

Cameron Heights IB Handbook

Information for Parents and Students at Cameron Heights Collegiate Institute



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Mission Statements

International Baccalaureate Organization Mission Statement

The International Baccalaureate Programme (IB) 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. <https://www.ibo.org/about-the-ib/mission/>

Cameron Heights Collegiate Institute Mission Statement

Together As One, we are committed to strengthening our caring community, to embracing diversity and to fostering life-long learning. The International Baccalaureate Organisation's (IBO) mission "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect" as well as "to encourage "active, compassionate and lifelong learners who understand that other people, with their differences, can also be right", matches our unified call for caring, the embracing of diversity and our emphasis on learning for life.

Cameron International Baccalaureate Parent Association (CIBPA)

Cameron International Baccalaureate Parent Association (CIBPA) was formed in 2008 with the objective of providing support to IB students and their families by giving information and advice about the IB programme, raising awareness of the programme within the community, advocating for the programme, and establishing an alumni program. Each September, an IB Student Directory is updated and distributed to students in order to facilitate communication between families.

CIBPA Mission Statement

The aim of the CIBPA is to help our students succeed and thrive in the IB community and beyond. The CIBPA works with parents, students, the Cameron Heights' Parent Council and the Cameron Heights staff:

- to communicate timely, relevant and concise information to parents and students,
- to capture the enthusiasm and information of the graduating students, and
- to share experiences and resources with other IB schools.

This support system encourages individuals to form inclusive and dynamic IB friendships, as well as, community partnerships.

What is IB?

The International Baccalaureate Organization, IBO

The IBO was founded as a non-profit educational foundation based in Geneva, Switzerland. It grew out of the efforts of international schools, in the early 1920s, to establish a common curriculum and a university entry credential. As well, the schools were motivated by an idealistic vision, and they hoped that critical thinking and exposure to a variety of points of view would encourage intercultural understanding by young people.

Today, the IBO offers a comprehensive international education with high standards of assessment to a worldwide community of schools. There are more than 668,000 IB students at 2,447 schools in 131 countries. It is recognized by universities worldwide as providing the international standard of outstanding merit in secondary education. The IB Diploma has become a symbol of academic integrity and intellectual promise. www.ibo.org

The IB Diploma Programme

The IB Diploma Programme is a comprehensive and challenging high school program with an integrated approach to learning across the disciplines which encourage critical thought, as well as, research and organizational skills. Students learn more than a collection of facts. The Diploma Programme prepares students for university and encourages them:

- to ask challenging questions,
- to learn how to learn,
- to develop a strong sense of their own identity and culture and
- to develop the ability to communicate with and understand people from other countries and cultures.

The 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, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective.

See Appendix 1: The IB Learner Profile

International-Mindedness

The IBO mission statement and the learner profile both stress the importance of education for intercultural understanding and the need to develop internationally-minded students who have a curiosity about our world and its many cultures. International-mindedness is concerned with understanding the diversity, complexities and motives of human interactions in the “global village” where intercultural understanding and cooperation have never been more important.

See Appendix 2: Education for International-Mindedness

Benefits of the IB Diploma Programme

The IB curriculum is designed to ensure a cohesive, comprehensive education for students, no matter where they live in the world. Students who complete this programme are preparing not only for success in post-secondary education but also for success in life. The programme is designed with high academic standards, and it provides a truly liberal high school education with balanced concurrent studies across the curriculum. Students have opportunities to pursue some subjects in a greater depth and at a more advanced level (over a two-year period) than is possible in typical senior high school curricula.

The IB curriculum encourages the development of:

- ***Independent Learners*** - advanced course content in all IB subjects means that students must learn to work independently under the guidance of their teachers and with the assistance of fellow students
- ***Advanced Academic Skills*** – the IB curriculum develops research and critical analysis skills, effective written and oral communication, and techniques of intellectual debate
- ***Well Rounded Individuals*** – the course curriculum and the Creativity/Action/Service component of the IB Diploma provides opportunities for student involvement in the larger community

Universities and other institutions worldwide recognize the outstanding qualities of the IB Diploma Programme. Externally set and graded IB examinations using internationally accepted performance standards provide reliable academic data giving universities a more accurate predictor of success in undergraduate studies than school-generated marks, such as those in senior level Ontario courses.

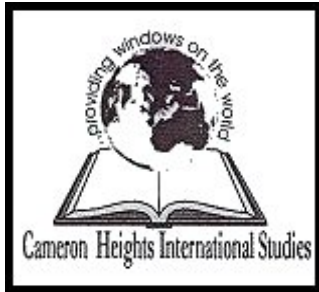
- The IB Diploma is widely recognized by the world's leading universities.
- Universities may offer IB Diploma students an early acceptance.
- Advanced university credits may be awarded for Higher Level (HL) IB subjects.
- Some universities offer IB-specific scholarships.

See Appendix 3: The IB Advantage

IB Diploma Programme at CHCI

Certified as an IB World School in 2002, Cameron Heights Collegiate Institute strives to provide an exceptional learning environment for students. Students are first introduced to the IB experience in Grades 9 and 10 through the preparatory IB Studies Programme and then continue into the IB Diploma Programme in Grades 11 and 12.

CHCI IB Studies Programme (Preparatory - Grades 9 & 10)



The CHCI IB Studies Programme (sometimes referred to as Pre-IB), is designed to familiarize students with many of the aspects of the IB Programme. CHCI Pre-IB students learn in an invigorating classroom atmosphere with other students who have a similar focus. They attend congregated classes in their academic subjects with their IB peers. Courses provide an accelerated pace of learning, and the curriculum is enriched with an international perspective. The CHCI IB Studies Programme serves three functions: first, it is designed to familiarize students with aspects of the IB Diploma Programme; second, it provides opportunities for students to develop the skills necessary for success in the full IB Diploma Programme and finally, it provides students an opportunity to reflect upon the compatibility of their abilities for entry into the IB Diploma Programme.

The CHCI IB Studies Programme includes Grade 9 English, Math, Science, Geography, French; and Grade 10 English, Math, Science, History, and French. The course calendar codes identifying CHCI IB Studies Programme courses end in "DW".

The pace of learning is accelerated to enable the students to cover the Ontario Curriculum with enriched activities. CHCI Preparatory IB Studies Programme courses include assessments and evaluations that are common to the Ontario Secondary Schools Academic Program, and the students write the same final summative evaluations as their counterparts at the core academic level. Enrichment activities in the preparatory CHCI IB Studies Programme are not assessed in any way that would disadvantage students participating in the program or which would result in a lower grade than would be achieved in the Ontario Secondary Schools Academic Program

These preparatory courses are designed to prepare students for entry into the IB Diploma Programme, to cover the Ontario Curriculum and to provide enrichment in content and skills development.

See Appendix 4: Applying to the IB Programme at CHCI

IB Diploma Programme (Grades 11 & 12)

The IB Diploma Programme is a comprehensive pre-university liberal arts curriculum that provides students with the intellectual, social and critical perspectives necessary to succeed at post-secondary institutions both in North America and abroad. The structure of the programme is best represented by the well known IB graphic

(<https://www.ibo.org/programmes/diploma-programme/>).



A student's course of studies consists of six subject groups and what IB refers to as the DP core – Theory of Knowledge (TOK), creativity, activity, service (CAS) and the extended essay.

Students take three subjects at the "Higher Level" (HL), (courses having a minimum of 240 teaching hours), each of which is equivalent to two or three OSSD credits. The three remaining courses are taken at the "Standard Level" (SL), (courses having a minimum of 150 teaching hours), each of which is equivalent to two OSSD credits. Each course has an international exam that is written in May.

Those who fail to satisfy all requirements or who elect to take fewer than six subjects are awarded an IB certificate for each examination successfully completed.

The IB Curriculum at CHCI

The IB Diploma candidate is required to select one subject from each of the 6 groups:

Group 1: Language A	English (HL)
Group 2: Language B	French B or Spanish Ab Initio (SL)
Group 3: Individuals and Societies	History or Psychology (HL)
Group 4: Experimental Sciences	Biology or Chemistry (HL)
Group 5: Mathematics	Mathematics or Math Studies (SL)
Group 6: The Arts	Music, Visual Arts, Business Management, Chemistry (SL), Physics (SL)

The IB Core Requirements at CHCI

The additional three core requirements are:

- Extended Essay (EE)
- Theory of Knowledge (TOK)
- Creativity, Activity, Service (CAS).

All Diploma IB students must complete these three activities. Additional information can be found under the For Students Tab of CHCI IB web page. <https://chc.wrdsb.ca/ib/for-students/>

Extended Essay

The Extended Essay requires IB diploma candidates to undertake original research and write an extended essay of 4000 words. Students are given the opportunity to investigate a topic of special interest and to become acquainted with the kind of independent research and writing skills expected at the university level. A student may choose to write on a topic in one of the IB subjects that are offered at Cameron Heights. The staff of Cameron Heights will ensure that the IB diploma candidates are appropriately supervised. The supervisor is a faculty member who is able to provide academic guidance for the subject in which the extended essay is registered.

Theory of Knowledge (TOK)

Theory of Knowledge (TOK) is a course of study unique to the IB Diploma Programme and mandatory for every diploma candidate. It is an interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. Within TOK, candidates are encouraged to reflect on all aspects of their work throughout the Diploma Programme. As befits an international program, the Theory of Knowledge course is appreciative of various cultural traditions and encourages contemplation of the strengths and limitations of different ways of thinking.

See Appendix 5: Theory of Knowledge and the Extended Essay

Creativity, Activity, Service (CAS)

Creativity, Activity, Service (CAS) is fundamental to the IBO's goal of educating the whole person and of fostering responsible, compassionate citizens of the world. Participation in the CAS programme encourages students to be involved in artistic pursuits, sports and community service work and encourages the students to contribute to the society to which they belong. The involvement in CAS activities allows students to share their energy and special talents and fosters the ability to work cooperatively with other people. Students gain an awareness and appreciation of life outside the academic arena.

CAS involves three essential elements:

- *Creativity* is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects.
- *Activity* can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects.
- *Service* encompasses a host of community and social service activities.

CAS requires a minimum 3 – 4 hours per week of experiential learning over 2 years. Please note: when students complete CAS they are automatically granted their Ontario Secondary School Diploma requirement of 40 volunteer hours. While we encourage students in grades 9 and 10 to begin developing community connections and participating in CAS-like activities, IB Diploma students may only begin “counting” their CAS activities at the start of their grade 11 year.

IB Course Certificate Programme (Grades 11 & 12)

All IB students are encouraged to do the full IB Diploma Programme, but because of specific interests, aptitudes or university goals, some students may choose to pursue a limited number of IB Courses. Students may choose any combination of standard or higher level IB Courses and are not required to complete the core elements (TOK, EE, CAS). Students may earn an IB Course Certificate in any IB subject providing they have completed the necessary prerequisites in Grades 9, 10 and 11. Course fees will apply.

See Appendix 6: IB Fee Schedule – Diploma Programme

More information about Fees can be found on the Cameron Heights Website under the IB Tab:

IB Fees - <https://chc.wrdsb.ca/ib/ib-fees/>

For Parents - <https://chc.wrdsb.ca/ib/for-parents/>

Ontario Secondary School Diploma, OSSD Requirements

A student in the full IB Programme at Cameron Heights is working toward earning two diplomas; an Ontario Secondary School Diploma, OSSD and an IB Diploma. Consequently, a student must satisfy the diploma requirements for each individual diploma. When selecting option courses in grades 9 and 10, it is necessary to be aware of the Ontario Secondary School Diploma requirements.

In order to earn an OSSD a student must:

- earn 30 credits: 18 compulsory and 12 optional credits,
- complete 40 hours of community involvement activities, and
- successfully complete the Ontario Secondary School Literacy Test, OSSLT requirement.

Compulsory Credits

- 4 English (one per grade)
- 3 Mathematics (at least one in Grade 11 or 12)
- 2 Science
- 1 French as a Second Language
- 1 Canadian Geography
- 1 Canadian History
- 1 Arts
- 1 Health and Physical Education
- 0.5 Career Studies and 0.5 Civics
- **Group 1:** 1 additional credit in English or French as a second language or Classical or International language or Social Science and Humanities or Canadian and World Studies or Guidance and Career Education or Cooperative Education (maximum of 2 credits in Cooperative Education – Note: IB diploma candidates are unable to timetable Cooperative Education).
- **Group 2:** 1 additional credit in Health and Physical Education or Arts or Business Studies or Cooperative Education (maximum of 2 credits in Cooperative Education –Note: IB diploma candidates are unable to timetable Cooperative Education).
- **Group 3:** 1 additional credit in Science (Grade 11 or 12) or Technological Studies (Grades 9-12) or Cooperative Education (maximum of 2 credits in Cooperative Education – Note: IB diploma candidates are unable to timetable Cooperative Education).
- Ontario Secondary School Literacy Test: As of 2000, all students who entering secondary school must successfully complete the Ministry literacy requirement in order to earn a Secondary School Diploma. This may be accomplished by either successfully passing the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC).

Ontario Secondary School Diploma Requirements - Achievement

A student in the full IB Diploma Programme will satisfy the Ontario Secondary School Diploma requirements as follows:

OSSD Requirement	How achieved	Notes
Earn 30 credits: 18 compulsory and 12 optional credits		IB Diploma candidates complete more than 30 credits
4 English (one per grade)	ENG1DW (9), ENG2DW (10), ENG3UW (11), ENG4UW (12)	Standard IB course load. Diploma candidates take a 5 th English course in Grade 12.
3 Mathematics (at least one in Grade 11 or 12)	MPM1DW (9), MPM2DW (10), MCR3UW (11)	Standard IB course load. Diploma candidates take 4 th and 5 th Mathematics courses in Grade 12.
2 Science	SNC1DW (9), and SNC2DW (10)	Standard IB course load. Diploma candidates take further Science courses in Grades 11 and 12.
1 French as a Second Language	FSF1DW (9)	Standard IB course load. Diploma candidates take further Language courses in Grades 11 and 12.
1 Canadian Geography	CGC1DW (9)	Standard IB course load.
1 Canadian History	CHC2DW (10)	Standard IB course load. Diploma candidates take further History courses in Grades 11 and 12.
1 Arts	Elective course	Standard IB course load. If the IB candidate student will be selecting Music or Visual Arts as their IB elective in Grade 11, it is recommended that they earn the prerequisite in Grade 9. *Diploma candidates have a substitution option for this requirement.
1 Health and Physical Education	Elective course	Standard IB course load. Usually completed in Grade 9 or 10. *Diploma candidates have a substitution option for this requirement.
0.5 Career Studies and 0.5 Civics	GLC2OH (10 Career Studies) and CHV2OH (10 Civics)	Standard IB course load. Course is normally taken in Grade 10. *Diploma candidates have a substitution option for this requirement.
Group 1	FSF3UW (11 French) or LWSBDW (11 Spanish)	Standard IB course load. IB Diploma candidates also take French or Spanish in Grade 12.
Group 2	Elective course	Standard IB course load. (Art, PE, or Business course) *Diploma candidates have a substitution option for this requirement.
Group 3	SBI3UW (11 biology) SCH 3UX (11 chemistry) SPH 3UX (11 physics)	Standard IB course load. IB Diploma candidates also take either Biology or Chemistry HL in Grade 12.
Complete 40 hours of community involvement activities	Many of the CAS requirements (IB diploma requirement) also fulfill the requirements for community involvement.	Most IB students wait until Grade 11 to start community service hours in order to fulfill the OSSD and the CAS requirements simultaneously.
Successfully complete the provincial secondary school literacy requirement	The provincial literacy exam is written in Grade 10.	The provincial literacy exam should not be an issue for an IB student.

* Full Diploma students can request one **substitution** (see page 15) in their four-year high school program.

IB Diploma Programme Course Selections – Overview

Course Information	Grade 9	Grade 10	Grade 11	Grade 12
English (HL)	ENG1DW	ENG2DW	ENG3UW	ENG4UW and ETS4UW
French (SL) or	FSF1DW	FSF2DW or	FSF3UW or	FSF4UW or
Spanish (SL)		Elective *	LWSBDW	LWSDUW
History (HL)	Elective *	CHC2DW	CHY4UW	CHI4UW
Psychology (HL)	Elective *	CHC2DW	HSB3UW	HSB4UW
Biology (HL)	SNC1DW	SNC2DW	SBI3UW	SBI4UW
Chemistry (HL)	SNC 1DW	SNC 2DW	SCH3UW	SCH4UW
	Elective*		IB Elective (SL) (2 courses) Choose one of the following subject areas: 1. Music: AMI3MW and AMI4MW 2. Visual Arts: AVI3MW and AVI4MW 3. Business Management BBB4MW and BOH4MW 4. Chemistry: SCH3UX/4UX 5. Physics: SPH3UX/4UX	IDC4UW Biology/History/Chemistry/ Psychology IDC4UH History only IDC 4UP Psychology Only IDC4UB Biology only IDC4US Chemistry only
Math Studies (SL) (will change in 2020)	MPM1DW	MPM2DW	MCR3UW	MDM4UW (+ Elective)
Mathematics (SL) (will change in 2020)				MCV4UW MHF4UW
	Elective *	Elective *	HZT4UW Theory of Knowledge	
	CGC1DW	CHV20H/ GLC20H		

Notes:

IB Diploma Requirements: 3 Higher Level (HL) courses, 3 Standard Level (SL) courses, Theory of Knowledge, Extended Essay and CAS program.

Students who are interested in IB Certificate Courses may choose 2-5 courses listed above provided the prerequisite requirements are met.

IB Programme Grade 9 Selections

Grade 9
English (ENG1DW)
Math (MPM1DW)
Science (SNC1DW)
Geography (CGC1DW)
French (FSF1DW) If a student comes from a French language school, they may enter French at the Grade 10 level.
Elective course*
Elective course*
Elective course*

Elective courses*

In order to satisfy OSSD requirements, **Grade 9** students must choose at least 2 courses from section A from the table below. Note that if two Business courses (BBI1OI and BTT1OI) are chosen from section A, then the 3rd choice must also be selected from section A. Otherwise, the 3rd choice can be from section A or section B.

Section A:		Section B:
ADA1OI-Dramatic Arts	AV1OI-Visual Arts	ICS2OI-Computer Programming
AMI1OX-Instrumental Music (no previous experience)	AMI1OI-Instrumental Music (previous experience)	HIF1OI-Individual and Family Living
AMV1OI-Vocal Music		TIJ1OI-Exploring Technologies
BBI1OI-Intro to Business	BBT1OI-Computer Software Applications	
PPL1OY- Physical and Health Education (M)	PPL1OX-Physical and Health Education (F)	

IB Programme Grade 10 Selections

Grade 10
English (ENG2DW)
Math (MPM2DW)
Science (SNC2DW)
History (CHC2DW)
French (FSF2DW) - if student chooses IB French for Grades 11 and 12. The other language option for IB students is Spanish (LWSBDW) which is taken in Grades 11 and 12. Students choosing the Spanish option will have a second elective course* in Grade 10.
Career Studies/Civics (GLC20H/CVH20H)
Elective course*

Note: Students who want to graduate with 3 sciences are advised to take a grade 11 science as an elective in Grade 10 – this would be the science students are NOT pursuing at the IB level in Grade 11 and 12. Students are advised to check with their counsellor to discuss possible options **before** making this selection.

Substituted courses

IB Diploma students must have completed 3 of the following 4 credits **by the end of their Grade 10 year**: (1 Arts credit, 1 Physical Education credit, 1 Group 2 Credit, 1 Career Studies/Civics)

The 4th credit may be used for a Grade 10 substitution request. Full diploma IB students may request a substitution for any **one** of the OSS requirements listed above. This option exists only **if** a student is selecting a course that leads to the IB elective (IB Group 6 requirement) that he/she has chosen for Grade 11 (Chemistry, Business, Music, or Art). See examples below:

- Student wants 3 sciences, selects physics (SPH3UI) and intends to take the IB Chemistry as their IB Group 6 requirement (SCH3UW and SCH4UW)
- Student selects a Grade 9 or 10 Business course and intends to take the IB Business as their IB Group 6 requirement (BOH4MW and BBB4MW)
- Student selects a Grade 9 or 10 Music course and intends to take the IB Music as their IB Group 6 requirement (AMI3MW and AMI4MW)
- Student selects a Grade 9 or 10 Art course and intends to take the IB Art as their IB Group 6 requirement (ACI3MW and AVI4MW)

IB Programme Grade 11 Selections

The Grade 11 IB Diploma Programme is listed below. Students must choose their Group 2 Language option and their Group 6 Elective option. There are two IB Language options at Cameron Heights. The Group 6 IB elective consists of two credits taken in consecutive semesters in Grade 11. IB Diploma Programme students write their Group 6 exam in May of their Grade 11 year.

	Grade 11
Group 1 Language A1 (HL)	English: ENG3UW
Group 2 Language B (SL)	French option: FSF3UW Spanish option: LWSBDW
Group 3 Individuals and Societies (HL)	World History: CHY4UW Psychology: HSP3UW
Group 4 Experimental Sciences (HL)	Biology: SBI3UW Chemistry: SCH3UW
Group 5 Mathematics (SL)	Functions: MCR3UW
Group 6 Arts & Electives (SL)	Music option: AMI3MW & AVI4MW Visual Arts option: AVI3NW & AVI4MW Business Management option: BBB4MW & BOH4MW Chemistry option: SCH3UX & SCH4UX Physics option: SPH3UX & SPH4UX
Theory of Knowledge	HZT4UW
Extended Essay	Completed as a workshop/independently

Note: The CAS requirement begins in Grade 11.

IB Programme Grade 12 Course Selections

The Grade 11 IB Diploma Programme is listed below. Students must choose their Group 5 Mathematics option (Mathematics or Math Studies). Students who choose Math Studies often take a second OSS Math in semester 2 of Grade 12 as their elective.

Students taking option IDC 4UW (a combination of Group 3 and Group 4 studied on alternating days) receive a full credit. Students taking one of IDC 4UH (History), IDC 4UP (Psychology), IDC 4UB (Biology) or IDC 4US (Chemistry) receive a ½ credit which is not acceptable for university entrance requirements. Students can only earn one credit in an IDC4U course.

IB Diploma Programme course selection:

	Grade 12
Group 1 Language A1 (HL)	English: ENG4UW and Studies in Literature: ETS4UW
Group 2 Language B (SL)	French option: FSF4UW Spanish option: LWSDUW
Group 3 Individuals and Societies (HL)	Canada; History, Identity & Culture: CHI4UW Psychology: HSP4UW and ½ credit in History or Psychology: IDC4UW
Group 4 Experimental Sciences (HL)	Biology: SBI4UW Chemistry: SCH4UW and ½ credit in Biology or Chemistry: IDC4UW
Group 5 Mathematics (SL)	Mathematics: Calculus: MCV4UW <u>and</u> Vectors and Statistics: MHF4UW Mathematical Studies: Data Management: MDM4UW <u>and</u> elective (this option will change in 2020)
Group 6 Arts & Electives (SL)	Group 6 Elective is completed in Grade 11

The CAS requirement is timetabled as GPP3OW in Grade 12. It is added to a student's timetable by the Guidance office **after** eight courses are selected.

IB Assessment and Examinations

The IB assessment system consists of a programme of quality control which encourages both students and teachers to pursue high, but attainable, international academic standards. Students and teachers are assessed both internally and externally. Multiple methods of assessment are utilised in each IB course using established grading criteria. This applies to all Grade 11 and Grade 12 IB courses.

Internal Assessment

All courses require standard internal assessments designed by IBO. These assessments are graded by the subject teacher and in turn externally moderated by an IBO examiner. Internal assessments will vary by subject. They include such things as individual oral presentations, interactive oral exams, essays, design labs, portfolio work, etc.

External Assessment

All courses, with the exception of Theory of Knowledge and Extended Essay, include a series of examinations set by the IBO. These exams take place throughout the month of May – including the Victoria Day Holiday Monday. At CHCI, students write one set of IB exams in Grade 11. These exams will be for the certificate they have chosen as their Group 6 elective (Music, Visual Arts, Business Management, Chemistry, or Physics). The remaining 5 subject examinations are written in May of their Grade 12 year. Once written, these exams are sent to IB Examiners all over the World to be marked. Please note that the IB Examiners are monitored and moderated by Deputy Chief Examiners to ensure quality and consistency of assessment.

See Appendix 7: Major IB Assessments

IBSO Table of Equivalent Grades

All IB assignments and exams, in each IB certificate course, are marked against established IB criteria to generate a student's level of achievement using a 7-point scale. A student must obtain a minimum of 24 points over 6 subjects (and complete the TOK, EE, CAS and coding requirements) to obtain the IB Diploma. As well, as a member of IBSO (IB Schools of Ontario), Cameron Heights applies a mark conversion to all IB courses in order to obtain an equivalent percentage grade for the Ontario Secondary School Diploma. Hence, students generate two sets of marks for university applications and graduate with two high school diplomas. The *IBSO Table of Equivalent Grades* is used by all IB schools in Ontario and was created in conjunction with OUAC (Ontario University Admissions Centre). An individualized report presenting Interim and then Predicted Grades for all IB Diploma Candidates is sent to universities in Grade 12 in February and April respectively. This additional reporting procedure sets our students apart from other university applicants.

See Appendix 8: Diploma Requirement Codes

See Appendix 9: IBSO Table of Equivalent Grades

Applying to Universities

Applying to Ontario Universities:

The first step in the application process for students is to decide what university they wish to attend. The next step is to identify their program of study. To assist in this process, students are encouraged to access the following resources: university and college visits to CHCI (which are typically offered at lunch in the fall); the University Information Program evening (held at a local secondary school in the fall with representatives from all Ontario universities); the College Information Fair at Conestoga College; and finally, individual university campus tours. Another excellent source of information is the eINFO website <http://www.electronicinfo.ca/> which will provide students with a comprehensive list of programs, program requirements, scholarships, residence and other general information. Students are encouraged to meet regularly with their guidance counsellor during the application process and to seek assistance as needed.

When students are ready to begin the application process, they should visit the Ontario University Application Centre (OUAC) website at <http://www.ouac.on.ca/>. In order to access the online application (OUAC 101), students will need to create a COMPASS account which requires a pin number, school number (CHCI mident number is 898090), and their student reference number (as assigned by OUAC). The PIN and student reference numbers are sent to CHCI in November from OUAC. Students are notified immediately when this information arrives through PA announcements, website postings, and at the university application workshops that are offered at lunch by the guidance department. We highly recommend students attend these informational workshops. Students applying to an Ontario college may visit the Ontario College website at: <http://www.ontariocolleges.ca> and create an account by establishing their own password and username.

In the past, the application deadline for university has been during the second week of January and the college application deadline has been February 1st. Students who miss the application deadline are not precluded from applying to college or university for the next school year; however, the application will NOT receive equal consideration. Students may receive an offer but the options are often restrictive at that point.

For an established fee, students will have three university application choices. Any additional choices will result in an increased cost. With this in mind, students may apply to as many Ontario universities/programs as they wish; however, they are limited to a maximum of three program choices at any one university (including affiliates). Students should have VISA or MasterCard information handy if they plan to pay the application fees online: card number, expiry date and cardholder's name will be required. Alternatively, students may pay using internet or telephone bill payment services, or by cheque or money order.

Students are encouraged to carefully review the *Applying to University and Colleges Handbook* available through their guidance counsellor.

Applying to Canadian Universities (outside of Ontario):

Universities and colleges outside of Ontario have their own application process and deadlines. The most current and comprehensive information for out-of- province universities and colleges can be found on the institution's website. For an overview of programs and options at various Canadian universities, please visit <http://www.schoolfinder.com>.

Some Canadian universities outside of Ontario (e.g. Dalhousie, McGill, and UBC) are aligned with the Ontario University Application Centre (OUAC) to receive mark transcripts electronically. Electronic Info www.electronicinfo.ca/ will provide more detailed information and each university's website will delineate the application process and indicate if applications are accepted through OUAC. The vast majority of universities and colleges will require that secondary transcripts be sent directly from the secondary school. Copies of transcripts can be requested through the Guidance office and require a few days for processing.

Applications to Canadian Universities - IBO website links:

1. Tips for IB World Schools: Applying to Canadian Universities:

<https://www.ibo.org/university-admission/>

Click on the link: Recognition Policy Summary for Canadian Universities

2. Canadian Universities and institutions that recognise the IB diploma:

<http://www.ibo.org/country/CA/>

Scroll down and click on the link to the Canadian University you are interested in to read about their IB Policies.

See Appendix 10: IB Recognition Policies (Canadian Universities)

Applying to International Universities

Contact the IB Counsellor directly to obtain information regarding the requirements for applying to international universities. *It is recommended that this process be initiated approximately 2 years ahead of high school graduation.*

Applying for Scholarships

Please note that many universities provide scholarships specifically for IB students. Be sure to check availability when you are applying to university.

See Appendix 11: Scholarships

Applying to American Universities

Entrance Requirements for U.S. Universities

To be eligible for admission to a U.S. university, you must meet the minimum entrance requirements. These include a secondary school diploma, English language ability, Student Visa, financial support and, in many cases, a score from one of the U.S. university admissions tests. Also, universities will not usually accept international students who are younger than age 17.

Secondary School Diplomas and IB Recognition

Most U.S. universities expect international students to have a secondary school diploma that would enable them to attend a university in their home country. However, there is a wide range of admission standards among U.S. universities and colleges. The IB Diploma is widely recognised by U.S. universities. Most of these institutions have established recognition policies for the IB diploma. However, it is the universities and not the IB that determines admissions criteria, and these can vary significantly by university, course, and over time. Therefore, you are strongly advised to consult the university directly to ensure that you have the latest, most accurate information.

The ibo.org website maintains information about university recognition that is displayed on the Country information pages of that site. Also, there is a link that opens a University recognition directory. The site also advises that you read this information carefully and consult the admissions office of any university in which you are interested as this information can change.

English Language Ability

A basic requirement for successful study in the United States is the ability to communicate in English. If English is not your native language, U.S. universities and colleges will ask you to take an English language proficiency test called the Test of English as a Foreign Language (TOEFL). TOEFL is currently given in most countries around the world on computer. TOEFL registration bulletins are available from regional registration centres. See the TOEFL Web site at www.toefl.org or check with your guidance counsellor for information about the nearest test centre, pre-registration and deadlines.

Standard Admissions Tests

As part of the application process, most U.S. colleges and universities require scores from one of the U.S. standardized admissions tests. To find specific admissions test requirements, use U.S. university directories such as the *International Student Handbook of U.S. Colleges and Applying to Colleges and Universities in the United States: A Handbook for International Students*.

There are three main undergraduate admissions tests:

- Scholastic Assessment Test (SAT I): www.collegeboard.com,
- SAT II Subject Tests: www.collegeboard.com, and
- American College Testing (ACT) Assessment: www.act.org.

It is important to register early for SAT's. Students should be aware of the requirements for the university to which they intend to apply; for example, some universities require specific subject tests in addition to the reasoning test. Students are advised to register directly for the SAT's online at the College Board website found at: www.collegeboard.com. Resource books are available (for loan) in the guidance office to assist in their preparation for the SAT's. In addition, a workshop will be offered by the guidance department in the spring of each year to provide more detailed information and to answer specific questions. **Contact the IB Counsellor for more information about SAT testing. Tutorials are available in**

Waterloo Region. Traditionally, test scores alone are not the sole determinants for university admission. Usually universities admissions offices use a composite of international student's high-school course work (its rigor and depth), English-language ability, participation in schools and community activities, scores on standardized tests, and commitment to academic purpose in making admissions decisions.

Applying for a U.S. Student Visa

International students must obtain permission from the U.S. government to live and study in the United States. Although the process is relatively straightforward, getting that permission requires good planning and preparation. For an overview of what International students can expect from the U.S. Visa application process consult the National Association for College Admissions Counselling site on the internet. It is best to consult your local U.S. embassy or consulate directly or to check their Web site for the most accurate information. Useful Web Sites for applying for a student visa are <http://united-states.visahq.com/requirements/Canada/>.

Financial Planning

It is important to understand and plan the cost and financing of your education before you prepare and submit your applications to U.S. universities. Universities usually require a financial statement and guarantees, as part of the application procedure. In addition, to apply for your student visa you will need to prove that you are able to meet all the costs of your studies.

General information on financial aid for International students may be found at <http://www.edupass.org/finaid> and information about schools with financial aid for International students can be found at <http://edupass.org/finaid/undergraduate.phtml>.

As an international student, you must have health insurance coverage while in the United States. It is compulsory to take out health insurance at most U.S. universities, either through the university's policy or by purchasing your own policy that meets the university's requirements.

Timeline

The entire application process from obtaining initial information to applying for a student visa should begin 12-18 months in advance of when you want to go to the United States.

Resources

- U.S. Department of State, Bureau of Education and Cultural Affairs, Booklet One: Undergraduate Study from the *"If You Want To Study In the United States Series."*: www.educationusa.state.gov
- University Recognition of IB diploma: <https://www.ibo.org/university-admission/>

Appendix 1: The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Source: IB Learner Profile <https://www.ibo.org/benefits/learner-profile/>

Appendix 2: International-Mindedness

The IBO's mission statement, and the learner profile that is derived from it, stress the importance of education for intercultural understanding and the need to develop internationally minded students. International mindedness is an attitude of openness to, and curiosity about, the world and different cultures. It is concerned with developing a deep understanding of the complexity, diversity and motives that underpin human actions and interactions. In the modern information age, geographical frontiers present less of an obstacle than in the 1960s, when the Diploma Programme was first developed, and the impacts of globalization can be seen in every area of life.

The Diploma Programme subject aims, objectives, content and assessment criteria have been formulated in order to develop intercultural understanding and international-mindedness. Language learning, and learning about different cultures through language, plays a pivotal role in the programme. In Group 1, while studying their best language, students are exposed to a wide range of literature in translation that requires cross-cultural comparison. The learning of a second language in Group 2 emphasizes the development of intercultural communicative competence, which focuses on developing the skills that enable learners to mediate between people from different societies and cultures. All Group 3 subjects (individuals and societies) focus on understanding human nature, decisions and events in a global as well as local context and emphasize critical thinking, the development of multiple perspectives and constructive comparisons. Group 4 recognizes science and technology as vital international endeavours based on open critical inquiry that transcends politics, religion and nationality. Group 5 stresses the universal language of mathematics and its origins in the world's great civilizations. Group 6 encourages an active exploration of the creative arts within the students' own and other cultural contexts with respect for, and understanding of, cultural and aesthetic differences that promote critical thinking and problem solving. The core components of theory of knowledge, the extended essay and creativity, action, service all encourage reflection on multicultural perspectives and experiential learning beyond the traditional classroom.

The whole school community is expected to model the values and behaviours associated with education for intercultural understanding. International-mindedness and intercultural understanding can be achieved in rich national as well as international settings provided the school environment, considered in its broadest sense, is supportive. International-mindedness starts with the attitudes an individual has towards themselves and others in their immediate environment. Students need to learn to understand themselves, what it means to be human, and their place in their local community as well as in an increasingly interdependent, globalized world. International-mindedness starts with self-awareness and encompasses the individual and the local/national and cultural setting of the school as well as exploring the wider environment.

Education for intercultural understanding requires students to develop knowledge of different cultural perspectives but also, and critically, it requires reflection on why different perspectives exist. It is important that this consideration stems from students' understanding and appreciation of their own culture and nationality so that intercultural understanding and cooperation supplements local and national allegiances. Understanding is not the same as acceptance of all practices. While the mission of the IB stresses that "other people, with their differences, can also be right", the learner profile also emphasizes the importance of reflective, caring and principled action.

Appendix 3: The IB Advantage

High Academic Standards

The IB curriculum in all disciplines has established – and maintains – the highest international standard of university preparatory education, comparable to the leading national systems such as the British Advanced Level, the French Baccalaureate, and the German Abitur.

A Truly Liberal High School Education

By means of its requirements in five distinct areas of study, the IB ensures that Diploma candidates pursue balanced, concurrent studies across the curriculum, and right up to the point of high school graduation.

The Opportunity to Pursue In-Depth Studies in Certain Disciplines

In the three Higher Level subjects, which all IB candidates choose, they have the opportunity to pursue studies in much greater depth (over a two-year period) than is possible in typical senior high school curricula.

The Development of Independent Learners

The volume and advanced nature of the course content in all IB subjects means that students must learn to work independently, under the guidance of their teachers and with the assistance of fellow students. This is a stage of intellectual development which most students do not reach until they are part way through – sometimes most of the way through – their undergraduate degrees.

The Development of Academic Skills to an Advanced Level

Critical analysis of course content, effective written and oral communication, techniques of intellectual debate, and research skills all receive a great deal of emphasis in the IB. In addition to the six IB subjects that each candidate pursues, the Theory of Knowledge course and the Extended Essay are specifically designed to develop these skills.

The Development of Well Rounded Individuals

The Creativity/Action/Service component of the IB Diploma ensures that graduates have had a variety of significant extracurricular experiences. Universities assume that they will continue to be involved in a number of out-of-class activities during their undergraduate years. The fact that IB schools from a global network of students all following the same curriculum means that those working toward the Diploma also develop a truly international perspective, a very desirable characteristic in an Information Age characterized by vanishing political boundaries.

Reliable Academic Data for Making Admission Decisions

Because most of the final evaluation of IB candidates is based on externally set and graded examinations, universities find that the marks which are submitted for applicants provide a much more accurate predictor of likely success in undergraduate studies than is the case with the entirely school-generated marks, such as those in senior level Ontario courses. This reliability factor exists even though universities make their admission decisions on the basis of predicted IB grades provided by applicants' own teachers. The reason is that the IB Organization holds its member schools accountable for the accuracy of their predictions, which is definitely not the case in the Ontario system.

Universities may think very highly of the IB Diploma, but of what practical advantage is it to a student to offer this credential for University admission rather than any other, such as the Ontario Secondary School Diploma?

Accessibility

Because of the consistent reliability of IB grades in the experience of universities, Diploma candidates are well ahead in gaining admission to the best schools compared with applicants applying from educational systems in which grade inflation has become the norm. This does not mean, of course, that being an IB student provides some sort of guarantee of receiving an offer of admission, but it certainly improves the odds in an increasingly competitive environment.

Advanced Standing and University Credit

Universities not only accept the IB Diploma for admission purposes, but are prepared to give incoming students the opportunity to take courses beyond the first-year level in their High Level subjects. In cases where students have earned grades of 5, 6, or 7, they are sometimes awarded actual credit toward their undergraduate degrees. More detailed information about the recognition policies for any university in North American is provided on the IB website.

www.ibo.org

Appendix 4: Applying to the IB Programme at CHCI

Candidate Profile

Successful IB Diploma candidates tend to be students who:

- have a well-established work ethic
- enjoy being challenged and display personal initiative
- are enthusiastic, self-directed individuals capable of handling an accelerated pace of learning
- have superior academic potential, high academic standing (honours' student: 75-85% minimum average) and a broad range of interests
- demonstrate an intellectual curiosity with an interest in international issues and a sensitivity to other cultures and perspectives
- display an excellent command of spoken and written language and a commitment to second-language learning (French or Spanish)
- enjoy involvement in the extracurricular life of the school and show a willingness to assume a leadership position.

Admission Procedures

Entrance into the IB Programme at Cameron Heights is by application. An information evening is held at the school, usually in late November. All interested Grade 7 and 8 students and their parents are invited to attend. Application packages are available at that time or through the IB Coordinator, school counsellors, or the CHCI website.

Application Phase

Students applying to the International Baccalaureate Studies Program must have completed and returned the IB Application Form and the Grade 9 Course Selection Form to their elementary home school counsellor. The dates for these applications vary from year to year, but are usually due in January or February. The Cameron Heights Counselling Department will be notified by the sending elementary school of each student's intention. According to communicated deadlines, the elementary school will send to CHCI (Head of Counselling) the following: the IB Application Form, the Grade 9 Course Selection Form, the student's grade 7 final report card and the confidential Teacher Commentary Form. <https://chc.wrdsb.ca/ib/admissions/>

Confirmation

Students must confirm their seat in the IB Programme by returning the offer and notifying their elementary home school. **Deadlines will be noted on the offer.**

Late Acceptance

Some students may not be accepted into the programme until April or May. These may include students who did not meet the original submission deadline at their home school or students who may be required to submit additional information or a second term report card before final acceptance. The IB Admissions Committee requires that all additional candidates have their applications to their elementary home school counsellors no later than April 1. Students will be notified of their late acceptance into the program in May.

Students Applying after Grade 9

Students applying to the IB Programme after their Grade 9 year must apply directly to the IB Coordinator, and each application will be reviewed on a case by case basis.

Appendix 5: Theory of Knowledge and the Extended Essay

The Award of Diploma Points

A maximum of three additional diploma points can be awarded according to a student's combined performance in both the extended essay and theory of knowledge. The total number of points awarded is determined by the combination of the performance levels achieved by the student as measured against published assessment criteria. It is described by one of the band descriptors, A–E, according to the following matrix:



The diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Changes from *The diploma points matrix (May 2010 - November 2014)*:

- B + C combination now results in 2 additional points (previously 1 point).
- A + E combination now results in zero points and a failing condition (previously 1 point).



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A student who, for example, writes a **B** extended essay and whose performance in theory of knowledge is judged to be a **C** will be awarded 2 points, while a student who writes a **D** extended essay and whose performance in theory of knowledge is judged to be a **B** will be awarded 1 point.

A student who fails to submit an extended essay, a TOK essay, or fails to make a TOK presentation will be awarded N, will score no points, and will not be awarded a diploma.

Performance in both the extended essay and theory of knowledge of an **elementary (E)** standard is a failing condition for the award of the diploma.

Appendix 6: IB Fee Schedule –Diploma Programme

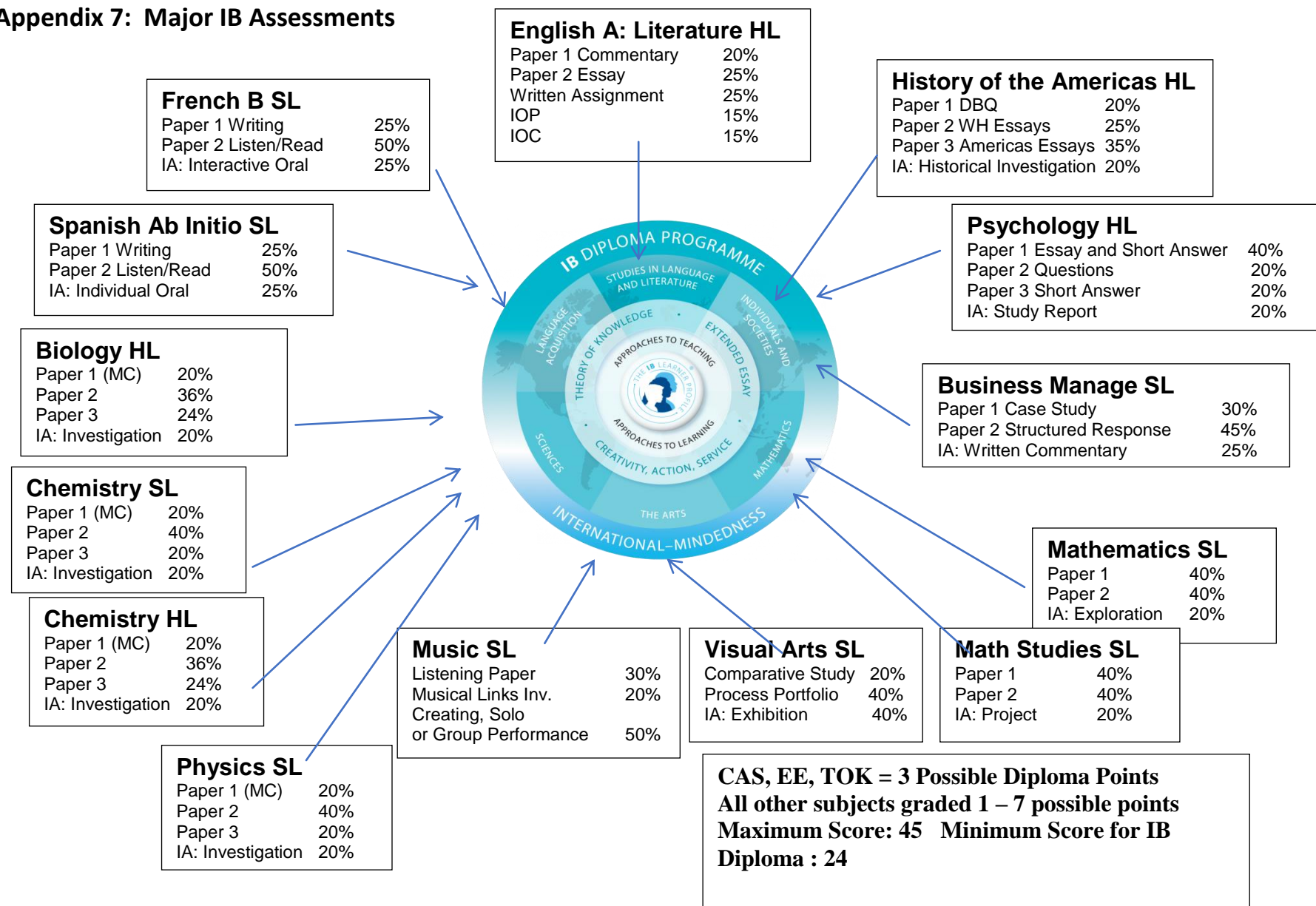
IB fees are determined annually and will be updated and posted on CHCI's website.

Notes:

- Students must take a minimum of 2 IB courses in their grade 11 and 12 years.
- Students in grades 9 and 10 pay a support fee.
- Please make all cheques payable to Cameron Heights Collegiate Institute. Write the IB candidate's name on the front of the cheque.
- Individuals wishing to make alternative arrangements for payment or those requesting financial support should speak with the IB Coordinator.
- Once the IB final registration date in Grade 11 and Grade 12 has passed (November 15th), no monies can be refunded.

Please note: Fees are set annually by IBO. They are subject to change.

Appendix 7: Major IB Assessments



Appendix 8: Diploma Requirement Codes

A candidate will **not** qualify for the award of the diploma if certain requirements have not been met. The following codes indicate which requirements have not been met.

Failing Conditions for the IB Diploma

It is the responsibility of the IB students and their parents to become familiar with the codes of conduct and regulations that govern IB schools. These responsibilities can be found on the Cameron Heights website, under the IB tab, in the “For Parents” section (<https://chc.wrdsb.ca/ib/for-parents/>)

The following codes are in effect from the May 2015 examination session, onward.

From the May 2015 session the following failing conditions and associated codes will replace those in current use.

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).

Appendix 9: IBSO Table of Equivalent

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 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	MoE Four-Point Scale
7	97 to 100	4 + +
6	93 to 96	4 +
5	88 to 92	4
	84 to 87	4 -
	79 to 83	3 +
4	75 to 78	3
	70 to 74	3 -
3	67 to 69	2 +
	64 to 66	2
	60 to 63	2 -

Appendix 10: IB Recognition Policy (Canadian Universities)

Each year, the *International Baccalaureate Organization (IBNA Recognition Services)* produces the IB Recognition Policy Summary for Canadian Universities. This document summarizes the IB recognition policies for each Canadian University in the following areas:

Admissions

- IB Diploma points required for admission
- early admission offers
- second year status upon admission for Diploma holders
- TOK and EE points included in admission decisions
- acceptance of predicted grades for admission

Diploma Credit

- credits awarded for HL and SL certificates
- minimum scores for course credits
- course credit for TOK
- student credit options

Awards

- scholarships specifically for IB students

Other Considerations

- early access to university course selections
- early access to student housing
- dedicated advisors to IB students

Certificate Credit

- credits awarded for HL and SL certificates

Appendix 11: Scholarships

- Scholarships are based on academic achievement
- Bursaries are based on financial need

Where to begin

Information on universities and colleges can be found at www.electronicinfo.ca and www.ontariocolleges.ca

- 1. All universities have scholarships and awards that are available to first-year students. Visit eINFO, click on the link “Further Information” and then click on “Scholarships and Awards”.**
- 2. CHCI Guidance Page:** <http://chc.wrdsb.ca/guidance/>
- 3. Ontario Student Assistance Program:**
 - a. apply on line at <http://osap.gov.on.ca>
- 4. Queen Elizabeth II Aiming for the Top Scholarship:**
 - a. apply for O.S.A.P.
 - b. click on “Aiming for the Top”
- 5. Community Scholarships:**

e.g. Kitchener Youth Action Council Awards, Kitchener Sports Association Scholarships, Waterloo Region Labour Council
- 6. Agency/Company Sponsored:**

e.g. Zonta Club, Deer Ridge Entrance Award, Harry Jerome Awards, Knights of Columbus, Kiwanis Club, KidsAbility, Country Boy Restaurant
- 7. Parents’ Employers**
- 8. Cameron Heights Scholarships:**
 - a. complete the scholarships and awards information sheet
 - b. return sheet to the Guidance office
- 9. Awards Offices:**
 - a. visit university or college awards offices in person

Appendix 12: Frequently Asked Questions

Is transport to CHCI provided for students in the IB programme?

Parents are responsible for transporting IB students to and from CHCI. The Waterloo Region District School Board **does not** provide transport for IB students attending CHCI unless the student resides within the CHCI boundary and meets the bussing criteria. An IB directory with student contact information is provided to students in September, if requested, to help those parents wishing to arrange car pooling from their neighbourhood.

What is the difference between an IB Diploma and an IB Course Certificate?

To obtain the IB Diploma, candidates must successfully complete six IB courses (one from each of the six subject groups in the Diploma Programme) in their final two years of secondary school. As well, the candidate must successfully complete the Extended Essay, Theory of Knowledge and the CAS components of the diploma. Those who fail to satisfy all requirements or who elect to take fewer than six IB courses are awarded an IB course certificate for each one of the subject groups completed.

Is a lot of extra homework involved in the Diploma Programme?

IB courses are typically more challenging than regular high school courses. The challenge, however, is not in the amount of homework assigned; rather, it is in the quality of the assignments and the extent to which students engage in those assignments. The added benefit here is that students take greater responsibility for their own learning while they acquire the valuable skills of time management and organization.

Diploma students do not forego other important parts of high school life; rather, it is required that they participate in them. They take part in a wide variety of pursuits such as sports, student government, clubs, theater, music, community events, and other extra-curricular activities. Such activities are incorporated into the Diploma Programme through the CAS components (Creativity, Activity, and Service).

What Is The Difference Between IB and AP?

The IB Programme is a comprehensive university preparation program that occurs over 2 years and leads to the IB Diploma while the AP program allows students to sit individual exams which result in individual subject scores. AP marks are based on one single national exam (mostly multiple choice). AP is seen as an add-on to a school's course offerings. To participate in IB, a student must be enrolled in an IB world school which is authorized to teach its curriculum. IB teachers are specially trained, and examinations are set and scored by the IB organization.

IB is a Diploma Programme based on a Philosophy of Education.

AP is designed as a way for US colleges to compare US high school grades using standardized tests.

IB is a university preparation program.

AP is for students wishing to earn college credits in high school.

IB promotes international understanding through curriculum.

AP is US based and has no such mandate.

IB aims to educate the “whole person” (CAS, TOK, EE).

AP has no non-academic requirements.

IB addresses student strengths and weaknesses.

AP is designed for students who excel in a particular subject area.

IB classes have prescribed “seat time”.

Students are not required to take an AP course before writing an AP exam (many select self-study).

IB requires that teachers be trained to teach in the IB Programme.

AP has no mandatory training mandate.

IB final grades include a range of assessments and examinations.

AP does no assessments outside the exam.

IB grades are required to be sent by IB schools for university admission first, as predicted grades Feb 1; and later, as final grades July 5.

AP grades are not available until after July 15, and university reporting is the responsibility of each individual student.

IB grades are used as basis of admission to university.

AP grades are not accepted as a basis of *admission* to any Canadian university.