



IB Diploma Programme

Information Session
for

Year 1 Students and their parents/caregivers

October 10, 2024



Organizing is what you do before you do something,
so that when you do it, it is not all mixed up
A. Milne (Winnie-the-Pooh)

(

ABSENCES

ANY TYPE OF ADVANCED SCHEDULED/PLANNED ABSENCES MUST BE DISCUSSED WITH THE SUBJECT TEACHER AND COORDINATOR

REQUEST FOR INCLUSIVE ACCESS ARRANGEMENTS (IEP)

DOCUMENTS:

- *CURRENT IEP

- * OFFICIAL ASSESSMENT (NO OLDER THAN
2-3 YEARS)

DUE DATE:

NOVEMBER 07, 2025

IB Diploma Courses

All DP Courses extend over the 2 year programme

- **SL courses are enriched Ontario Grade 11 & 12 courses**
 - (IB recommends ~150 hours over two years; PCI ~220 hours)
- **HL courses are University level courses**
 - (IB recommends ~240 hours over two years; PCI ~330 hours)
 - HL Courses may be transferred as first year university credits if students achieve Level 5 or more on their official IB examinations

IB Diploma Program (DP) Overview



The IB Diploma includes

The Core:

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

Group Subjects

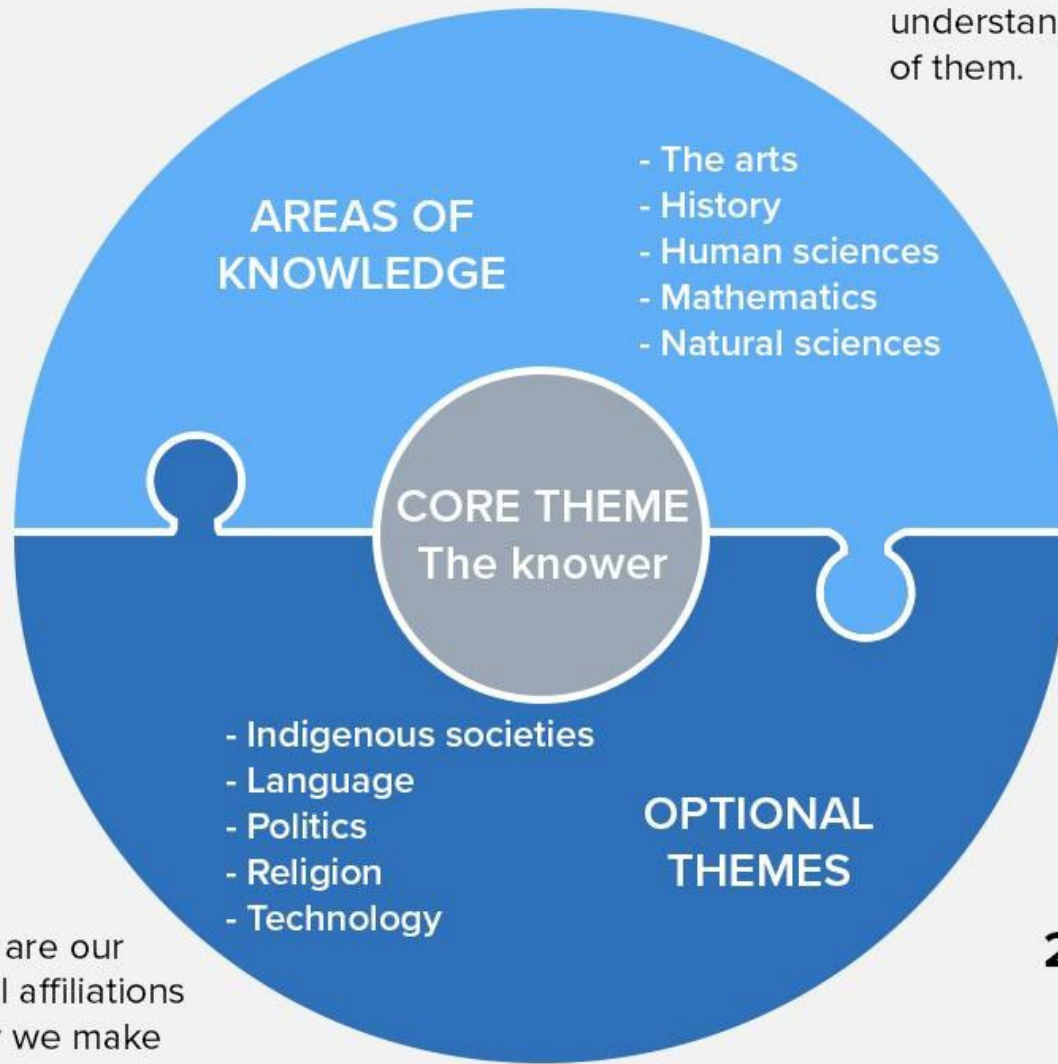
- 3 Standard Level (SL) courses
- 3 Higher Level (HL) courses

The Core: Extended Essay (EE) details

- * It is a compulsory requirement for all IB DP students.
- * Requires approximately 40 hours of work by the student
- * It will be externally assessed
- * May contribute up to three points to the total score for the IB Diploma in combination with the TOK component

THEORY OF KNOWLEDGE

The areas of knowledge are the ways in which we categorize ideas and concepts in order to understand and take ownership of them.



The optional themes are our personal and societal affiliations which shape the way we make sense of knowledge.

2022 SYLLABUS

Assessment of the Theory of Knowledge

TOK Assessment 1: The Exhibition

Students design and deliver the TOK exhibition at the end of DP1

- Exhibitions are based on an IA prompt, which is explored by presenting three ‘objects’, linked to either the core, or one of the optional themes
- Students write a 950-word commentary explaining their choice of objects, and linking them to the prompt
- The aim of the exhibition is to show how TOK concepts manifest themselves in the real world
- PCI holds a ‘TOK exhibition day’, in which students publically present their work to a whole-school audience
- The exhibition represents $\frac{1}{3}$ of the mark for the course

Assessment of the Theory of Knowledge

TOK Assessment 2: The Essay

- Students write the TOK essay in the second year of the Diploma Program.
- They choose their essay from a list of six prescribed essay titles (PTs)
- Students are supported in the process by their Group 3 teachers (Psychology or History)
- Good essays include analytical and relevant discussion, supported with original real-life situations, and include a consideration of different perspectives
- The essay represents $\frac{2}{3}$ of the mark for the course

Reflection in EE & TOK

- Both the TOK and the EE promote reflection on the nature of knowledge and on how new knowledge is produced.
- The EE also requires students to reflect on the research process in terms of the skills they acquire and develop.
- EE reflection must be documented on the *Reflection on Planning and Progress Form* on ManageBac and is explicitly assessed under assessment criterion E (engagement).

The Core: Experiential Learning: Creativity, Activity, Service (CAS)



CREATIVITY

exploring and extending ideas leading to an original or interpretative product or performance

ACTIVITY

physical exertion contributing to a healthy lifestyle

SERVICE

collaborative and reciprocal engagement with the community in response to an authentic need

Need to know:

- Begins on the first day of IB Year 1
- 18 months of consistent engagement in meaningful experiences
- Outside of student academic class time

CAS Components

Students:

- Complete a *Project* with at least 2 other students that lasts at least 1 month and includes the five CAS stages
- Reflect and record their experiential learning on ManageBac at regular intervals
- Maintain a CAS Portfolio (demonstrate Learning Outcomes). Add photos and video, too.
- Enjoy and celebrate having made a difference in the world

IB & OSSD: Courses Requirements

IB Diploma Courses Requirements	Ontario Secondary School Diploma Courses Requirements
The CORE: Extended Essay, Theory of Knowledge, CAS Components	The General: 30 Credits, Ontario Secondary School Literacy Test or Course, 40 hours of Volunteering
GROUP 1: ENGLISH LITERATURE (HL)	ENG3U7, ETS4U7, ENG4U7
GROUP 2: LANGUAGE – French (SL) LANGUAGE – Spanish ab initio (SL)	FSF3U7, FSF4U7 LWSCU7, LWSDU7
GROUP 3: PSYCHOLOGY (HL) HISTORY (HL)	HSP3U7, HSB4U7, HHS4U7 CHA3U7, CHY4U7, CPW4U7
GROUP 4: CHEMISTRY (HL) BIOLOGY (SL)	SCH3U7, SCH4U7, SNC4M7 SBI3U7, SBI4U7
GROUP 5: MATHEMATICS: Analysis & Approaches (SL)	MHF4U7, MCV4U7

IB Academic Integrity Policy

- All IB students are subject to the regulations contained in the official IBO documents entitled, “Academic Honesty Policy”, “General Regulations: Diploma Program” and The Handbook of Procedures for the Diploma Programme. These are available for review on our school website.
- ***The candidate (student) is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Candidates are expected to comply with all internal school deadlines; this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version. Academic Honesty (2011)***

Statement from the IB about ChatGPT and artificial intelligence in assessment and education.

Students should be aware that the IB does not regard any work produced—even only in part—by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. As with current practice, an essay which is predominantly quotes will not get many, if any, marks with an IB mark scheme.

Group 1: Language A - English - Literature (HL)

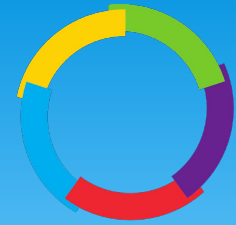
What's great about IB English?

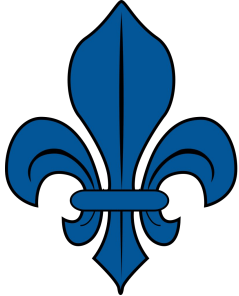

- * Great breadth & depth - 13 texts over the 2 years (ENG3U7 and ETS4U7 in Year 1, ENG4U7 in Year 2)
- * Critical reading of known & unknown texts: Focus on conceptual understanding, time & space/context, intertextuality, global perspectives (numerous texts in translation)
- * Writer's portfolio & reflection
- * Literary theory applied
- * Rich & numerous tasks: essays, oral presentations, media productions, etc. all modeled on IB assessments, using IB rubrics

Group 1: Language A - French - Language & Literature (SL)


Assessment component	Weighting
External assessment (3 hours)	70%
Paper 1: Guided textual analysis (1 hour 15 minutes) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	35%
Paper 2: Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks)	35%
Internal assessment This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes) Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied. (40 marks)	30%

Group 2: French Language B Assessment (SL)



<p>External Assessment</p>	<p>Paper 1 (1 hour 15 minutes) WRITING (30 marks) 25%</p>	<p>One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p>
	<p>Paper 2 (1 hour 45 minutes) LISTENING and READING (65 marks) 50%</p>	<p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p>
<p>Internal Assessment</p>	<p>Individual oral (30 minutes) 25%</p> 	<p>Speaking</p> <ul style="list-style-type: none">- 15 minutes supervised preparation time.- 12-15 minutes conversation with the teacher, based on a photo and discussion. <p>(30 marks)</p>

Group 2: Spanish Ab initio Assessment (SL)

<ul style="list-style-type: none">External Assessment	<p>Paper 1 (1 hour) Productive skills: WRITING (30 marks) 25%</p>	<p>Writing Two written tasks of 70-150 words each from a choice of three, choosing a text type for each task from among those listed in the examination instructions.</p>
	<p>Paper 2 (1 hour 45 minutes) Receptive skills - Separate sections for LISTENING and READING (65 marks) 50%</p>	<p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p>
<ul style="list-style-type: none">Internal Assessment	<p>Individual oral (25 minutes) 25%</p>	<p>Speaking</p> <ul style="list-style-type: none">- 15 minutes supervised preparation time.- 10 minutes conversation with the teacher, based on a photo and discussion (30 marks)

Group 3: Psychology Assessment (HL)

External assessment: Exam 80% of Final Grade

Paper 1 (2 hours) 40%

Section A: Three short-answer questions on the core approaches to psychology (27 marks)

Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour. One, two or all of the essays will reference the additional HL topic (22 marks)

Paper 2 (2 hours) 20%

Two questions; one from a choice of three on each of two options (44 marks)

Paper 3 (1 hour) 20%

Three short-answer questions from a list of six static questions on approaches to research (24 marks)

Internal assessment (20 hours) 20% of Final Grade

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Experimental study: A report on an experimental study undertaken by the student (22 marks)

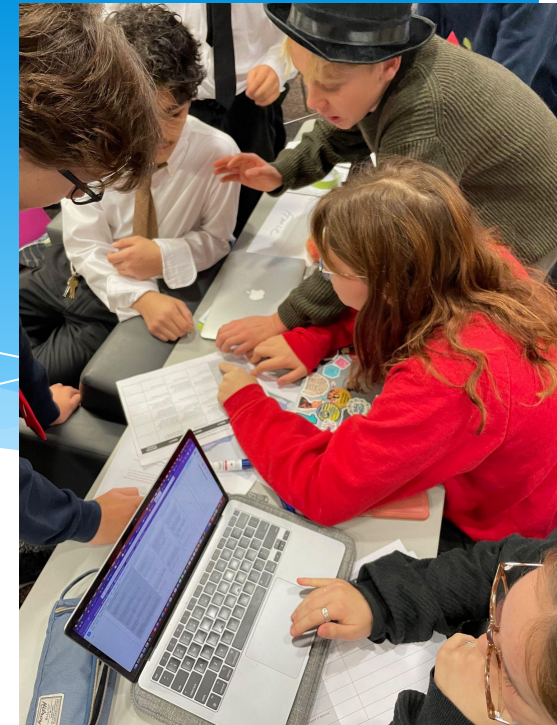
Group 3: History of Europe Assessment (HL)

Internal Assessment (20% of grade)

- Historical investigation on a topic chosen by the student
- Integrates the skills used by historians in their academic study

External Assessment (80% of grade)

- Three papers over two days
- Evaluate knowledge and understanding of the curriculum material, analysis and synthesis of themes and sources
- Comprised of primary source document analysis and essay topics



Group 4: Chemistry Assessment (HL)

First assessment 2025

Assessment component	Weighting
External assessment (4 hours and 30 minutes)	80%
Paper 1 (2 hours) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (Total 75 marks)	36%
Paper 2 (2 hours and 30 minutes) Short-answer and extended-response questions (Total 90 marks)	44%
Internal assessment (10 hours)	20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	

Group 4: Biology Assessment (SL)

Internal Assessment

(20% of grade)

- Design, carry out and interpret the results of a scientific investigation
- Use relevant and current lab equipment and technologies

External Assessment

(80% of grade)

- Two papers over two days
- Evaluate knowledge and understanding of the curriculum material
- Cells, biochemistry, genetics, ecology, evolution, human health and physiology



Group 4: Physics Assessment (SL)

Internal Assessment (20% of grade)

- An open-ended scientific investigation
- Students gather and analyse data in order to answer their own research question
- Assessed through the form of a written report

External Assessment (80% of grade)

- Two 1.5-hour papers over two days
- **Paper 1:** 36% of grade, multiple-choice and data-based questions
- **Paper 2:** 44% of grade, short-answer and extended response questions

Group 5: Mathematics

Assessment (Analysis and Approaches SL)

Internal Assessment (20% of grade)

- A mathematical exploration
- Students investigate and explore an area of mathematics of interest to them
- Assessed through the form of a written report

External Assessment (80% of grade)

- Two 1.5-hour papers over two days
- **Paper 1:** 40% of grade, short-response and extended-response questions, calculators not permitted
- **Paper 2:** 40% of grade, short-response and extended-response questions, graphic display calculator (GDC) required



Group 6: Film (HL)



Internal Assessment

Film portfolio (25%) Due January, 2025

Students undertake a variety of film-making exercises in three film production roles, led by clearly defined filmmaker intentions.

Students submit the following.

1. Portfolio pages (9 pages maximum: 3 pages maximum per film production role) and a list of all sources used.
2. A film reel (9 minutes maximum: 3 minutes maximum per film production role, including one completed film).

Group 6: Film (HL)

External Assessment

Textual Analysis (20%) Due November, 2024

1. A written analysis of a prescribed film text (1,750 words maximum)
2. A list of all sources used

Comparative Study of Two Films (20%) Due February, 2025

1. A recorded multimedia comparative study (10 minutes maximum)
2. A list of all sources used

Collaborative film project (35%) Due March, 2025

Bringing together all they have encountered during the film course, students work collaboratively in a core production team to plan and create an original completed film.

Students submit the following:

1. A completed film (7 minutes maximum).
2. A project report (2,000 words maximum)
3. A list of all sources used.



IBSO DP Table of Equivalent [ToE] Grades

DP Grade Levels	OSSD%	MoE
1	Below 50%	
2	50% - 60%	1 and 2
3	61% - 71%	2 and 3
4	72% - 83%	3 and 4
5	84% - 92%	4
6	93% - 96%	4
7	97% - 100%	4

University Recognition of IB

- The IB Diploma is widely recognized by the world's leading universities
- Most universities grant **transfer credits** for HL courses where students score Level 5 or above
- OUAC asks if students are IB Diploma Candidates
- Start thinking about universities now, www.electronicinfo.ca or myblueprint.ca/tdsb
- IB Diploma students learn the skills, work habits, time-management, and balance necessary for success in university.

OSSD Credits Earned

- IB students will earn a total of 33 OSSD credits
- 10-11 will be at the 4M/4U level
- For Ontario Universities: Average of 6 best 4M/4U credits (taking English and prerequisites into account) will be used for admissions



IB Diploma Assessment Overview

Each IB Course is graded from levels 1-7

- 6 IB Courses (6 x 7).....42 points
- TOK + EE.....3 points
- Total Maximum Score.....45 points

Every IB Course has

- Internal Assessments(IA) and
- External Assessments/Exams (EA)
- Teachers model their classroom assessments and assignments on the IB assessments



Changing your mind

Early decision-making during the February course selection process is not just important, it's crucial. Whether you're considering leaving the IBD Programme or **staying in the Diploma Program, taking up to 3 DPHL courses plus Spanish SL Ab initio or French B SL, it's important to remember that the certificate courses are offered based on available space.** To make informed decisions, consider your academic goals, consult your guidance teacher, and select the most suitable courses. The urgency of this decision-making process cannot be overstated.

For students contemplating changes to their course selection **after the February deadline**, it's crucial to be mindful of the potential consequences. Late changes may result in limited availability in regular courses, which could significantly impact your academic journey. This should serve as a cautionary note, urging you to make your decisions wisely and in a timely manner.

Students contemplating changes to their course selection **after the timetable is posted (end of August)** should understand the potential risk. There's a significant chance they may not get the necessary courses to be admitted to the university/program of their choice. **This is not a situation to be taken lightly, and the gravity of this risk should be fully understood.**

IB Student Resources

- ManageBac
- Google Classroom/Brightspace
- Agenda App
- Parkdale Virtual library
- JSTOR
- Check our website frequently for updates and information!
<http://schools.tdsb.on.ca/parkdale>





Web Sources for Additional Information and Updates

Parkdale C.I. School Website:
<http://schoolweb.tdsb.on.ca/parkdale/>

Managebac:
<https://www.managebac.com>

TDSB Connects App

Teachers' TDSB Email
firstname.lastname@tdsb.on.ca