

A photograph of three students in a classroom. A young woman with curly hair in the foreground is smiling at the camera while holding a pencil. Behind her, a young man with dreadlocks is focused on writing. To the right, another student is partially visible, also writing. They are all seated at a desk with papers and pencils.

The IB Diploma Programme

2026 - 2028 Johnston
Heights Cohort



Johnston Heights IB Diploma Programme

2026 – 2028 Cohort

PARENT INFORMATION NIGHT:

January 8th, 6:00 pm in the JH Theater

The Johnston Heights IB DP is an inclusive, academic choice programme for Surrey students entering grade 11 in September 2026. Students will study a pathway of choice (see below) in depth for grades 11 and 12.

The DP is a worldwide recognized program of academic excellence. To achieve success in the IB DP, students should truly LOVE LEARNING! It is for those who are engaged, passionate, maintain an open mind, live ethically, and enjoy complexity. IB DP is a two-year commitment and will take time beyond the regular school day; however, students should still be able to make time for outside hobbies, jobs, and interests.

We develop a strong sense of community within each year group and have seen excellent results in students who may struggle with social-emotional regulation and peer engagement.

Students and their parents will need to self-evaluate whether they are suitable candidates for this programme. "The DP is a rigorous course of study for motivated students. That said, prior academic success is less an indicator of ability to earn the diploma than are a student's determination to do his or her best, willingness to be organized to complete the work while leading a full, balanced life, and a strong commitment to learning in and beyond the classroom" (IBO FAQ). Therefore, there is no minimum grade average for programme admission.

IB DIPLOMA Programme Pathways

2026 – 2028 Cohort

See course selection section on next page for an understanding of pathways and required courses.

Group	Pathway 1 Natural Sciences	Pathway 2 Life Sciences	Pathway 3 Humanities
Language and Literature	English SL	English SL or HL	English HL
Language Acquisition	Choose one: French SL Spanish SL	Choose one: French SL Spanish SL	Choose one: French SL or Spanish SL
Individuals and Societies	Global Politics SL	Global Politics SL or HL	Global Politics HL and Psychology HL
Experimental Sciences	Choose two: Chemistry HL Physics HL Computer Science HL	Biology SL or HL and Chemistry SL or HL	Biology SL
Mathematics	Analysis & Approaches HL	Analysis & Approaches SL or HL	Analysis & Approaches SL
Core Courses All are required to for the completion of the Diploma	Theory of Knowledge (TOK), Extended Essay (EE), Creativity, Activity and Service (CAS)	Theory of Knowledge (TOK), Extended Essay (EE), Creativity, Activity and Service (CAS)	Theory of Knowledge (TOK), Extended Essay (EE), Creativity, Activity and Service (CAS)

Applications are open from January 9th – January 26th, 2026.

Apply via a fillable PDF, applications will only be accepted from 8:30 am on January 9th to January 26th at 8:30 am.

All current grade 10 Surrey students are eligible to apply.

Applications will require the following, please make sure you have this ready before you start the application process:

- ✓ Letter of intent
 - Write a maximum of 300 words to respond to the following prompt:
 - The Learner Profile outlines the attributes to which we work towards every day. Using examples from your life, describe the ways in which you excel in one of the learner profile attributes. Also, identify an attribute that you wish to develop further and how you think the IB DP will help you to do so.
- ✓ Record of marks for grades 9 and 10, you can ask your home school's office to provide these for you.
 - Final report card for grade 9
 - Semester 1 or Term 1 report card for grade 10 (to be sent when available)
- ✓ Record of attendance for grades 9 and 10, you can ask your home school's office to provide these for you.
- ✓ Reference
 - EMAIL ADDRESS for a counselor/teacher/coach, who will act as your reference
- ✓ IEP (if applicable)
 - Send with your filled in application.
- ✓ Research the pathway you are considering for university. This involves going to the university websites you plan to apply to in grade 12 and looking at the requirements for entrance into specific faculties.
- ✓ Course selection completed for chosen pathway (pathway must contain 3 HL and 3 SL courses).
 - Pathway 1 – Natural Sciences
 - University pathways include Engineering, Physics, Math, Astronomy, Computer Science
 - Pathway 2 - Life Sciences
 - University pathways include Biology, Chemistry, Environmental Sciences, Pre-Medicine, Pre-Dentistry, Pharmacy
 - Pathway 3 – Humanities
 - University pathways include English, Fine Arts, History, Languages, Pre-Law, Business, Journalism, Political Science

Use the QR code to access our website to download the fillable PDF, please make sure you are familiar with what is expected from you (above checklist) before you start the application.

Applications are only
open January 9th to
January 26th, 2026.



Or visit our website at: <https://www.surreyschools.ca/johnht/> application can be found under the International Baccalaureate Department link.

IB DP Courses Offered

Before completing course selection, please make sure you are familiar with 'IB Diploma Awarding Conditions' (page before). Awarding of the diploma is partially based on accumulating 12 points in HL classes and 24 points overall, candidates should be choosing the **three** HL classes they are strong, interested, and confident in. HL indicates "higher level" and SL indicates "standard level". HL indicates at least 240 hours of study and SL indicates at least 150 hours of study. HL courses study subjects in greater depth.

In all DP courses, both years of the course and the external examination(s) must be completed to receive course credit.

DP English: Language and Literature SL/HL

This course introduces the critical study and interpretation of written and spoken texts from a wide range of literary forms and non-literary text-types. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into three areas of exploration and seven central concepts and focuses on the study of both literary and non-literary texts. Together, the three areas of exploration of the course allow the student to explore English through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and the ability to present their ideas effectively. A key aim is the development of critical literacy.

DP French SL

Pre-requisite: French 10

Highly Recommended: French 11

In IB French, students develop their language skills with a long-term view to functional bilingualism. The course is built around aspects of three Core Themes: Communication & Media, Global Issues and Social Relationships. There is also a choice of two Optional themes to be explored: Customs & Traditions, Cultural Diversity, Leisure, Health and Science & Technology. Students will seek understanding of other languages and cultures, as they explore these themes particularly as they relate to French-speaking countries. Course related projects, interactive activities and readings will provide opportunities to develop cultural awareness as well as provide significant language development.

DP Spanish SL

Pre-requisite: Spanish 10

Highly Recommended: Spanish 11

In IB Spanish, students develop their language skills with a long-term view to functional bilingualism. The course is built around aspects of three Core Themes: Communication & Media, Global Issues and Social Relationships. There is also a choice of two Optional themes to be explored: Customs & Traditions, Cultural Diversity, Leisure, Health and Science & Technology. Students will seek understanding of other languages and cultures, as they explore these themes particularly as they relate to Spanish-speaking countries. Course-related projects, interactive activities and readings will provide opportunities to develop cultural awareness as well as provide significant language development.

IB Global Politics SL/HL

Global Politics is about the study of power – those who have it, and how they use it to influence the global society. The 21st century is characterized by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways, and creating complex global political challenges. Global politics is a subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues.

Core topics include types of power, political theories, peace and conflict, international development, and international relations. In the course, students examine case studies on current events such as equality, poverty, climate change, sustainability, terrorism, and more. Students in this course will develop an understanding of the local, national, international, and global dimensions of political activity, as well as explore political issues affecting their own lives.

The study of global politics enables students to critically engage with different and new perspectives and approaches to politics to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

DP Biology SL/HL

In IB Biology, students aim to question, investigate, and understand the living world at all levels using many different approaches and techniques. In year one, students explore molecular biology, the cell, genetics, evolution, ecology and biodiversity. In year two, students further their understanding of the interconnectedness of the living world through the study of metabolism, human physiology and plant biology. Students have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. The nature of science, as an overarching theme, will allow students to appreciate the global context of scientific study.

DP Chemistry SL/HL

This course will introduce scientific techniques for Measurement and Data Processing. We will explore Stoichiometric Relationships, Atomic Structure, trends in Periodicity, Chemical Bonding, Energetics, Chemical Kinetics, Equilibrium, Acids and Bases, Electrochemistry and Organic Chemistry. IB Chemistry combines academic study and the development of practical and investigational skills. Students will use the scientific method, developing and testing hypotheses, critically analyzing their results, and concluding based on their experimental data.

DP Computer Science HL

The DP Computer Science course is designed to provide students with an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, enables and empowers innovation, exploration and the acquisition of further knowledge in a diverse set of topics: computer hardware and networking, system management, computational thinking, and the fundamentals of programming and data management. Students also study how computer science interacts with and influences cultures and society as well as the ethical issues surrounding computer science's impacts on our world. During the course the student will also develop technical skills in the field of computer science by reviewing, reproducing, and creating algorithms and software using the Java programming language -including a major software development project.

DP Physics HL

This course provides students with an understanding of the dual nature of Physics both theoretical and practical as well as it will increase their command of the use of Mathematics as the language of Physics. This course will explore concepts ranging from Newtonian mechanics up to modern Physics; it has a heavy emphasis on laboratory work as an integral part of the learning process. A main objective is to challenge students to think about and analyze how physical principles have been applied to construct and alter our material world to suit our needs. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. Students will also explore the international context within which physics exists and examines issues from more than one side. Other topics include Kinematics, Dynamics, Momentum, Energy, Circular Motion, Thermal Energy, Atomic theory, Waves, Optics. Students will complete a portfolio of investigations that includes an extended experiment.

DP Math Analysis & Approaches (AA) SL/HL

Pre-requisite: Pre-Calculus 11 for HL (if Pre-Calculus has not been completed, student will be placed in SL)

Highly Recommended: Pre-Calculus 11 for SL

Analysis and Approaches is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. Emphasis is on:

- algebraic methods,
- developing mathematical thinking skills,
- and real and abstract mathematical problem solving

This course caters to students who already possess knowledge of basic mathematical concepts and who are equipped with the skills needed to apply simple mathematical techniques correctly. In this course students will explore real and abstract applications of these ideas with and without the use of technology. This course will cover topics in number, algebra, functions, statistics, probability, trigonometry, geometry, and calculus. Math AA at the HL will cover an advanced level of the topics listed previously. This course is aimed at students who will go on to study subjects with substantial mathematics content, such as chemistry, biology, physics, engineering, business, or economics.

10 Reasons



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

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.

6



The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



It's an international qualification

The DP is recognized globally by universities and employers.

7



DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

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.

8



It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.



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*Based on IB research - www.ibo.org/research

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The Diploma Programme: Preparing students for success in higher education and to be active participants in a global society

What is an IB education?

The IB continuum of international education for students aged 3 to 19 years old is unique because of its academic and personal rigour. We challenge students to excel in their studies and in their personal development. We aim to inspire a love of learning throughout life that is marked by enthusiasm and empathy. The IB aspires to help schools develop well-rounded students who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations.

Approaches to teaching and learning

IB programmes are taught by teachers who explicitly help students learn how to develop the attitudes and skills they need for both academic and personal success.

Approaches to teaching

There are six key pedagogical principles that underpin all IB programmes. Teaching in IB programmes is:

- based on **inquiry**
- focused on **conceptual understanding**
- developed in **local and global contexts**
- focused on effective teamwork and **collaboration**
- **differentiated** to meet the needs of all learners
- informed by **assessment** (formative and summative).

Approaches to learning

This area develops essential skills that include skills of behaviour and emotional management, skills that allow the student to monitor their own effectiveness in their learning and skills that allow them to process information effectively (often called “study skills” in a school environment). Although these skills may be in use when developing a certain natural ability or talent, they are different from both ability and talent themselves because proficiency in any skill can be increased through the deliberate use of techniques and strategies, feedback and challenge. Skills are therefore highly teachable.

Teaching and learning in the Diploma Programme (DP) therefore incorporates the development of:

- **thinking** skills
- **communication** skills
- **social** skills
- **self-management** skills
- **research** skills.

Although these are presented as distinct categories, there is some overlap and close connections between them. These categories should be seen as interrelated, as well as linking closely with the attributes highlighted in the IB learner profile. IB students work to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

What is the IB Diploma Programme?

The IB Diploma Programme is an academically challenging and balanced programme of education, with final examinations, that prepares students aged 16 to 19 for success at university and in life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

The curriculum

DP students must choose one course from each of five subject groups delivering a breadth of knowledge and understanding in language and literature, individuals and societies, the sciences and mathematics. Furthermore, students must also choose either an arts course from the arts group or a second course from one of the other subject groups. DP courses can be taken at higher level (HL) or standard level (SL). At least three, and not more than four, are taken at HL (240 teaching hours), while the remaining

courses are taken at SL (150 teaching hours). SL courses ensure students are exposed to a range of disciplines that they might otherwise opt out of, and HL courses allow students to spend more time with subjects they are more interested in by exploring options in addition to the SL core curriculum. In this sense, all DP courses, regardless of whether they are SL or HL, are integral to the programme. Students can study and take examinations in English, French or Spanish. Two courses are classified as interdisciplinary, meaning that they satisfy the requirements of more than one subject group.

- Literature and performance (studies in language and literature subject group and the arts subject group)
- Environmental systems and societies (individuals and societies subject group and sciences subject group)

In addition to disciplinary and interdisciplinary study, the DP features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

The Diploma Programme core

The extended essay (EE) requires students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies EE option allows students to focus on a topic of global significance, which they examine through the lens of at least two DP subjects.

Theory of knowledge (TOK) develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

Creativity, activity, service (CAS) emphasizes helping students to develop their own identities in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. It involves students in a range of activities alongside their academic studies throughout the DP. The three strands of CAS are creativity (exploring and extending ideas leading to an original or interpretive product or performance), activity (physical exertion contributing to a healthy lifestyle) and service (collaborative and reciprocal engagement with the community in response to an authentic need).

Assessment

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. The grades awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on TOK and the EE. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the CAS requirement. The highest total that a DP student can be awarded is 45 points. Assessment is criterion-related, which means student performance is measured against specified assessment criteria based on the aims and objectives of each subject's curriculum, rather than the performance of other students taking the same examinations.

Research

Whether conducted in collaboration with the IB or independently, research generally suggests that an IB education has a positive impact on schools, students and teachers. Research plays a central role in the development, quality assurance and assessment of impact of the IB programmes and services. The IB conducts research in two key areas: programme impact research, which investigates the implementation and impact of IB programmes, and programme development research, which supports the development review of all programme curriculum and pedagogy. Research conducted both by the IB and external bodies show the DP curriculum and assessment compares favourably to other qualifications. To review latest research on the DP visit www.ibo.org/research.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Frequently asked questions about the Diploma Programme

What is the Diploma Programme?

The Diploma Programme (DP) is a curriculum framework designed by the International Baccalaureate (IB) for students in the last two years of high school.

IB students graduating with the IB diploma are able to study at universities all around the world, often with advanced credit. Students report that their involvement with the IB has given them the tools needed to succeed at college. In particular, students comment on their sense of preparedness, self-confidence, research skills and their ability to manage their time. Even more important, they have developed a sense of the world around them and their responsibility to it.

Diploma Programme students study six subjects (three at standard level and three at higher level) over two years and complete three additional requirements: the theory of knowledge (TOK), the extended essay and at least 150 hours of CAS—creativity, activity and service tasks outside of the classroom. In addition to these requirements, students must earn a minimum of 24 points out of a possible 45 points on the final assessments which are externally marked and moderated by the IB, in order to receive an IB diploma.

Theory of knowledge (TOK)

TOK is an interdisciplinary course designed to help students question and understand how they know what they know. Students study how individuals from various disciplines view the world in order to develop their own ways of thinking. By stimulating analysis of knowledge across disciplines, TOK seeks to help students make sense of school and the world.

Creativity, activity, service (CAS)

CAS is an experiential learning component of the DP. Students complete a wide variety of extracurricular, community service and athletic options to fulfill this requirement.

Extended essay

The extended essay introduces students to the demands and rewards of independent work. Emphasis is placed on doing personal research and communicating ideas effectively in order to write a 4,000-word essay in an area of personal interest.

How do colleges and universities view the Diploma Programme?

The DP is internationally recognized as representing one of the highest standards in university preparatory education. More than 1,000 colleges and universities in North America have recognition policies on how they weigh it in admissions, advanced standing, college credit and scholarships.

A list of colleges and universities that grant credit, scholarships and/or advanced standing for DP diplomas and certificates is available at www.ibo.org.



What kind of student is a good candidate for the DP?

The DP is a rigorous course of study for motivated students. That said, prior academic success is less an indicator of ability to earn the diploma than are a student's determination to do his or her best, willingness to be organized in order to complete the work while leading a full, balanced life, and a strong commitment to learning in and beyond the classroom.

Do DP students have time for anything beyond academics?

Absolutely. Most successful Diploma Programme students lead very full lives. They are often members of athletic teams and involved in a wide range of activities. Time management and organization are key skills the IB develops in students.

Are IB programmes considered “gifted” programmes?

The IB does not control how schools designate their Diploma Programme. In some instances, schools choose to designate the programme as selective enrolment via application or as a magnet programme. In other cases, the programme is open to any student.

Do DP teachers receive special training?

All DP teachers receive professional development in the IB's approaches to teaching and approaches to learning from certified IB workshop leaders. This is a requirement for IB World Schools implementing the DP.

Does implementing an IB programme mean my child's school will not teach local or national standards such as the Common Core?

The IB is committed to making sure that students in IB programmes meet and exceed local or national standards.

With the implementation of any IB programme, schools are required to examine their curriculum carefully to ensure that there is alignment with local, state or national standards. More information on the IB and the Common Core is available at

www.ibo.org.

What's the difference between the diploma and certificates?

Not all students choose to take the full course load leading to a diploma. Instead, some take a few DP courses in areas where they have a particular interest or strength, similar to honours and Advanced Placement classes. Certificates are awarded on a course-by-course basis to students who choose not to do the full programme. Students who satisfactorily complete a DP course earn a certificate and may be eligible for university credit.

How does the IB DP differ from other university-preparatory programs such as Advanced Placement and Cambridge?

The IB DP is a two-year comprehensive curriculum with a culminating set of externally graded final exams. IB, Advanced Placement (AP) and other college-preparatory curriculums like Cambridge are all university preparatory, academically rigorous programmes. There are important differences, however, in the content and exams. The DP is a cohesive and comprehensive programme, not a collection of individual courses as is the case with Advanced Placement. The most important distinguishing factor is the core of the Diploma Programme (CAS, TOK and extended essay).

Can you give a specific example of how the DP prepared students for college?

A 2012 study by the Consortium for Chicago School Research found that Diploma Programme students who graduated from 12 Chicago public schools were more likely to attend college, attend a selective college and persist in college for 2 years than a matched comparison group. Additional studies on programme impact are available at

www.ibo.org/research

How can I learn more about the IB and DP?

- Visit the IB website at www.ibo.org
- Attend school meetings and events
- Speak with your school's DP coordinator
- Speak with your child's DP classroom teachers.