



*For Parents and Students at*  
***I.E. Weldon Secondary School***

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

## IE Weldon Mission Statement:

*(CURIOSITY, INDUSTRY, ENLIGHTENMENT )*

I.E. Weldon Secondary School is committed to an educational program through the combined efforts of students, parents, staff and community.

We believe that all students can learn in a safe environment that natures, challenges, and enables individuals to achieve their full potential. Students will develop skills that allow them to function effectively as responsible citizens in a global and technological society. Moreover, it is our goal to instill in our students a love of learning and a curiosity about the world that will last a lifetime.

## What is IB?

The IB Diploma Programme is a comprehensive and challenging pre-university course of study that demands the best from both motivated students and teachers. This sophisticated two year curriculum covers a wide range of academic subjects and has served the academic needs of over half a million students in 125 countries since 1968. Graduates are welcomed by the world's leading universities. Certified as an IB World School in 2003, the IE Weldon IB Diploma Programme strives to provide an exceptional learning environment for students. Students considering this program should value academic achievement, be highly motivated and well organized. They should display or be willing to display the following characteristics.

### **An Ability to ...**

- Learn quickly with good retention
- Quickly recognize and understand conceptual relationship skills
- Demonstrate strong literacy, numeracy, and problem-solving skills
- Demonstrate initiative and intellectual curiosity
  - Possess a solid work ethic
  - Work independently

A more detailed description of the IB learner is outlined in 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.

### **IB learners strive to be:**

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

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

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

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

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

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

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

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

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

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

## Admissions and Selection Process

### Grade 10: Power Pack

Entrance into the IB Program begins in Grade 10. During the grade 10 year, students will be introduced to the values associated with the IB Programme by participating in the Power Pack pathway. The core courses that make up the Power Pack program focus on providing learning opportunities centered around the IB Learner Profile and academic requirements that will help students make a smooth transition to the IB Programme, beginning in grade 11.

To enrol in Grade 10 Power Pack:

Current Weldon students: During electronic course selection in February of Grade 9, choose Power Pack package of courses that includes Math, English, French, History and Science. In addition to these core courses, please choose three electives. Please note, depending on your long term academic goals, you may wish to select additional courses to better prepare you for the required IB course work. All students are encouraged to meet with the IB Coordinator in advance of course selection to discuss pathway options.

TLDSB student (non Weldon): Contact home school guidance department, indicate your interest to transfer to Weldon for Power Pack. Transfer papers will need to be completed and submitted to Weldon guidance.

Non TLDSB student: use [ereg.tldsb.on.ca](http://ereg.tldsb.on.ca) to provide your information. Once received the IB coordinator will be in contact with you regarding next steps.

### Grade 11: Diploma Year 1

To select any grade 11 IB courses, students must complete pre-requisites. Students are asked to consider such a selection as a two year commitment and must complete the IB Pathway Rationale form to determine their suitability for such a commitment. Please refer to the IB Pathway Rationale (Appendix E) to look at the types of things a student should consider when committing to IB courses.

Students who are interested in pursuing the IB Diploma but have not completed Power Pack should contact the IB Coordinator for additional information and academic counselling.

### Grade 12: Diploma Year 2

Entrance into the Grade 12 year of the Diploma Programme will only be available to those students who met all year 1 Diploma requirements.

**Please Note: Once a pathway has been chosen during Option Sheet Selection in February, a student will have until April 30<sup>th</sup> of the current school year to opt out of his or her initial programme choice. After April 30<sup>th</sup> a student is obligated to remain in their selected pathway for a minimum of 1 full school year. Exceptions may be made on the basis of student performance, teacher and/or Coordinator recommendation or student health issues.**

## The Benefits of the IB Diploma Programme



Universities recognize the outstanding qualities of IB Diploma Programme students. Usually Diploma holders are ready to debate real world issues from an international perspective and to provide leadership and support in the local and global community. They demonstrate a capacity for an in-depth study while maintaining a broad perspective of the different subject areas. They are able to ask challenging questions but also know how to research a topic and express their opinion. They have a strong sense of their own culture and identity as well as the ability to communicate in more than one language with people who have a different perspective of the world. As such, IB Diploma Candidates meet all of the criteria that universities are looking for: strong academics blended with leadership and commitment to community. University Admissions Personnel know IB students will be successful in university and as a result IB Diploma Candidates are in high demand. Below is an explanation from the **University of British Columbia**.

**“The combination of critical thinking, research and writing skills learned in the IB program enables students to succeed [at university]. Because of [these skills], IB students provide leadership in classroom discussion and group learning. Statistics reflect this: IB students who registered directly into second year courses scored an average of 7% to 12% higher than their classmates. ..”**

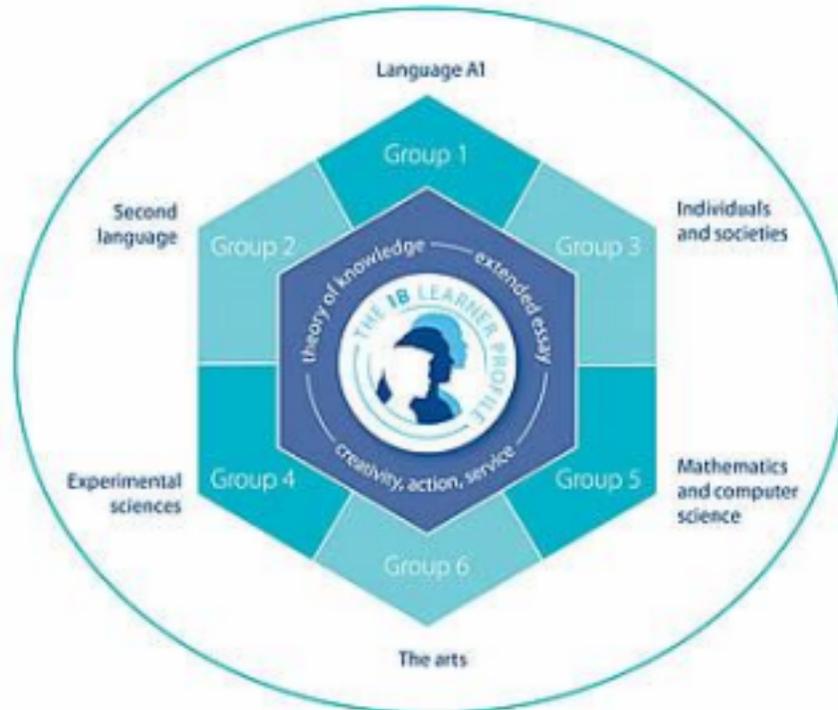
Many students earning the IB Diploma are awarded advanced university credit at prestigious universities around the world. Many highly competitive universities recognize the IB Diploma for admissions and advanced standing. Internationally, universities will not always recognize the OSSD, but 98% will recognize the IB Diploma as an admission credential. In Canada over 100 Universities now recognize the IB Diploma and/or Certificate for admission and advanced standing. As well, IB specific scholarships have increased at Canadian Universities in recent years and appear to be increasing annually. In Ontario specifically, students may receive early acceptance, scholarships, and/or university credits as a result of their involvement in the IB Programme. Many Canadian universities are very IB friendly, with generous awards granted to IB students. The **University of Calgary** website outlines their perception of the IB Diploma:

**“As an International Baccalaureate student, you are no stranger to hard work. We recognize your dedication to your studies by offering you one of the best IB programs in North America. We have a wide range of benefits designed to ensure you get the most from your IB coursework. At the University of Calgary, IB matters.”**

For a complete summary of the IB Diploma recognition policy at Canada’s universities please see Appendix

## The IB Diploma Programme

The IB Diploma Programme (DP) is a rigorous course of study designed to meet the needs of highly motivated students and to promote international understanding. To qualify for the IB Diploma students must take examinations in 6 subject areas, write an Extended Essay (EE) in the Grade 11 (IB 1) and 12 years (IB 2), take a unique course known as Theory of Knowledge (TOK) where students “learn to think” – they develop higher level thinking skills by exploring the connections and similarities between the various subjects and applying interrelated concepts, and they must participate in the Creativity, Action and Service (CAS) Programme. (Please see the IB Hexagon below).



The IB Diploma Candidate is required to select one subject\* from Groups 1 to 5 and one additional subject from Groups 3, 4 or 6.

**Group 1: Language A English**

**Group 2: Language B French**

**Group 3: Individuals and Societies History, Geography Group 4: Experimental**

**Sciences Biology, Chemistry, Physics Group 5: Mathematics Math, Math**

**Studies Group 6: The Arts (and options) Visual Arts, Theatre**

\*Note that each IB subject requires either two or three Ontario courses to complete the IB curriculum.

Typically:

- ☞ three of the six subjects must be studied at the higher level; higher level (HL) subjects may be eligible for university transfer credits
- ☞ the remaining three subjects are studied at the standard level; standard level (SL) subjects are equivalent to the rigors of 4U study

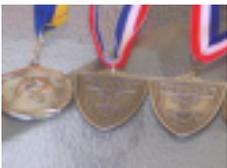
**In addition to the 6 core subjects IB Diploma requires an additional 3 components.**



**An Extended Essay** of no more than 4000 words allows the student the opportunity to investigate a topic of special interest in great depth. The essay requirement acquaints Diploma Candidates with the independent research and writing skills expected and demanded by universities. The

IBO recommends that a student devote a total of 40 hours of private study and writing time to the essay. The essay permits students to deepen their programmes of study.

**Theory of Knowledge (TOK)** is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the basis of knowledge, to be aware of subjective and ideological biases, to develop the ability to analyze evidence that is expressed in rational argument. It is a key element in encouraging students to appreciate other cultural perspectives and promote internationalism. The course is unique to IB. All IB subject disciplines incorporate TOK into their curriculum.



**Creativity, Action and Service (CAS)** The International Baccalaureate

Organization's goal is to educate the whole person and foster responsible, compassionate

citizens of the world. Through this programme students should develop greater awareness of themselves, concern for others and the ability to work cooperatively with other people. CAS incorporates a minimum 150

hours of experiential learning over 2 years. CAS begins September 1<sup>st</sup> of the Grade 11 year and must be finished by the last day of classes before May 1<sup>st</sup> in the Grade 12 year. As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

- **increased their awareness of their own strengths and areas for growth:** They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.
- **undertaken new challenges:** A new challenge may be an unfamiliar activity, or an extension to an existing one.
- **planned and initiated activities:** Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.
- **worked collaboratively with others:** Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.

- **shown perseverance and commitment in their activities:** At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
- **engaged with issues of global importance:** Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).
- **considered the ethical implications of their actions:** Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.
- **developed new skills:** As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

*Please note: Some CAS hours may also fulfill the OSSD requirements for volunteer hours. OSSD hours must be reported separately to the guidance office.*

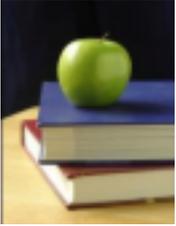
### *In Summary . . .*

To be eligible for the IB Diploma, a Candidate must:

- successfully complete all prescribed coursework and examination(s)
- submit an Extended Essay in one of the subjects of the IB Curriculum
- complete TOK course including an essay and presentation
- fulfil a minimum of 150 CAS hours (50 hours in each category – creativity, action and service)
- receive a minimum total score of **24 points** (each subject scored from 1-7 and then 3 additional points earned through EE and TOK):
  - with no subject mark of 1;
  - with no subject mark of 2 in any HL course, unless Diploma Point total is 28 or higher;
  - with at least 12 points gained from HL courses, unless Diploma total is 28 points or higher;
  - with at least 9 points gained from SL courses;
  - with grades A to D awarded for both EE and TOK, with no failing grade in either;
  - the candidate completes each requirement with no academic malpractice.

If a student is unsuccessful in achieving the above requirements, he/she will still be awarded IB Certificates for each of the subjects completed in which a score of 4 or higher is achieved.. ***\*For a full list of Diploma conditions please contact the IB Programme Coordinator for more information.\****

## **IB at Weldon**



### **IB Preparation Programme: 10**

The one year IB preparation program called “Power Pack” includes intensive and rewarding study in Mathematics, English, Science, Geography, History and French. These courses provide an excellent foundation for further study in the regular academic or IB program. While Power Pack students are asked to explore and experience matters beyond the regular curriculum, students are not evaluated in a penalizing manner.

***Grade 10 Power Pack:*** There are **FIVE** mandatory grade 10 Power Pack subjects. **A French Immersion course may be substituted for a Power Pack course.** Grade 10 Power Pack courses include:

**Math—MDM 2DB**

**Science—SNC 2DB\***

**English—ENG 2DB**

**History—CHC 2DB**

**French—FSF 2DB**

**\*\*Students who are interested in taking Diploma Level Mathematics must take MCR 3UB in their grade 10 year**

**\*\*\*Students who are interested in taking Diploma Level Chemistry must take MCR 3UB and SCH 3UR in their grade 10 year**

***\*Grade 10 students are also required to earn two half credits in Civics and Careers, each taken at the Open level. Civics and Careers may be completed online in July through the Trillium Lakelands Virtual Learning Centre.***

**IB Diploma Programme: Grades 11 and 12:** Upon entering the Diploma Years, students will have the following.

	<b>Higher Level Options</b>	<b>Standard Level Options</b>
Group 1	English (3 courses)	English (3 courses)
Group 2	French (usually Immersion only) 2 courses	French (2 courses)
Group 3	History (3 courses)	History (3 courses)
	Psychology (2 courses)	Psychology (2 courses)
Group 4	Chemistry (2 courses + SCH3U as pre requisite)	Chemistry (2 courses + SCH3U as pre-requisite)
	Biology (3 courses)	Biology (3 courses)
		Physics (3 courses)
Group 5		Math (2 courses + MCR3U as pre requisite)
		Math Studies (2 courses)
Group 6	Visual Arts (2 courses)	Visual Arts (2 courses) Theatre (2 courses)

1. You must choose **one course** from **Group 1-5**. Your sixth IB course can be from Group 6, a second Group 3 subject (History or Geography), or a second Group 4 subject (Biology, Chemistry or Physics).
2. You must choose **3 Higher Level** and **3 Standard Level** courses.
3. The **EE** process begins in Grade 11, lasting through the beginning of the Grade 12 year.
4. In addition, you will be completing your **TOK** course over 2 semesters, one half course completed in Grade 11 and one half course completed in Grade 12.
5. **CAS** begins September 1<sup>st</sup> of the Grade 11 year. It is 50 hours of Creativity, 50 hours of Action and 50 hours of Service. CAS must be completed by the last day of classes before the March Break during the Grade 12 Year. Please consult your CAS manual for specific details.

***IB Program Pathways:*** We have designed 2 curricular pathways for Weldon students:

***A. The Diploma Pathway***

<b>IB Curriculum</b>	<b>Grade 11</b>	<b>Grade 12</b>
Group 1: English, TOK	ENG 3UB+ETS4UB	HZT 4UB + ENG 4UB
Group 2: Second Language French	FIF 3UR or FSF 3UB	FIF 4UB or FSF 4UB
Group 3: Individuals and Societies (Choose one or both subjects)	HHG 4MB (Psy) AND/OR CHA 3UB (Hist)	HSB 4UB (Psy) AND/OR CHI 4UB + CHY 4UB (Hist)
Group 4: Sciences (Choose one or two of three subjects.)*	SBI 3UB + SNC 4MB (Bio) SVN 3MB (Chem) SPH 3UB + SES 4UB (Phys)	SBI 4UB (Bio) SCH 4UB (Chem) SPH 4UB (Phys)
Group 5: Mathematics	MHF 4UB (Higher Functions) OR MCF 3MB (Functions)	MCV 4UB (Calculus) OF MDM 4UB (Data Management)
Group 6: The Arts (Choose one or neither subject)	AVI 3MB (Visual Arts) OR ADA 3MB (Theatre Arts)	AVI 4MB OR ADA 4MB

***\*Please note that students cannot take biology and physics together during the diploma years due to timetabling limitations. Students who are interested in taking all three sciences should meet with the IB Guidance Counsellor in Grade 9 to discuss their options.***

## ***B. Certificates***

Students who choose not to take the full IB Diploma can select certificates from either of the two certificate packages according to students' own strengths and interests. Students electing for this option do not complete an Extended Essay or CAS. Diploma students and certificate students are taught together in the same courses and sit the same IB examinations at the end of the course. Students should seek the advice of their teachers, parents, and IB Coordinator and carefully consider the decision whether to take the full IB Diploma or a program of IB Certificates.

### **Min. 3 subjects:**

HL/SL English/TOK  
HL History  
HL/SL Psychology  
HL/SL Biology  
HL/SL Chemistry  
SL Math Studies  
SL Math  
SL Physics  
HL/SL French  
HL/SL Visual Arts  
SL Dramatic Arts

***Note: All courses are subject to availability, sufficient enrolment and timetable constraints.***

## **IB Assessment and Examinations**

### *Assessment, Grade 10*



Our evaluation philosophy is to reward students for their successes as they reach goals above and beyond the regular Ontario requirements. **Students will not be penalized by lower marks because they have chosen Power Pack.** Although students in Power Pack are asked to do more complex work, their marks will reflect the Academic Level standard, not a higher standard.

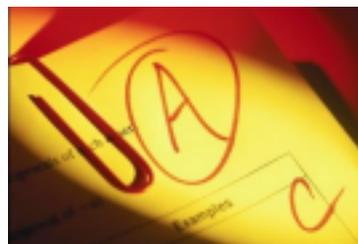
### *Diploma Years Assessment, Grades 11 and 12*

#### Internal Assessment

All IB courses require that students complete an Internal Assessment to be facilitated and marked by the subject teacher. A sample of these marked Internal Assessments is then submitted to an IBO examiner for external moderation. This process guarantees that IBO assessment standards are applied consistently across all IBO franchise schools. The nature of the Internal Assessment will vary by subject but they include such things as individual oral presentations, interactive oral exams, essays, labs, portfolio work etc.

#### External Assessment

All courses, with the exception of TOK, have a series of examination papers set by the IBO. They take place in May of the Grade 12 year with the exception of SL Biology and SL Physics which may be written in May of the Grade 11 year. All other subjects must be studied over a consecutive two year period.



The number and type of examinations per subject will vary. Once written, these exams are sent to IB Examiners all over the world to be marked. Please note that the IB Examiners are monitored and their marking is then moderated by another IB Examiner. This ensures the quality and consistency of assessment.

### Classroom Assessment

In order to monitor student progress, classroom teachers will offer students the opportunity to complete a variety of assignments designed to encourage the development of specific IB skills. **Students are expected to complete all classroom assignments.** Marked assignments will be used to determine OSSD percentage grades in all Grade 11 courses and all Grade 12 courses taken in first semester. In second semester of Grade 12, a combination of classroom assignments and completed internal assessments will be used to assign a student a predicted grade. A predicted grade is an estimate of the score a student is expected to achieve after completing all internal and external assessments. These predictions will be made based on a student's record of achievement during the Diploma years. These predicted grades will serve as a student's final mark in all IB courses until final scores are determined by IBO examiners and conveyed to schools in July. Once final IB grades have been determined, all Grade 12 semester 2 courses and all culminating courses from Grade 12, semester 1 will be adjusted to reflect externally determined levels of achievement.

## IBSO Table of Equivalence

As a member of IBSO (IB Schools of Ontario), IE Weldon applies a mark equivalency scale to all IB assessments and IB exam results. They are marked using IB criteria generating a mark on a scale of 1-7. A percentage grade is assigned using the Table of Equivalent Grades as set by IBSO, used by all IB schools in Ontario. This table was created in conjunction with the Ontario University Admissions Centre. Equivalent percentage grades will appear on a student's report card for all reporting periods as outlined by the school calendar. See the Table of Equivalence below.

Predicated grades are assigned based on a student's record of achievement. Once an IB Diploma candidate's teachers have determined his or her predicted grades, specific percentages are selected from the appropriate ranges shown below. These percentage grades are then reported to the Ontario Universities Application Centre for the OSSD credits that are considered equivalent to the applicant's IB subjects.

*Please note that final IB marks will be adjusted in July once schools receive final results from the IBO. Students who earn a higher IB Grade than originally predicted will be granted an OSSD percentage from the middle of the associated mark range. Students who earn a lower IB Grade than originally predicted will be granted the highest percentage grade from the associated mark range.*

<b>IBSO Table of Equivalence</b>	
<b>IB SEVEN POINT SCALE</b>	<b>OSSD Percentage Ranges</b>
<b>7</b>	<b>97 to 100</b>
<b>6</b>	<b>93 to 96</b>
<b>5</b>	<b>84 to 92</b>
<b>4</b>	<b>72 to 83</b>
<b>3</b>	<b>61 to 67</b>
<b>2</b>	<b>50 to 60</b>
<b>1</b>	<b>FAIL</b>

## Conveying of IB Results

On **July 5<sup>th</sup>**, IB results will be available to the IB Coordinator during a specified window of time as determined by the IBO. Results will be downloaded and any adjustment to marks (as per the IBSO Table of Equivalence, Appendix 5) will be made at that time.

On **July 6<sup>th</sup>**, individual Diploma and Certificate students can access their results on the world wide web. In order to do this, you will receive a web address and PIN number from the IB Coordinator in June.

In late **August**, diplomas and certificates are mailed to the school. They will be available the **week before school begins** in September. Students are encouraged to pick up their diplomas/certificates in the main office. Diplomas and certificates that have not been picked up by November will be mailed to students if a forwarding address has been provided.

### **WHAT'S UP WITH THE 45?**

- The highest possible score for an IB diploma is 45 points.
- The possible 45 points are awarded as follows:
  - ◆ Each of the six subject areas is awarded a mark out of 7. (**6 x 7 = 42**)
  - ◆ EE (Extended Essay) and ToK (Theory of Knowledge) are awarded a total maximum of 3. The scoring grid is available on the Weldon website. (These 3 points are sometimes referred to as *bonus points*.) (**42 + 3 = 45**)
- Weldon's average diploma scores over five years have ranged from 31 to 33:
  - ◆ A score of 29 points is usually the World Average
  - ◆ A score of 31–33 translates to an Ontario average of high 80's to mid 90's
- **WELDON'S HIGHEST SCORE SO FAR HAS BEEN 44!**
  - ◆ **This student tied for 75<sup>th</sup> place out of 40 000 students!**

### **Withdrawing from the IB/Power Pack Program**

On occasion, the Power Pack or IB Programme Pathway does not prove to be the best choice for students. In this situation, and in consultation with the IB Diploma Programme Coordinator, students are permitted to withdraw from the programme at the end of a semester or end of a school year. Please be advised that any decision to change programming that might occur after course selection for the upcoming school year will only be fulfilled based on course availability and in compliance with maximum class sizes.

Please be advised that students living outside I.E. Weldon's catchment area who are no longer enrolled in Power Pack or IB must return to their home school.

## Sampling of University Recognition of IB Diploma Graduates

(as requirements may change, please check admissions requirements and program requirements by visiting the web pages of selected universities)

### **The University of Western Ontario**

To be considered for admission on the basis of International Baccalaureate results, you must complete the full International Baccalaureate Diploma including:

- Passes in a minimum of 6 subjects of which 3 must be at the Higher Level.
- A minimum grade total of 30 including points awarded for the successful completion of the Extended Essay and Theory of Knowledge.
- No mark less than 4 on any individual course.
- Applicants from an IB Diploma Program may be considered for conditional admission on the basis of predicted grades in the final year of the program.
  - IB applicants who have successfully completed the IB Diploma and meet Western's admission criteria, are eligible for transfer credit consideration for each Higher Level subject with a score of 5 or higher.

### **University of Toronto**

The diploma including English HL or SL is required. Applicants should present Mathematics HL or SL for programs requiring Calculus (Math Studies is not acceptable).

Applicants in their final year of the diploma may be considered with predicted results of 28 or higher. More competitive programs require higher predicted results. Transfer credit towards arts, science, and commerce/management programs is usually granted for each IB Higher Level subjects with a grade of at least 5.

### **University of Waterloo**

IB Diploma with an overall minimum grade total of 28 (excluding Diploma points) is the minimum required for admission consideration. More competitive programs require higher scores. Subjects which are prerequisites for admission to specific programs should be at the Higher Level whenever possible. Where there are more than 3 prerequisite subjects, Standard Level courses will be accepted. For more information regarding transfer credits and advanced standing for IB Diploma candidates, please visit our [IB transfer credit policy page](#).

The University of Waterloo recognizes that the completion of the IB Diploma is an excellent academic preparation for success at the university level of studies. For students in an Ontario high school also taking IB courses, admission is based on Grade 12 U and M marks. Canadian citizens who are studying in a bilingual-French language secondary school in Canada may complete either A1 or A2 English for admission consideration.

### **McGill University**

Up to 30 transfer credits may be granted for International Baccalaureate Higher Level results of "5" or better, subject to your faculty and program rules. To receive advanced standing, you must arrange for the International Baccalaureate Organization to send your final IB results directly to Enrolment Services. If you receive an exemption for a course but take it anyway, you will not receive McGill credit for it. McGill reserves the right to change transfer credit recognition policy without notice.

## Trent University

All applicants who have completed the International Baccalaureate Diploma with a minimum overall score of 28 on the best six courses, including three courses at the Higher Level and three courses at the Subsidiary Level will be considered for admission. English at a Higher or Subsidiary Level is required. Advanced standing and transfer credit will be granted for higher level subjects passed with a grade of five (5) or higher. The maximum credit that will be awarded from an IB Diploma is 5 credits (one year of full-time study).

## University of Ottawa

Applicants registered in an IB program may apply for admission to first year provided they have passed at least six subjects (including the prerequisite courses for the chosen program of study), at least three of which are at the higher level, and provided their grade total is equal to or higher than 26, depending on the chosen program. Advanced standing may be granted for higher-level subjects, with a grade of 5 or better.

## **What Former Weldon IB Students Say . . .**

### Jackie, U of Guelph, Sciences

- We are still reviewing IB chemistry in second year.
- Even though I'm a science student, I helped third year history students who are doing "purpose, origin, limitation value" for the first time – we started that in grade 11. *Coordinator's note: Jackie earned the top mark in first year Analytical Chemistry and in 2010 began graduate work at U of T's School of Dentistry.*

### Megan, U. of Ottawa, Criminology

- IB made my transition from high school to university very easy. The course load here is much lighter than my course load while in IB. My experience in IB helped me to become very organized and to know how to manage my time effectively.
- There are more readings at university than in high school. Going through IB, I already had experience with independent learning and I don't find this a difficult adjustment.
- Through the seemingly endless assignments and essays of IB, I developed a strong writing style and perfected my grammar. Mentors at the Writing Centre have told me that my writing abilities are far above those of most first year university students.
- The other obvious benefit of doing IB would be the transfer credits!!! I have the equivalent of six courses for my 3 HLs. Meaning I will be done university in three and a half years since I have over a term worth of transfer credits already.

### Steve, U of Ottawa

- I got the equivalent of 15 first year credits (two and a half courses). I was granted the equivalent of a half-course in English, a course in French, and one elective course.
- Right now I'm taking ENG 1121, Literature and Composition II: Drama and Poetry, and compared to IB English, it's really easy.

### David, U. of King's College, Nova Scotia

- IB has assisted me greatly in my studies here at King's College. My university program is supposedly one of the hardest first year programs in North America...well, guess what, so far it's easier than IB.
- While my contemporaries are freaking out over the amount of work they have to do, I often reply "this is easier than high school!"
- I have an oral exam that virtually mirrors my IB oral exam. Everyone is shaking over the idea of talking into a tape recorder for fifteen minutes. I'm excited for it! · IB is where you develop all your habits that dictate how you work in your post secondary environment. Aristotle said that habit actualizes moral virtue. Well, I say that habit actualizes academic virtue (which is probably the same as moral virtue...).

### Meg, U. of Ottawa, International Development and Globalization

- Written assignments - the ability to form a thesis and cohesive argument is a great ability to have and IB helped shape that ability
  - High-stress situations – it is undeniable that IB exams are very stressful. At university, midterms and finals are similar, but because of being through that situation already, I know the best ways to study and prepare myself as well as how to keep calm before, during and after the exams.
  - Core French - Given that I am in the French immersion program here, IB's French program was great at preparing me for that here. Even SL French was better than any other core program at preparing students for French.
- Coordinator's note: Meg was a core French student (FSF) at Weldon, who gained entry to the Ottawa's University's French immersion program through her success at IB French SL.*

### Lynn, Queen's University, Concurrent Education

Cool things about IB kids and university life:

- Other kids are used to 15-20% exams; we're used to 50-80%, so we don't flip out as much when midterms come around.
- In French and English classes, some students are scared to raise their hand. After doing IOCs and class discussion, we're more likely to answer questions in class... which means that the prof starts to know who you are.
- After SL History: in my first history seminar, I answered one of the professor's questions by comparing the primary sources that she had given us and then giving my own opinion. Surprised, she said: "That's very good. Are you in second year?" · Math SL kids have already studied derivatives, integrals, matrices, and vectors. This is awesome for when you take first-year math. Other students haven't necessarily studied all four subjects.
- HL courses = free credits. Yay!
- You're used to teachers who have very high expectations.
- When your English Lit (or French Lit) professor tells you your exam is a commentary, and everyone else flips out, you're like, "Just a commentary? Sweet."
- Your response to everything challenging is: "This is NOTHING compared to writing a 4000-word essay." Seriously, it actually gives you so much extra confidence.

### Graeme, Ryerson

· Our English exam required two essays in two hours. Others were freaking out, but I said “I’ve already done three essays in two and a half hours” for History Paper three.

### Kim, Universitat zu Lubeck, Germany, Medicine

· In chemistry and bio I already know or have at least heard of most of the material for the first year...which makes the learning process much easier!

· We don’t get homework here which is also great...but of course they expect us to learn on our own (nothing really new).

### Cashlyn, Ryerson, Journalism

· Something that made me glad that I took IB is that when I came to university I figured I was ready for just about anything after it. I've found the workload pretty light comparatively.

· In English, my TA has to go over things like annotated bibliographies and comparative essays, but I've been doing that since I can remember.

· I hope this helps; tell the kids it sucks now but they'll be really, really proud of themselves once they're done!

## Appendix A

### **The Diploma Points Matrix**

#### *IB Diploma Points Matrix (TOK/EE)*

**The matrix below determines the bonus points awarded based on the grades (A–E) achieved in TOK and the EE:**

<i>TOK \ EE</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
<i>A</i>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>Failing</b>
<i>B</i>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>Failing</b>
<i>C</i>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Failing</b>
<i>D</i>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>Failing</b>
<i>E</i>	<b>Failing</b>	<b>Failing</b>	<b>Failing</b>	<b>Failing</b>	<b>Failing</b>

#### **TOK points**

Points awarded for the externally assessed component, part 1, the essay on a prescribed title (40 points), and for the internally assessed component, part 2, the presentation (20 points), are combined to give a total out of 60. The grade boundaries are then applied, to determine the band (A to E) to which the student's performance in TOK belongs.

The band descriptors are:

- A. Work of an **excellent** standard
- B. Work of a **good** standard
- C. Work of a **satisfactory** standard
- D. Work of a **mediocre** standard
- E. Work of an **elementary** standard

The band descriptor is used both to determine the contribution of TOK to the overall diploma score and to provide the basis for reporting to schools on each student's TOK performance.

### **TOK and the Extended Essay**

The performance of a student in both Diploma Programme requirements, theory of knowledge and the extended essay, is determined according to the quality of the work, based on the application of the IB Diploma Programme assessment criteria. It is described by one of the band descriptors A–E. Using the **two** performance levels and the diploma points matrix, a maximum of **three** diploma points can be awarded for a student's combined performance.

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

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

A student who fails to submit an extended essay will be awarded “N” for EE, will score no points, and will not be awarded a diploma.

A minimum score of “D” is required in *both* ToK and the EE is a condition for the award of the diploma for students with 28 points or fewer.

Attaining an “E” in either ToK or EE with a total score of 28 points or fewer is a failing condition for the diploma.

Attaining a grade “E” in both the EE and ToK is a failing condition for the diploma no matter what the total points.

## Appendix B

### **Creativity, Action and Service: CAS at Weldon**

**Do something....anything.....anything creative, active or of service....anything that:**

- Presents an opportunity to learn about yourself •
- Causes you try something new
- Pushes you to new limits
- Helps you improve yourself
- Encourages you use leadership skills •
- Gets you working together with others •
- Impacts your school or community •
- Has importance beyond our borders

**Not every activity will have all elements, but the more elements included in one activity, the better.**

*CAS (Creativity, Action and Service) is a learning experience encouraging personal growth through new and challenging activities. The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time. The IB goal of educating the whole person and fostering a more compassionate citizenry comes alive in an immediate way when students reach beyond themselves and their books.*

#### **IB/CAS Learning Outcomes**

IB has identified eight outcomes to be achieved through the CAS program. The emphasis is on the *quality* of the CAS. As you are planning your CAS program, reflect on where you are positioned on the following eight outcomes.

**Outcome 1: AWARENESS - increase your awareness of your strengths and areas for growth** *You are an individual with various skills and abilities, some more developed than others. You can make choices about how to move forward.*

**Outcome 2: CHALLENGE - undertake new challenges** *A new challenge may be an unfamiliar activity, or an extension to an existing one. Identify new challenges that you would like to take on. Reflect on these challenges from creative, action and service perspectives.*

**Outcome 3: INITIATIVE - plan and initiate activities** *Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example ongoing school activities in the local community, as well as in small student-led activities.*

**Outcome 4: COLLABORATION - work collaboratively with others** *Collaboration can be shown in many activities. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.*

**Outcome 5: COMMITMENT - show perseverance and commitment in your activities** *A student needs to attend regularly and accept a share of the responsibility for dealing with problems that arise in the course of activities.*

**Outcome 6: GLOBAL VALUES - engage with issues of global importance** *You are required to act on at least one issue of global significance. This activity may be an international project, but there are many global issues that can be acted on locally or nationally (for example, environmental concerns, care for the elderly).*

**Outcome 7: ETHICS - consider the ethical implications of your actions** *Ethical decisions arise in almost any CAS activity. Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisors.*

## **Record-keeping**

The following information must be logged using the forms provided to students throughout Grade 11 & 12 to authenticate your CAS activities and experiences.

1. Plan and complete various activities...(a minimum of three and maximum of six activities) ,
2. Reflect on the experience of each activity and your personal growth
3. Record and verify a minimum of 150 hours of CAS activity
4. Final portfolio reflecting on CAS experiences overall

**Without proper documentation, no candidate will qualify for or receive an IB diploma.**

### **STUDENTS MUST –**

- conduct a self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS programme
- plan, do and reflect (plan activities, carry them out and reflect on what they have learned) • undertake at least one interim review and a final review with their CAS adviser
- take part in a range of activities, including at least one project, some of which they have initiated themselves
- keep records of their activities and achievements, including a list of the principal activities undertaken • show evidence of achievement of the seven CAS learning outcomes.
- align your CAS experiences into the ToK program
- create a portfolio to share your CAS experiences with others.

### **Self-review & Reflection**

For each activity, comment only on the bullets that are important for that activity

- how you felt
- what you perceived
- what you thought about the activity
- what the activity meant to you
- what the value of the activity was to you
- what you learned from the activity
- how this learning (for example, a change of perspective) might apply to another area of your life.

### **Records and Artefacts**

- photos
- short video clips
- documentation (word or pdf or scans) including but not limited to: programmes, blogs, visual displays, written notes, certificates, supervisor forms with signatures, etc.
- scans of other relevant documents e.g. awards, newspaper/magazine articles of events, etc

## **POSSIBLE CAS ACTIVITIES and the learning outcomes they might fulfill:**

1. **Antics** (New Skill, Collaboration, Challenge, Initiative)
2. **Concert or Jazz Band** (Collaboration, Commitment, New)
3. **Equestrian Team** (Challenge, Commitment)
4. **Green Team** (Initiative, Awareness, Ethics, Commitment)
5. **Intramurals** (New, Initiative, Collaboration)
6. **Music for a Cause** (Challenge, Ethics, Collaboration)
7. **Link Crew** (New Skill, Challenge)
8. **SAC** (Initiative, Challenge)
9. **Rainbow Connection (Gay-Straight Alliance)** (Awareness, Ethics)
10. **Trivia Team** (New Skill, Challenge)
11. **Wildcat Theatre** (Challenge, Commitment, Collaboration)
12. **International Volunteerism** (Awareness, Global, Ethics, Initiative)
13. **Lwak Girls' School, Kenya** (Awareness, Global, Ethics, Initiative)
14. **Plan Canada** (Awareness, Global, Ethics)
15. **Group/Individual Exchange** (Challenge, Initiative, Awareness, Global)
16. **Athletics** (New, Initiative, Commitment, Collaboration)
17. **Shoebox** (Initiative, Global, Ethics, Challenge, Awareness)
18. **Turkey for Thanksgiving** (Challenge, New, Ethics, Initiative)
19. **Humane Society Drive** (Challenge, New, Ethics, Initiative, Awareness)
20. **Canadian Tire Money for Kids** (Challenge, New Skills, Ethics, Initiative)
21. **Tutoring Grade 9 & 10** (New Skill, Challenge, Ethics)

## Appendix C

IE Weldon Secondary School  
International Baccalaureate Program

### *~Defining Academic Dishonesty and Malpractice: Policy Guidelines~*

In an effort to cultivate inquiring, knowledgeable and active lifelong learners, the IBO has worked to develop a challenging international curriculum, well regarded for its commitment to the promotion of international peace and co-operation, as well as its dedication to maintaining the highest standards for academic assessment. As a member of the IB community, IE Weldon Secondary School is responsible for ensuring that the integrity of this academic program, including the values and skills that support it, is actively promoted amongst all IB candidates, teachers and administrators.

To this end, the following is a summary of the IBO's guide to academic honesty. This document is intended to provide you with the information necessary to avoid charges of academic impropriety and the penalties that may follow should malpractice be demonstrated. Be assured that your teachers and coordinator are committed to teaching you the skills required to develop your own work in order to meet the IBO's standards for academic honesty, as well defining legitimate academic practices during in-class and examination scenarios.

#### **1. Academic Honesty**

- 1.1** Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills. Although it is probably easier to explain to candidates what constitutes academic dishonesty, with direct reference to plagiarism, collusion and cheating in examinations, whenever possible the topic must be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment for the Diploma Programme.
- 1.2** All Diploma Programme candidates must understand the basic meaning and significance of concepts that relate to academic honesty, especially intellectual property and authenticity. However, a conceptual understanding alone is not sufficient; candidates must have the knowledge and practical skills to apply such concepts to their work.
- 1.3** An authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate's own language, expression and ideas. Where the ideas or work of another person are represented within a candidate's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.

## 2. Malpractice

**2.1** The Regulations define malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. Malpractice includes:

- **plagiarism**: this is defined as the representation of the ideas or work of another person as the candidate's own
- **collusion**: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- **duplication of work**: this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

**2.2** Some candidates seem to believe that because the internet is in the public domain and largely uncontrolled, information can be taken from websites without the need for acknowledgment. On the contrary, candidates must record the addresses of all websites from which they obtain information during their research, including the date when each website was accessed. The uniform (or universal) resource locator (URL) constitutes the website address for this purpose. Simply stating the search engine that was used to find the website is not acceptable and does not, in the view of the final award committee, constitute a form of acknowledgment. The requirement to cite the source of material includes the copying of maps, photographs, illustrations, data, graphs and so on. For example, to cut and paste a graph from a website without acknowledging its source constitutes plagiarism. CDROMs, DVDs, email messages and any other electronic media must be treated in the same way as the internet, books and journals. **I.E. Weldon has an annual subscription to an electronic resource entitled "Turn it in.com" for the purposes of searching the internet for content that too closely resembles work submitted by students. All written work submitted to the IBO for assessment, including IAs in all subjects will be vetted using this online tool.**

**2.3** Malpractice most commonly involves plagiarism or collusion. However, there are other ways in which a candidate may commit malpractice and in so doing be in breach of the Regulations. The following examples of malpractice do not constitute an exhaustive list and refer only to the written examinations:

- taking unauthorized material into an examination room
- leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
- misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
- exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination

- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonating another candidate
- stealing examination papers
- using an unauthorized calculator during an examination
  - disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

## 11. Offences and Their Penalty

**11.1** Penalties are imposed on a candidate found guilty of malpractice in order to:

- ensure that the candidate does not gain an unfair advantage
- maintain the integrity of the examination session by excluding those candidates who have abused the system
- deter other candidates from taking the same action.

**11.5** If the final award committee decides that an academic infringement has been established, no mark will be awarded for the component or part(s) of the component. The candidate will still be eligible for a grade in the subject or diploma requirement concerned. No further penalty will be imposed and the case will not be recorded as malpractice.

**11.6** If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject concerned. (No lesser penalty for malpractice is available to the final award committee.) In the case of a diploma candidate the consequence is that no diploma will be awarded to the candidate. However, a certificate of results will be awarded for other subjects in which no malpractice has occurred.

**11.8** If a candidate is found guilty of malpractice the candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established.

**11.9** If a candidate is found guilty of malpractice in the production of one (or more) of several assignments required for a component, the candidate is not eligible for a mark based on his or her performance in the remaining assignments for the component: no grade will be awarded for the subject. For example, the internal assessment requirement for a subject may require a portfolio of four separate assignments. If a candidate is found to have plagiarized all or part of one assignment, a mark for his or her internal assessment will not be based on the remaining three assignments: no grade will be awarded for the subject.

Given the amount of work and effort required to complete the IB programme, the above guidelines may seem intimidating. **Please remember, if you are ever unclear of your academic responsibilities, ask for help.**

## Appendix C

### **I.E. Weldon Secondary School International Baccalaureate Program**

### **Registration and Examination Fees**

- ◆ IB charges a fee to register students and to mark their work. Weldon passes this fee on to the student.
- ◆ At Weldon, every student who meets the academic requirements has the opportunity to take IB exams.
- ◆ Weldon will assist students for whom IB fees present a financial difficulty.
- ◆ Please contact the IB Coordinator to discuss an easier payment schedule..

<i>Payments for DIPLOMA Fees</i>		
	April 30, Gr. 11	April 30, Gr. 12
Payments for 2020 graduates and later	\$900	\$800

<i>Payments for CERTIFICATE Fees</i>		
Number of Certificates	April 30, Gr. 11	April 30, Gr. 12
ONE	\$250	\$250
TWO	\$350	\$350
THREE	\$500	\$500
FOUR	\$600	\$600
FIVE	\$750	\$750

➤ If a student opts out before May 1<sup>st</sup> of grade 10, all money will be refunded. ➤ If a student opts out between May 1<sup>st</sup> of grade 10 & Oct. 1<sup>st</sup> of grade 11, \$200 is non-refundable. ➤ If a student opts out after October 1<sup>st</sup> of grade 11, \$350 is non-refundable. ➤ If a student opts out after October 1<sup>st</sup> of grade 12, no money will be refunded.