



DIPLOMA PROGRAMME (DP) CURRICULUM HANDBOOK



STRATFORD HALL
IB WORLD SCHOOL



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Our Mission

Empowering a diverse community of learners to passionately steward our changing world.

Our Vision

Inspiring minds through innovation and ingenuity

Our Values

Integrity | Curiosity | Belonging

Global Citizenship at Stratford Hall

At Stratford Hall, we agree that global citizenship is an integral part of education. To be a global citizen is to understand and promote basic human rights, to know the nature of our physical and social world, and to be aware that our actions impact others and the planet. This goal is best accomplished by knowing ourselves and knowing our place in the world through the cultural backgrounds of all members of our community. Through this knowledge, we strive for a level of empathy that will direct our actions.

Pluralism at Stratford Hall

Stratford Hall endeavours to be a pluralistic community that goes beyond just being diverse. Beyond tolerance and acknowledgment there is pluralism; a place where we not only live around people of different cultures, but also actively learn from, appreciate, and incorporate their different communities, beliefs, and histories into our everyday lives and understandings of the world around us. Pluralism is being open and accepting of ideas and cultures without necessarily losing our own beliefs in an attempt to foster a school culture and climate in which all community members feel safe, accepted, and respected.

International Baccalaureate® Mission Statement

The International Baccalaureate® Organization 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 IBO 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.

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, have the character to help create a better and more peaceful world. The IB Learner Profile permeates every aspect of what we do, and it defines what IB learners—both teachers and students—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 analyze 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.
Courageous / Risk Taker	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.

Action and Service in the IB Continuum

Action (learning by doing and experiencing) is an essential element of the IB. Service, at all programme levels, is viewed as a subset of action. In the PYP, it is expected that a successful inquiry-based learning process will lead to responsible student-initiated action.

The PYP Action Cycle facilitates students to choose, act, and reflect upon appropriate action that will extend their learning and/or have a wider social impact. This looks different at each grade. Action in the MYP aims to help students develop a sense of self, and their role as responsible and contributing members in their community. Service as action is an expectation of students in the MYP and DP. As students advance to the DP, service as action is a fundamental component of Creativity, Activity, Service (CAS), a core element of the DP. Stratford Hall's expectations at each grade level are outlined below.

There are several potential benefits for students who engage in meaningful service as outlined below. At Stratford Hall, we categorize service engagement into three categories: one-time events, short-term commitments (1-2 weeks), and long-term commitments (at least a two-month commitment).

The primary benefit of service learning is that it builds students' character. It also:

- provides leadership opportunities;
- improves confidence and improved sense of self worth;
- increases ability to maintain positive relationships, especially with adults;
- develops more mature understanding of diversity and empathy for others;
- increases willingness to take positive risks and initiative;
- improves intellectual and cognitive ability; and
- is résumé building: universities and employers look for volunteer experience.

To engage in service learning:

- students must first self-examine to recognize their own interests and skills;
- students must take the initiative to seek out and choose opportunities for themselves that connect to their interests and skills. Activities that are chosen for students can easily be perceived as pointless or as punishment;
- students must think of the experience as reciprocal in nature, where students have as much, if not more, to gain from the experience as those they serve;
- engagements need to be meaningful (not passive); and
- reflection is crucial as it helps students to recognize what they gained from the experience.

Grade	Descriptor
Kindergarten to Grade 5	Action is nurtured within the school day, often as outcomes from curriculum. At the PYP level, service opportunities stem from the Action Cycle. Students initiate ideas to make a difference and take action at any time. Proposals are vetted by teachers and the Principal, and action is celebrated at assemblies.
Grades 6 to 10	Action is nurtured within the school day and facilitated through Connections and OEE. They can initiate ideas that will make a difference and take action at any time. Proposals are vetted by teachers and the Principal, and action is celebrated at assemblies.
Grade 8	Service requirements are at least two, one-day events or one short-term commitment or one long-term commitment.
Grade 9	Service requirements are at least three, one-day events, or two short-term commitments or one long-term commitment.
Grade 10	At least two short-term commitments or one long-term commitment.
Grades 11 & 12	All service learning requirements are fulfilled within the CAS program.

WELCOME TO THE CONTINUUM

As an IB Continuum school, Stratford Hall provides learners with a continuous educational programme that emphasizes the IB mission in action from Kindergarten through Grade 12. Rather than simply offering three distinct programmes, the continuum ensures that students are developing skills and attributes throughout their entire school experience that will prepare them to be lifelong learners.

An IB Continuum education:

- centres on learners;
- develops learner's character through the learner profile (academic and extra-academic skills);
- works within global contexts; and
- explores significant content.

Students of all ages come to school with combinations of unique and shared patterns of values, knowledge, and experience of the world and their place in it. Promoting open communication based on understanding and respect, the IB encourages students to become active, compassionate, lifelong learners. An IB education is holistic in nature – it is concerned with the whole person. Along with cognitive development, IB programmes address students' social, emotional, and physical well-being. They value and offer opportunities for students to become active and caring members of local, national, and global communities; they focus attention on the values and outcomes of internationally-minded learning described in the IB Learner Profile.

These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success. They imply a commitment to help all members of the school community learn to respect themselves, others, and the world around them. IB programmes aim to increase access to the curriculum and engagement in learning for all students. Learning communities become more inclusive as they identify and remove barriers to learning and participation. Commitment to access and inclusion represents the IB Learner Profile in action.

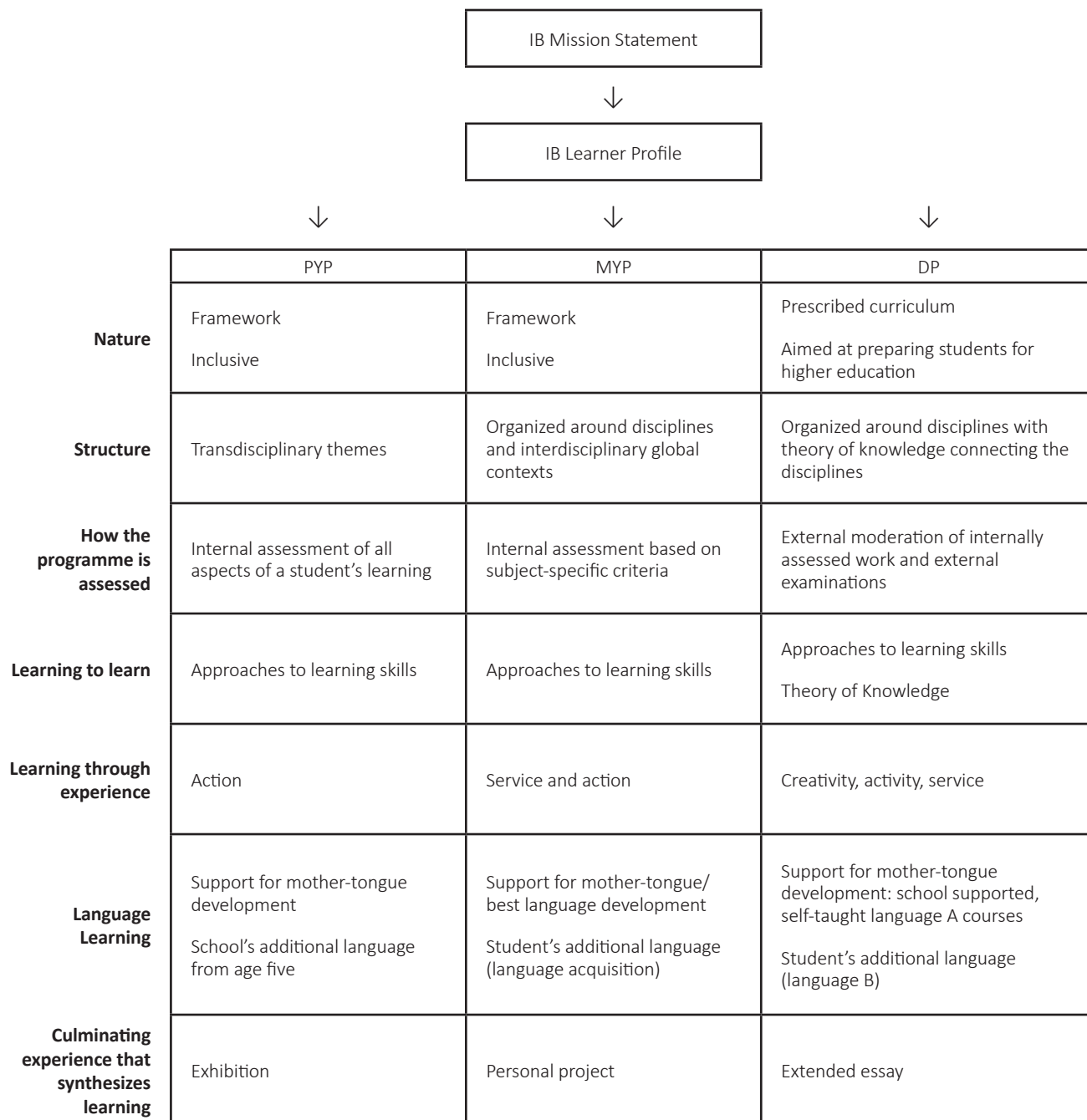
The IB Learner Profile brings to life the aspirations of a community of IB World Schools dedicated to student-centred education. We:

- create educational opportunities that encourage healthy relationships, individual and shared responsibility, and effective teamwork and collaboration;
- help students make informed, reasoned, ethical judgments and develop the flexibility, perseverance, and confidence they need in order to bring about meaningful change;
- inspire students to ask questions, to pursue personal aspirations, to set challenging goals, and to develop the persistence to achieve them; and
- encourage the creation of rich personal and cultural identities.

As an IB Continuum School, Stratford Hall emphasizes learning how to learn, helping students interact effectively with the learning environments they encounter, and encouraging them to value learning as an essential and integral part of their everyday lives.

Facilitating the Transition Among IB Programmes

The diagram below is taken from *Towards a Continuum of International Education* (September 2008). This diagram outlines the key features of the three IB programmes.



WELCOME MESSAGE



Welcome to the Diploma Programme (DP) at Stratford Hall.

As the newly appointed DP Coordinator, I am excited for the opportunity to learn more about the Stratford Hall community and culture. I look forward to working directly with students to bring their best efforts forward, with families to support students in achieving their post-secondary goals, with school faculty to challenge our students, and with the wider school community for their continued support of the outstanding achievements of Stratford Hall students.

At Stratford Hall, we embrace the IB Learner Profile and the Profile of a Stratford Hall Graduate in the design and the delivery of our DP. We strive to challenge our students to be resilient and courageous in overcoming adversities and obstacles, to inquire and develop a natural sense of curiosity, to communicate effectively and creatively, to become more knowledgeable and broaden their understandings in various local and global issues, to care about themselves and others in this pluralistic community, to be thoughtful and to genuinely reflect on the implications of their actions, to be principled and to act with integrity, to employ critical thinking skills and to devise ingenious strategies to address complex problems, to be open-minded by understanding and appreciating different perspectives, and to be balanced by ensuring the well-being of themselves so they can make positive differences in our everchanging world.

The DP model is made up of six subject groups and three DP core elements. Our students go beyond their subject matter to develop a deeper conceptual understanding of the learning process and how it relates to the real world. Our DP students are routinely encouraged to apply that knowledge in practical situations, preparing them for learning at the university level and beyond. The future can be daunting, but we are preparing our DP students to be well-equipped with skills, strategies, and approaches to overcome any uncertainties. With the DP, we are providing a solid foundation for our students to be an invaluable member and an active contributor to shape and build the most desirable community in our current information age.

This guide will outline the principles, Learner Profile, courses in the six subject groups, the DP core that make up the two-years of the Diploma Programme. It will also explain the admission, course selection, IB Diploma requirements, and the timeline of major assessment events and reporting.

We will work together to build another incredible and memorable year. We are here to support you and to help you to realize your goals and dreams. If there are questions or concerns, please do not hesitate to reach out to me.

Isobel Willard
Diploma Programme Coordinator
isobel.willard@stratfordhall.ca

Principles of the IB Diploma Programme

An IB Diploma opens many doors. Universities aggressively recruit IB students for very good reasons: IB students already know how to work hard and manage their time; they already have university-level skills and knowledge; they bring a global perspective to their studies; and they contribute to their university and wider community. Because they value the Diploma Programme so much, universities not only often grant first year credit for Diploma courses, but also offer important benefits such as early registration, direct entry into some highly competitive programs, placement in dormitories, and academic advising – to say nothing of generous entrance scholarships.

The IB Diploma Programme is more than a collection of courses. The Diploma is synoptic by design. In other words, the six academic subjects are meant to work together. Although students rigorously learn the particular language, concepts, and methods of the various academic disciplines, the Diploma is inherently interdisciplinary. Teachers and students are invited to make connections between their academic subjects – a process formalized by Theory of Knowledge (TOK). The other core requirements – the Extended Essay (EE) and Creativity, Activity, Service (CAS) – allow students to extend their learning beyond the classroom into individual research and personal action.

The IB Diploma Programme is intended to be balanced. Classroom learning in the six academic subjects is balanced by the experiential learning of CAS, TOK, and the EE.

The IB Diploma Programme is a two-year endeavour. The program is designed as a two-year educational experience and most DP courses will be completed over a two-year period. When students embark on an IB programme of study, they are committing themselves to two years of concentrated and connected work. Additional activities such as the DP Retreat, the mock exams, and the internal assessments will be their landmarks on this journey, so that Grade 11 and 12 will blend into one another – not the normal high school experience at all.

The IB Diploma Programme allows ample choice. Although we face some scheduling constraints at Stratford Hall because of our size, we are still able to offer an impressive array of courses, including: three different sciences at the higher and standard levels, math courses designed for students focusing in arts or sciences, three different levels of language instruction, a theatre and visual arts programme and a variety of classroom and online electives. The vast majority of students find that they have ample opportunity to pursue their interests and to play to their strengths.

The DP exams are rigorous, fair, and internationally recognized. Perhaps the best part of the Diploma Programme is that we are all in it together. The assessment is comprehensive, transparent, and largely external. Students produce work to publicized standards, and are moderated by expert IB Examiners. Teachers see the results of their instruction in measurable terms, and adjust their practice accordingly. The quality and nature of external assessment takes a great burden off staff and student alike. No one is trying to guess the criteria for success, and there is no question of favouritism. Teachers become more like guides and mentors than dispensers of knowledge, as they work with their students to achieve a common goal.

THE PROGRAMME

The IB Diploma Programme

The Diploma Programme model is presented by six academic areas enclosing a central core. It encourages the concurrent study of a broad range of academic areas. Students will take six subjects and three requirements in the DP Core.

In each of the academic areas, students have some flexibility in making their choices, which means they can choose subjects that particularly interest them and may wish to study further at university.

Students are required to choose one course from each of the six academic groups, although they can substitute a second choice from groups 1 to 5 instead of an arts subject in group 6.

Normally, three subjects are taken at the Higher Level (HL), and three are taken at the Standard Level (SL). HL subjects are studied in greater depth and breadth than SL subjects. At both levels, many skills are developed, especially those of critical thinking and analysis.

All Diploma Programme students also participate in the three requirements in the DP Core: Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay (EE). These DP Core requirements embody the principles that lie at the heart of the thinking behind the Diploma Programme.

When choosing courses, students should review university entrance requirements—each institution is different. Personal interest and academic ability are also crucial. At Stratford Hall, we allow students to make course requests, but we reserve the right to place students in the most appropriate courses to give them the best academic experience. This decision will be based on Grade 10 academic results, students' habits of mind (or Approaches to Learning), and students' post-secondary goals. Each student engages in a one-on-two meeting with the Diploma Programme Coordinator and the post-secondary advisor to discuss these goals in a personalized, individual format.

Choosing the right courses is a big decision and students should speak with their Diploma Programme Coordinator and their teachers for advice and support.

The International Baccalaureate Organization provides significant guidance for teachers, espousing modern pedagogy for responsive and engaging education. Approaches to Learning skills embody how a student learns how to learn, how to be organized, how to give and receive feedback, how to advocate for their individual needs, how to reflect on their own learning, and how to collaborate.

These are the attributes of mature and engaged world leaders.

Admission to Stratford Hall's IB Diploma Programme

Stratford Hall offers acceptance, in Grade 11, to students who are looking for a complete and challenging university preparatory experience. Each year, students new to Stratford Hall are admitted based on transcripts, interviews and/ or entrance exams.

For current MYP students in Grade 10, promotion to the full Diploma Programme or certificate route of study is informed by the student's academic performance and approaches to learning (ATL) and IB Learner Profile attributes.



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IB Diploma or IB Courses Route

There are two routes of study at Stratford Hall: IB Diploma and IB Courses routes. Students should consider their own strengths, post-secondary goals, personal goals, work-life balance and learning needs when making course requests. Both routes are academically rigorous and recognized by post-secondary institutions.

Both routes are outlined below:

IB Diploma route

- students complete all BC Ministry of Education and IB requirements;
- candidates are eligible for an IB diploma and a BC Dogwood Diploma.

If you feel the IB Diploma route is your best choice:

- select one course from each of the six groups (unless no Group 6, then doubling up in Group 3 or 4);
- select three HL and three SL courses; and
- complete CAS, TOK and EE.

IB Courses route

- students complete BC Ministry of Education requirements and a reduced IB programme;
- candidates are eligible for an individual IB course certificates and a BC Dogwood Diploma.

If you feel the IB Courses route is your best choice:

- select six courses;
- choose all SL courses (1-2 HL courses can be chosen after consultation with the DP Coordinator); and
- complete CAS, and a modified TOK or EE.

In keeping with Stratford Hall's commitment to excellence and student success, course offerings are made with the following considerations:

- maximum benefit for the largest number of students;
- post-secondary entrance requirements;
- the expertise of our staff; and
- optimal class sizes.

The IB sets out the Diploma Programme so that students must take a range of courses. Course selections are tailored to meet students' plans for post-secondary studies as well as support students' passions and talents. All Diploma candidates will take CAS and TOK, as well as complete an EE. All Courses students will take TOK or EE, and will complete CAS.

Listed on the following page are the courses historically offered at Stratford Hall. Students select three Higher Level (HL) courses and three Standard Level (SL) courses, selecting one course from each group.

COURSE REQUEST FORM

DIPLOMA PROGRAMME COURSE-REQUEST FORM 2025 - 2027

Please note that this is a course-request form and not a course-selection form at this time. Students require permission to take courses based on their requests, scheduling/demand for a course and demonstrated abilities in Grade 10 in a subject area. In particular, MYP and DP staff will consider students' academic performance, their ATL score and their Personal Project. When requesting courses, students should consider their goals, interests and abilities as well as universities' entrance-requirements.



The Diploma Programme (DP) is made up of six groups of subjects and the core which span the full two years of the program:

- Group 1 - Studies in Language and Literature
- Group 2 - Language Acquisition
- Group 3 - Individuals & Societies
- Group 4 - Sciences
- Group 5 - Mathematics
- Group 6 - The Arts
- Core - CAS, TOK, EE

DP Courses at Stratford Hall may be offered in two different levels:

- SL - Standard level (at an approximate provincial Grade 11 and 12 level), 150 hours of study over two years
- HL - Higher level (at an approximate provincial Grade 11, 12, and first-year university level), 240 hours of study over two years
 - Students are strongly encouraged to choose HL courses in their strongest subjects (MYP IB grade of 5+)

IB PATHWAYS

IB COURSES pathway

- Students will complete all BC Ministry requirements while taking IB courses
- Students are eligible for individual IB certificates and a BC Dogwood Diploma

If you feel the IB courses route is your preferred choice:

- Select six courses
- Choose all SL courses, or 1-2 HL courses if appropriate
- Complete CAS, and one of TOK or the EE

IB DIPLOMA pathway

- Students will complete all BC Ministry and IB requirements
- Students are eligible for both an IB Diploma and a BC Dogwood Diploma

If you feel the IB diploma route is your preferred choice:

- Select one course from each of the six groups (unless no Group 6, then doubling up in Group 2, 3 or 4)
- Select three HL and three SL courses
- Complete Core requirements - CAS, TOK, and EE

IMPORTANT CONSIDERATIONS and NOTES

If you are considering **direct** entry into post-secondary studies in **Science, Engineering or Business:**

- You should select Mathematics: Analysis and Approaches (SL or HL), provided you have a grade of 5+ in MYP Math (Science, Engineering, Business).
- Engineering at many institutions requires Chemistry and Physics.
- All Science programs at UBC (including Life Sciences) require Chemistry and Physics. If you are interested in a Science program at any other institution other than UBC, **you must check the admission requirements** and select two courses from Chemistry, Physics, or Biology.
- If you want to study Biology at UBC, it is strongly recommended you take BC Physics 11 in the summer of Grade 10 or 11.
- If you choose to take Visual Arts, Theatre, or a Pamoja online course as a group 6 elective, you must take at least one other Science in summer school in order to apply to a Science program.

Please read and complete all sections thoughtfully. Seek the advice of your parents, Mr. Wong (DP Coordinator), Ms. Collins and Mr. Chiu (Post Secondary Advisors), your Grade 10 advisor, or DP teachers if needed.

If you are considering applying to a post secondary institution outside of Canada, the US or the UK, you are required to speak to a Post Secondary Advisor to ensure that your course choices meet country standards for direct entry.

ALL FINALIZED FORMS DUE BY MARCH 6TH

DIPLOMA PROGRAMME COURSE-REQUEST FORM 2025 - 2027

Last Name: _____ First Name: _____

List all fields you are considering for post-secondary study. (eg. Engineering, Sciences, English, Medicine, Business, Trades, Art/Design, unsure etc.)

Request ONE course from each group: For more detailed course descriptions, please consult the DP Handbook on the school website.

GROUP 1 – Studies in Language and Literature	GROUP 3 – Individuals and Societies	GROUP 5 – Mathematics
<input type="checkbox"/> English Literature HL <input type="checkbox"/> English Literature SL <input type="checkbox"/> English Language & Literature HL <input type="checkbox"/> English Language & Literature SL	<input type="checkbox"/> Business Management HL <input type="checkbox"/> Business Management SL <input type="checkbox"/> Economics HL <input type="checkbox"/> Economics SL <input type="checkbox"/> Geography HL <input type="checkbox"/> Geography SL <input type="checkbox"/> History HL <input type="checkbox"/> History SL <input type="checkbox"/> Psychology HL <input type="checkbox"/> Psychology SL	<input type="checkbox"/> Math: Analysis and Approaches HL <input type="checkbox"/> Math: Analysis and Approaches SL <input type="checkbox"/> Math: Applications and Interpretation SL

All students are required to take an English course.	Students may take History, Geography or Economics to satisfy the BC Ministry Social Studies grade 11 credit requirement. If a student intends to take Business Management or Psychology, a Social Studies 11 course must be taken in summer school.	Students should have Criterion A AND final MYP grades of 5+ to take Math AA SL and a 7+ for Math AA HL. Math AI SL is a course for students interested in applied mathematics.
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GROUP 2 – Language Acquisition	GROUP 4 – Sciences	GROUP 6 – The Arts
<input type="checkbox"/> French <input type="checkbox"/> Spanish <input type="checkbox"/> Mandarin (Chinese) <input type="checkbox"/> Self-Taught Literature SL (_____)	<input type="checkbox"/> Biology HL <input type="checkbox"/> Biology SL <input type="checkbox"/> Chemistry HL <input type="checkbox"/> Chemistry SL <input type="checkbox"/> Physics HL <input type="checkbox"/> Physics SL (up to two may be requested)	<input type="checkbox"/> Theatre HL <input type="checkbox"/> Theatre SL <input type="checkbox"/> Visual Arts HL <input type="checkbox"/> Visual Arts SL <input type="checkbox"/> Film SL [online]

ab Initio is intended for students with less than 3 years of language exposure in senior years of study. Self-taught literature provides opportunities for students to study literature in their mother tongue. Previous literature study experience required. Families are responsible for finding a tutor to support the student in their studies. The course runs in parallel with English Literature HL/SL. These students may be eligible for a bilingual diploma. Appropriate level to be determined by the subject teacher in conjunction with DPC.	If a student is applying to an Engineering program, they must choose both Chemistry and Physics. If a student is applying to UBC Science, it is strongly recommended that Chemistry and Physics are selected. If Chemistry and Biology are chosen, it is strongly recommended that the student enrolls in BC Physics 11 during summer school and confirms university entrance requirements.	If no subject is selected in this category, students can choose a second subject in Groups 3 or 4.
		REVIEW
		Total number of courses requested: _____
		Number of HL courses requested: _____ (3 for Diploma Program, otherwise 2)
		Number of SL courses requested: _____

 All courses labeled as [online*] may be available in person depending on the number of requests and teacher availability. Courses labeled as [online] are provided by Pamoja Education, the only IB-authorized online DP course provider. Only highly-motivated, independent learners are encouraged to take an online course. Students may take one online course if it is not offered as a class at Stratford Hall. For more information, please visit www.pamojaeducation.com.

- I am applying to a science program and am considering taking Physics or another science during summer school.
- I am not considering an Engineering route, and I am considering taking Chemistry 11 in summer school and Physics at Stratford Hall.

Parent signature confirming course requests: _____ Date: _____

DP Coordinator / School Approval: _____ Date Received: _____

Notes: _____

CORE REQUIREMENTS

The Extended Essay

The Extended Essay (EE) is a hallmark of the Diploma Programme. Students pursue their own interests at length and in depth. The research essay provides opportunities for students to push beyond the confines of the classroom and the syllabus to explore a topic of personal interest – to follow a passion within a set structure. Under the direction of a faculty supervisor, students delve into their topics for an extended period of time and write a 4,000 word research paper.

In the last few years at Stratford Hall, we have had some very successful and highly diverse extended essays. Consider these titles, for example:

- *Movement and Stasis in The Adventures of Huckleberry Finn and The Catcher in the Rye*
- *A Study of the Effect of Ocean pH on the Luminosity of Bioluminescence in the Dinoflagellate Species Pyrocystis Lunula*
- *The Role of the Berlin Wall in the Fall of Communism*

These were ambitious projects for high school students; in each case, they were also labours of love. Students were able to follow their own interests to their logical conclusions. They faced obstacles, overcame difficulties, and produced impressive results. Most students do not do this kind of research until the end of their undergraduate degree, if then. No wonder universities always mention the Extended Essay when they explain why they want to enroll DP students.

Assessment of the Extended Essay is external. Students' essays are sent to external IB Examiners around the world and are graded. Combined with the TOK, students' EE standing can earn them a possible 1-3 core points in the IB Diploma, for a total maximum of 45 points.

Theory of Knowledge

Theory of Knowledge (TOK) is an exciting course particular to the Diploma Programme. TOK asks students to consider what they (really) know and how they know it.

The TOK curriculum is made up of three deeply interconnected parts. The students will explore the core theme – Knowledge and the knower – in which this theme encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which they belong. Furthermore, they will explore two of the five optional themes: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies.

They also consider the Areas of Knowledge (AOK): History; the Human Sciences; the Natural Sciences; Mathematics; and the Arts. Several questions naturally arise here: Are these distinct areas or do they overlap significantly? How do the various themes apply to the areas of knowledge? What are their strengths and limitations?

Theory of Knowledge is a reflective, engaging course which unites the academic subjects in the Diploma Programme: students will learn about the topics distinct to TOK, but they will also explore—in a more philosophical way—topics that they already study in their six chosen DP courses. This process supports and deepens their IB.

Assessment in TOK is comprised of the internally-assessed Exhibition and the TOK Essay (1600 words on a prescribed title). This essay is submitted electronically to external IB Examiners. Combined with students' Extended Essays, their TOK standing earns a maximum of 3 core points towards the Diploma Programme final score, tallied out of a maximum 45 points.

Creativity, Activity, Service

Creativity, Activity, Service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

- **Creativity:** Any experiences that involve creative thinking;
- **Activity:** Physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme; and
- **Service:** An unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity, and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. Individual CAS experiences should be both challenging and enjoyable — a personal journey of self-discovery. CAS is not an instructional course. Rather, it provides students an avenue to get out of the classroom and meaningfully interact with their local and global communities. Sports, volunteering, directing a play, learning an instrument, building a computer—all of these can be CAS experiences. This means that students' lives will continue in the DP, but it will also extend and expand interests and abilities in ways they may not have expected.

CAS must involve:

- real, purposeful activities, with significant outcomes;
- personal challenge – tasks should extend the individual and be achievable in scope;
- thoughtful consideration, such as planning activities and maintaining a CAS portfolio; and
- a variety of approaches for reflection on outcomes and learning.

It is essential that CAS activities do not replicate other parts of the student's Diploma Programme. Concurrency of learning is also important in the DP. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the two years.

Assessment in CAS concerns the successful completion of all CAS requirements, essential for an IB Diploma. Students need to regularly engage in their CAS experiences and provide a thorough reflection for each completed activity. Reflections need not just be a typical document; rather, students are encouraged to use a variety of media for their reflection. For example, students may create a blog or website to chronicle their experiences and reflections. The options for reflection are endless, just as long as they are introspective, thorough, meaningful, and enriching. Students must provide evidence through a variety of CAS activities that they have achieved the learning outcomes.

COURSE DESCRIPTIONS

Group 1: Studies in Language and Literature

English A: Literature HL and SL

"One of the most effective and humanizing ways that people of different cultures can have access to each other's experiences and concerns is through works of literary merit." – Salma Jayyusi

Description

English A: Literature is a course that looks at varying conceptions, interpretations, and experiences of the world through literature. By comparing local, national, and international works that come from a variety of genres and periods, students learn that literature is heavily influenced by cultural perspectives; however, the universality of the human experience is paramount. The following are examples of the texts among those selected for study over the course of a two year program, though they are subject to change. Each year the texts are chosen by English teachers to best fit the characters and interests of the grade.

GRADE 11	GRADE 12
<p>PART 1 IB Assessment: HL essay (1200-1500 words- HL only) HL- 3 works; SL- 2 works</p> <p>Texts:</p> <ul style="list-style-type: none"> • <i>Monkey Beach</i> by Eden Robinson • <i>The Lone Ranger and Tonto Fistfight in Heaven</i> by Sherman Alexie • <i>A Mind Spread Out on the Ground</i> by Alicia Elliott <p>Note: SL students will complete the essay, but will not be submitted to the IB</p>	<p>PART 3 IB Assessment: Individual Oral (SL/HL) HL- 3 works; SL- 2 works</p> <p>Texts:</p> <ul style="list-style-type: none"> • <i>The Pemmican Eaters</i> by Marilyn Dumont • <i>The Jade Peony</i> by Wayson Choy • <i>Antigone</i> by Sophocles • <i>Fun Home</i> by Alison Bechdel (HL only)
<p>PART 2 HL- 3 works; SL- 3 works</p> <p>Texts:</p> <ul style="list-style-type: none"> • <i>A Short History of Indians in Canada</i> by Thomas King • <i>Legends of the Capilano</i> by Pauline Johnson • <i>he Pemmican Eaters</i> by Marilyn Dumont 	<p>PART 4 IB Assessment: Written examinations (Paper 1 and Paper 2) HL- 4 works; SL- 2 works</p> <p>Texts:</p> <ul style="list-style-type: none"> • <i>Exit West</i> by Mohsin Hamid • <i>Collected Poetry</i> by Alfred Lord Tennyson (HL only) • <i>Short Stories</i> by Chimamanda Ngozie Adichie

Objectives and Practices

Building on the skills developed through the BC Language Arts 10 curriculum and/or the MYP Language A curriculum, students develop the ability to engage in close and detailed analysis of individual texts. Students learn to appreciate the stylistic, aesthetic, and artistic qualities of literature and to make relevant connections between works. This careful examination of literature lends itself to independent, critical, and original thinking.

Evaluation

Students will be formatively and summatively assessed, using Stratford Hall's Approaches to Learning rubric, the English A: Literature assessment rubrics, and – on report cards – using the DP Group 1 grade descriptors on a scale of 1-7. Students' final mark out of 7 is based on their achievement on two exams (60% HL, 70% SL) written at the end of their second year, one, 1,500 word written assignment (20% HL only), and on one oral presentation (20% HL, 30% SL) completed either in their first or second year.

EXTERNAL ASSESSMENT		INTERNAL ASSESSMENT (EXTERNALLY MODERATED)	
HL Paper 1: 135 minutes, 35% Paper 2: 105 minutes, 25% HL Essay: 20%	SL Paper 1: 75 minutes, 35% Paper 2: 105 minutes, 35%	HL Individual Oral: 20%	SL Individual Oral: 30%

English A: Language and Literature HL and SL

Description

The English A: Language and Literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, Stratford Hall students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

Each of the following literary texts is paired with collections of non-literary texts, such as print advertisements, film, political cartoons, editorials and speeches.

GRADE 11	GRADE 12
Texts: <ul style="list-style-type: none"> <i>The Pemmican Eaters</i> by Marilyn Dumont <i>The Lone Ranger and Tonto Fistfight in Heaven</i> by Sherman Alexie <i>A Short History of Indians in Canada</i> by Thomas King 	Texts: <ul style="list-style-type: none"> <i>Persepolis</i> by Marjane Satrapi <i>Antigone</i> by Sophocles <i>Yellowface</i> by R.F. Kuang

Objectives and Practices

The aims of this English A: Language and Literature courses are to enable Stratford Hall students to engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures, to develop skills in listening, speaking, reading, writing, viewing, presenting and performing, to develop skills in interpretation, analysis and evaluation, to develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings, and to develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings.

Evaluation

Students will be formatively and summatively assessed, using Stratford Halls' Approach to Learning rubric, the English A: Language and Literature assessment rubrics; and- on report cards- using the DP Group 1 grade descriptors on a scale of 1-7. Students' final mark out of 7 is based on their achievement on two exams (60% HL, 70% SL) written at the end of their second year, one, 1,500 word written assignment (20% HL only), and on one oral presentation (20% HL, 30% SL) completed either in their first or second year.

EXTERNAL ASSESSMENT		INTERNAL ASSESSMENT (EXTERNALLY MODERATED)	
HL Paper 1: 135 minutes, 35% Paper 2: 105 minutes, 25% HL Essay: 20%	SL Paper 1: 75 minutes, 35% Paper 2: 105 minutes, 35%	HL Individual Oral: 20%	SL Individual Oral: 30%

COURSE DESCRIPTIONS

School Supported Self-Taught Literature SL

In keeping with IB philosophy, students whose mother tongue is not English have the option of studying their native language through the School Supported Self-Taught Literature SL course at Stratford Hall. A student must be entirely fluent in the written and spoken language chosen.

The aims, objectives, and practices of the course are identical to our English A: Literature SL course; however, students will be responsible for selecting their own works and will work through them independently with the mentorship of a Stratford Hall teacher.

It is highly recommended that students who choose this option also receive support from a tutor who has a strong understanding of the contents of the IB subject guide. This course is only available at the Standard Level (SL). School Supported Self-Taught Literature students will be required to read 9 works instead of 13 and will be formatively and summatively assessed, using Stratford Hall's Approaches to Learning rubric, the English A: Literature assessment rubrics, and – on report cards – using the DP Group 1 grade descriptors on a scale of 1-7. Students' final mark out of 7 is based on their achievement on two exams (70%) written at the end of their second year, and on one oral presentation (30%) completed either in their first or second year.

EXTERNAL ASSESSMENT	INTERNAL ASSESSMENT (EXTERNALLY MODERATED)
Paper 1: 75 minutes, 35% Paper 2: 105 minutes, 35%	Individual Oral Commentary: 30%

Group 2: Language Acquisition

French B HL and SL, and Ab Initio; Spanish B HL, SL, and Ab Initio; Mandarin (Chinese) B HL, SL, and Ab Initio

"Those who know nothing of an additional language know nothing of their own." – Johann Wolfgang von Goethe

Description

Group 2 courses are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. At Stratford Hall, we typically offer French B HL and SL, and Spanish B HL, SL, and Ab Initio. Mandarin B HL or SL courses are available if there is sufficient interest.

CORE TOPICS, GRADE 11 & 12	
<ul style="list-style-type: none"> • Communication and Media • Global Issues • Social Relationships • Individuals and Society (Ab Initio) • Leisure and Work (Ab Initio) 	<ul style="list-style-type: none"> • Identities (Ab Initio & Language B) • Experiences (Ab Initio & Language B) • Human Ingenuity • Social Organiser • Sharing the Planet

Note: Students taking a Higher Level course study two works of literature.

Objectives and Practices

Higher and Standard Level courses are designed for students with some previous learning of that language. Ab Initio courses are for students who are new to studying the language, or for students who have been identified as having very limited skills in the language. The main focus of each course is on language acquisition and development of language skills. These language skills are developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and are related to the culture(s) concerned. The material chosen enables students to develop mastery of language skills and intercultural understanding.

The language is acquired through studying various themes. These themes allow students to make connections to their other subjects, foster international-mindedness, and develop an understanding for the language and cultures studied.

Students are encouraged to seek opportunities outside of the classroom to enrich their language learning. These may include, travelling, reading in the target language, connecting with students in other countries, and watching films. The most successful students work on the language beyond the classroom and make an effort to communicate in the language as much as possible.

Evaluation

Students will be formatively and summatively assessed, using Stratford Hall's Approaches to Learning rubric, the course rubrics, and – on report cards – using the DP Group 2 grade descriptors on a scale of 1-7. Students' final mark out of 7 is based on their achievement on two externally assessed papers (75%), and an individual oral assessment (25%).

EXTERNAL ASSESSMENT	INTERNAL ASSESSMENT (EXTERNALLY MODERATED)
Paper 1 (Productive Skills) One writing task from a choice of three <ul style="list-style-type: none"> • Writing: 30 marks, 25% Paper 2 (Receptive Skills) Separate sections for listening and reading <ul style="list-style-type: none"> • Listening: 25 marks, 25% • Reading: 40 marks, 25% 	Individual Oral: 30 marks, 25%

COURSE DESCRIPTIONS

Group 3: Individuals and Societies

History HL and SL

"Man is a history-making creature who can neither repeat his past nor leave it behind." – W.H. Auden

Description

History is an exploratory course that poses deep questions without providing definitive answers. It requires excellent reading and writing habits, but there will also be significant group-discussion component in our seminars. Students need to be ready to study at home, and to come to classes prepared with questions and ideas.

At Stratford Hall, Year 1 (Grade 11) examines 20th century world-history topics: focusing on dictatorships and the Cold War. We will also investigate South African Apartheid. Year 2 (Grade 12) students return after the summer to a study of Civil Rights in the Americas 1945-2000, including women's rights, indigenous history, and LGBTQ topics; and Latin American History from 1945-1982.

Students will write a major research paper, the Historical Investigation that combines their own study of a topic they choose with Theory of Knowledge skills.

GRADE 11 & 12, SL & HL

- Authoritarian States (20th century)
- Superpower Tensions and Rivalries (20th century)
- The Cold War and the Americas 1945-1989
- WWII and the Americas (HL only)
- Civil Rights in the Americas 1945-2000
- South African Apartheid

Objectives and Practices

DP History aims to develop knowledge, communication, research skills, curiosity, lasting critical-thinking abilities, and a profound understanding of – and empathy for – people living in other periods and contexts; therefore, the course provides abundant opportunities for students to explore and apply the IB Learner Profile. The course naturally integrates academic skepticism, a crucial connection to Theory of Knowledge.

Students will study university-level sources (film, primary and secondary texts, newspapers, oral history) and participate in seminars ready to lead discussions, to ask relevant and informed questions, and to work with peers to discover – rather than cover – the skills, attitudes, and content of DP History. A relatively advanced reading level is expected.

Students are encouraged to investigate local and family history, using personal and/or municipal, provincial, national, and international sources. The best historical investigations challenge students to employ both primary and secondary texts, original interviews, and field research, deepening their understanding of the past, of others, and of themselves.

Evaluation

Students will be formatively and summatively assessed, using Stratford Hall's Approaches to Learning rubric, the course rubrics, and – on report cards – using the DP Group 3 grade descriptors on a scale of 1-7. Students' final course grade is based on their achievement on two or three exams – written at the end of Grade 12 – and on their historical investigation.

EXTERNAL ASSESSMENT (75% FOR SL; 80% FOR HL)

Paper 1:	Source-based paper (on five prescribed subjects) 60 minutes, HL: 20%, SL 30%
Paper 2:	Essay Paper (from 12 world history topics) 90 minutes HL: 25% SL: 45%
Paper 3:	Essay Paper (on one of four regional options) 150 minutes 35% (HL only)

INTERNAL ASSESSMENT (25% FOR SL; 20% FOR HL)

Historical Investigation:
A 2,200 word research project on an historical topic selected by students.

Geography HL and SL

"Geography is a subject which holds the key to our future." – Michael Palin

Description

Geography is all around us. Everything from the food we eat to the clothes we wear, to the places we live and visit are all geographic products. Climate change, environmental degradation, and resource management are all complex geographical issues. As the world's population continues to grow, so too will the challenge of managing the resources of our planet. Geography is a dynamic subject, which asks us to consider a multitude of local and global human interactions and our collective impact upon the Earth.

GRADE 11 & 12, SL & HL CORE UNITS AND OPTIONAL UNITS	HIGHER LEVEL ONLY
<p>Core - Global Change:</p> <ul style="list-style-type: none"> • Changing population • Global climate • Global resource consumption <p>Optional Units:</p> <ul style="list-style-type: none"> • Leisure, tourism and sport • Food and health 	<p>Optional Units:</p> <ul style="list-style-type: none"> • Oceans and coastal margins <p>HL Extension: Global Interactions</p> <ul style="list-style-type: none"> • Power, places and networks • Human development and diversity • Global risks and resilience

Objectives and Practices

Geography aims to develop an understanding of the interrelationships between people, places, spaces, and the environment. Students will develop a concern for human welfare and the quality of the environment, as well as an understanding of diversity and change, from both a local and global perspective.

Students will learn hands-on fieldwork techniques to collect primary information and pose and answer geographic research questions. They will learn how to interpret and analyze geographic data in a variety of forms, including maps, graphs, tables, and charts. Students will also require strong writing skills as both the external exams and the internal assessment (fieldwork report) depend upon detailed examples with higher-level thinking.

Students will explore our themes of study through current events and news articles, academic journals, case studies, films, interviews, and field research. They are expected to come to class prepared to discuss and think critically about new information and how DP Geography connects with many of the other subjects they study: biology, mathematics, chemistry, history, and especially TOK.

Evaluation

Students will be formatively and summatively assessed, using Stratford Hall's Approaches to Learning rubric, the IB Geography HL/SL grade boundaries, the IB rubrics for Internal Assessment, and the DP Geography grade descriptors on a scale of 1-7. Students' final mark out of 7 is based on their achievement on three exams (two for SL) written at the end of their second year, and on their fieldwork and written report, completed either in their first or second year.

EXTERNAL ASSESSMENT (75% FOR SL; 80% FOR HL)	INTERNAL ASSESSMENT (25% FOR SL; 20% FOR HL)
Paper 1: 2 hours and 15 minutes, HL/SL: 35% Paper 2: 1 hour and 15 minutes, HL: 25% SL: 40% Paper 3: 1 hour, HL: 20%	Geography fieldwork 2,500 word written report

COURSE DESCRIPTIONS

Business Management HL and SL

Description

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate.

The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation, and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools, and techniques and placed in the context of realworld examples and case studies.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long-term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

GRADE 11	GRADE 12
<p>Unit 1: Business Organization and Environment:</p> <ul style="list-style-type: none"> • Introduction to business management • Types of organizations • Organizational objectives • Stake holders • External environment • Growth and evolution • Organizational planning tools (HL) <p>Unit 2: Human Resource Management:</p> <ul style="list-style-type: none"> • Functions and evolution of human resource management • Organizational structure • Leadership and management • Motivation • Organizational (corporate) culture (HL) • Industrial/employee relations (HL) <p>Unit 4: Marketing:</p> <ul style="list-style-type: none"> • The role of marketing • Marketing and planning • Sales forecasting • Market research • The four Ps (product, price, promotion, place) • The extended marketing mix of seven Ps (HL) • International marketing (HL) • E-commerce 	<p>Unit 3: Finance and Accounts:</p> <ul style="list-style-type: none"> • Sources of finance • Costs and revenues • Break-even analysis • Final accounts (HL) • Profitability and liquidity ratio analysis • Efficiency ratio analysis • Cash Flow • Investment appraisal (HL) • Budgets (HL) <p>Unit 5: Operations Management:</p> <ul style="list-style-type: none"> • The role of operations management • Production methods • Lean production and quality management (HL) • Location • Production planning (HL) • Research and development (HL) • Crisis management and contingency planning (HL)

EXTERNAL ASSESSMENT		INTERNAL ASSESSMENT	
HL	SL	HL	SL
Paper 1: Grade 11: 25%, Grade 12: 35%	Paper 1: Grade 11: 35%, Grade 12: 30%	Grade 11: 20%	Grade 11: 30%
Paper 2: Grade 11: 30%, Grade 12: 40%	Paper 2: Grade 11: 35%, Grade 12: 45%	Grade 12: 25%	Grade 12: 25%
Paper 3: Grade 11: 25%		Research Project: Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations). Maximum 2,000 words.	
Structured and extended response questions			

Psychology HL and SL

"A wonderful fact to reflect upon, that every human creature is constituted to be that profound secret and mystery to every other." – Charles Dickens

Description

In Psychology, students explore human behaviour by observing it from three different lenses: biological, cognitive, and sociocultural. The course's level of analysis reflects a modern trend in psychology toward integration and demonstrates how explanations offered by each of the three levels of analysis complement one another and together provide a more complete and satisfactory explanation of behavior.

At Stratford Hall, no prior study of psychology is expected, as students apply and develop critical thinking and investigative skills gained in the MYP to the analysis of human behaviour. In Year 1 (Grade 11), students will be coached on how to apply the three levels of analysis to the interpretation of behaviour as it has been observed in published studies. In Year 2 (Grade 12), students will more independently apply the skills to the analysis of the etiologies of a chosen psychological disorder. The program culminates in an investigation whereby students replicate a simple published experimental study, collect quantitative data, and write a report using Internal Assessment guidelines.

GRADE 11: LEVELS OF ANALYSIS	GRADE 12: APPLICATION OF LEVELS OF ANALYSIS
<ul style="list-style-type: none"> • Introduction: Approaches to the study of psychology • Biological level of analysis • Cognitive level of analysis • Sociocultural level of analysis • IA- Simple Experimental Study: First Draft 	<ul style="list-style-type: none"> • Research methodologies • Option 1: Human relationships • Option 2: Abnormal psychology • Internal assessment – Simple experimental study

Objectives and Practices

Psychology aims to develop an awareness of how psychological research can be applied for the benefit of humanity as well as to develop an understanding of the diverse methods of psychological inquiry; whether it is through the analysis and critique of existing studies and theories, or by the collection and interpretation of one's own quantitative data.

Evaluation

Students will be formatively and summatively assessed, using Stratford Hall's Approaches to Learning rubric, the course rubrics, and – on report cards – using the DP Group 3 grade descriptors on a scale of 1-7. Students' final mark out of 7 will be broken down as follows:

EXTERNAL ASSESSMENT		INTERNAL ASSESSMENT (EXTERNALLY MODERATED)
HL Paper 1: 120 minutes, 40% Paper 2: 120 minutes, 20% Paper 3: 60 minutes, 20%	SL Paper 1: 120 minutes, 50% Paper 2: 60 minutes, 25%	Report on simple experimental study: HL: 20%; SL: 25%

COURSE DESCRIPTIONS

Economics HL and SL

Description

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy).

The DP economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

GRADE 11	GRADE 12
<p>Unit 1: Introduction to Economics:</p> <ul style="list-style-type: none"> • What is economics? • How do economists approach the world? <p>Unit 2: Microeconomics:</p> <ul style="list-style-type: none"> • Demand • Supply • Competitive market equilibrium • Critique of the maximizing behaviour of consumers and producers • Elasticity of demand • Elasticity of supply • Role of government in microeconomics • Market failure—externalities and common pool or common access resources • Market failure—public goods • Market failure—asymmetric information (HL) • Market failure—market power (HL) • The market’s inability to achieve equity (HL) 	<p>Unit 3: Macroeconomics:</p> <ul style="list-style-type: none"> • Measuring economic activity and illustrating its variations • Variations in economic activity—aggregate demand and aggregate supply • Macroeconomic objectives • Economics of inequality and poverty • Demand management (demand-side policies)—monetary policy • Demand management—fiscal policy • Supply-side policies <p>Unit 4: The Global Economy:</p> <ul style="list-style-type: none"> • Benefits of international trade • Types of trade protection • Arguments for and against trade control/protection • Economic integration • Exchange rates • Balance of payments • Sustainable development • Measuring development • Barriers to economic growth and/or economic development • Economic growth and/or economic development strategies

EXTERNAL ASSESSMENT (70% FOR SL; 80% FOR HL)		INTERNAL ASSESSMENT (30% FOR SL; 20% FOR HL)
Paper 1:	Extended Response Paper (on all units) 75 minutes, HL: 20%, SL 30%	Portfolio: Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts.
Paper 2:	Data Response Paper (on all units) 105 minutes HL: 30% SL: 40%	
Paper 3:	Policy Paper (on all units) 105 minutes 30% (HL only)	

Group 4: Experimental Sciences

The Collaborative Science Project

The Collaborative Science Project is a mandatory 10-hour collaborative activity where students from different Experimental Sciences subjects – biology, chemistry, and physics – investigate a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be applied. The emphasis of the project is on the processes involved in scientific investigation rather than the product.

The project can be practically or theoretically based and is divided into three stages: planning, action, and evaluation.

At Stratford Hall, the Collaborative Science Project takes place at the end of Year 1 (Grade 11) as part of a multi-day outdoor retreat. In the past we have completed this project both independently and in collaboration with other IB schools, locally and at Pearson United World College on Vancouver Island and the Bamfield Marine Science Centre. As our experimental science program evolves, we look forward to forging partnerships with scientific and IB communities in BC to further enhance the collaborative dimension of the project.

Over the years, the Collaborative Science Project retreat has extended into a week long mid-year field school where students can reflect with teachers and classmates on challenges and achievements in the DP thus far, as well as engage in CAS and leadership activities.

Biology HL and SL

"The scientist is not a person who gives the right answers; he's one who asks the right questions." – Claude Lévi

Description

Biology is the study of life evolving over three billion years to produce over eight million species that share the Earth today, more than at any other time. In this course, students will study the micro and macro processes that drive the biological world, through which they will gain a deeper understanding of the Nature of Science, the overarching theme in all Group 4 subjects. The distinction between SL and HL is one of breadth and depth. SL and HL students undertake a common core syllabus and a common Internal Assessment scheme. SL students sit in the same class as HL students. Most SL topics are covered in the first year of the programme. HL students are required to study more demanding extension material, as well as plant biology and animal physiology.

Topics for the course are listed below. Students approach their study of each sub-topic through the following framework:

What is the essential idea? How does this knowledge reflect the nature of science? What are the understandings? How is the knowledge applied and what skills are required? How does this learning relate to the real world, to international-mindedness, and to the Theory of Knowledge?

GRADE 11 (HL & SL)	GRADE 12
<ul style="list-style-type: none">• Unity and diversity• Form and function• Interaction and interdependence• Continuity and change	<p>Human physiology</p> <ul style="list-style-type: none">• Advanced topics in metabolism, cell respiration, photosynthesis, and animal physiology (HL only) <p>Option</p> <ul style="list-style-type: none">• Ecology and conservation

COURSE DESCRIPTIONS

Objectives and Practices

The ability to formulate meaningful questions, analyze, evaluate, and synthesize scientific information and data is the foundation of all scientific knowledge. Students are given the opportunity to demonstrate and apply their knowledge and to reflect on the methodologies of science, and how these compare to the methodologies of other areas of knowledge. At the core of DP Biology is the development of inquiry through the scientific method, an extension of the investigative skills and scientific language developed in MYP sciences. Biology HL and SL promote international-mindedness by exploring current and relevant world issues in biology, ranging from biotechnology and the greenhouse effect, to genetic diseases and cultural evolution.

Evaluation

Students will be assessed formatively and summatively on their Approaches to Learning skills, on their performance on tests and exams, and on their experimental work. The final mark out of 7 is based on their achievement on two exams (80%) written at the end of their second year, and on one 10 hour scientific investigation (20%), completed at the end of their first year.

EXTERNAL ASSESSMENT	INTERNAL ASSESSMENT (EXTERNALLY MODERATED)
Paper 1: Multiple Choice and Database Questions 36% Paper 2: Short Answers and Extended Responses 44%	Scientific Investigation: 20% Students are evaluated on their personal engagement, exploration, analysis, evaluation and communication

Physics HL and SL

"We can't solve problems by using the same kind of thinking we used when we created them." – Albert Einstein

Description

Some of the theories included in Physics can be traced back 2,500 years; others have been developed around 300 years ago due to the elaboration of mathematical theories and to the refinement of instruments of observation. Some others were expressed during the first half of the last century.

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe from the very smallest particles to the vast distances between galaxies. At Stratford Hall, both theory and experiments are investigated and practiced by students. The program allows students to develop traditional practical skills and techniques, and to increase facility in the use of mathematics – the language of physics. It is also aimed at realizing the unparalleled power of scientific knowledge and the global responsibility of scientists to transform and develop sustainable societies.

Objectives and Practices

Physics HL/SL comprises two portions: theory and practical work. The course focuses on developing students' skills in problem solving, critical thinking, investigation design, data analysis, and collaboration, as well as information and communication technology skills. The development of theoretical understanding and of the analysis of data based on questions and problem solving follows each major topic covered. In addition to learning the physical theories, students explore the historical development of physical principals and how these principles have been applied to design and construct materials; they reflect on the impact these materials have had on the daily lives of human beings around the world. Students complete 40 hours of practical work, which consists of a series of laboratory investigations and formal lab reports. The practical work aims to develop students' data analysis skills while complementing the theory portion of the course.

Evaluation

Students will be formatively and summatively assessed, using Stratford Hall's Approaches to Learning rubric, the course rubrics, the IB rubrics for Internal Assessment, and using the Group 4 grade descriptors on a scale of 1-7. Students' final mark out of 7 is based on their achievement on two externally assessed exams (80%) written at the end of their second year, and on an internally assessed investigation (20%) completed in the middle of their second year.

EXTERNAL ASSESSMENT	INTERNAL ASSESSMENT
Paper 1: Multiple Choice 20% Paper 2: Data Analysis and Extended Response, HL: 36% SL: 40% Paper 3: Further Options for Study, HL: 24% SL: 20%	An independent investigation designed, conducted, and analyzed by each student (10 hours approx.): 20%

Chemistry HL and SL

"Given the real fear that the scarcity of global resources and energy might threaten the unity of mankind, chemistry is in a position to make a contribution towards securing a true peace on Earth." – Kenichi Fukui

Description

DP Chemistry SL and HL combine academic study with the acquisition of practical and investigational skills through the experimental approach. The study of 10 core subjects demonstrates to students that chemical principles underpin all physical, environmental, and biological systems. Chemistry SL covers the essential principles of the 10 subject areas and Chemistry HL deepens these principals and adds more complex concepts to each subject area.

The Internal Assessment asks students to apply their learned concepts to a self-designed experiment, which students document in an article that gets externally assessed by the IB.

Through the selection of an optional subject area students are allowed some flexibility to learn about applied chemistry topics that reach into areas of industrial chemistry, engineering, medicine, and others.

GRADE 11 (HL & SL)	GRADE 12
<ul style="list-style-type: none">• Structure 1: Models of the particulate nature of matter• Structure 2: Models of bonding and structure• Structure 3: Classification of matters• Reactivity 1: What drives chemical reactions?• Reactivity 2: How much, how fast, and how far?• Reactivity 3: What are the mechanisms of chemical change?• Internal Assessment (HL)	<ul style="list-style-type: none">• Internal Assessment (SL)• Further organic chemistry (HL)• Acids and Bases• Redox Reactions• Options

COURSE DESCRIPTIONS

Objectives and Practices

Throughout this challenging course, students become aware of how scientists work and communicate with each other. Furthermore, students enjoy multiple opportunities for scientific study and creative inquiry within a global context. In addition, the course is designed to:

- employ the knowledge, methods, and techniques that characterize science and technology;
- develop an ability to analyze, evaluate, and synthesize scientific information;
- engender an awareness of the need for and the value of effective collaboration and communication;
- develop and apply communication technology skills in the study of science;
- raise awareness of the moral, ethical, social, economic, and environmental implications of science and technology;
- develop an appreciation of the possibilities and limitations associated with science and scientists; and
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Evaluation

Students will be assessed formatively and summatively on their Approaches to Learning skills, on their performance on tests and exams, and on their experimental work. The final mark out of 7 is based on their achievement on two exams (80%) written at the end of their second year, and on one 10-hour scientific investigation (20%), completed at the beginning of their second year.

EXTERNAL ASSESSMENT	INTERNAL ASSESSMENT (EXTERNALLY MODERATED)
Paper 1: Multiple Choice and Database Questions 36% Paper 2: Short Answers and Extended Responses 44%	Scientific Investigation: 20% Students are evaluated on their personal engagement, exploration, analysis, evaluation and communication

Group 5: Mathematics

Mathematics: Analysis and Approaches HL and SL

"Every good mathematician is at least half a philosopher, and every good philosopher is at least half a mathematician."
– Friedrich

Description

Mathematics: Analysis and Approaches SL is designed for students who possess a good knowledge of mathematics concepts and skills. Students will build upon existing knowledge and apply mathematics to investigate and model real world and theoretical problems. The majority of these students will expect to continue future studies in mathematics, engineering, physical sciences or some economics. Mathematics SL builds on the BC Mathematics 10 course scope and sequence.

Mathematics: Analysis and Approaches HL is designed for students who possess excellent knowledge and a high level of skill in the application of a wide range of analytical and technical skills. The majority of these students will expect to continue future studies in subjects with math as a major component, such as mathematics, physics, engineering, technology. Mathematics HL builds on the BC Mathematics 10 course scope and sequence along with new material with greater depth and breadth, and at generally a faster pace than Mathematics SL.

GRADE 11	GRADE 12
<ul style="list-style-type: none"> Number an algebra: linear, quadratics, sequences and series, exponents, logarithms Functions: concepts, applications, graphing, transformations Trigonometry and geometry Probability Vectors (HL) Complex Numbers (HL) 	<ul style="list-style-type: none"> Binomial Theorem (SL) Probability and Statistics Calculus Internal Assessment – Mathematical exploration

Objectives and Practices

Mathematics SL/HL aims for students to gain a better appreciation for the usefulness, beauty, elegance, and power of mathematics. Mathematics helps students to improve in their logical, critical and creative-thinking. Students taking Mathematics SL/HL must have an open mind to problem solving, and be willing to tackle each new problem with patience and persistence. Students will use appropriate notation and terminology, select and use appropriate strategies and techniques, recognize patterns, formulate mathematical arguments and communicate them clearly, and use appropriate technology and graphing tools.

Students will also investigate the international nature of the subject and gain an understanding of the varying perspectives by which mathematics is studied across the world.

Evaluation

Students will be formatively and summatively assessed, using Stratford Hall's Approaches to Learning rubric, the course rubrics, and – on report cards – using the DP Group 5 grade descriptors on a scale of 1-7. Students' final mark out of 7 is based on their achievement on two exams (80%) written at the end of their second year, and on one portfolio task (20%), completed in their second year:

EXTERNAL ASSESSMENT		INTERNAL ASSESSMENT (EXTERNALLY MODERATED)
HL Paper 1: 120 minutes, 30% Paper 2: 120 minutes, 30% Paper 3: 60 minutes, 20%	SL Paper 1: 90 minutes, 40% Paper 2: 90 minutes, 40%	Exploration: 20%

COURSE DESCRIPTIONS

Mathematics: Applications and Interpretation HL and SL

"The book of nature is written in the language of Mathematics." – Galileo

Description

Mathematics: Applications and Interpretation SL is an applied mathematics course that focuses on the utility of mathematics in the real world, while also preparing students for some of the fundamentals of university mathematics. It emphasizes the meaning of math in context focusing on topics used in application. The course makes extensive use of Technology to facilitate mathematical modelling. The Year 1 (Grade 11) year builds on the BC Mathematics 10 course scope and sequence.

GRADE 11	GRADE 12
<ul style="list-style-type: none"> • Review of Prior Learning • Number and Algebra • Geometry and Trigonometry • Mathematical Models • Linear Functions • Statistics and Probability 	<ul style="list-style-type: none"> • Descriptive Statistics • Statistical Application • The Project • Functions (exponential log, periodic) • Introducing Differential Calculus • Statistics and Probability • Internal assessment- Mathematical Exploration

Objectives and Practices

Mathematics aims to ensure that students have a grounding of mathematics that will be useful in their lives. This course is aimed at students who will go onto study subjects such as social sciences, natural sciences, statistics, business, and economics.

Students will learn about applied mathematics, and focus on solving “real life” problems using this math. Students in the course might learn, as examples, about how internationally cooperative micro-financing works, how to set up a financial plan, and how to model the flight of a basketball.

Evaluation

Students will be formatively and summatively assessed, using Stratford Hall’s Approaches to Learning rubric, the course rubrics, and – on report cards – using the DP Group 5 grade descriptors on a scale of 1-7. Students’ final mark out of 7 is based on their achievement on two exams (80%) written at the end of their second year, and on one independent project (20%), completed in their second year.

EXTERNAL ASSESSMENT	INTERNAL ASSESSMENT (EXTERNALLY MODERATED)
Paper 1: 90 minutes, 40% Paper 2: 90 minutes, 40%	Exploration: 20%

Group 6: The Arts or Group 1-5 Elective

Visual Arts HL and SL

"The object of art is not to reproduce reality, but to create a reality of the same intensity." – Alberto Giacometti

Description

Creative thinking is one of the skills most valued today and this DP course allows students to practice personally driven and authentic creation and problem solving. Visual Art SL/ HL enables students to express their ideas in new ways, and in the process of designing and making art, they develop a high level of cognitive activity that is both intellectual and affective. Engagement in the arts promotes a sense of identity and makes a unique contribution to the lifelong learning of each student. Study of the Visual Arts also provides the opportunity to develop an insightful view of oneself and one's culture in relation to the world.

The Diploma Programme Visual Arts course enables students to engage in practical exploration which leads to artistic production. Theory is constantly integrated with practice. Students focus on materials, art forms, skills, and concepts of interest to each individual student. Visual, conceptual, and critical investigations are presented in a Comparative Study and in the Process Portfolio, supporting the studio pieces.

This course enables students to study arts in higher education and also welcomes those students who seek inspiration and enrichment through Visual Arts.

GRADE 11	GRADE 12
<p>Students will:</p> <ul style="list-style-type: none">• Move from guided projects to personally-driven projects• Explore a range of introduced and personally-selected artists and movements• Develop a variety of skills and techniques• Visit galleries and participate in workshops• Participate in a Feedback Fair Exhibition	<p>Students will:</p> <ul style="list-style-type: none">• Continue to build expression through skills and techniques• Create ambitious personal artworks• Finalize the Process Portfolio• Complete the Comparative Study• Present a final exhibition in April

Objectives and Practices

At Stratford Hall, Year 1 (Grade 11) aims are to investigate past, present, and emerging forms of Visual Art and to engage in producing, appreciating, and evaluating these.

- We develop an understanding of Visual Arts from local, national, and international perspectives;
- We explore existing art concepts and design elements while developing our own techniques and ideas in a variety of media;
- We build confidence in responding visually and creatively to personal and cultural experiences;
- We create works that grow from active and individual involvement and develop sensitivity to what is involved in that process; and
- We work collaboratively as an art community to allow students to direct their own learning through the acquisition of effective working practices.

COURSE DESCRIPTIONS

Evaluation

Students will be formatively and summatively assessed using Stratford Hall’s Approaches to Learning rubric and the IBO assessment criteria. The difference between SL and HL is quantity as shown below.

EXTERNAL ASSESSMENT	INTERNAL ASSESSMENT (EXTERNALLY MODERATED)
<p>Task 1: Comparative Study, 20% Students analyze and compare artworks by three artists. This independent critical investigation explores and evaluates differing cultural contexts. HL: 15+5 screens SL: 15 screens</p> <p>Task 2: Process Portfolio, 40% Students submit screens which evidence their growth, experimentation, exploration, manipulation and refinement of a variety of Visual Arts activities during the two-year course. HL: 25 screens SL: 18 screens</p>	<p>Task 3: Exhibition (40%) Students prepare a selection of resolved artworks for their exhibition. The chosen pieces will show students’ development of a cohesive body of work based around their artist intention while showcasing their technical accomplishment. HL select 11 of 15+ pieces over 2 years SL select 7 from 10+ pieces over 2 years</p>

Theatre HL and SL

Description

The DP Theatre syllabus consists of three interrelated areas: Theatre in Context, Theatre Processes, and Presenting Theatre. Students are required to approach these areas from the perspectives of each of the following specialist theatre roles: creator, designer, director, and performer. Theatre in Context examines the personal, theoretical, and cultural contexts that inform theatre-making and the ways in which these affect and influence creating, designing, directing, performing, and spectating. Theatre Processes requires exploration of the skills, techniques, and processes involved in theatre-making. Presenting Theatre addresses the staging and presentation of theatre as well as the presentation of ideas, research, and discoveries through diverse modes of presentation, both practical and written.

DP Theatre is a unique subject in that it is a practical art form; it is dynamic, collaborative, and live. It is a practical subject that encourages discovery through experimentation, the taking of risks, and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity, and collaboration skills.

GRADE 11	GRADE 12
<ul style="list-style-type: none"> • Exploration of theatre in a variety of contexts • Engagement in processes of transforming ideas into action • Development and application of theatre production, presentation and performance skills • External Assessment – Production Proposal • Internal Assessment – Collaborative Project 	<ul style="list-style-type: none"> • External Assessment – Research Presentation • External Assessment – Solo Theatre Piece

Objectives and Practices

In DP Theatre HL and SL, students will be expected to:

- demonstrate knowledge and understanding of specified content;
- demonstrate application and analysis of knowledge and understanding;
- demonstrate synthesis and evaluation; and
- select, use, and apply a variety of appropriate skills and techniques.

Students will work to achieve these ends through a variety of practices, including attending and evaluating many live works,

extensive amounts of research through a wide variety of media, exploring different ways through which ideas can be presented and transformed into action, examining and explaining the relationships and significance of the integration of production, performance, and research elements, among many more.

Evaluation

Students will be formatively and summatively assessed, using Stratford Hall’s Approaches to Learning rubric, the course rubrics, and – on report cards – using the DP Group 6 grade descriptors on a scale of 1-7. Students’ final mark out of 7 will be broken down as follows:

EXTERNAL ASSESSMENT	INTERNAL ASSESSMENT
Research Presentation: SL 30% HL 20% Collaborative Project: SL 40% HL 25% Solo Theatre Piece: HL 35%	Production Proposal: SL 30% HL 20%

The Diploma Programme Schedule: A complete high-school experience

At Stratford Hall, students arrive for homeroom at 8:20am, and attend five classes each day. Classes are 70 minutes, allowing time for appropriate breadth and depth of study. The Diploma Programme recommends that there be 240 hours for each HL class; 150 of hours for each SL class; 100 hours of TOK; and that all DP Core requirements are fulfilled by students. At Stratford Hall, we provide a balanced, rigorous schedule that meets these requirements, but additionally provides time for:

- the Diploma Programme retreat;
- seminars on research skills, time management, and academic integrity, post-secondary and careers;
- mock examinations;
- CAS Capstone projects;
- music and circus performances;
- athletics;
- public speaking;
- theatre;
- student-centered Extended Essay research; and
- regular meetings with advisors.

Higher and Standard Level Courses

All Higher Level courses meet six times over 10 days and all Standard Level courses meet five times over 10 days. The instructional time over two years will meet the DP time requirements and provide a solid foundation for internationally-minded students.

The DP Core Requirements

Students will meet regularly to plan, implement, and reflect on CAS experiences.

TOK will meet twice each week. TOK will finish mid-Year 2, allowing ample time for review for examinations. Keep in mind that while TOK is a scheduled course, it also influences students' thinking and practices in every other DP course.

Late in Year 1 (May/June), students will have no regularly scheduled classes. In this time, they will:

- write a full set of summative exams, which create a basis for the first prediction of students' anticipated grades;
- have time to research and draft their Extended Essay and submit it to their supervisor;
- create and implement a CAS Capstone project;
- complete the Collaborative Science Project, a group 4 requirement; and
- work in the lab on their science internal assessments.

* Due dates for these major assessments may change and students will be informed accordingly.

Major Assessment Timelines

YEAR 1 (GRADE 11)		YEAR 2 (GRADE 12)	
August	DP Orientation	DP Orientation	
September	DP Retreat	DP Retreat History HL/SL Extended Essay	IA- Historical Investigation Final Due Draft Due
October		Economics HL/SL Psychology HL/SL	IA Part 2 Due IA- Experimental Study Final Due
November		Chemistry HL/SL Extended Essay	IA First Draft Final Submission
December	Group 1- 6 CAS Mini-term Experiences and Reflections	Economics HL/SL English A: Literature HL/SL English A: Lang & Lit HL/SL Mathematics AA & AI HL/SL Group 1- 6 Extended Essay	IA Part 3 Due Individual Oral Assessment Individual Oral Assessment IA- Mathematical Exploration Due Mini-term Final Reflection session #3 (viva voce)
January	BC Graduation Assessment Grade 12 Literacy Assessment	Group 1- 6 CAS BC Graduation Assessment	Mock Exams (January 14- 22) Experiences and Reflections Grade 12 Literacy Assessment
February	CAS Experiences and Reflections	Languages B/ab Initio HL/SL Theory of Knowledge	Individual Oral Assessment (February 17- 19) TOK Essay Final Due
March	Geography HL/SL Extended Essay IA- Geography Fieldwork Formal Reflection #1	Biology HL/SL Physics HL/SL Visual Arts HL/SL CAS CAS	IA Final Due IA Final Due Comparative Study Final Due Experiences and Reflections CAS Project and Capstone Project
April		Visual Arts HL/SL Visual Arts HL/SL Grad Cruise	Process Portfolio Final Due Exhibition
May	Group 1- 6 Theory of Knowledge Extended Essay IA Part 1 Due HL Essay Final Due HL Essay Final Due Summative Assessments (May 21- 29) Exhibition Annotated Bibliography and Detailed Outline	Groups 1- 5 Graduation Events	IB Diploma Exams (April 27- May 20)
June	Group 4 Extended Essay CAS Collaborative Science Project Interim Reflection #2 Experiences and Reflections	Alumni Reunion	

ASSESSMENT

Earning an IB Diploma

By earning an IB Diploma, students enter university as prepared and inspired graduates. Although this is no simple task, there are a few simple elements.

In each HL and SL subject, students earn a Subject Grade out of 7.

In their six DP subjects, each DP candidate's final goal is to earn a maximum of 42 points based on final examinations, on other External Assessment projects, and on their Internal Assessment projects. This is a challenge. Students need to complete all coursework to the best of their ability in order to gain the skills necessary to earn an IB Diploma. Keep in mind that at the beginning of Year 1 (Grade 11), marks might seem low because teachers will be assessing performance based on Year 2 (Grade 12) standards, because all DP courses span two years. HL academic standards are more rigorous than SL academic standards.

External Assessments are marked by professional IB examiners around the world. Stratford Hall teachers will not mark final exams written by students at Stratford Hall. This ensures a consistent and accurate, unbiased approach to the awarding of grades. Internal Assessments are marked by our DP teachers; samples are moderated by professional IB markers outside the school to ensure consistent application of grading criteria.

Students' performance on their Extended Essay and their Theory of Knowledge is translated into a maximum of 3 points, allowing students to reach a total of 45 points, maximum. It is possible to earn zero core points. The conditions under which a student may not earn an IB Diploma are as follows:

The IB Diploma will not be awarded to a candidate with any of the following:

- CAS requirements have not been met
- Candidate's total points are fewer than 24
- An N has been given for Theory of Knowledge, Extended Essay or for a contributing subject
- A grade E has been awarded for one or both of Theory of Knowledge and the Extended Essay
- There is a grade 1 awarded in any subject
- Grade 2 has been awarded three or more times (HL or SL)
- Grade 3 or below has been awarded four or more times (HL or SL)
- Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count)
- Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL)

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				

Students will earn a letter grade from A to E in Theory of Knowledge (TOK) and on their Extended Essay (EE). Their combined score on the TOK/EE matrix earns them 0-3 points, leading to a maximum score of 45 points in total when combined with the Groups 1-6 scores.

Major Assessment Timelines

To prepare for final examinations in May of the Year 2 (Grade 12), there will be a series of summative examinations. Regular updates about students’ progress – referencing Current Course Grades, the IB Learner Profile, and Approaches to Learning – will also be provided along the way. The ultimate goal is transparent collaboration between teachers and students: this is the heart of assessment for learning rather than merely assessment of learning.

Written Reports are the most important assessments based primarily on mock exams, but also on required DP Internal and External Assessment tasks. They provide snapshots of students’ academic standing linked to normal summative assessments. The Written Report includes Learner Profile marks and a holistic comment by advisors on students’ profiles and by each subject teacher.

Student-Parent-Teacher conferences: when parents sign-up for an interview, they arrive knowing what the Current Course Grades and AtL or Learner Profile grades are, so that the conversation can be focused and productive.

	YEAR 1 (GRADE 11)	YEAR 2 (GRADE 12)
Trimester 1 (September - December)	October: Parent, Teacher and Student goal setting conferences November: Summative period December: Report Card	
Trimester 2 (January - March)		January: Summative Exams February: Anticipated Grades for University applications
	February: Parent, Teacher and Student Conferences April: Report Card	
Trimester 3 (April - June)	June: Summative Exams June: Final Report Card	June: Final Report Card July 6: DP results issued by IBO

We firmly believe that the leaders of the future should know more than what can be read in a book, or assessed on an exam; the character traits our graduating students model come from the IB Primary Years and Middle Years Programmes, and they are essential to success in the Diploma Programme.

Students receive a Written Report following each set of summative examinations; the final set of examinations is the exception because students receive a report directly from the IBO for these externally-assessed examinations. Our Written Report comments comprehensively on students’ academic achievements and provides an indication of their IB Learner Profile standing.

Success after high school – no matter what path students choose – will be coupled inextricably to creativity, the ability to learn from mistakes, to collaboration, independence, and insightful questions. Stratford Hall has consistently been at the forefront of changes in the Diploma Programme; our membership in the Approaches to Learning Project has reinforced our belief that in order for students to manage the rigorous demands of the DP, they must enhance their self-management, social skills, communication, thinking, and research skills.

These skills are crucial to IB Learners – they are about learning how to learn.

ACADEMIC INTEGRITY

Academic Integrity at Stratford Hall

Academic integrity is cultivated when we are engaged in independent thought and self-expression that draws on creativity. It is a key component of the Approaches to Learning at Stratford Hall and our strategy for developing together as lifelong learners.

Stratford Hall endeavours to create a culture of honesty and integrity in our community, both academically and in how we develop as persons of character.

According to the IBO, an authentic piece of work is one that is based on “individual and original ideas, with the ideas and work of others fully acknowledged.” Malpractice includes any activity that provides a student with an unfair advantage over others.

The IBO insists that malpractice “must not be viewed as a trivial offence with only minor consequences. It must be viewed as a serious academic transgression with a community attitude that shows no tolerance and imposes severe penalties when it is discovered.”

At Stratford Hall, consequences are determined on a case-by-case basis. It is important that the student is educated, so they understand the nature of their malpractice and how to avoid it in the future. Teachers who suspect malpractice will investigate the matter and gather evidence. They will inform the School Principal and the student’s parents of the infraction. Discipline can take different forms, but minimally it will include:

- informing the School Principal and Programme Coordinator;
- informing the parents or legal guardians;
- a meeting between the teacher and student; and
- no credit for the work. This will mean a mark of zero on a test. It may mean that the student must rewrite an assignment. The student will need to take ownership of their malpractice. Ideally, students should learn from their mistake and be able to demonstrate an improved understanding of academic integrity.

Depending on the severity of the infraction, malpractice may prevent students from being eligible for awards and scholarships or other activities at Stratford Hall. Repeat offences will result in greater consequences and may involve suspension. In extreme cases where repeated infractions have occurred and the student is demonstrating no desire to take responsibility for their academic conduct, the Head of School may determine expulsion is necessary. Students in the Diploma Programme must adhere to the Stratford Hall Academic Honesty Policy, as well as the standards and practices outlined in the IB document, Diploma Programme: Academic Honesty, 2009 and Academic Integrity, 2019. These documents provides more detailed information on academic integrity and consequences for malpractice for both internal and external assessment. The IB states that it “randomly checks candidates’ work for plagiarism using a web-based plagiarism prevention service.” Additionally, examiners “are adept at identifying text and material that is not the authentic work of the candidate.”

The IB grade descriptors, per the IBO

- 7** The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.
- 6** The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
- 5** The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.
- 4** The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.
- 3** The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
- 2** The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
- 1** The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

APPROACHES TO LEARNING

Stratford Hall Approaches to Learning

How do you contribute to and gain from the intellectual stimulation of your class?

Self-management	Social Skills	Communication	Thinking	Research
<p>Balanced, Reflective</p> <p>The student can:</p> <ul style="list-style-type: none"> • be on time and prepared for classes and assignments • organize materials • effectively and plan for completing assignments • meet deadlines • concentrate and manage distractions • demonstrate perseverance, engagement, and balance • motivate themselves to achieve 	<p>Principled, Caring, Open-Minded</p> <p>The student can:</p> <ul style="list-style-type: none"> • act with integrity, honesty, a strong sense of fairness and justice • accept others and respect their opinions • collaborate productively and positively • resolve differences maturely and with empathy • seek and evaluate a range of points of view in class • contribute to a positive difference in the lives of others connect and apply CAS initiatives to course work 	<p>Communicators</p> <p>The student can:</p> <ul style="list-style-type: none"> • collaborate actively in class, in small and large student groups • give and receive feedback constructively • use technology appropriately as a communication tool • advocate for themselves and their learning needs 	<p>Thinkers, Knowledgeable</p> <p>The student can:</p> <ul style="list-style-type: none"> • reflect critically before, during, and after learning • explore varied learning styles to pick the best approach for each task • consider connections between subjects and with the world • connect and apply Theory of Knowledge concepts and practices to course-content 	<p>Inquirers, Risk-taker</p> <p>The student can:</p> <ul style="list-style-type: none"> • show independence in their learning • ask relevant questions and develop their natural curiosity • find answers using appropriate and varied strategies • explore ideas in both conventional and creative ways • be an observant inquirer

Extending

An excellent and consistent application all relevant ATL skills in a wide variety of situations. This student is a leader, modelling confidence, excellence, and integrity; study habits at this level of competency will significantly improve post-secondary and life-long learning.

Proficient

A typically good application of some ATL skills. This student often demonstrates most of the following: good planning, a good attitude, good work-habits, good effort, and can typically regulate their behavior appropriately for varied circumstances.

Emerging

A mediocre application of some ATL skills in some situations. This student needs to concentrate on learning how to learn, and may need more coaching related to the highlighted sub-skills.

Beginning

Limited application of few ATL skills in few situations.

Predicted Grades and the BC Dogwood Diploma

Final examinations for IB students occur in April/May of Year 2 (Grade 12) and assess the full two years of each course. These exams are then sent from Stratford Hall to DP teachers around the world for assessment, a process that ensures a reliable entrance standard for universities. Final marks are available at the beginning of July, well after universities want to receive grades for admissions purposes. As a result, post-secondary institutions will admit IB students based on Stratford Hall’s predicted grades – what we expect students will achieve at the end of the Diploma Programme. This presents a significant challenge for students: they need to quickly improve their academic knowledge and ATL skills in order to be ready for mock examinations, held in June of Year 1 (Grade 11) year and in January of Year 2 (Grade 12).

Predicted grades are first based on the mock exams held in June of the Grade 11 year. Some universities outside Canada, particularly in the United States and United Kingdom, require predicted grades at the beginning of Grade 12, so these June exams in Grade 11 are crucial. In Grade 12, predicted grades are updated after the January mock exams. Universities in Canada are sent predicted grades at the end of January. Therefore, students must perform as well as they can throughout the entire programme – not only on final exams at the end of Grade 12.

It is equally important to understand that universities reserve the right to revoke admission – even if admission was initially granted – if students do not, on their final exams, maintain their predicted grades on their final exams.

In June of Year 2 (Grade 12), students receive a final Written Report. This report is based on the mock exams in January, and also includes marks for all internal assessment projects and Approaches to Learning grades. Including provincial exam marks, this report is then translated into percentages for students’ British Columbia Ministry of Education transcripts. Students earn a BC Dogwood Diploma based on this transcript.

To give you a clearer idea of what an IB education means, listed here is chart converting IB scores to BC Ministry of Education scores:

IB LEVEL	SL COURSE	HL COURSE
7	96-100%	98-100%
6	90-95%	96-97%
5	86-89%	90-95%
4	76-85%	86-89%
3	70-75%	76-85%
2	50-69%	50-75%
1	1-49%	1-49%

University Entrance Requirements

Stratford Hall will provide guidance to students concerning university admissions. Mr. David Chiu and Ms. Angela Collins are our post-secondary advisors, but this is primarily the responsibility of our students. When choosing courses, please review different post-secondary institutions' admissions requirements concerning prerequisite IB courses; universities' websites typically list information about IB admissions. Please see **Mr. Chiu** and **Ms. Collins** for guidance.

The Online Experience for Diploma Programme Students

There are online courses available to DP students, through Pamoja Education: www.pamojaeducation.com.

These courses are taught by trained DP teachers and are a good option for students with excellent self-management skills and independence.

For students not enrolled in an online course, there are several important online resources offered through the IBO and through Stratford Hall. Each student at Stratford Hall is required to bring his or her own a laptop. It does not have to be expensive. Stratford Hall is a PC school; Mac users sometimes encounter minor difficulties.

BC Indigenous Graduation Requirement

Starting for the graduating class of 2024, Stratford Hall introduced the BC English First Peoples 11 course. At the heart of this course is the idea that "Indigenous voices and texts play a role in the process of reconciliation" and "self-representation through authentic First Peoples text is a means to foster justice." Stratford Hall is grateful for the opportunity to be part of this historic process.

At Stratford Hall, students will earn the English First Peoples 11 credit over the course of their Grade 11 and Grade 12 years, while also earning the DP Literature or Language and Literature requirement. The school has taken a multidisciplinary approach; the bulk of the credit will be taught by the English department, with a complimentary unit in Theory of Knowledge and guest speakers during Community blocks. Stratford Hall is crafting a curriculum that highlights the diversity of Indigenous lives and voices by including contemporary writers like Alicia Elliot alongside established figures like Thomas King and traditional oral storytelling. Stratford Hall will be guided by the resources created by the BC Ministry of Education and by the ongoing insights our students provide.

The DP Library

The excellent physical resources in our DP Building are matched by an impressive array of online resources. These are especially important for our students during their Extended Essay research. Moreover, we expect DP students to conduct independent research about their courses, expanding beyond their textbooks to be able to participate in and to lead seminars with informed insight.

URL: www.stratfordhall.ca/campus-life/the-learning-commons

ManageBac

The Diploma Programme runs all of its core and class management through ManageBac. ManageBac offers students, teachers, and parents portals to help support communication, and helps Diploma Programme students keep track of IB requirements. Students can connect with their Extended Essay Advisors, record CAS experiences and reflections, list their DP courses, and find helpful resources concerning Internal Assessment tasks. Each DP student will have a ManageBac profile at Stratford Hall. Staying organized is key.

URL: stratfordhall.managebac.com/login

IB Candidates Page

As the world becomes more environmentally conscious, so does the IB. Increasingly, the IBO is requiring students to upload their work as electronic files to save paper and decrease the cost and the carbon footprint associated with mailing hundreds of thousands of essays and lab reports. Stratford Hall DP students will use this site to upload work, to access their final grades in July, and to request transcripts from the IB for admission purposes. Each registered IB candidate will be given a Personal Code and a PIN to access this website.

URL: candidates.ibo.org

Online Educational Resources

There are a range of online tools available to students today, and Stratford Hall students often employ them for presentations and for collaboration. Prezi, VoiceThread, GoogleDocs, Skydrive, Zoom, Kognity – there is a myriad of options. As part of their Approaches to Learning assessment, teachers will often ask students what the right tool for the job is, and whether the medium fits the message.

Is the Diploma Programme for only international students?

No. Although the DP was designed originally for international students and is widely offered in international schools, it is open to all. The Diploma Programme provides an international perspective in its curriculum and is internationally-recognized by universities for admissions.

Am I smart enough to do the Diploma Programme?

Our experience, and that of other IB schools around the world, is that attitude, effort, and organization are the keys to success in the DP. Although the DP is academically challenging, you do not have to be brilliant to do well; you need to be committed to working hard, being organized, and staying positive.

I have a diagnosed learning difference – can I do the Diploma Programme?

Yes. If you have professionally diagnosed learning differences, the IBO may grant requests for extra time on final examinations, use of a laptop, a scribe, and many other accommodations. Talk to your Diploma Programme Coordinator to review your options.

Do universities automatically accept DP students?

Canadian universities accept Diploma courses almost universally; however, they do vary regarding which subjects they give credit for. UBC typically grants credit for HL courses with a score of 5 or more. It is best to check with the university you have in mind.

How many points do I need for university entrance?

This varies from school to school and program to program. In general, you will be considered for university admission if you earn the IB Diploma; 30 points will likely give you a choice of Canadian universities; 35 points will probably bring generous entrance scholarships to Canadian universities, and 40 or more points will make you competitive for the best universities worldwide.

Good Advice, From One IB Learner to Another

Your best source of good advice is the class ahead of you. What would the 11s and 12s tell the 10s? Ask them – they are your natural allies in the programme. Your teachers would probably say:

- Have fun! The DP is supposed to be challenging, not back-breaking.
- Eat well. Get enough sleep and exercise. Spend time with friends and family: it's all about balance.
- Ask questions and participate in your classes: your homework will be easier and faster if you do.
- We'll help you. Remember – we're all in this together. Talk to your teachers and to your DP Coordinator!
- Meet your deadlines. Don't wait until your Grade 12 year to really start working.
- Remember that every artist, every scientist, every world leader, and every game changer was once a teenager.



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