



Korah Collegiate & Vocational School  
IB Parent Handbook  
2020-2021



## IB Mission Statement

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

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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## “IB-Speak” Glossary

**IBDP** – International Baccalaureate Diploma Programme; two year university preparatory program delivered in the final two years of high school (for us, grade 11 & 12).

**DP** – Diploma Programme; the curriculum is made up of six subject groups and the DP core elements comprising of theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay (EE).

**IBO** – International Baccalaureate Organization; responsible for awarding IB World School status and for awarding IB Candidates their diplomas

**IBSO** – International Baccalaureate Schools of Ontario; self-governed association of IB schools offering the IBDP throughout Ontario; responsibilities include setting the conversion scales and for advocating for recognition of the programme by universities.

### **Core elements:**

**CAS** – Creativity, Activity, Service; this is a core element of study in the IBDP. The intent of this program is to help students to become well-rounded, balanced, and compassionate global-citizens. This reflective learning process culminates in a portfolio which is developed over the course of the two years of the programme.

**EE** – extended essay; another core element of study, this 3,000 – 4,000 word paper is written in one of our offered subject areas, generally in English, history, chemistry, biology, or physics. Focus is on the process, and students meet a series of internally set deadlines over the course of 10 months, with the help of an IB trained teacher mentor.

**TOK** – Theory of Knowledge; the third core element of the IBDP. Offered in year 1 with components extending into year 2, this course is awarded as an OSSD philosophy credit. Students in this course are taught about the areas of knowledge (AOK) and ways of knowing (WOK).

### **Levels:**

**SL** – standard level subject; each student must study at least 2 subjects at this level. At Korah we offer French, mathematics, and the option of biology, chemistry, physics or music. At Korah, each student must study 3 SL subjects.

**HL** – higher level subject; each student must study at least 3 and no more than 4 IB subjects at a higher level. This level denotes more hours of study, additional units of study, and longer or more examination papers. At Korah we offer English literature, history, and chemistry or biology at the HL.

## **Assessments:**

**EA** – external assessment; a major assessment that is marked by an IBO Examiner. EA’s include the Extended, TOK, and HL English essays. All final exams (called papers) are also externally assessed. With the exception of French, the exams are written in May of Year 2. This process ensures strong and consistent international assessment standards.

**IA** – internal assessment; each of the six subjects and TOK have an IA component. It takes various forms depending on each subject area (see assessment calendar for specifics). Assessment is done by the subject teacher in the form of a predicted grade and a random sampling determined by the IBO is sent for moderation. Again, moderated marking is essential to the maintenance of strong internationally consistent assessment standards.

## **IB and Ontario Universities:**

**Conversion Scale** – set by IBSO, in conjunction with Ontario universities. This scale converts IB levels to OSSD (Ontario Secondary School Diploma) percentages; also referred to as Table of Equivalency (ToE).

**OUAC** – Ontario University Application Centre, Guelph, ON. The centralized on-line application centre for students applying to Ontario universities; responsible for relaying transcripts (sent by high student services departments) to those universities applied to by students.

For more information, including IBO’s General Regulations for the Diploma Program go to <https://ibo.org/>. As well, go to the IB tab on the [www.korahcvs.com](http://www.korahcvs.com)

## Tips for Parents

Parents/Guardians of IB students should be...

- ✓ Actively involved in and supportive of your child’s education
- ✓ Supportive when your child experiences the ‘peaks and valleys’ of high school
- ✓ Prepared to set aside a dedicated study area in your home
- ✓ Aware of your child’s progress, successes and difficulties
- ✓ In communication with subject teachers with concerns
- ✓ In contact with the IB coordinator with other concerns or questions

## The IB Learner Profile



# 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 Whole Picture

A unique perspective of the DP is that students are exposed to a “broad and balanced curriculum”. At the centre, or core, of the programme is TOK, the EE, and CAS which aims to expand the “educational experience challenge students to apply their knowledge and understanding in real-life contexts.” It is expected that students study six subjects concurrently (see figure below).

International mindedness surrounds the entire programme model and is an “attitude of openness to, and curiosity about, the world and different cultures.” This concept of intercultural understanding is the foundation on which the IB Mission Statement and Learner Profile were developed. Students are encouraged to “explore human commonality, diversity and interconnection”. The subject areas taught in the DP lend themselves to this attitude and approach to education. For example, language acquisition allows students to learn about different cultures through language. The history course will look at understanding human nature, decisions and events made in global and local contexts, and emphasizes critical thinking and the development of multiple perspectives. In the sciences, students are exposed to how the scientific process is an international endeavour based on the inquiry process. All students study and learn to appreciate the “universal language of mathematics”. Within the arts subject group, students explore the discipline within their own and other cultural contexts.

All of the core components (TOK, EE, and CAS) encourage reflection and extend learning beyond the classroom, allowing for a holistic educational experience. IB recognizes that international-mindedness starts with a level of self-awareness and the students’ attitude toward themselves and others around them.



Diploma Programme  
Diploma Programme: From principles into practice  
For use from August 2015  
The International Baccalaureate Organization, 2015

## IBSO Conversion Scale (Table of Equivalency)

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Students completing their IB course work by writing an IB final exam in Ontario earn a percentage grade derived using the May 2015 IBSO Table of Equivalency:

| IB Grade |   | Ontario Percentage |
|----------|---|--------------------|
| 7        | = | 97 to 100%         |
| 6        | = | 93 to 96%          |
| 5        | = | 84 to 92%          |
| 4        | = | 72 to 83%          |
| 3        | = | 61 to 71%          |
| 2        | = | 50 to 60%          |

The purpose of conversion is to recognize that students who complete this two year programme have undergone a rigorous academic regimen and developed time management, organizational skills, and coping mechanisms to deal with stress. Universities do not want to disadvantage students who undergo this program, so this mutually agreed upon table was developed, and is re-visited periodically, to ensure it is consistent with IB conversions in other areas of the world.

Teachers predict IB grades for students and report these grades to the IBO. If a student underperforms on IB assessments (according to teacher's predictions) the higher predicted grade stands on their OSSD transcript. If a student performs better on IB assessments than predicted, the student's marks will be adjusted upwards on the OSSD transcript.

## Subjects Currently Offered in Korah's IB DP

Group 1: Language A – English Literature HL

Group 2: French B – Language Acquisition SL

Group 3: History of the Americas HL

Group 4: Chemistry HL/SL

Group 5: Mathematics: analysis and approaches SL

Group 6: IB Option (Biology HL/SL, Physics SL, Music SL)

### Sample Schedule: DP Year 1

|          | Semester 1                  |                             | Semester 2                           |                                   |
|----------|-----------------------------|-----------------------------|--------------------------------------|-----------------------------------|
|          | Day 1                       | Day 2                       | Day 1                                | Day 2                             |
| Period 1 | 11 Chemistry (HL/SL)        | 11 French (SL)              | 11 Bio (HL/SL) or<br>11 Physics (SL) | 12 French (SL)                    |
| Period 2 | 11 French (SL)              | 11 Chemistry (HL/SL)        | 12 French (SL)                       | 11 Bio (HL/SL) or<br>Physics (SL) |
| Lunch    |                             |                             |                                      |                                   |
| Period 3 | 11 English (HL)             | 12 Math (SL)<br>(Functions) | 11 English (HL)                      | 11 History (HL)                   |
| Period 4 | 12 Math (SL)<br>(Functions) | TOK                         | 11 History (HL)                      | TOK                               |

### Sample Schedule: DP Year 2

|          | Semester 1                           |                                      | Semester 2                                  |  |
|----------|--------------------------------------|--------------------------------------|---|--|
|          | Day 1                                | Day 2                                | Day 1                                       | Day 2                                    |
| Period 1 | 12 Bio (HL/SL) or<br>12 Physics (SL) | 12 History (HL)                      | 12 Chemistry (HL)<br>or<br>12 Chem (SL)     | 12 History (HL)                          |
| Period 2 | 12 Math (SL)<br>(Calculus)           | 12 Bio (HL/SL) or<br>12 Physics (SL) | 12 Math (SL)<br>(Calculus)                  | 12 Chemistry (HL)<br>or<br>12 Chem (SL)  |
| Lunch    |                                      |                                      |   |  |
| Period 3 | 12 Chem (HL/SL)                      | TOK                                  | 12 Biology (HL)<br>or<br>12 Bio/Physics(SL) | TOK                                      |
| Period 4 | 12 English (HL)                      | 12 Chem (HL/SL)                      | HL English                                  | 12 Biology (HL) or<br>12 Bio/Physics(SL) |

## Contact Information & Mentoring Schedules; CAS, EE, TOK

### IB Coordinator:

Kathryn Johnstone: [johnstk@adsb.on.ca](mailto:johnstk@adsb.on.ca)

Phone: 705-945-7180

### Teacher Mentoring Schedule (Sample - postponed due to COVID Health/Safety Protocols):

| DUTY  | Monday  | Tuesday  | Wednesday  | Thursday   | Friday   |
|---|---|--|--|--|--|
| Student Mentoring<br>(11:30 a.m.–11:55 a.m) | C. Prophet (310)<br>F. Italia (218)<br>C. Cicchello (321) | G. Flood (329)<br>A. Biagini (313)<br>K. Bruni (328)<br>J. MacIntosh (305) | R. VanDaele (324)<br>P. Diberardino (304)<br>M. Bernabucci (218) | L. May (326)<br>L. Fletcher (325)<br>S. McLeod (313) | CAS: C. Prophet (218)<br>CAS: K. Johnstone (218) |

### CAS Advisors:

Kathryn Johnstone: [johnstk@adsb.on.ca](mailto:johnstk@adsb.on.ca)

Christa Prophet: [prophec@adsb.on.ca](mailto:prophec@adsb.on.ca)

### CAS room and forms:

Every Friday, K. Johnstone & C. Prophet will be available in the CAS room (behind Colt's Closet) for consultation. Proposal form pick up and drop off is located just inside the Learning Commons.

### CAS Workshop & Introduction to Managebac:

September (gr. 11's): in class afternoon session

### CAS Dates for DP Year 1 Grade 11's:

October (first week): CAS contract signed; Year 1 plan completed

October: Individual interview #1

May: Individual interview #2

### CAS Dates for DP Year 2 Grade 12's:

February: Individual interview #3

March 31: CAS portfolio is completed if CAS has been done in *18 consecutive months*

March 31: Final date to submit *new* proposals

May 1: CAS portfolio is completed if CAS was not done over the summer months

## Extended Essay

### EE Coordinator:

Fabiana Italia: [italiaf@adsb.on.ca](mailto:italiaf@adsb.on.ca)

### Year 1 Timelines:

|                 |   |
|-----------------|---|
| February 2021:  | Introductory EE meeting and 1 <sup>st</sup> individual conference with Ms.Italia  |
| March:          | Pitch Party (virtual if necessary) – 2 pitches; 2 disciplines   |
| March:          | Candidate is assigned mentor and meets with mentor to discuss topic & RQ (research question)  |
| March/April:    | Algoma University visit – introduction to scholarly research  |
| April:          | 2 <sup>nd</sup> individual or small group conference with Ms. Italia; students to read two papers in discipline of study  |
| April:          | Choose novel(s); provide annotated bibliography; or scientific method   |
| May:            | Provide mentor with introductory paragraph or science observation; read novel(s) & provide mentor with essay outline; book initial interview time with mentor; upload first reflection onto Managebac |
| May – mid June: | Meet with mentor at least twice to discuss progress; science students must plan AND perform lab work  |
| End of June:    | Rough draft due to mentor   |
| July-August:    | Students & mentors stay in contact (frequency to be determined by mentor)   |

### Year 2 Timelines

|               |   |
|---------------|---|
| September 13: | Meet with mentor for second interview; interim reflection uploaded onto Managebac |
| September 27: | Provide mentor with 'pen to paper' copy   |
| October 25:   | Final copy due  |
| By December:  | Viva voce interview; final reflection uploaded onto Managebac                     |

## TOK Movie Nights

### 2020-21 dates:

November 2020: TBD

March 2021: TBD

## Workshops

Additional workshops will be added throughout the year in pertinent topics. In the past, we have held stress management, time management, test taking, and note taking seminars. If you have ideas for other topics, please see me.

## Summary of IB DP Attainment Requirements

### IB Diploma Programme Components & Possible IB Result Scores

#### SUBJECTS: SCALE:

|                                  |     |
|----------------------------------|-----|
| Group 1: Language & Literature   | 1-7 |
| Group 2: Language Acquisition    | 1-7 |
| Group 3: Individuals & Societies | 1-7 |
| Group 4: Sciences                | 1-7 |
| Group 5: Mathematics             | 1-7 |
| Group 6: The Arts or IB Elective | 1-7 |

*At least 3 but no more than 4 subjects must be completed at Higher Level (HL). Only 6 IB subjects – one in each of these groups – may contribute to the IB Diploma total score.*

#### CORE REQUIREMENTS: GRADE:

|                           |       |
|---------------------------|-------|
| Theory of Knowledge (ToK) | A - E |
| Extended Essay (EE)       | A - E |

*See matrix below for how ToK and EE grades of A - E contribute to 3 additional points toward the IB Diploma total score.*

#### Creativity-Activity-Service (CAS)

*CAS is pass/fail; CAS requirements are either met or not met (no numerical or letter score is assigned). If not met, the candidate will automatically be disqualified from receiving the IB Diploma but has 1 year to show completion of this requirement to be granted the diploma.*

#### Key Reminders:

HL – “Higher Level”  
SL – “Standard Level”

### Points & Conditions Necessary to Successfully Earn the IB Diploma

- An IB subject result must have been awarded for each of the six IB Diploma subjects, ToK, and the Extended Essay. (Student must not have any scores of “N” – meaning “NO MARK” – due to malpractice or failure to submit an assessment component.)
- CAS requirements must be met.
- Student must have a score of D or higher in *both* Theory of Knowledge and the Extended Essay (no E or N score).
- Student must earn *at least* 24 total points (each subject grade is used as points + the ToK/EE point matrix). (45 total pts. possible – 42 from IB subjects + 3 from ToK/EE, see matrix below)
  - The student must earn a total of *at least* 12 points in HL subjects
  - Students who take 3 HL and 3 SL subjects must earn *at least* 9 points total in the SL classes.
- The student must earn a 2 or higher in all subjects (no scores of 1).
  - There may be no more than *two* scores of 2, overall.
  - There may be no more than *three* scores of 3 or lower, overall.

*The above requirements relate to the official Subject Results the student earns from IB (not the letter grades the student earns in the IB classes). These requirements are set by IB. IB Subject Results and IB Diploma Results are available to students in early July after the completion of their senior year.*

Source: Diploma Programme Assessment procedures 2021

### ToK/Extended Essay Point 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 |   |   |   |                   |

## May 2021 Examination Schedule

All exams are written at Algoma University (TBD)  
Morning exams begin at 8:30 am. Afternoon exams begin at 12:00.

Year 1/Grade 11 cohort:

| Date                | Time  | Exam   |
|---------------------|---|--|
| Thursday,<br>May 20 | 12:00 – 2:30 (2h 15m exam time + 5m read & 10m break) | French B; paper 1 (1h 15m); paper 2 Reading comprehension (1h) afternoon |

Year 2/Grade 12 cohort:

| WEEK 1               | Time  | Exam  |
|----------------------|---|---|
| Monday,<br>May 3     | 12:00 – 2:15 (2h exam time + 5m read & 10m break)     | Physics SL; paper 1 (45m); paper 2 (1h 15m) afternoon |
| Tuesday,<br>May 4    | 12:00 – 2:30 (2h 15m + 5m read & 10m break)           | History HL; paper 1 (1h); paper 2 (1 h 15m) afternoon |
| Wednesday,<br>May 5  | 8:30 – 10:20 (1h 45m + 5m read)                       | History HL; paper 3 (1h 45m) morning                  |
| Thursday,<br>May 6   | 12:00 – 1:35 (1h 30m + 5m read)                       | Math SL; paper 1 (1h 30m) afternoon                   |
| Friday,<br>May 7     | 8:30 – 10:05 (1h 30m + 5m read)                       | Math SL; paper 2 (1h 30m) morning                     |
| WEEK 2               | Time  | Exam  |
| Monday,<br>May 10    | 12:00 – 2:20 (2h 15m + 5 read)                        | English HL; paper 1 (2h 15m) afternoon                |
| Friday,<br>May 14    | 8:30 – 12:00 (3h 15m exam time + 5m read & 10m break) | Chemistry HL; paper 1 (1h); paper 2 (2h 15m) morning  |
|                      | 8:30 – 10:45 (2h exam time + 5m read & 10m break)     | Chemistry SL; paper 1 (45m); paper 2 (1h 15m) morning |
| WEEK 3               | Time  | Exam  |
| Wednesday,<br>May 19 | 8:30 – 12:00 (3h 15m exam time + 5m read & 10m break) | Biology HL; paper 1 (1h); paper 2 (2h 15m) morning    |
|                      | 8:30 – 10:45 (2h exam time + 5m read & 10m break)     | Biology SL; paper 1 (45m); paper 2 (1h 15m) morning   |