



CLASS OF 2026 HANDBOOK

AT

Principal - Beverly Wood

IB Coordinator - Colleen Caplin

Head of Guidance - Stephanie Ropp



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.



**WHEN YOU ENTER
THIS SCHOOL
YOU ARE ...**



**PANTHERS ARE ALL
21ST CENTURY LEARNERS!**



Diploma Programme



**Mr Olli-Pekka Heinonen,
Director General
International Baccalaureate**

“The IB is a 4.0 education in a 1.0 world. The IB prepares students to be the creators of the algorithm rather than the consumers of the algorithm, so not be subjects without thinking.”

*-Dr Siva Kumari, Former IB
Director General, March 2019*

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

**-Marilyn McGrath Lewis,
Assistant Dean of Admissions,
Harvard University, USA**

**HARVARD
UNIVERSITY**



“UBC and the International Baccalaureate Organization share a common vision - we believe global perspectives are key to education. No wonder so many IB graduates succeed here.” -UBC Admissions



Diploma Programme

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

- It increases academic opportunity**
Research shows that DP graduates are much more likely to be accepted at top higher education institutions than students holding other qualifications.
- IB students care about more than just results**
Through creativity, action service (CAS), you learn outside the classroom and develop emotionally and ethically as well as intellectually.
- It encourages you to become a confident and independent learner**
For example, the extended essay requires independent research through an in-depth study.
- It's an international qualification**
The DP is recognized globally by universities and employers.
- Graduates are globally minded**
Language classes encourage an international mindset, key for increasingly globalized societies.
- The IB encourages critical thinking**
Learn how to analyze and evaluate issues, generate ideas and consider new perspectives.
- DP students have proven time management skills**
Take good study habits and stress time management to further education and the working world.
- It assesses more than examination techniques**
Learn to understand, not just memorize facts or tricks and compare for results.
- Subjects are not taught in isolation**
Theory of knowledge (TOK) classes encourage you to make connections between subjects.
- It encourages breadth and depth of learning**
You are able to choose courses from six subject groups and study subjects at different levels.

*10 based on IB research - www.ibo.org/research



CLICK ON THE ONTARIO UNIVERSITIES INFO PIC TO RESEARCH POST-SECONDARY REQUIREMENTS

Findings from IB Research 2021:
As a result of their time in the IB, students develop:

- Time management skills and a strong sense of self-motivation
- A keen interest in civic engagement
- Notable academic ability
- Strong research and writing skills
- Critical thinking abilities
- An international outlook

Research suggests, for example, that IB students are more likely than their peers to complete their undergraduate degrees and pursue graduate work; and that they are more likely to be engaged in various aspects of university life

Advice from our Grads:

1. "I would tell new IB students to keep an open mind when starting the program. The program can be rigorous and tough, but after its all over you begin to see how much it has shaped and developed you to enter any form of post-secondary education. In IB you are around so many like-minded people and that motivates you to learn many skills and create your own unique talents. Most people have a strong work ethic, future goals, etc. and that really inspires you to promote the same for yourself even at a very young age."
2. "Even if it feels tough at times, and if you feel that all this hard work is not worth it or that people that are not in IB are doing better, don't give up. I felt that way many times throughout the process, but in the end I feel that I grew in many ways that other students wouldn't have and I learned skills that I can carry on to university that many other students may not have."



The key objectives of the programme are clearly stated in the IBO Mission Statement:

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

OUR STORY

In 1968, inspired by a spirit of hope in a time of instability and conflict, the IB pioneered a movement for international education. Our founders saw a need for an international approach to education which would bring young people together with the skills, values and knowledge necessary to build a more peaceful future. Our vision is to foster open and enlightened minds for all primary and secondary students, aged 3-19. We have been successfully doing this for five decades, and will continue to do so in a world where we face an unprecedented pace of change. IB students use the skills they've developed to help make the world a better place. Our founders' vision—of an education that can unite people, nations and cultures for a sustainable future—has never been more urgent.



OUR EDUCATIONAL APPROACH

Parents and educators recognize that the solutions of yesterday cannot solve the problems of today. We champion critical thinking and a flexibility for learning by crossing disciplinary, cultural and national boundaries. We design our curriculums so that students build a deep appreciation of how their studies fit into the wider context of our world. All of our programmes are driven by a commitment to multilingualism and international mindedness, and to action through service in the student's own community and beyond. We encourage the curiosity inherent in every child, developing an attitude of constant questioning and a hunger for knowledge and understanding.

OUR APPROACH TO ASSESSMENT

We create our own, internationally- recognised assessments to ensure that we consistently challenge students to think critically, rather than simply to recall knowledge. Our approach to assessment is highly respected: the best universities in the world actively seek out IB students, and we always stay true to our core mission—we assess what is important to measure, not what is easy to measure. We design curriculums that allow teachers to be passionate about their subjects and focus students not only on content, but also on how they think and learn. Our programmes and assessments evolve with the changing demands of information technology, global interconnectivity, higher education and employment.

A WORLDWIDE PROFESSIONAL ECOSYSTEM

We take a truly holistic approach to our education using a professional ecosystem made up of schools, educators and students. We co-create and co-develop curriculums with IB educators and other experts around the world. Our professional development programmes engage fellow teachers who train other teachers across the world, as part of a highly effective system of constant learning, development and sharing of best practice. IB teachers have the tools and flexibility to do more than just teach a course; they ignite passion and curiosity, and teach in a way that is best suited for them and their students. IB educators are part of what makes an IB education so purposeful and challenging—from Beijing to Brooklyn, from Brussels to Bogota, IB teachers inspire a passion for learning and the drive to make things better.

OUR ALUMNI

Our alumni are prepared with the skills and mindset to succeed in our fast-changing world. Their ability to think and collaborate across countries, cultures and disciplines allows them to approach challenges in ways that truly make a difference in their chosen field. From teachers to prime ministers, NGO executives to small-scale entrepreneurs, astronauts to award-winning actors, an IB education continues to develop generations of problem solvers with the boldness, creativity and belief in themselves to embrace their personal ambitions and their dreams for a better, more peaceful world. We are proud that so many of our students leave the IB with a commitment and the skills to address humanity's greatest challenges.





Diploma Programme

About Dr. Kooroush Manzourzadeh

“If you gauged my first two years in high school, you never would have guessed in a million years I would be here today. **I struggled immensely during my first two years high school.** In IB, they pushed individuals like me to build the confidence to understand that I was capable of reaching my full potential.

As an undergraduate, I used the habits and tools I gained in IB. Looking back, I am forever in debt to my teachers. I wouldn't be here without them.”



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ibcollabworkspace

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IB Collaboration Workspace

"The IB Collaboration is a virtual setting where IB Students from all parts of the world can communicate."

Why join?

- Acquire global perspectives
- Make new friends around the world
- Get help with your CAS, TOK, EE or IA related topics

How it works?

- Collaborate with IB students through casual and drop in meetings!
- Google meets and Slack

What you can do?

- Expand your IB learner profile by participating
- Open to ask any questions related to any of your subjects



UNIVERSITY OF WATERLOO

CEMC

Math and Computer Science Contests



Summary of IB Diploma Requirements Class of 2026



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 - 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 <i>(7 learning outcomes completed along with CAS project and ongoing experiences)</i></p>	<ul style="list-style-type: none">❑ An IB score must have been awarded for each of the six IB Diploma subjects, TOK, and EE <i>(Student must not have any scores of 'N' due to malpractice or failure to submit an assessment)</i>❑ CAS requirements must be met❑ Student must have a score of D or higher in both the TOK and EE (no E score)❑ Student must earn at least 24 points <i>(45 total possible points - 42 from IB subjects + 3 from TOK/EE)</i>❑ Student must earn a total of at least 12 points in HL subjects.❑ Student must earn at least 9 points in SL subjects.❑ There may be no more than two scores of 2, overall❑ 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>

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. This includes **papers** (exams).

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

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				

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	1250	1250	2500
5	1000	1000	2000
4	850	850	1700
3	700	700	1400
2	550	550	1300

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 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 Project Completed

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

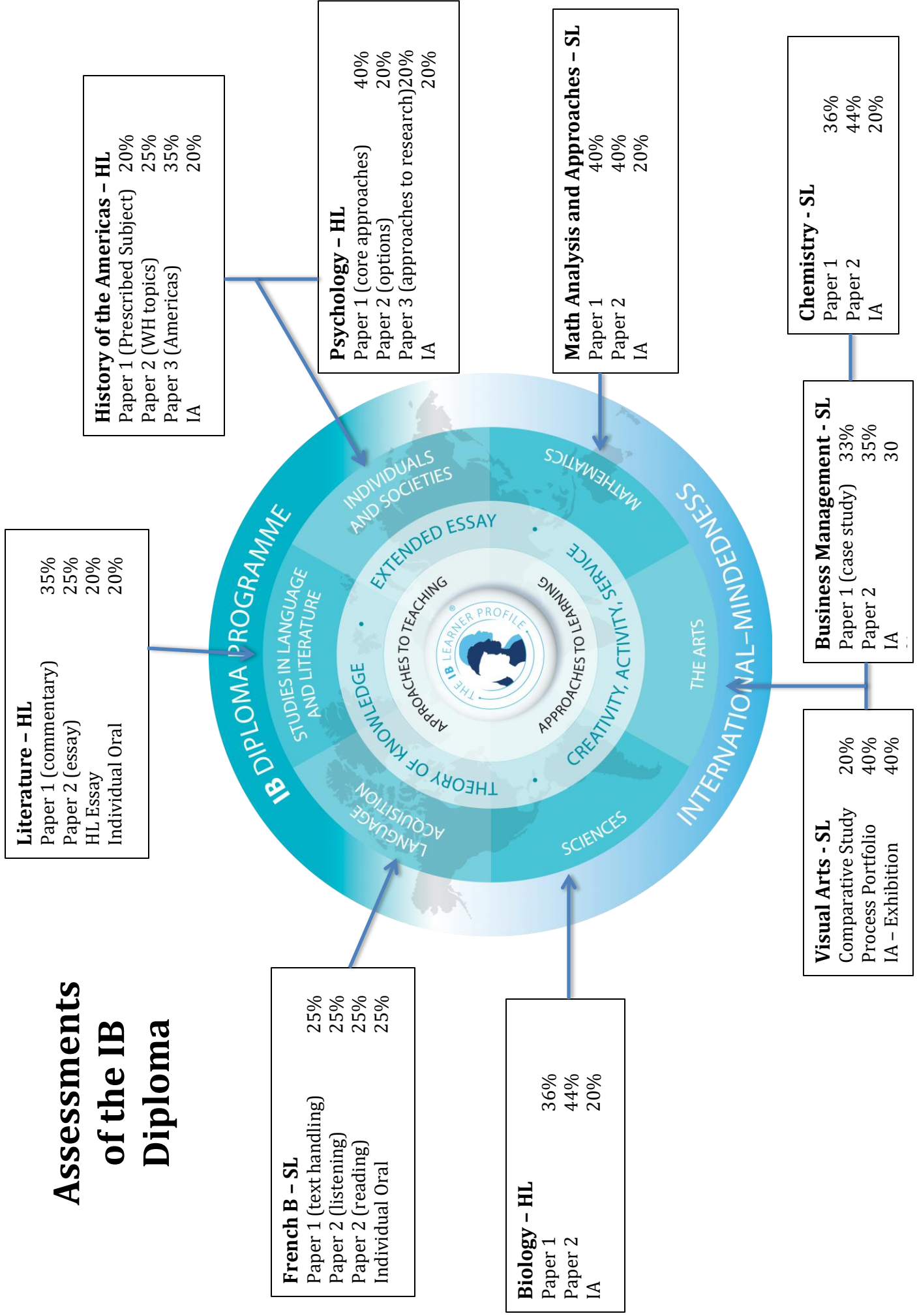
February Year 1 - EE topic selected and Supervisor arranged

June Year 1 - Rough Draft Due

October Year 2 - Final Copy Due

November Year 2 - Viva Voce Completed

Assessments of the IB Diploma



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 2025 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.
- These are FIRM deadlines so make sure to talk to your teachers BEFORE the deadline if there might be an issue.

Sem 1

TOK/History/Psychology

Chemistry

English

TOK/Psychology

Sem 2

Biology/Chemistry

Biology/Chemistry

French

Math

Date	Subject	Item
Sept 29	Academic Integrity/IB Induction	Google form completed
Oct - Nov	CAS	CAS Interview #1
Oct 30		REGISTRATION DEADLINE
Dec 20-22	TOK	Exhibition
Jan 9-12	Psychology	Baby IA Presentation
Jan 12	Chemistry	IA Proposal
Jan 22-23	TOK (grade 11)	Essay
Jan 26	English (Grade 11)	HL Essay Rough Draft
Feb 6	Extended Essay	Subject and Supervisor Selection plus Form A
Feb 16	Chemistry	IA Rough Draft
Feb 20	Extended Essay	Meet and Greet
Mar 4-8	Extended Essay	Complete Form A
Mar	Parents Night	Discuss Exams and Grade 12 year

Mar 8	Chemistry	IA Good Copy
Mar 25-28	Extended Essay	Complete Form B
Apr - May	Extended Essay	Identify Sources Citation Style
Wed May 8	Chemistry SL Paper 1 (45m) Paper 3 (1h)	pm
Thurs May 9	Chemistry Paper 2(1h15m)	am
May 27-31	Extended Essay	Complete Form C
May 29-31, June 3-14	French Oral Exams	am/pm
June 10-14	Extended Essay	Complete Interim Reflection and Form D
June 7 -11	Science	Group 4 Project (2 days)
June 14	CAS	Check in with Coordinator
June 28	Extended Essay	Draft Upload
Sept 2024	Extended Essay	Draft Conference and Form E
Oct 31, 2024	Extended Essay	Final CopyUpload Complete Form F
Nov 11-15 2024	Extended Essay	Viva Voce and Form G

ATL - Self Management Planner Tips

*Plan ahead
and know
what is
upcoming*

WEEKLY PLANNER

DATE: _____

*Make note of
concepts or
question types
that might need
extra review*

THIS WEEK'S PRIORITIES

Notes:

*Prioritize
your days
with your
must-do's*

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

*Chunk large
tasks into
smaller doable
tasks*

Checklist:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Planning ahead will help with your overall workload, success in classes and reduce the risk of academic misconduct. This is a **skill** that will be very beneficial in your upcoming academic career. Be **reflective** along the way to see what is working well for you.



Ten tips for acting with integrity

Always act with honesty and in a responsible and ethical manner—being conscious of the influence that you have on those around you can set a great example to others.



Familiarise yourself with the school's rules and ensure that you understand what academic integrity means and consists of.

Don't try to gain an **unfair** advantage in coursework, mock examinations, or assessments by copying someone else's answers or using a mobile phone during an exam, for example.



Always reference and cite other people's work that you have used in your essays—be **proud** of explaining that you understood someone else's ideas and thought that they were good. **Seek help** if you are struggling or are not sure of expectations.

Stand up for what is **right**—alert a member of staff at your school if you suspect that someone has cheated.



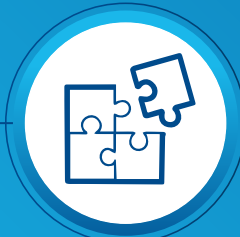
Learn to **accept** your strengths and weaknesses and do the best that you can.

Take responsibility for your own actions and their consequences.



Know how to **safely collaborate** and share work when using social media and digital collaborative platforms.

Be mindful of maintaining academic integrity during group work/projects and keep track of what each group member is contributing.



Try to **overcome procrastination**. Managing your time wisely will reduce stress-induced, last-minute work which increases the likelihood of cheating.

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 - 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.



IB Diploma Programme Policy Summary
Glenview Park Secondary School
(revised January 2024)



Below is a list and summary of our Glenview Park Policies for the IB Diploma Programme. The full detailed policies can be found under the IB tab on the Glenview Park website (www.gps.wrdsb.ca).

1. Academic Integrity Policy (included in this handbook)

This policy outlines the importance of academic integrity and its relation to the IB Learner Profile. Instances of malpractice and consequences are explained.

2. Access and Inclusion Policy

This policy outlines what accommodations are available for students in the IB Programme. The deadline to apply for accommodations with IB assessments is Oct 31 of their first exam year. Supporting documents required for the application are outlined in the policy. Students may be eligible for extra time, alternative location, use of an assistive device, or modified papers for visual impairment.

3. Assessment Policy

This policy outlines the various assessment practices at Glenview Park and within the IB programme. Formative and summative assessments are described as well as IB-specific assessments. The policy also illustrates how IB grades are converted into Ontario percentages.

4. Language Policy

This policy outlines what language classes are delivered at Glenview Park and how multiple language learners are supported in our school and within our board. The policy also describes how students are encouraged to do research or classroom activities in their mother tongue to better support their learning and to celebrate the diversity of our school community.

Conduct of the examinations

Items not permitted

If you take any of the following items into an IB examination - *even by mistake* - you will be in breach of regulations and may not be eligible for a grade in the subject being examined.

If you do not understand these instructions, please contact your coordinator.



Electronic equipment

An approved calculator or personal CD player is permitted in certain examinations.



Wearable technology

Note that this includes, but is not limited to, smart watches, smart glasses, and wireless headphones.



Books or guides



Rough/scratch paper or notes



Refreshments

Water is permitted at the discretion of the coordinator.

Conduct of the examinations

Notice to candidates

The following instructions must be observed for all IB examinations.

Failure to comply may result in no grade being awarded for the subject being examined.

If you do not understand these instructions, please contact your coordinator.



Arrive on time for your examination. You are not permitted to leave the examination within the first 60 minutes, or the last 15 minutes.



Do not communicate with other candidates in the examination room.



Do not bring any unauthorized materials to your desk.



Follow all invigilator instructions. Raise your hand if you require the invigilator's attention.



Do not take any examination material out of the examination room.



Ensure that you report any incidents of possible misconduct to your coordinator.



Do not discuss the content of the examination outside of your immediate cohort in the next 24 hours.

Conduct of the examinations

Language acquisition listening comprehension examinations



You will have five minutes' reading time to review the content of the examination. No writing is allowed during this time.



Once the five minutes' reading time has concluded, you may write answers and notes at any time during the examination.



You may write notes in the spaces provided. Notes will not be marked.



Pauses are built in between each audio text.



You are only permitted to use wireless headphones if they are supplied by your school.



If the audio is played on an individual device, you are not permitted to interact with the device once the examination has started.



Once three beeps are heard, the examination has concluded, and you must stop writing.

Further to the information provided here, please ensure that you read the full instructions on the front page of each examination. If you would like any further information, please speak to your coordinator.

The conduct of examinations rules apply to these examinations and must be observed at all times.



Glenview Park Secondary School Academic Integrity 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 sources such as books, journals, emails, videos and the Internet including AI. 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.

Use of AI - Any use of AI-generated work to outline, write and create summative tasks

Cheating on tests and 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 all candidates and parent/guardian about the GPSS Academic Integrity Policy. Both the candidates and parents/guardians 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 integrity and support the Learner 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 and the teacher librarian will be informed with regards to each department's choice.
- Warn candidates about the consequences of violating the Academic Integrity 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 acknowledged. This includes but is not limited to the following; books, Internet, videos, 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/their own words.
- Take responsibility for his/her/their 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/her/their work is authentic.

Investigating Malpractice:

The staff at Glenview Park believes in preventing malpractice through education and teacher modelling. 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 academic misconduct, 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 Integrity 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, completing an alternative assignment or removal from the IB Programme.
- 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 procedure stated on page 23: Procedures for dealing with policy breaches by students (IBO Academic Integrity Policy) **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 Integrity Policy”, (March 2023).

<https://ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf>

Acknowledgement of GPSS Academic Integrity Policy
(to be signed by Parent/Guardian and Student)

I have read and fully understand the GPSS Academic Integrity 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: _____

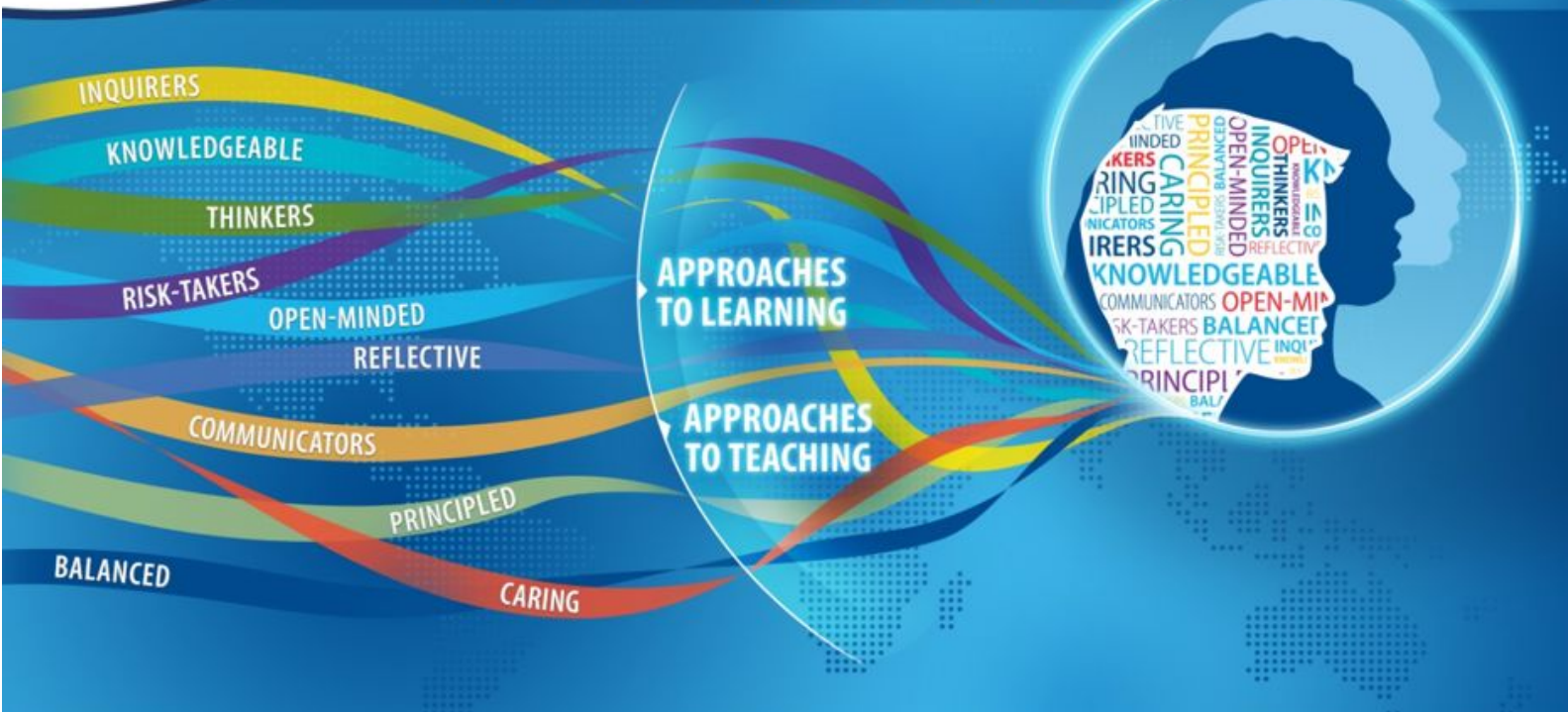
Full:

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	NBE 3UW	FSF 3UW	CHA 3UW HSP 3UW	SBI 3UW	MHF 4UW	AVI 3MW AVI 4MW SCH 3UW SCH 4UW BBB 4MW BOH 4MW
12	ENG 4UW ETS 4UW	FSF 4UW	CHY 4UW CHI 4UW HHG 4MW HSB 4UW	SBI 4UW SNC 4MW	MCV 4UW	

What is an IB education?



A path to international mindedness

IB APPROACHES TO LEARNING

 <p>THINKING SKILLS</p> <ul style="list-style-type: none"> •Acquisition of knowledge •Comprehension •Application •Analysis •Synthesis •Evaluation •Dialectical thought •Metacognition 	 <p>SOCIAL SKILLS</p> <ul style="list-style-type: none"> •Accepting responsibility •Respecting others •Cooperating •Resolving conflict •Group decision-making •Adopting a variety of group roles 	 <p>COMMUNICATION SKILLS</p> <ul style="list-style-type: none"> •Listening •Speaking •Reading •Writing •Viewing •Presenting •Non-verbal communication 	 <p>SELF-MANAGEMENT SKILLS</p> <ul style="list-style-type: none"> •Gross motor skills •Fine motor skills •Spatial awareness •Organization •Time management •Safety •Healthy lifestyle •Codes of behaviour •Informed choice 	 <p>RESEARCH SKILLS</p> <ul style="list-style-type: none"> •Formulating questions •Observing •Planning •Collecting data •Recording data •Organizing data •Interpreting data •Presenting research findings
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