Approaches SL

Grade 7 Demonstrates a thorough knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments at a sophisticated level in a wide variety of contexts; successfully uses problem solving techniques in challenging situations; recognizes patterns and structures, makes generalizations and justifies conclusions; understands and explains the significance and validity of results, and draws full and relevant conclusions; communicates mathematics in a clear, effective and concise manner, using correct techniques, notation and terminology; demonstrates the ability to integrate knowledge,

understanding and skills from different areas of the course; uses technology correctly in challenging situations—makes efficient use of calculator’s functionality when required.

Grade 6 Demonstrates a broad knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments in a variety of contexts; uses problem solving techniques in challenging situations; recognizes patterns and structures, and makes some generalizations; understands and explains the significance and validity of results, and draws relevant conclusions; communicates mathematics in a clear and effective manner, using correct techniques, notation and terminology; demonstrates some ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in routine situations—makes efficient use of calculator’s functionality when required.

Grade 5 Demonstrates a broad knowledge and good understanding of the syllabus; applies mathematical arguments in performing routine tasks; successfully uses problem solving techniques in routine situations; successfully carries out mathematical processes in a variety of contexts, and recognizes patterns and structures; understands the significance of results and draws some conclusions; communicates mathematics effectively, using appropriate techniques, notation and terminology; demonstrates an awareness of the links between different areas of the course; makes use of calculator's functionality when required (this use may occasionally be inefficient).

Grade 4 Demonstrates a satisfactory knowledge of the syllabus; applies mathematical arguments in performing some routine tasks; uses problem solving techniques in routine situations; successfully carries out mathematical processes in straightforward contexts; shows some ability to recognize patterns and structures; has limited understanding of the significance of results and attempts to draw some conclusions; communicates mathematics adequately, using some appropriate techniques, notation and terminology; makes some use of calculator’s functionality, but perhaps not always when required (this use may occasionally be inefficient).

Grade 3 Demonstrates partial knowledge of the syllabus and limited understanding of mathematical arguments in performing some routine tasks; attempts to carry out mathematical processes in straightforward contexts; makes an attempt to use problem solving techniques in routine situations; communicates some mathematics, using some appropriate techniques, notation or terminology; occasionally uses calculator’s functionality, but often inefficiently—does not always use it when required and may use an inefficient analytic approach.

Grade 2 Demonstrates limited knowledge of the syllabus; attempts to carry out mathematical processes at a basic level; communicates some mathematics, but often uses inappropriate techniques, notation or terminology; unable to use calculator correctly when required—questions exclusively requiring the use of the GDC are generally not attempted.

Grade 1 Demonstrates minimal knowledge of the syllabus; demonstrates little or no ability to use mathematical processes, even when attempting routine tasks; communicates only minimal mathematics and consistently uses inappropriate techniques, notation or terminology; is unable to make effective use of technology.

Group 6 - Music SL or Visual Arts SL

Grade 7 The student's work demonstrates highly effective research and inquiry and the highly effective use of subject-specific terminology. Creative work and processes demonstrate a highly effective understanding of artistic ideas and intentions. Practical/performance work demonstrates highly effective subject-specific skills, techniques and competences. The student demonstrates highly effective critical reflection on both work created and work in progress.

Grade 6 The student's work demonstrates effective research and inquiry and the effective use of subject-specific terminology. Creative work and processes demonstrate an effective understanding of artistic ideas and intentions. Practical/performance work demonstrates the effective use of subject-specific skills, techniques and competences. The student demonstrates effective critical reflection on both work created and work in progress.

Grade 5 The student's work demonstrates developed research and inquiry and developed use of subject-specific terminology. Creative work and processes demonstrate a developed understanding of artistic ideas and intentions. Practical/performance work demonstrates developed subject-specific skills, techniques and competences. The student demonstrates developed critical reflection on both work created and work in progress.

Grade 4 The student's work demonstrates basic research and inquiry and the basic use of subject-specific terminology. Creative work and processes demonstrate a basic understanding of artistic ideas and intentions. Practical/performance work demonstrates basic subject-specific skills, techniques and competences. The student demonstrates basic critical reflection on both work created and work in progress.

Grade 3 The student's work demonstrates undeveloped or limited research and inquiry and undeveloped or limited use of subject-specific terminology. Creative work and processes demonstrate an undeveloped or limited understanding of artistic ideas and intentions. Practical/performance work demonstrates undeveloped or limited subject-specific skills, techniques and competences. The student demonstrates undeveloped or limited critical reflection on both work created and work in progress.

Grade 2 The student's work demonstrates superficial research and inquiry and superficial use of subject-specific terminology. Creative work and processes demonstrate a superficial understanding of artistic ideas and intentions. Practical/performance work demonstrates superficial subject-specific skills, techniques and competences. The student demonstrates superficial critical reflection on both work created and work in progress.

Grade 1 The student's work demonstrates irrelevant or inadequate research and inquiry and irrelevant or inadequate use of subject-specific terminology. Creative work and processes demonstrate an irrelevant or inadequate understanding of artistic intentions or development of ideas. Practical/performance work demonstrates irrelevant or inadequate subject-specific skills, techniques and competences. The student demonstrates irrelevant or inadequate critical reflection on both work created and work in progress.

Year 1 Major Deadlines

- Below is a list of the major deadlines for the second year of the diploma programme.
- These may also be found on the class of 2020 calendar under the IB tab on the school website.
- Please ensure that you plan ahead for these deadlines as class work and assignments will still be occurring.
- Also make sure to talk to your teachers BEFORE the deadline if there might be an issue.

| Date | Subject | Item |
|-----------|----------------|----------------------------------------------------------------------------|
| Nov 28 | Music | Concert and Recording 1 |
| Dec 7 | Music | MLI Proposal |
| Dec 17-19 | English | IOP |
| Jan 9 | Extended Essay | Introduction Day |
| Jan 21 | English | Written Assignment Rough Draft |
| Feb 11-15 | Extended Essay | Subject and Supervisor Selection plus Form A |
| Feb 20 | Music | Recital and 2nd Recording |
| Feb 25 | French | Travail Ecrit |
| Mar 1 | Chemistry | IA Rough Draft |
| Mar 4-8 | Extended Essay | Complete First Reflection, formulate research question and complete Form B |
| Mar 8 | Chemistry | IA Good Copy |
| Mar 20-25 | French | Orals |
| Apr 15-18 | Extended Essay | Complete Form C |
| May 7 | Music | Paper 1 |
| May 22 | Chemistry | Paper 1 and 2 |

| | | |
|---------------|----------------|----------------------------------------|
| May 23 | Chemistry | Paper 3 |
| May 23 | French | Paper 1 |
| May 24 | French | Paper 2 |
| May 31 | Extended Essay | Complete Interim Reflection and Form D |
| June 17-19 | Extended Essay | Rough Copy and Form E |
| Oct 31, 2019 | Extended Essay | Final Copy and Form F |
| Nov 4-8, 2019 | Extended Essay | Viva Voce and Form G |
| | | |
| | | |

Glenview Park Secondary School Academic Honesty Policy

Purpose:

Academic honesty is a set of values and skills that are embedded within the IB learner profile. Glenview Park recognizes the importance of these attributes in all courses and believes in building integrity and positive character in every student. This policy includes a variety of offences that are considered malpractice when dealing with academic honesty. The responsibility of the staff and students, with respect to honouring these values and ensuring that IB standards are being met, will be addressed. It is a goal of GPSS to promote good academic practice and consistent standards to avoid incidences of malpractice.

Instances of Malpractice:

Plagiarism - Occurs when the candidate submits work as his/her own that includes the ideas, work or paraphrased information of another person without giving credit. This includes information from books, journals, emails, DVD's and the Internet. Credit must also be given for any images, charts, data or graphs that are used.

Collusion - Occurs when one candidate allows his/her work to be copied or submitted for assessment by another student. In the case where the subject teacher requires students to collaborate, each student must submit final work that has been produced independently. Students may work together to gather data or research a topic but each piece of work being assessed must be written in the candidate's own words.

Duplication of work – Occurs when the same work is presented for different assessment components and/or diploma requirements. For example, if the student submits the same or a very similar piece of work as an internal assessment in a subject area and for an extended essay, this would be viewed as malpractice.

Fabrication of data – Occurs when a candidate does not use authentic data but instead produces false data to be used in an assignment.

Cheating on exams – Occurs when a candidate takes unauthorized material into an exam, exchanges information in any way with another student or uses an unauthorized calculator.

Responsibilities:

The coordinator will:

- Inform candidate and parent/guardian about the GPSS Academic Honesty Policy. Both the candidate and parent/guardian will be expected to sign a waiver of acknowledgement with respect to the policy.

- Organize and deliver information sessions, in collaboration with the teacher librarian, during both years of the diploma to reinforce the importance of academic honesty and consequences. Sessions will be of a preventative nature educating students about locating reliable sources, paraphrasing and acceptable citation styles.
- Ensure that exams are securely locked up until needed and will inform students of all rules regarding exam procedures.
- Report suspected malpractice to the IB information desk once exams have been written or an internal or external assessment submitted with a signed cover sheet.
- Inform the candidate and parents (if student is not of legal age) if the candidate is under investigation by IB for possible malpractice.

The subject teacher will:

- To the best of their knowledge confirm that all work submitted by the student is authentic and original. Where possible, students will submit work using detection software such as Turnitin.
- Model academic honesty and support the learner's profile during their daily lessons.
- Inform students with respect to the convention that they will be expected to follow when preparing all assignments. Each department will select a convention that is best suited to their subject area, such as MLA, APA or Chicago style. In order to provide additional assistance to students, the teacher librarian will be informed with regards to each department's choice.
- Warn candidates about the consequences of violating the academic policy.
- Will provide a coversheet for each externally and internally assessed component.

The candidate will:

- Ensure that all work submitted for assessment is authentic and where necessary, correctly acknowledge. This includes but is not limited to the following; books, Internet, DVD's, emails, journals, online databases, charts, graphs, images and data.
- Ensure that on collaborative assignments, the final work submitted is produced independently and written in his/her own words.
- Take responsibility for his/her actions and seek help from the subject teacher, teacher librarian or coordinator when needed.

- Sign a coversheet for each externally assessed component and all internally assessed components to confirm that his or her work is authentic.

Investigating Malpractice:

The staff at Glenview Park believes in preventing malpractice through education and teacher modeling. In the unfortunate event that academic dishonesty does occur, staff and administrators will refer to page 43 of the “Assessment, Evaluation and Reporting Handbook”.

If a student is suspected of cheating or plagiarizing, the teacher will inform administration and meet with the student to determine the nature and extent of the incident and the student’s understanding of the situation and intent.

Consequences:

- Complete Academic Honesty Workshop on your own time prior to submission to IB.
- Will be progressive in nature and may include redoing part or all of the assignment or assessment.
- Student may be requested to complete an alternative assignment or assessment.
- May limit student access to recognitions, such as school awards and scholarships.

Administrators and/or teachers will communicate information to the parent/guardian about the infraction and the consequences.

In the case that the malpractice occurs on an assessment piece specific to the IB Programme after the candidate has signed the cover sheet, the coordinator will report to the IB information desk for investigation. At this point IB will initiate an investigation following the steps stated in Section 7: The procedure for an investigation (IBO Diploma Programme Academic Honesty) This also applies to incidences of academic misconduct during exams without the requirement of the coversheet.

IBO’s final award committee will review each case regarding suspected malpractice and then decide to either uphold or dismiss the allegation.

Further Information:

For complete documentation including investigation procedures, offences and their penalties please refer to, “Academic Honesty In The IB Educational Context”, (August 2014).

<https://ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>

Acknowledgment of GPSS Academic Honesty Policy
(to be signed by Parent/Guardian and Student)

I have read and fully understand the GPSS Academic Honesty Policy. In doing so, I agree to adhere to and uphold this policy as a candidate student registered in the IB Programme at GPSS.

Candidate

Name: _____

Signature: _____

Date: _____

Parent/Guardian

Name: _____

Signature: _____

Date: _____



Grade 10 Diploma Programme Projection



Name: _____

Full:

Partial:

Circle all courses you think you will be taking over the next two years.

| Grade | Group 1 English HL | Group 2 French SL | Group 3 History Psychology HL | Group 4 Biology HL | Group 5 Math SL | Group 6 Art Music Chemistry Business SL |
|-------|--------------------------|-------------------------|----------------------------------------------|--------------------------|-----------------------|--------------------------------------------------------------------------------------------------|
| 11 | ENG 3UW | FSF 3UW FSF 4UW | CHA 3UW HSP 3UW | SBI 3UW | MHF 4UW | AVI 3MW AVI 4MW AMU 3MW AMU 4MW SCH 3UW SCH 4UW BMI 3CW BOH 4MW |
| 12 | ENG 4UW ETS 4UW | | CHY 4UW CHI 4UW HHG 4MW HSB 4UW | SBI 4UW SNC 4MW | MCV 4UW | |

If Partial, indicate the CORE components that you would like to be enrolled in.

TOK yes/no

CAS yes/no

EE yes/no