

IB Course Selection

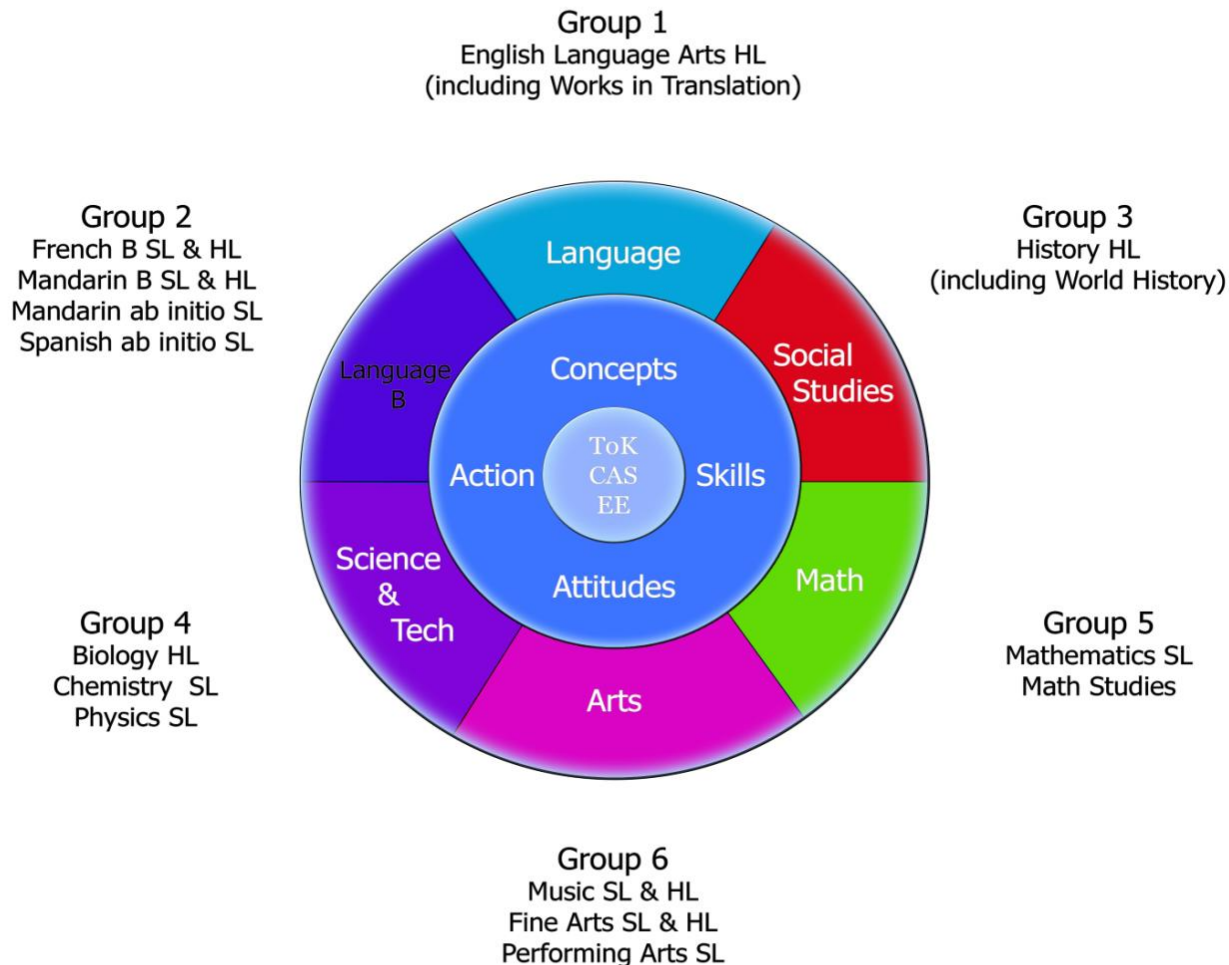
Transitioning from Grades 11-12

“...because you will be amazed at what you can accomplish...”

- RS IB Grad

IB Diploma Programme

- IB offers academic breadth and depth—IB Diploma students take 3 courses at Higher Level and 3 at Standard Level



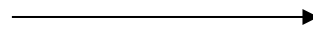
Courses for

Grade 11 IB

Grade 12 IB

**Group 1
English
Literature
A1**

English 20-1IB

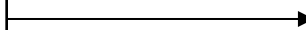


English 30 IB HL

Works in
Translation 35 IB

**Group 2
Language
B**

Language 20 IB



Language 30 IB

- Chinese Ab initio, SL or HL IB
- Spanish Ab initio IB
- French B SL IB

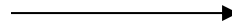
Courses for

Grade 11 IB

Grade 12 IB

**Group 3
History**

Social Studies 20 -1 IB



Social Studies
30IB HL

World History 35
IB

Courses for

Grade 11 IB

Grade 12 IB

Biology 20 IB HL

Biology 35 IB

Biology 30 IB HL

**Group 4
Science**

Chemistry 20 IB SL

Chemistry 35 IB

Chemistry 30 IB SL

Physics 20 IB SL/HL

Physics 35 IB

Physics 30 IB

- Biology HL is mandatory to complete the IB diploma requirement of 3 HL subjects unless a student is taking Mandarin HL, Art HL, Theatre HL or Music HL.
- If a student is not taking a group 6 subject (art or music) they must chose a second science.

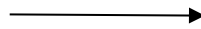
Courses for

Grade 11 IB

Grade 12 IB

**Group 5
Math**

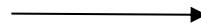
Math 30-1 IB



Math 31 IB

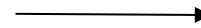
**Group 6
Arts**

Instrumental Music
20 IB



Instrumental Music
30 IB HL or SL

Visual Arts 20 IB



Visual Arts 30 IB
HL or SL

Theatre Arts 20 IB



Theatre Arts 30 IB
HL or SL

Sample Timetable for Grade 12 IB at Shep (2015-2016)

HL – higher level subject

SL - standard level subject

Full IB Diploma Students must take 3 subjects at standard level and 3 subjects at higher level

Grade 12: for students taking 6 IB courses including Fine Art IB

There is one open block for options and a 3 credit spare.

The open block can be used to take an option or regular Physics 30 or Chemistry 30 if the student is not taking that science in IB; alternately, you can take Physics 30 IB or Chem 30IB OR an option.



SEMESTER 1		SEMESTER 2	
(8:00AM) Bio 30 IB*		(8:00 AM) Bio 30 IB*	
English HL 30 IB	Language SL 30 IB	English HL 30 IB	Language SL 30 IB
Social Studies 30IB HL	Works in Trans 35	Social Studies 30 IB HL	World History
Math 31 IB	Chemistry 30	Math 31 IB	Chemistry 30
Fine Arts 30 IB	<u>ToK 35 / EE 35</u>	Fine Arts 30 IB	

Grade 12: for students taking 6 IB courses including 2 IB Sciences

SEMESTER 1		SEMESTER 2	
English HL 30 IB	Language SL 30 IB	English HL 30 IB	Language SL 30 IB
Social Studies 30IB HL	Works in Trans 35	Social Studies 30 IB HL	World History
Math 31 IB	<u>ToK 35 / EE 35</u>	Math 31 IB	
Bio 30 IB	Physics 30 IB	Bio 30 IB	Physics 30 IB

IB Diploma Requirements

1. All Assessment components for each of the 6 subjects are completed
2. Minimum of 28 points with E grade on EE or ToK papers
3. Score of 24, 25, 26 or 27 points if the following requirements have been met:
 - a) Numeric grades have been awarded in all 6 subjects
 - b) CAS is completed
 - c) At least a grade of D has been awarded in ToK and EE
 - d) There is no grade of 1 in any subject
 - e) There is no grade of 2 at a HL
 - f) There is no more than one grade of 2 at SL
 - g) No more than three grades of 3 or below
 - h) At least 12 points have been gained in HL subjects*
 - i) At least 9 points have been gained on SL subjects*
 - j) Not found guilty of academic malpractice by IB Org

Creativity Action & Service (CAS)

- The heart of the Diploma Programme
- Engaging and Active – great for building character and scholarship resumes

Theory of Knowledge (ToK)

The gem of the IB Programme

- Allows students to explore knowledge issues and different ways of knowing
- Explores the question: What do I know, and how do I know it?
- Students complete a formal presentation in grade 11
- Students write an essay on one of six prescribed titles in grade 12.
- Essays are due at the end of January .

Extended Essay (EE)

- A 4000 Word research paper that explores an area of interest
- Started in grade 11 and completed in Grade 12 (February)
- Students will visit the U of A library to learn how to do academic research
- Students have a mentor teacher to help guide them through the process

IB Assessment

Internal - School

- projects
- portfolios
- presentations
- performances
- labs
- orals

External – I.B.

- Examinations
- Essays
- Music Investigation

University Recognition

Most universities realize that students who graduate with an IB Diploma are more likely to experience success in University courses.

Many offer special benefits for IB Diploma students:

- Advanced university credit or placement
- Scholarship opportunities
- Student advisors
- Unconditional acceptance based on predicted IB grades for Full Diploma Students



End of Course Selection

Scholarships

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ASK A QUESTION

[Home](#) > [Scholarships and Awards](#) > [Entrance Awards](#) > International Baccalaureate

International Baccalaureate Diploma Scholarship

- **Value:** \$1,000
- **Application Open:** No application required
- **Closing Deadline:** IB Transcripts must be received by the Registrar's Office by August 1
- Approximately 25 scholarships are available

The International Baccalaureate (IB) Diploma Scholarships are designed to recognize outstanding students completing the International Baccalaureate Diploma Program.

Eligibility

Candidates must:

- be entering an undergraduate degree program from high school at the University of Alberta in September 2015
- achieve one of the top 25 IB Diploma final scores

How to Apply

To be considered for an International Baccalaureate Diploma Scholarship, students must supply the Registrar's Office with a transcript of their final IB Diploma grades before August 1.

Notification

We notify successful applicants of the competition results in early September. Scholarship funds for successful applicants will be applied to your student account upon confirmation of full-time registration at the University of

Nancy Fairley Scholarship

ABOUT THE NANCY FAIRLEY SCHOLARSHIPS

Nancy Fairley's gifts as a teacher and mentor instilled in her students a deeper understanding of finely crafted literature. Her greatest achievement was to teach English in a special way that expanded the horizons for a diverse group of students with a wide range of intellectual abilities, interests and backgrounds. She inspired her students and taught them how to think. She also contributed to the community in a wide variety of ways, including serving on the boards of the Edmonton Symphony Orchestra and the Alberta Baroque Music Society.

The Nancy Fairley Scholarship Fund was established in memory of Nancy Fairley through generous donations from family and friends. Donors continue to contribute to the fund to support students who demonstrate passion for academic excellence and community involvement.

In 2013, three students received awards totalling \$9,000, but size and number of awards may vary.

What are the eligibility requirements?

In order to meet the criteria for an award, nominees must:

- Be completing their final year of a **full** International Baccalaureate program at an Edmonton Public or Edmonton Catholic School.
- Have achieved a high academic standing overall, particularly in IB English 30.
- Demonstrate leadership qualities through contributions to school and/or community.
- Be pursuing their studies at a qualified university or college in Alberta; priority will be given to those planning to attend a qualified university in Alberta.

Financial need may also be considered.

What is the nomination process:

Students must be nominated by their IB English 30 teacher. Each teacher may nominate one student.

With the completed nomination form, nominators must provide:

- **A letter from the nominator** describing how this student above all others best meets the criteria of the Nancy Fairley Scholarships.
- **A personal letter from the student** outlining how they meet the criteria of the Nancy Fairley Scholarships and describing how a scholarship would make a difference to the student's pursuit of post-secondary education.

COURSE DETAILS

Works in Translation – English IB

- A paper on one of the works in translation pieces studied in part 1 of the English course (20 -1 IB)
- 1200-1500 words
- Students choose their own topics based on aspects of the literature that they find interesting

English Oral Presentations

Grade 11

- IOP = Individual Oral Presentation – based on one text studied in class – open project
- IO= Interactive Oral-- Students work in groups to generate discussion around one of the pieces studied and then present to the class
- Supervised Writing – reflective statement on a previous IO discussion- can inform the Works in Trans paper

Grade 12

- IOC = Individual Oral Commentary – A on-on-one oral presentation
- Student chooses one of 6 possible samples at random (poems)
- Student has 20 minutes to prepare
- Student presents to teacher for about 10 minutes on poem focusing on elements studied in class
- Student has 10 minutes to discuss one other piece studied in depth with
- Completed in Sem 2

Second Language Orals

- Depending on the level a student is taking, students will present one-on-one with to his/her teacher
- Interactive Orals 10%
- Individual orals 15 %
- Student gets 15 mins to prepare
- Student talks about the picture for about 3 mins
- Student engages in a personal dialogue with the teacher in relation to the picture chosen and concepts covered in class for a total of 10 mins
- Completed in Sem 2 of Grade 12

Written Assignment - Languages

- A culturally relevant research paper
- Based on the target culture – i.e. Spanish, Chinese, French
- Allows for comparison between student's culture and the target language culture
- Word limit varies depending on the level of the course
- Advanced levels write about prescribed topics
- Completed in sem 2 of grade 12

Historical Investigation – Social IB

- Research project on a specific topic (1800s to modern)
- Students can choose their own topic with teacher approval
- Based on two sources which are compared and contrasted
- Practice for finding good sources
- Research fieldtrip to U of A to learn how to do academic research
- 1500-2000 words
- Research may begin in grade 11 and the paper is completed in sem 1 of grade 12

Group 4 projects – IB Science

- Students are grouped according to the sciences they are taking: Bio & Chem /Chem & Physics etc.
- Groups are assigned a topic – for example: Nano Technology
- Students must research and present on how their specific science explores that topic
- Create a presentation (often a video) and present to the class (15 minutes)
- Completed in grade 11

Science - IB Labs

- Design – students design their own labs based on an idea given by the teacher (For example, plant germination)
- Data collection – Students decide the variables and collect the data
- Conclusion – Students draw conclusions on that data
- Evaluation – students write their findings in a lab report and are evaluated

Math Exploration

- A paper that explores the mathematics inherent in any topic the student finds interesting.
- approximately 2000 words (or between 6 and 7 pages) - including math and diagrams.
- Begins in grade 11 Math at the end of Math 30-1 IB
- Finished in Math 31 IB in sem 1 of grade 12.
- Externally Assessed

Group 6 – Music

External Assessment

- Listening Paper- Four musical perception questions
- Musical investigation - A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures Solo or Group performance

Internal Assessment.

- Students choose one of the following options.
- ***Creating (SLC)***
- Two pieces of coursework, with recordings and written work
- ***Solo performing (SLS)***
- A recording selected from pieces presented during one or more public performance(s), 15 minutes
- ***Group performing (SLG)***
- A recording selected from pieces presented during two or more public performances, 20–30 minutes

Group 6 – Visual Arts

<p>Comparative study: Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts. Students compare at least 3 different artworks, by at least 2 different artists, with commentary over 10–15 screens.</p>	External	20%
<p>Process portfolio: Students submit carefully selected materials, which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. Students submit 9–18 screens. The submitted work should be in at least two different art-making forms.</p>	External	40%
<p>Exhibition: Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. Students submit 4–7 pieces with exhibition text for each, along with a curatorial rationale (400 words maximum).</p>	Internal	40%

Group 6 – Theatre Arts

Assessment tasks	SL	HL
<p>External assessment</p> <p>Task 1: Solo theatre piece (HL only)</p> <ul style="list-style-type: none"> Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory. 	N/A	35%
<p>Task 2: Director’s notebook (SL and HL)</p> <ul style="list-style-type: none"> Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. 	35%	20%
<p>Task 3: Research presentation (SL and HL)</p> <ul style="list-style-type: none"> Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied. 	30%	20%
<p>Internal assessment</p> <p>Task 4: Collaborative project (SL and HL)</p> <ul style="list-style-type: none"> Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice. 	35%	25%