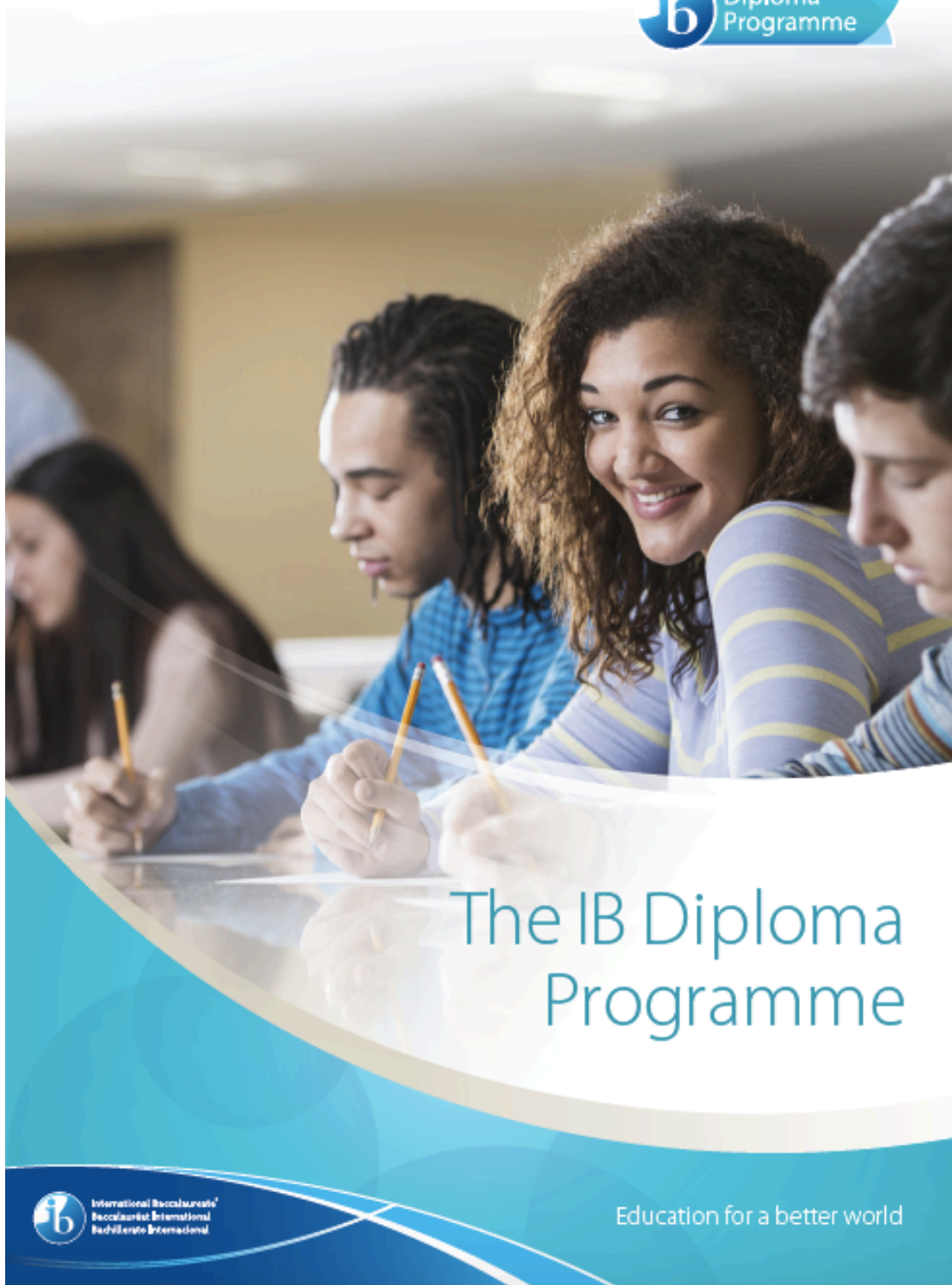




Johnston Heights Secondary



The IB Diploma Programme



Education for a better world

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About the IB Diploma Programme

Welcome from District Administration

On behalf of Surrey School District #36, I would like to extend a warm welcome to Johnston Heights Secondary, an International Baccalaureate school. Surrey has a more than forty-year relationship with the International



Baccalaureate Organization. It is a partnership that has served our community and its learners well. In addition to the Middle Years Programme which was authorized at Johnston Heights in 2017, we are proud to be moving forward in the pursuit of the Diploma Programme.

I wish you success at Johnson Heights Secondary as you embark on this international endeavour.

Sincerely,

Catherine Sereda
Assistant Superintendent

Welcome from Johnston Heights Administration



Welcome to Johnston Heights Secondary, an authorized IB Middle Years Programme (2017) and Diploma Programme (2021) World School! We believe that students and their learning are at the centre of all we do and we strive to engage students deeply in their learning. The Middle Years framework for learning has given teachers and students the solid foundation for helping our students to grow into being 'knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding respect'. We are excited to launch our Diploma Programme, as a district Choice program, in 2021.

On behalf of the students, parents, teachers and administration, we welcome visitors to our school to show our learning in action.

Sincerely,

Kim Sadhra
Head of School

The IB Mission



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.

Johnston Heights Secondary Mission Statement

Our mission is to support learners in realizing their potential as individuals in a global society by providing student-centred experiences, service, and resources in a caring and interactive community.



More Information about IB

Head to the International Baccalaureate website for more information on their programmes, research reports on the benefits of an IB education, and videos from teachers and students:

<https://www.ibo.org/programmes/diploma-programme/>

Johnston Heights IB DP Contact Information

Inquiries regarding the IB Diploma Programme can be sent to:

Emily Hayler

IB Diploma Programme Coordinator

Johnston Heights Secondary

Phone: (604) 580-7766

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What is an IB Education?

Imagine a worldwide community of schools, educators and students with a shared vision and mission to empower young people with the skills, values and knowledge to create a better and more peaceful world. This is the International Baccalaureate (IB).



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.	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.
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.	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.
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.	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.
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.	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.
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.	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.

IB Learner Profile Attributes

An IB education fosters international-mindedness by helping students reflect on their own perspective, culture and identities, and then on those of others. By learning to appreciate different beliefs, values and experiences, and to think and collaborate across cultures and disciplines, IB learners gain the understanding necessary to make progress toward a more peaceful and sustainable world.

The IB learner profile places the student at the centre of an IB education. The 10 attributes reflect the holistic nature of an IB education. They highlight the importance of nurturing dispositions such as curiosity and compassion as well as developing knowledge and skills. They also highlight that along with cognitive development, IB programmes are concerned with students' social, emotional and physical well-being, and with ensuring that students learn to respect themselves, others, and the world around them.

IB educators help students to develop these attributes over the course of their IB education, and to demonstrate them in increasingly robust and sophisticated ways as they mature. The development of these attributes is the foundation of developing internationally minded students who can help to build a better world.

As an authorized IB Middle Years School (MYP), since 2017, Johnston Heights is proud to now be an IB Continuum School, offering two of IB's available programmes.

The aim of all IB programmes is to develop internationally minded people who recognize their common humanity and shared guardianship of the planet. Central to this aim is international-mindedness.

International-mindedness is a multi-faceted and complex concept that captures a way of thinking, being and acting that is characterized by an openness to the world and a recognition of our deep interconnectedness to others.

To be open to the world, we need to understand it. IB programmes therefore provide students with opportunities for sustained inquiry into a range of local and global issues and ideas. This willingness to see beyond immediate situations and boundaries is essential as globalization and emerging technologies continue to blur traditional distinctions between the local, national and international.

Why Consider the IB Diploma Programme?



The IB Diploma Programme (DP) is an internationally recognized program of academic rigor and excellence. In order to achieve success in the IB DP, students should truly LOVE LEARNING! It is for those who go above and beyond in all aspects of their lives, 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. Extra time for thinking, studying, researching, writing, volunteering, and much more is required. Assessment is conducted at the school and global level. When courses are finished, students participate in world-wide exams that are marked by the IB.

At the culmination of the two years, successful students will have a world-recognized diploma and, quite possibly, university transfer credits. Most importantly, they will be prepared for any future path they choose!

We know there will be times when students and parents will question their decisions about IB; however, at Johnston Heights, we are here to help! We are committed to supporting students and teaching resiliency when the demands of IB DP seem too much.

Why do Universities and Students Value IB Diploma Programme?

Universities value the IB DP because:

- It provides academic breadth and depth
- Graduates care about more than just results
- Students are prepared for the demands of post-secondary
- Students are able to think critically, analyze deeper and inquire
- It is internationally recognized and consistent world-wide

Below are remarks about Diploma Programme students from global universities:

"IB is well known to us as excellent preparation. Success in an IB programme correlates well with success at Harvard. We are please to see the credential of the IB Diploma Programme on the transcript"

-Marlyn McGrath Lewis, Assistant Dean of Admissions, Harvard University, USA

"What do IB Diploma Programme scores tell us? Our research into student performance at UBC indicates that IB students with diploma scores in the 27-30 point range [out of a possible 45 point maximum] perform the same as straight-A students out of our provincial high school curriculum."

-Michael Bluhm, Undergraduate Admissions, University of British Columbia, Canada

“Diploma Programme students are very well-rounded, multifaceted, multiskilled and have studied in depth. They have good time-management skills. They score higher than students in other national systems, and the IB score is worldwide the same measure.”

-Hrilina Lock, Undergraduate Admissions, London School of Economics, UK

New to UBC – first year experience		
<i>In which of the following activities have you participated in at UBC?</i>	IB	non-IB
participate in a conference	24%	19%
student leadership activities	30%	16%
research with a faculty member	7%	5%
volunteer work	54%	30%
community service as part of a class	12%	9%
student government	6%	3%
political activities (e.g. local, municipal, provincial, federal other than student government)	9%	4%
tutoring or teaching other students (paid or voluntary)	21%	11%
attend special lectures	38%	29%
join an intramural team	15%	15%
mentoring programs (student to student, alumni to student)	11%	8%
student club or organization	63%	46%

Research from UBC depicting IB and non-IB students and their skill set in the first year of post-secondary

New to UBC Survey – start of first semester		
SKILL/ABILITY	IB	Non-IB
Research skills	35%	9%
Library skills	24%	9%
Ability to read and comprehend academic material	43%	21%
Ability to prepare and make a presentation	47%	22%
Analytical and critical thinking skills	38%	21%
Ability to be clear and effective when writing	40%	20%
Ability to take personal social responsibility	55%	47%
Ability to work as a team member	50%	40%
Ability to motivate and lead others toward a goal (leadership skills)	38%	28%
Ability to speak clearly and effectively in English	72%	60%
Quantitative (mathematical and statistical) skills	31%	27%
Ability to appreciate racial and ethnic diversity	76%	63%

Research from UBC depicting IB and non-IB students and their experience in the first year of post-secondary

IB Diploma Programme student graduates report that:

- The transition from high school to university is more manageable
- The programme offers skills to organize academic and non-academic life
- The experience is life-changing
- It offers opportunity to focus on developing skills, not just knowledge
- It offers the opportunity to study subjects in greater depth
- They feel prepared to handle the demands of post-secondary
- The programme taught them how to become active, life-long learners who look forward to school.

The IB Diploma Programme Framework

IB Diploma Programme (DP) is a 2-year programme, which begins in grade 11 and continues into grade 12. Successful completion of the programme framework will earn students the IB Diploma. Students can apply to post-secondary using unique admission criteria as IB DP students.



IB Diploma Programme Framework

The programme aims to develop students who have excellent breadth and depth of knowledge—students who flourish physically, intellectually, emotionally and ethically. The DP is an academically challenging and balanced programme of education. It addresses the intellectual, social, emotional and physical well-being of students, and is respected by universities across the globe. Each of the IB's programmes, including the DP, is committed to the development of students according to the attributes shown in the IB learner profile (IBO).

The Diploma Programme (DP) curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay. Through the Diploma Programme (DP) core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

Students choose courses from the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts. Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts. See page 12 for our course offerings in each grouping.

Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level.

Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level. Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.

IB Diploma Programme Assessment

The programme of study is very demanding and much more time-consuming than the BC Dogwood program. Students and parents should be mindful of this when it comes to student assessment, as marks may appear lower. Often marks are adjusted so students are not penalized for entering a more demanding programme of study, nevertheless, IB DP is exceptionally rigorous and families must be prepared for this.

The IB uses a unique scale of assessment based on 1-7 point system. In the IB Diploma Programme, a maximum score of 45 points can be earned:

- Up to 7 points in each of the six subjects (42 points maximum)
- Up to 3 bonus points for CORE: Theory of Knowledge and Extended Essay

There are conditions where students may not get enough points to earn the IB Diploma. These conditions are outlined in the Assessment Policy.

Most IB DP schools in BC use a scale of % equivalencies for reporting to parents and the *Ministry of Education*, based on research conducted by the University of British Columbia.

The *British Columbia Association of IB World Schools (BCAIBWS)* reports on student progress in the IB DP courses in terms of a **predicted grade** on the IB scale of 1 to 7. These scores can be converted to BC Ministry percentages and letter grades using the following table:

IB Predicted Grade	Standard Level Class Range of equivalent %	Higher Level Class Range of equivalent %
1	0 – 49%	0 – 49% (69%)
2	50 – 69%	70 – 75%
3	70 – 75%	76 – 85%
4	76 – 85%	86 – 89%
5	86 – 89%	90 – 95%
6	90 – 95%	96 – 97%
7	96 – 100%	98 – 100%

The course assessments that are conducted within the Diploma Programme are determined by the IB. Teachers will use a variety of teaching strategies and informal assessments to prepare students for their official IB assessments. IB formal assessments are broken into two categories:

Assessment Type	Details	Weight
Internal Assessments—research and inquiry-based projects	<ul style="list-style-type: none"> 1 internal assessment per SL course, 2 per HL course Assessments developed by the IB Assessed by the teacher and moderated by the IB 	Usually 25% Of final mark
External Assessment—Exams	<ul style="list-style-type: none"> 1 examination per course (6 in total) Exams take place in May of year 2 of the programme Exams developed by IB and are the standard across the world for each course 	Usually 75% of final mark

There will also be assessments in the CORE components of the DP framework:

- TOK— artifact exhibition and essay
- EE—the essay itself is assessed by the IB
- CAS—reflective journal of experiences

Teachers, in consultation with the IB Coordinator, generate a predicted exam and final grade at the end of January of the grade 12 year with which students may apply to universities. Predicted grades will be shared with students in a meeting with the IB coordinator in early February. While predicted grades may result in initial acceptance to a university program, final IB grades need to reflect the same standards.

The IB Coordinator will receive final grades from IB in early July and inform students that they are available on-line once released. Diplomas are usually received in August at which time students will be notified that they are ready to be picked up at the school office.

Admissions to the Johnston Heights IB Diploma Programme

Application Process & Fees:

Current Johnston Heights and non-Johnston Heights Grade 10 students are eligible to apply for the IB Diploma Programme. Online applications will be available in January-February of the student's Grade 10 year and will be open for a two-week period. Exact dates for the application opening and closing will be published in the school calendar and on the school website in September. Late applications will be accepted, but these applicants will be placed on a waitlist. Applications can be accessed on the school website once the application period begins. The online application uses Microsoft Forms, so students should login to their Microsoft accounts using their school email. The online application requires students to supply the following:

- 1-page resume
- Record of Grade 9 & 10 marks
- Email address for a teacher or community coach reference
- IEP (if applicable)

Students applying from outside of Johnston Heights must also supply/complete the following:

- Record of Gr. 9 & 10 Attendance
- JH school registration forms (accessed online).

Hard-copy paper applications are available for pick-up in the main office, should a student prefer this format. Hard-copy applications must be returned to the main office with all accompanying documents in a single sealed envelope by the deadline.

Within the application, students will be asked to respond to a student questionnaire. These questions are designed to help us get to know the applicants as individuals and learners. It is advised that students look at the questions, and then draft their response in advance. Each response is limited to 125 word maximum. In addition, the application will invite students to select their course preferences. This is preliminary course selection and will not be finalized until successful applicants have met with the school counsellor for a formal course selection. Students are encouraged to read the course descriptions in the JH course selection book before making their preferences known.

After applications are processed, all applicants will be invited to interview with the IB DP Coordinator. The interview will review the student's suitability for and interest in the programme.

Thereafter, applicants will be notified of the result of their application. Successful applicants will be invited to complete a formal course selection with the school counsellor and attend a programme orientation. Unsuccessful applicants will be held on a waitlist should space become available.

There is no fee for the programme beyond the examination fees, which are approximately \$185 per exam to be paid in year two of the programme. However, financial difficulties should not be a deterrent from applying, as financial support is available on a case-by-case basis. Students should speak to the IB DP Coordinator with concerns regarding financial support.

Admissions Criteria:

Johnston Heights has approximately 60 seats for each DP cohort. 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 in order 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.

All IB programmes, including the DP, are inclusive, welcoming all types of learners and value diversity. Johnston Heights supports inclusive practices and has published Inclusion Policy. This policy outlines our school's commitment to learning diversity and the inclusive practices that can be offered to support students in the Diploma Programme.

It is important that students and parents understand that **“success in the DP is best measured by the value added in individual student development and not by the diploma score”** Heights (IBO, Diploma Programme: From Principles to Practice, 2015). This idea drives our admissions decisions at Johnston Heights. The skills that student possess will determine their successful transition into and experience in the DP. All students are invited to apply who have:

- demonstrated growth and strength in the IB Learner Profile traits (pictured)
- are passionate about learning
- are resilient
- are excited for a rewarding new challenge.

Students and parents will also need to read the Johnston Heights IB DP Academic Integrity Policy and sign a Declaration of Academic Integrity.

IB Course Candidate Option

Students are encouraged to take the full IB Diploma when capable of doing so. However, the IB DP Course Candidate option is for students who do not want to take the full IB Diploma Programme, but would like to take up to three IB DP courses of keen interest. Priority placement in the IB DP courses will be given to students in the full diploma programme. Remaining seats will be offered to course candidate students upon request.

IB DP courses are two-years in length, starting in grade 11 and continuing into grade 12. By electing to take an IB DP course, course candidate students are committing to taking the course for both the grade 11 and 12 years.

Students electing to take an IB DP course must complete the internal and external (exam) assessments outlined by the IB. Without completing these, the student will not earn credit for the course. Students will have to pay the examination fee in year two of the course. It is approximately \$175 per exam.

IB DP courses are assessed on level 1-7 scale. Advanced post-secondary credit may be granted if the student earns a high enough level in the Higher Level (HL) courses. Standard Level (SL) courses are not eligible for post-secondary advanced credit. Students must consult the post-secondary institution of choice to find out what the minimum level is to earn advanced-credit in the course of interest.

Students should consult the IB Diploma Programme Coordinator with any questions about the Course Candidate option.

Course Offerings

Full course descriptions can be found in the Johnston Heights Course Description book, located on the Courses page of the school website.

JH IB DP COURSE OFFERINGS

* COURSE OFFERINGS SUBJECT TO CHANGE BASED ON STUDENT INTEREST

Group 1: Studies in Language & Literature

- IB Literature SL & HL

Group 2: Language Acquisition

- IB French SL
- IB Spanish SL

Group 3: Individuals & Societies

- IB Global Politics SL & HL
- IB History SL & HL
- IB Geography SL & HL

Group 4: Sciences

- IB Biology SL & HL
- IB Chemistry SL & HL
- IB Physics SL & HL
- IB Design Tech SL & HL
- IB Computer Science SL & HL
- IB Sport, Exercise & Health Science SL & HL
- IB Environmental Systems SL

Group 5: Mathematics

- IB Math AA SL & HL
- IB Math AI SL & HL

Group 6: The Arts

- IB Film SL & HL
- IB Visual Arts SL & HL

Pathway Possibilities

Below is a sampling of courses that DP students may select based on their post-secondary goals. There is some flexibility within groupings to choose courses of interest. This selection is preliminary for planning purposes. Once students are admitted to the programme, they will conduct a formal course selection under the guidance of a counsellor or the IB DP Coordinator.

Group	The Activist Social Science	The Engineer Applied Science	The Health Scientist Science	The Entrepreneur Business	The Environmentalist Environment	The Artist Liberal Arts
1	Literature HL	Literature SL	Literature SL	Literature HL	Literature HL	Literature HL
2	French / Spanish SL	French / Spanish SL	French / Spanish SL	French / Spanish SL	French / Spanish SL	French / Spanish SL
3	Global Politics HL	Geography SL	Geography HL	Global Politics HL	Geography HL	History HL
4	Biology SL	Physics HL	Biology HL	Computer Science SL	Environmental System SL	Biology SL
5	Math AA SL	Math AA HL	Math AA SL	Math AA HL	Math AA SL	Math AA SL
6	History HL	Chemistry HL	Sports, Exercise & Health Science HL	Visual Art SL	Global Politics HL	Film HL
EE Subject	Global Politics	Physics	Biology	Math	Geography	Film