



Korah Collegiate & Vocational School
IB Parent Handbook
Class of 2026



IB Mission Statement

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

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

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

Table of Contents

'IB Speak' Glossary & Tips for Parents.....	3
Learner Profile.....	5
The Whole Picture.....	6
Subjects Currently Offered in Korah's IB Diploma Programme.....	7
Contact Information & Mentoring Schedules.....	8
Creativity, Activity, Service (CAS).....	8
Extended Essay (EE).....	9
Theory of Knowledge (TOK).....	10
Summary of IB Diploma Attainment Requirements.....	11
IBSO Table of Equivalency.....	12
May 2024 Exam Schedule.....	13

“IB-Speak” Glossary

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

DP – Diploma Programme; the curriculum is made up of six subject groups and the DP core elements comprising of Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay (EE).

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

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

Core elements:

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

EE – Extended Essay; a 3000 to 4000-word paper is written in one of our offered subject areas, generally in English, history, chemistry, biology, or computer science. Focus is on the process, and students meet a series of internally set deadlines over the course of 10 months, with the help of an IB trained teacher mentor.

TOK – Theory of Knowledge; offered in year 1 with components extending into year 2 and is awarded an OSSD IDC4U Interdisciplinary Studies and HZT4U Philosophy credit. Students study the core theme (Knowledge and the Knower), two optional themes, and five Areas of Knowledge (AOK). The TOK Exhibition and a 1600-word essay in response to a title that focuses on the AOK are assessed.

Levels:

SL – Standard Level subject; each student must study at least 2 subjects at this level. At Korah we offer French, mathematics, and the option of biology, chemistry, computer science, or music. Each student studies 3 SL subjects.

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

Assessments:

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

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

IB and Ontario Universities:

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

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

For more information, including Subject Briefs and IBO's General Regulations for the Diploma Program go to <https://ibo.org/>. As well, go to the IB tab on the www.korahcvs.com

Tips for Parents

Parents/Guardians of IB Diploma students are encouraged to be...

- ✓ actively involved in their child's education.
- ✓ supportive when their child experiences the 'peaks and valleys' of high school.
- ✓ prepared to set aside a dedicated study area in the home.
- ✓ aware of their child's progress, successes, and difficulties.
- ✓ in communication with subject teachers with concerns.
- ✓ in contact with the IB coordinator with other concerns or questions.
- ✓ active in Edsby and follow the Class of 2026 group (all parents have been invited).

The IB Learner Profile



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

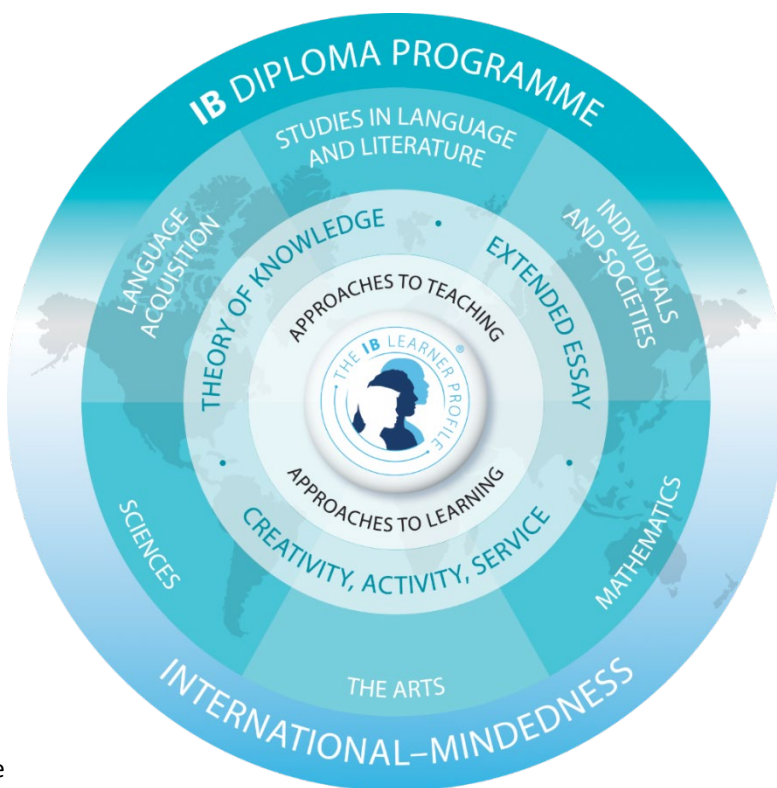
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The Whole Picture

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

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

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



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

Subjects Currently Offered in Korah's IB DP

Group 1: Language A – English Literature HL

Group 2: French B – Language Acquisition SL

Group 3: History of the Americas HL

Group 4: Chemistry HL/SL

Group 5: Mathematics: analysis and approaches SL

Group 6: IB Option (Biology HL/SL, Computer Science SL, *Music SL*)

Sample Schedule: DP Year 1

	Semester 1		Semester 2	
	Day 1	Day 2	Day 1	Day 2
Period 1	11 English (HL)	11 Chemistry (HL/SL)	11 English (HL)	12 French (SL)
Period 2	11 Chemistry (HL/SL)	11 History (HL)	12 French (SL)	11 History (HL)
Lunch				
Period 3	12 Math (SL) (Advanced Functions)	11 French (SL)	TOK	11 Bio (HL/SL) or 11 Comp Sci (SL)
Period 4	11 French (SL)	12 Math (SL) (Advanced Functions)	11 Bio (HL/SL) or 11 Comp Sci (SL)	TOK

IB Assessments in year one: French oral (IA) and exams, TOK Exhibition (IA), English oral (IA), Historical Investigation draft (IA), and EE research/writing (EA)

Sample Schedule: DP Year 2

	Semester 1		Semester 2	
	Day 1	Day 2	Day 1	Day 2
Period 1	12 Chem (HL/SL)	12 English (HL)	12 Chemistry (HL) or Biology (HL)	12 English (HL)
Period 2	12 History (HL)	12 Chem (HL/SL)	12 History (HL)	12 Chemistry (HL) or Biology (HL)
Lunch				
12 Math (SL)	12 Bio (HL/SL) or 12 Comp Sci (SL)	TOK (Essay)	Spare / OSSD option	*study period for SL science
Period 4	12 Math (SL) (Calculus)	12 Bio (HL/SL) or 12 Comp Sci (SL)	12 Math (SL) (Calculus)	Spare / OSSD option

IB Assessments in year two: English HL Essay (EA), Historical Investigation - final (IA), Chemistry Investigation (IA), Biology Investigation (IA) or Computer Science Solution (IA), Math Exploration (IA), Extended Essay - final (EA), and TOK Essay (EA)

Contact Information & Mentoring Schedules

IB DP Coordinator:

Kathryn Johnstone: johnstk@adsb.on.ca

Phone: 705-945-7180 x 66535

I.B. Teacher Mentoring Schedule:

IB mentoring 11:05 - 11:30				
IB Programme teachers are available for extra help in their subject area; open to all students!				
Monday	Tuesday	Wednesday	Thursday	Friday
DiBerardino, P. - room 304 (biology/science)	Cicchello, C. - room 321 (French)	Farrell, A. - room 123A (computer science)	Bruni, K. - room 328 (math)	Johnstone, K. - CAS room (CAS)
Italia, F. - CAS room (history/EE)	Ross, K. - room 330 (English)	Flood, G. - room 329 (TOK/English)	Italia, F. - CAS room (history/EE)	Prophet, C. - CAS room (CAS)
Ladd, K. - room 320 (English)	Lang, M. - room 313 * (chemistry/science)	Prophet, C. - room 313 (biology/science)	McLeod, S. - room 313 (chemistry/science)	
	May, L. - room 326 (math)			

(*11:30 - 11:55)

Creativity, Activity, Service (CAS)

CAS Advisors:

Kathryn Johnstone: johnstk@adsb.on.ca ; Christa Prophet: prophec@adsb.on.ca

IB/CAS room and forms:

Every Friday, K. Johnstone & C. Prophet will be available in the CAS room (behind Colt's Closet) for consultation, proposal form pick up and drop off, and discussion time re: experiences and projects.

CAS Workshop & Introduction to Managebac:

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

CAS Dates for DP Year 1 Grade 11's:

October: CAS contract signed; Year 1 plan completed, Individual interview #1

May: Individual interview #2

CAS Dates for DP Year 2 Grade 12's:

February: Individual interview #3

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

March 31: Final date to submit *new* proposals (suggested)

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

Extended Essay (EE)

EE Coordinator:

Fabiana Italia: italiaf@adsb.on.ca

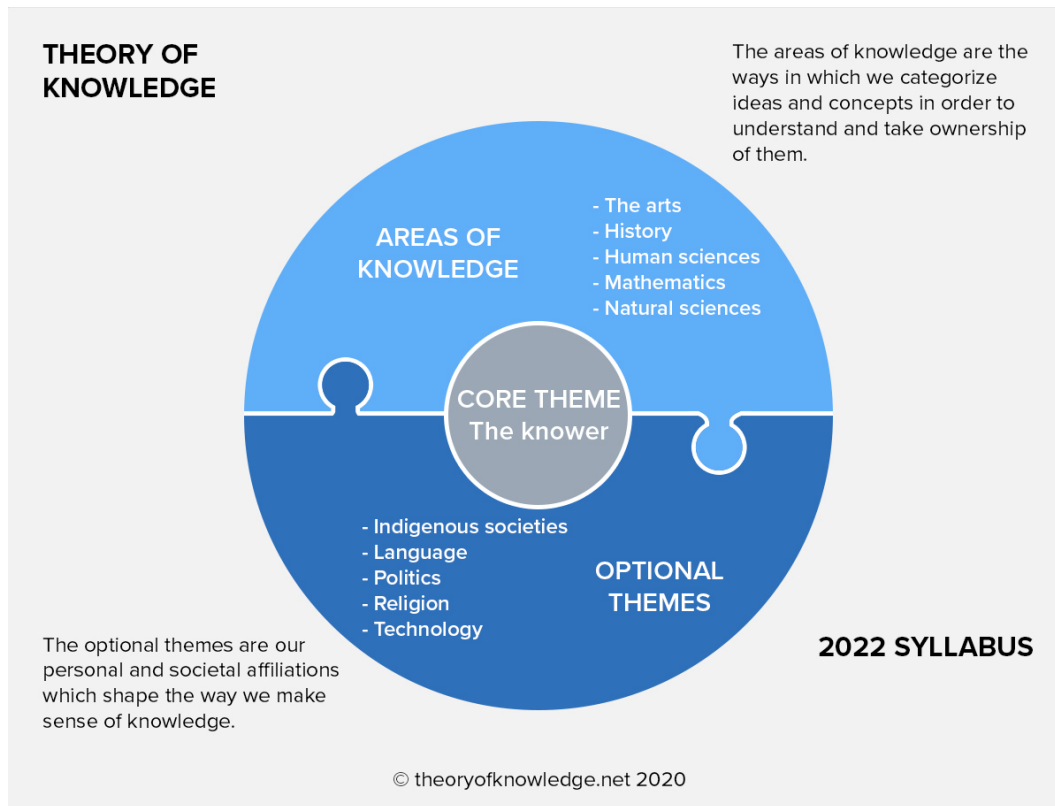
Estimated Year 1 Timelines:

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

Year 2 Timelines

Early September:	Meet with mentor for second interview; interim reflection uploaded onto Managebac
Mid September:	Provide mentor with 'pen to paper' copy
Late October:	Final copy due
By December:	Viva voce interview; final reflection uploaded onto Managebac

Theory of Knowledge (TOK)



Some questions students consider in the core theme:

“What counts as good evidence for a claim?”

“How does my knowledge about the world determine my values?”

“How do my perspectives and biases shape the way I view the world?”

“How is my understanding of the world influenced by the way knowledge is communicated?”

Workshops

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

Summary of IB DP Attainment Requirements

IB Diploma Programme Components & Possible IB Result Scores

SUBJECTS:

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

SCALE:

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

CORE REQUIREMENTS:

GRADE:

Theory of Knowledge (ToK) A - E

Extended Essay (EE) A - E

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

Creativity-Activity-Service (CAS)

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

Key Reminders:

HL – “Higher Level”

SL – “Standard Level”

Points & Conditions Necessary to Successfully Earn the IB Diploma

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

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

Source: Diploma Programme Assessment procedures 2021

ToK/Extended Essay Point Matrix

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

IBSO Table of Equivalency (ToE)

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

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

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

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

May 2025 IB Examination Schedule

All exams are written at (*location TBD*).
Specific exam start times will be released at a later date.

Year 1/Grade 11 cohort:

Date	Time	Exam
Tuesday, May 20	pm	French B SL Paper 1 and Paper 2 Reading
Wednesday, May 21	am	French B SL Paper 2 Listening

Year 2/Grade 12 cohort:

Date	Time	Exam
Friday, May 2	pm	Comp Sci SL Paper 1
Monday, May 5	am	Comp Sci SL Paper 2
	pm	History HL Paper 1 and Paper 2
Tuesday, May 6	am	History HL Paper 3
Thursday, May 8	pm	English A Literature HL Paper 1
Friday, May 9	am	English A Literature HL Paper 2
Monday, May 12	pm	Biology SL/HL Paper 1 (1a and 1b)
Tuesday, May 13	am	Biology SL/HL Paper 2
Thursday, May 15	pm	Math SL Paper 1
Friday, May 16	am	Math SL Paper 2
	pm	Chemistry SL/HL Paper 1 (1a and 1b)
Monday, May 19 *Victoria Day	am	Chemistry SL/HL Paper 2