

Parkdale Collegiate Institute

Celebrating over 135 Years of Excellence 1888-2026



International Baccalaureate Diploma Programme Information Night

for Grade 10 PreBac Students and their Parents/Guardians

10 Reasons why IB is right for you

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

2 **IB students care about more than just results**
Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3 **It encourages you to become a confident and independent learner**
For example, the extended essay requires independent research through an in-depth study.

4 **It's an international qualification**
The DP is recognized globally by universities and employers.

5 **Graduates are globally minded**
Language classes encourage an international mindset, key for increasingly globalized societies.

6 **The IB encourages critical thinking**
Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

7 **DP students have proven time management skills**
Take good study habits and strong time management to further education and the working world.

8 **It assesses more than examination techniques**
Learn to understand, not just memorize facts or topics and prepare for exams.

9 **Subjects are not taught in isolation**
Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10 **It encourages breadth and depth of learning**
You are able to choose courses from six subject groups and study subjects at different levels.

IB International Baccalaureate
Baccalaurat International
Bachillerato Internacional

*Based on IB research - www.ibo.org/research
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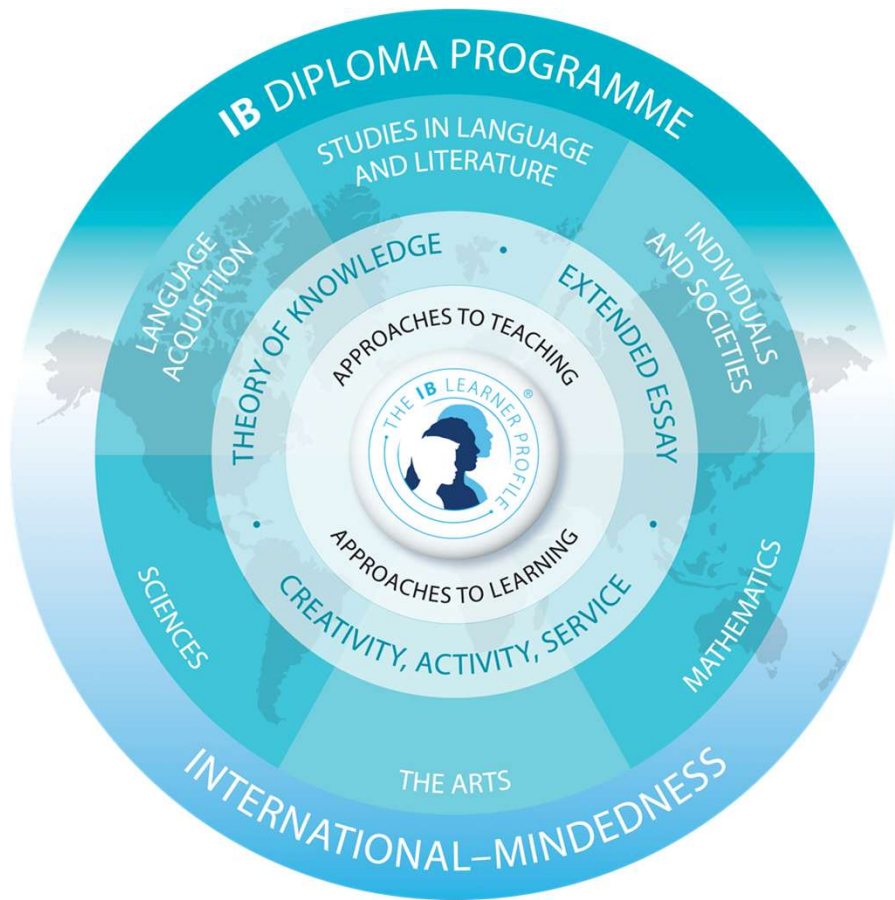
University Recognition of IBDP

- 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.ontariouniversitiesinfo.ca or myblueprint.ca/tdsb
- IB Diploma students learn the skills, work habits, time-management, and balance necessary for success in university.

The IB Diploma Program

- A **challenging** 2-year curriculum
 - Grade 11 = **Year 1**
 - Grade 12 = **Year 2**
- Well-rounded interdisciplinary education in preparation for **ALL** post-secondary pathways
- Globally-minded pedagogical approaches
- International recognition of curriculum
- Students will graduate with both the Ontario Secondary Diploma (OSSD) **AND** the IB Diploma

IB Diploma Programme (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

IB Diploma Courses

All DP Courses extend over the 2 year programme

- **SL** courses are **2** enriched Ontario Grade 11 & 12 courses
 - (IB recommends ~150 hours over two years; PCI ~220 hours)
- **HL** courses are **3** University transfer 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 Assessment Overview

Each IB DP Course is graded from levels 1-7

Every IB Course has: Internal Assessments (IA) and
External Assessments/Exams (EA)

SECTIONS	POINTS
6 x IB Courses (6 x 7 possible pts)	42 Points
TOK + EE	3 Points
Total Maximum Score	45 Points
Minimum	24 points

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) or
LANGUAGE – Spanish ab initio (SL)

**FSF3U7, FSF4U7
LWSCU7, LWSDU7**

GROUP 3: **PSYCHOLOGY (HL)** or
HISTORY (HL)

**HSP3U7, HSB4U7, HHS4U7
CHA3U7, CHY4U7, CPW4U7**

GROUP 4: **CHEMISTRY (HL)** (or **FILM (HL)**)

SCH3U7, SCH4U7, SNC4M7

BIOLOGY (SL) or
PHYSICS (SL)

**SBI3U7, SBI4U7
SPH3U7, SPH4U7**

GROUP 5: MATHEMATICS: Analysis & Approaches (SL)

MHF4U7, MCV4U7

GROUP 6: **FILM (HL)**

AWR3M7, AWR4M7, ADV4M7

CAS: Creativity, Activity, Service

CAS is organized around the three strands of creativity, activity and service defined as follows:

Creativity—exploring and extending ideas leading to an original or interpretive 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.



Creativity, Activity, Service

CAS aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals
- develop strategies and determine further actions for personal growth
- explore new possibilities
- embrace new challenges and adapt to new roles
- actively participate in planned sustained and collaborative CAS projects.

Students understand that they are members of local and global communities with responsibilities towards each other and the environment.

Extended Essay (EE)

The **Extended Essay** is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing of up to 4000 words. Students will spend about 40 hours on this paper.

- Subject-specific topics may be chosen from a list of approved DP subjects—one of the student's six chosen subjects for the IB diploma.
- The interdisciplinary **EE** provides students with the opportunity to carry out an **in-depth study of an issue** of contemporary global significance using **two IB** disciplines.

Extended Essay, including the Interdisciplinary Option

Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school).

All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the extended essay.

Theory of Knowledge (TOK)

Course Description

Theory of knowledge (TOK) is a course about **critical thinking and inquiring into the process of knowing**, rather than about learning a specific body of knowledge.

It plays a special role in the DP by providing an opportunity for students to **reflect** on the nature of knowledge, to **make connections** between areas of knowledge and to **become aware** of their own perspectives and those of the various groups whose knowledge they share.

It is a core element undertaken by all DP students, and schools are required to devote at least **100 hours of class time** to the course.

Course Aims

The overall aim of TOK is to encourage students to formulate answers to the question "how do you know?" in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

Theory of Knowledge (TOK)

The aims of the TOK course are to:

- **Make connections** between a critical approach to the construction of knowledge, the academic disciplines and the wider world
- **Develop an awareness** of how individuals and communities construct knowledge and how this is critically examined
- **Develop an interest** in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions
- **Critically reflect** on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives
- **Understand** that knowledge brings responsibility which leads to commitment and action

GROUP 1: LANGUAGE A - HL ENGLISH LITERATURE

Course Description

The course is organized into **three areas of exploration** and **seven central concepts**, and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a **comprehensive exploration of literature from a variety of cultures, literary forms and periods**. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading.

GROUP 1: LANGUAGE A - HL ENGLISH LITERATURE

The language A literature aims at exploring the various manifestations of literature as a particularly powerful mode of writing across cultures and throughout history.

- Students study a minimum of 10 works at higher level from a representative selection of literary forms, periods and places
- Students develop the ability to engage in close, detailed analysis of literary works, building understanding of the techniques involved in literary criticism
- The study of literary works in context is emphasised, and through the study of literature in translation the student is challenged to reflect on the role of cultural assumptions in interpretation

GROUP 1: LANGUAGE A - HL ENGLISH LITERATURE

The course aims at developing an understanding of:

- Factors that contribute to the production and reception of literature
- The creativity of writers and readers, the nature of their interaction with their respective contexts and with literary tradition
- The ways in which language can give rise to meaning
- The human condition, empathy, new ideas, and the ways we think

GROUP 2 Language acquisition:

Language B – SL French

Course description

- The IB DP **French B** course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language.
- Language B is designed for students who **possess** a degree of knowledge and experience in the target language.
- There are five prescribed themes: **identities, experiences, human ingenuity, social organization and sharing the planet.**



GROUP 2 Language acquisition:

Language B – SL French

Aims:

- Develop international-mindedness through the study of languages & cultures
- Enable students to communicate in the language they have studied
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Foster curiosity, creativity and a lifelong enjoyment of language learning

GROUP 2 Language acquisition:

Language B – SL Spanish ab initio

Course description

- The IB DP **Language B *Ab Initio*** course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken.
- This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity.
- The language B *Ab Initio* course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing them with opportunities to respond and interact appropriately in a defined range of everyday situations. Language ab initio is available at standard level only.



Te Amo

GROUP 2 Language acquisition: Language B – SL Spanish ab initio



Aims:

- Develop students' intercultural understanding
- Enable students to understand and use Spanish in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- Develop students' awareness of the role of language in relation to other areas of knowledge
- Develop students' awareness of the relationship between the languages and cultures with which they are familiar
- Provide students with a basis for further study, work and leisure through the use of an additional language
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

GROUP 3- Individuals and Societies:

HL HISTORY

Course description and aims

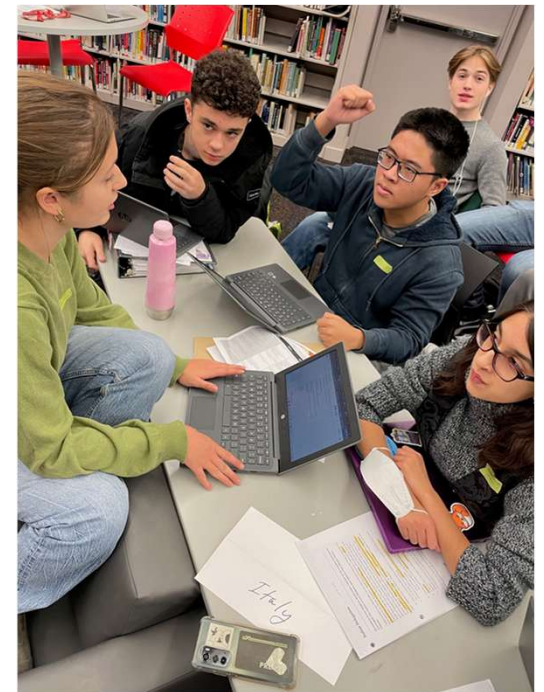
The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural history. The course **emphasizes the importance** of encouraging students to **think historically** and to **develop historical skills** as well as **gaining factual knowledge**. It puts a premium on developing the skills of **critical thinking**, and on developing an **understanding of multiple interpretations** of history. In this way, the course involves a challenging and demanding **critical exploration** of the past.



GROUP 3- Individuals and societies: HL HISTORY OF EUROPE

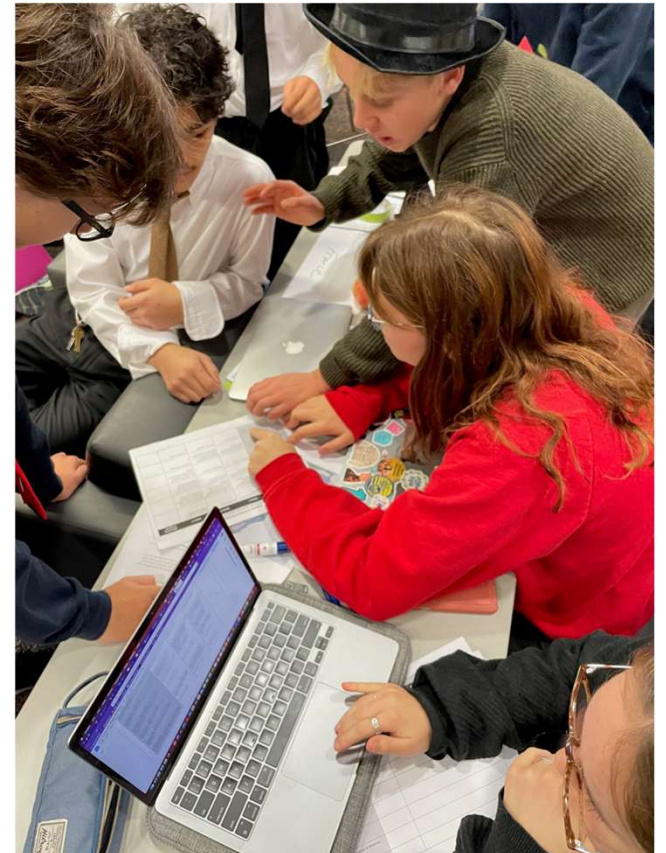
The aims of the DP history course are to enable students to:

- Develop an **understanding** of, and continuing interest in, the past
- Encourage students to engage with **multiple perspectives** and to appreciate the complex nature of historical concepts, issues, events and developments
- Promote **international-mindedness** through the study of history from **more than one** region of the world
- Develop key **thinking skills**, including engaging effectively with source
- Increase students' **understanding of themselves** and of contemporary society by encouraging reflection on the past.



GROUP 3- Individuals and societies: HL HISTORY OF EUROPE

- There are **six key concepts** that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives.
- Teachers explicitly teach **thinking and research skills** such as comprehension, text analysis, transfer, and use of primary sources.
- Topics of study include **diplomacy and international relations**, the rise of **authoritarian states**, as well as the causes, practices and effects of **wars**.
- Emphasis on Europe, Asia, and Africa



GROUP 3- Individuals and societies: HL PSYCHOLOGY

Course description and aims and goals.

The Diploma Programme (DP) psychology course aims to develop students' knowledge and understanding of **psychological concepts, content and contexts**, as well as the **models and theories** associated with these areas. Through the course, students will develop the **ability to engage in critical thinking, assess evidence and acknowledge the evolving nature of knowledge**.

They will acquire the ability to seek new information and generate understanding by employing research methodologies.

The goal of the DP psychology course is not to create psychologists, but to promote psychological literacy.

GROUP 3- Individuals and societies: HL PSYCHOLOGY

Curriculum Model Overview

The DP psychology course focus is on conceptual understanding and the ability to apply concepts across a variety of contexts as opposed to simple memorization of theories supporting studies. Framing the psychology course through concepts, content and context allows for the development and application of psychological knowledge when studying the contexts. **Concepts, content and contexts are meant to be integrated when investigating human behaviour. The content** provides the psychological terminology and theories needed to understand how the **biological, cognitive and sociocultural approaches assist in understanding behaviour in different contexts** while using a variety of research methodology. **Concepts provide a framework** through which specific content is considered and contexts provide the real-world setting in which concepts and content are applied.

GROUP 3- Individuals and societies: HL PSYCHOLOGY

Higher level (HL) students will investigate four contexts using psychological content and concepts relevant to that area of study.

The internal assessment will students to create a research proposal to investigate a topic with a population of interest. Reading empirical research and everyday claims in the media are opportunities to identify concepts and further the knowledge of psychological content applied within a context.

Students will be required to think critically about data analysis and interpretation in psychological research and everyday claims (for example, in social media). HL students will have the opportunity to study four extensions: the role of culture, motivation and technology in shaping human behaviour, and data analysis and interpretation

GROUP 4: SCIENCES:

SL BIOLOGY

Course Description and Aims

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the **living world** at all levels from the **micro** to the **macro** using many different approaches and techniques.



Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.



By studying **biology** in the DP students learn to:

Understand Scientific Methods and Experimental Research



Design Investigations



Collect & Analyze Data



Develop Skills



Collaborate & Communicate

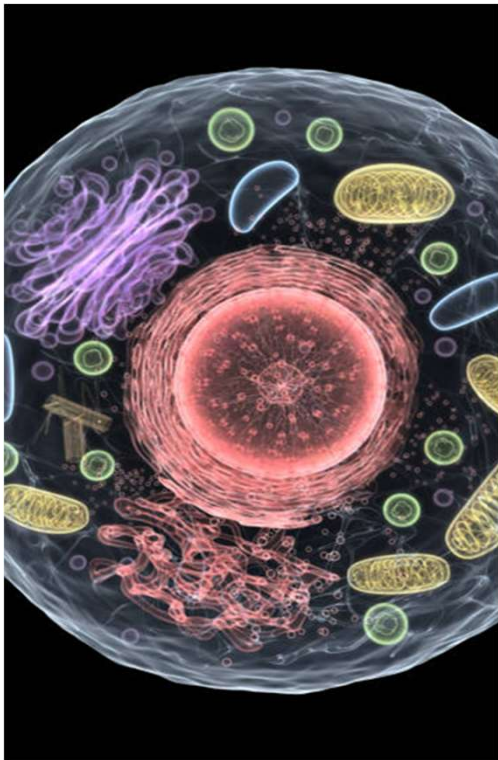
Teachers provide opportunities to:

Explore, Experiment & Evaluate Results

GROUP 4: SCIENCES:

SL BIOLOGY

Through the overarching theme of the nature of science, the aims of the DP biology course are to enable students to:



1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse, evaluate and synthesize scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

GROUP 4: SCIENCES: SL BIOLOGY



Internal Assessment (20% of grade)

- Design, carry out and interpret the results of scientific investigations
- Use relevant and current lab equipment and technologies
- Work collaboratively with classmates



External Assessment (80% of grade)

- Two papers testing knowledge, skills, and data analysis
- The curriculum that is evaluated includes material on cells, biochemistry, genetics, ecology, evolution, human health and physiology

GROUP 4: SCIENCES:

HL CHEMISTRY

Course description and aims

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. **Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.** Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century. By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a **practical approach through experimental work** that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

GROUP 4: SCIENCES:

HL CHEMISTRY

Through the overarching theme of the nature of science, the aims of the DP chemistry course are to enable students to:

1. Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. Acquire a body of knowledge, methods and techniques that characterize science and technology
3. Apply and use a body of knowledge, methods and techniques that characterize science and technology
4. Develop an ability to analyse, evaluate and synthesize scientific information
5. Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. Develop experimental and investigative scientific skills including the use of current technologies
7. Develop and apply 21st century communication skills in the study of science
8. Become critically aware, as global citizens, of the ethical implications of using science and technology
9. Develop an appreciation of the possibilities and limitations of science and technology
10. Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge



Group 4: Sciences:

SL Physics

Course description and aims

As one of the three natural sciences in the IB Diploma Programme, physics is concerned with an attempt to **understand the natural world**; from determining the nature of the atom to **finding patterns** in the structure of the universe. It is the **search for answers** from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. **Models are developed** to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments.

DP physics enables students to **constructively engage** with topical scientific issues. Students examine scientific knowledge claims in a real-world context, **fostering interest and curiosity**. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Group 4: Sciences:

SL Physics

Through the overarching theme of the nature of science, the course aims to enable students to:

1. Develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. Acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. Develop the ability to analyse, evaluate and synthesize scientific information and claims
4. Develop the ability to approach unfamiliar situations with creativity and resilience
5. Design and model solutions to local and global problems in a scientific context
6. Develop an appreciation of the possibilities and limitations of science
7. Develop technology skills in a scientific context
8. Develop the ability to communicate and collaborate effectively
9. Develop awareness of the ethical, environmental, economic, cultural and social impact of science.

ACL Math & Physics: adam.sinnott@tdsb.on.ca

GROUP 5 Mathematics:

SL Mathematics: Analysis and Approaches

Course description and aims

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

GROUP 5 Mathematics:

SL Mathematics: Analysis and Approaches

The aims of all DP mathematics courses are to enable students to:

1. develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
2. develop an understanding of the concepts, principles and nature of mathematics
3. communicate mathematics clearly, concisely and confidently in a variety of contexts
4. develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
5. employ and refine their powers of abstraction and generalization
6. take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
7. appreciate how developments in technology and mathematics influence each other
8. appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
9. appreciate the universality of mathematics and its multicultural, international and historical perspectives
10. appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
11. develop the ability to reflect critically upon their own work and the work of others
12. independently and collaboratively extend their understanding of mathematics.

GROUP 6- ARTS:

HL FILM

Course description and aims

The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical and global perspectives in film. They examine concepts, theories, practices and ideas from multiple perspectives, challenging their own views to understand and value those of others.

Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis through practical engagement in the art, craft and study of film.

Students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film.

GROUP 6- ARTS:

HL FILM

The course emphasizes the importance of working collaboratively, international and intercultural dynamics, and an appreciation of the development of film across time and culture. The film syllabus allows for greater breadth and depth in teaching and learning at HL through an additional assessment task, requiring HL students to reflect on the core syllabus areas to formulate their own intentions for a completed film. They work collaboratively as a core production team in order to effectively communicate on screen.

The aims of the Film course are to enable students to:

- explore the various contexts of film and make links to, and between, films, filmmakers and filmmaking techniques (inquiry)
- acquire and apply skills as discerning interpreters of film and as creators of film, working both individually and collaboratively (action)
- develop evaluative and critical perspectives on their own film work and the work of others (reflection).

IB Academic Honesty 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.

Alternate Programming: IB DP Certificate Courses

- You may choose to take 1-3 only DP HL Courses, and your other courses can be Ontario curriculum courses (SPACE PERMITTING)
- Gain the experience, enrichment, and benefits of 1-3 HL DP Courses
- Good option for those who are strong/interested in particular areas
- Must have approval of parents, IB Coordinator, IB subject teacher, current subject teacher, and achieve high 80's(85% plus) in the target subject(s)

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, 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.**



THANK YOU
for coming tonight!