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# Cooperation Inquiry Seminars

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Introduction

High School Overview

The IB Learner Profile

Route IB Diploma Programme

Route Canadian Diploma with IB Courses

Group Studies in Language and Literature

Group Language Acquisition

Group Individuals and Societies

Group Sciences

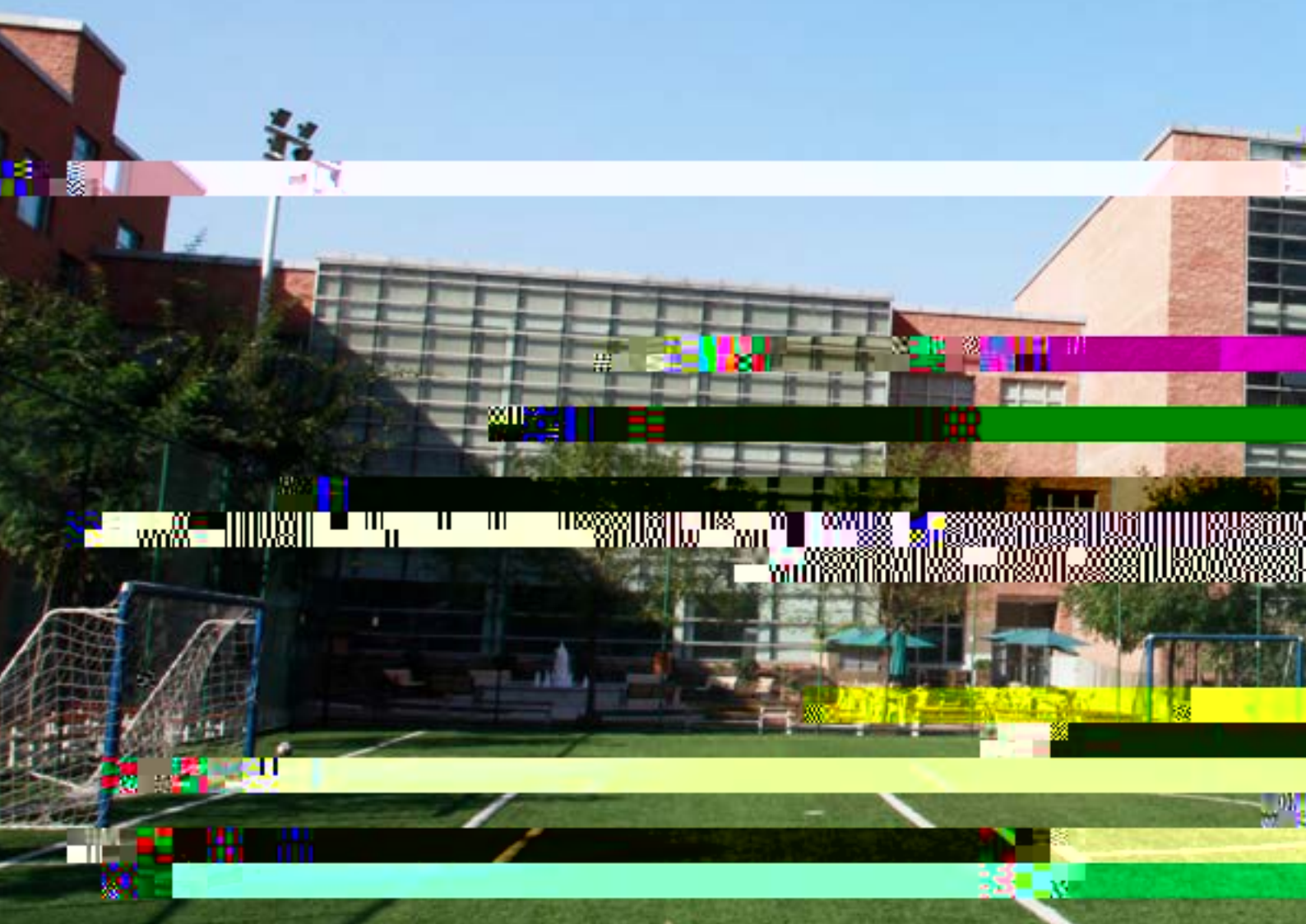
Group Mathematics

Group The Arts

The Core Extended Essay TOK and CAS

Canadian Diploma Courses

Promotion Policy





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The Canadian International School of Beijing (CISB) has been an International Baccalaureate World School since April 2009 with our first group of International Baccalaureate Diploma Programme students graduating in the spring of 2011.

At CISB, our students are offered the opportunity to obtain both a Canadian High School Diploma and an International Baccalaureate Diploma.

The Non-profit [IB Organization](#) began its development in the 1960's in an international effort to create a common curriculum and universal entrance for students who move from country to country. The program has continued to evolve into one stressing the education of the student as



# IB Diploma Programme

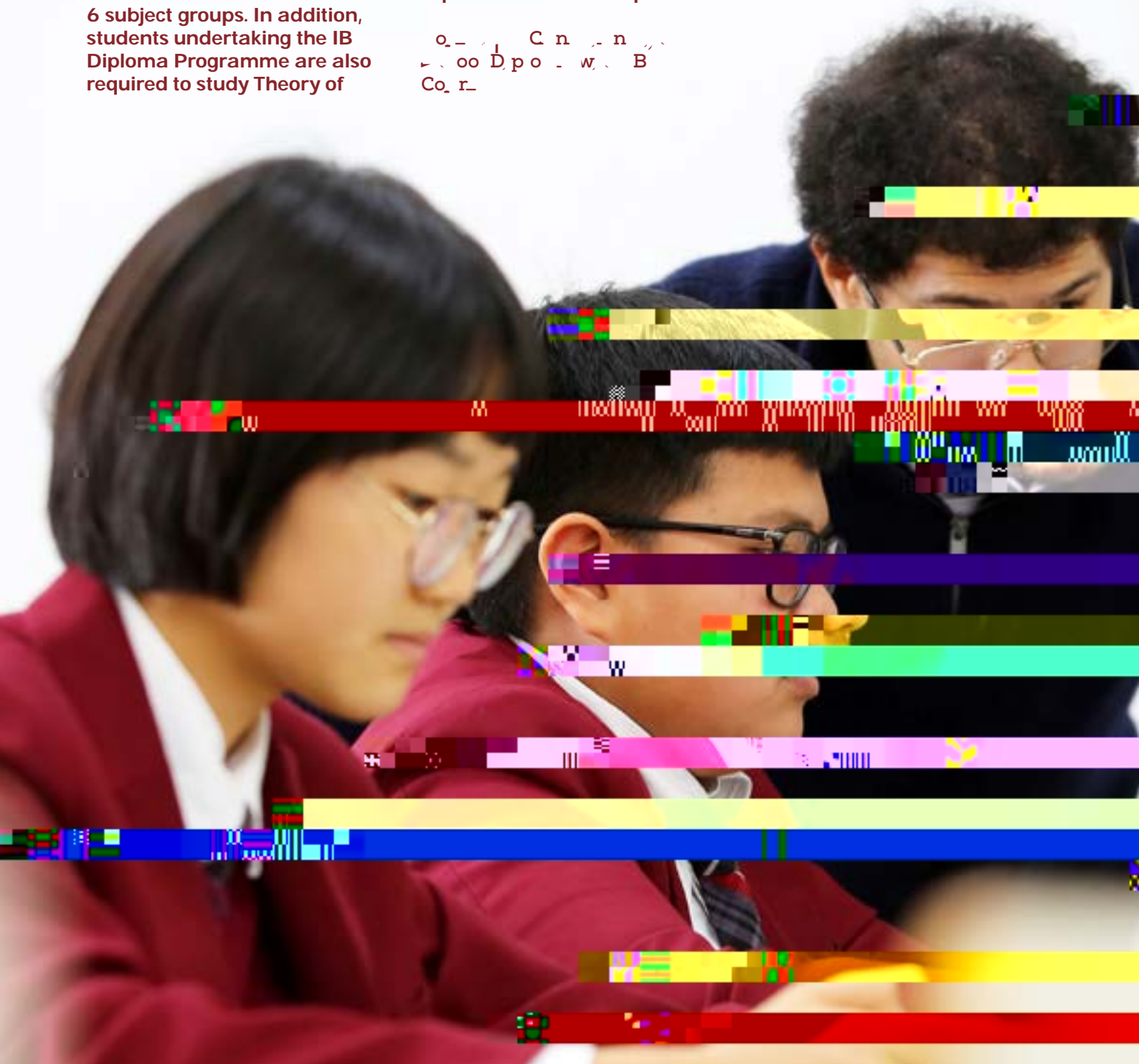
The CISB High School program is designed to ensure students meet entry requirements to a broad range of universities around the world. Successful students will be well prepared for the demands of post-secondary education.

In Grade 11 and 12 the CISB High School Program requires all students to study a minimum of 6 courses from 6 subject groups. In addition, students undertaking the IB Diploma Programme are also required to study Theory of

Knowledge (TOK) and write the Extended Essay (EE). All students, regardless of program, complete Creativity Activity Service (CAS).

Students who fulfill the IB Diploma Programme requirements will receive the Canadian High School Diploma and the IB Diploma.

Students who complete individual IB Diploma Courses receive IB Certificates for each course studied. For this option, students will choose a combination of IB Certificate Courses and Canadian High School courses to fulfill the 20-credit graduation requirement (24 attempted).



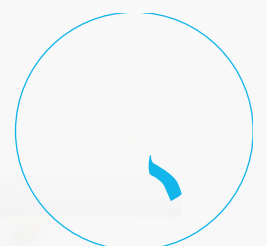
## Critical Thinking

### Definition

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

### Objectives

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.



# IB Diploma Program

"The IB Diploma Program is a rigorous pre-university course of studies, leading to examinations, that meet the needs of highly motivated secondary school students between the ages 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems; the diploma model is based in the pattern of no single country but incorporates the best elements of several."

(IBO – The Diploma Program, Geneva, IBO, 1997 p.2)

The International Baccalaureate diploma at CISB is awarded upon the attainment of the following:

Completion of **six courses** covering major fields of learning, that is a course from each of the following Subject Groups:

- [Studies in Language and Literature](#)
- [Language Acquisition](#)
- [Individuals and Societies](#)
- [Sciences](#)
- [Mathematics](#)
- [The Arts](#)

Note: To allow for specialization normally three courses (but not more than four) are chosen at Higher Level (HL), and to ensure a

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including self-discipline, self-motivation, and time management

- Capacity for thinking critically and creatively
- Some fluency in a second language, or willingness to become fluent
- International outlook and a genuine concern for others

While demanding, the IBDP is open to average and above average students. It is not an elitist program for exceptionally gifted students, but a course of studies, at either Diploma or Certificate level. Throughout their studies students discover that effective learners following an IB Program need to be motivated, knowledgeable, strategic in their learning, ethical, compassionate, reflective and socially interactive.

More information about IB DP and Courses can be accessed here:

<https://www.ibo.org/programmes/diploma-programme/what-is-the-dp/>

### University Recognition of the IB Diploma Program

The IB diploma is widely recognized by the world's leading universities. It is a passport to higher education. Universities around the world welcome the unique characteristics of

IB Diploma Program students and recognize

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# Options for the Canadian High School Diploma

Students who choose the Canadian High School diploma will also have the option to complete individual IB Diploma Courses and receive IB Certificates for each course successfully completed. For this option, students will choose a combination of IB Certificate Courses and Canadian High School courses to fulfill the 20-credit graduation requirement (24 attempted).

19 credits, including Canadian and IB credits of attempted

7 compulsory credits, of the 20 required, must include the following:

- 2 credits from IB Language A: Language & Literature or Language B
- 2 credits from English 122 or IB Language A: Language & Literature or Language B
- Foundations of Mathematics 120 or any of the IB Mathematics courses
- Science: One of Design, Chemistry or Physics or NB Environmental Science 120 or any of the IB Sciences

1 credit, of the 20 required, must include:

- IB Visual Arts, IB NB Business Management or NB Business and Management.120

English and at least four other subjects must be taken at the "12" level.

Successful English Language Proficiency Assessment is required (ELPA/R.)

Students must achieve a score of acceptable or better on both the Reading and Writing parts of the Assessment to receive a NB High School Diploma. Students who score unsuccessful in Grade 9 have the opportunity to rewrite in their Grade 11 year. Candidates will continue to be provided with support in their Grade 10 year and the opportunity for a diploma by re-writing the English Language Proficiency in Grade 11 and if necessary, again in Grade 12.

## University Recognition of the Canadian Diploma

Students who wish to apply to university following high school graduation should take great care in choosing high school courses for grades 11 and 12. This applies particularly to the 122 or 120 courses because it is important for students to ensure that their subject choices are acceptable as entrance credits at the universities of their choice. Students must also ensure that they complete a sufficient number of these entrance credits.

It is imperative to check with the universities of your choice however a general guideline would be to have a minimum of five such credits for Maritime universities and a minimum of six for Ontario universities. It is an excellent idea to have at least one more acceptable credit than the minimum required.

The chart is intended to give students and their parents some examples of which high school credits (subjects) are useful in satisfying entrance credit requirements to selected university programs. Keep in mind these are only suggestions. University admission requirements will vary among institutions. For further information please refer to the university website or calendar or consult your guidance counselor.

Degree (Bachelor's)	Required Courses
Arts (BA)	English 122
Science (BSc)	English 122, Advanced Mathematics with Calculus 120, Two out of Biology 12, Physics 12, Chemistry 12 (UNB requires Chemistry 12 and Physics 12)
Commerce (B. Com) Business Admin (BBA)	English 12, Advanced Mathematics with Calculus 120
Engineering (B. Eng)	English 122, Advanced Mathematics with Calculus 120, Chemistry 12, Physics 12
Nursing (BN)	English 122, (UNB, for example, requires, Chemistry 12, Biology 12.)
Computer Science (BCSc)	English 1/2, Advanced Mathematics with Calculus 120, (UNB requires Chemistry 12 or Physics 12)
Fine Arts (BFA)	English 1/2, (Art Portfolio or Music Audition is usually required.)

Degree (Bachelor's)	



author's choices and readers' responses to texts.

[Literature SL Subject Brief](#)  
[Literature HL Subject Brief](#)

### IB ENGLISH A: LANGUAGE & LITERATURE (SL or HL)

Cr 1, 2 Two in Grade 11; Two in Grade 12  
1, 2, 3 previous experience in MYP English Language and Literature or equivalent

The English Language and Literature course aims to develop students' ability to read critically and analytically. Students will be exposed to texts from a variety of social and cultural contexts and will work to develop skills such as textual analysis, formal writing, and presenting. Readings will include literary texts such as poetry, novels, and plays; as well as non-literary texts such as blogs, articles, advertisements, and speeches.

[English Language and Literature SL](#)  
[English Language and Literature HL](#)

### IB CHINESE A: LANGUAGE & LITERATURE (SL or HL)

Cr 1, 2 Two in Grade 11; Two in Grade 12  
1, 2, 3 previous experience in MYP Chinese Language and Literature or equivalent

The Chinese Language and Literature course aims to develop students' ability to read critically and analytically. Students will be exposed to texts from a variety of social and cultural contexts and will work to develop skills such as textual analysis, formal writing, and presenting. Readings will include literary texts such as poetry, novels, and plays; as well as non-literary texts such as blogs, articles, advertisements, and speeches.

### IB ENGLISH LANGUAGE B (HL only)

Cr 1, 2 Two in Grade 11; Two in Grade 12  
1, 2, 3 For students who are identified as English learners and are not considered native speakers of English.

English B is an additional language-learning and presen4.9927TJ /15.B GrSt0898(guage-aBrief )T(

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En B or  
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**Prerequisites:** Having studied MYP Language Acquisition at phase 1 or 2.

The Mandarin ab initio course is intended for students with little previous exposure to

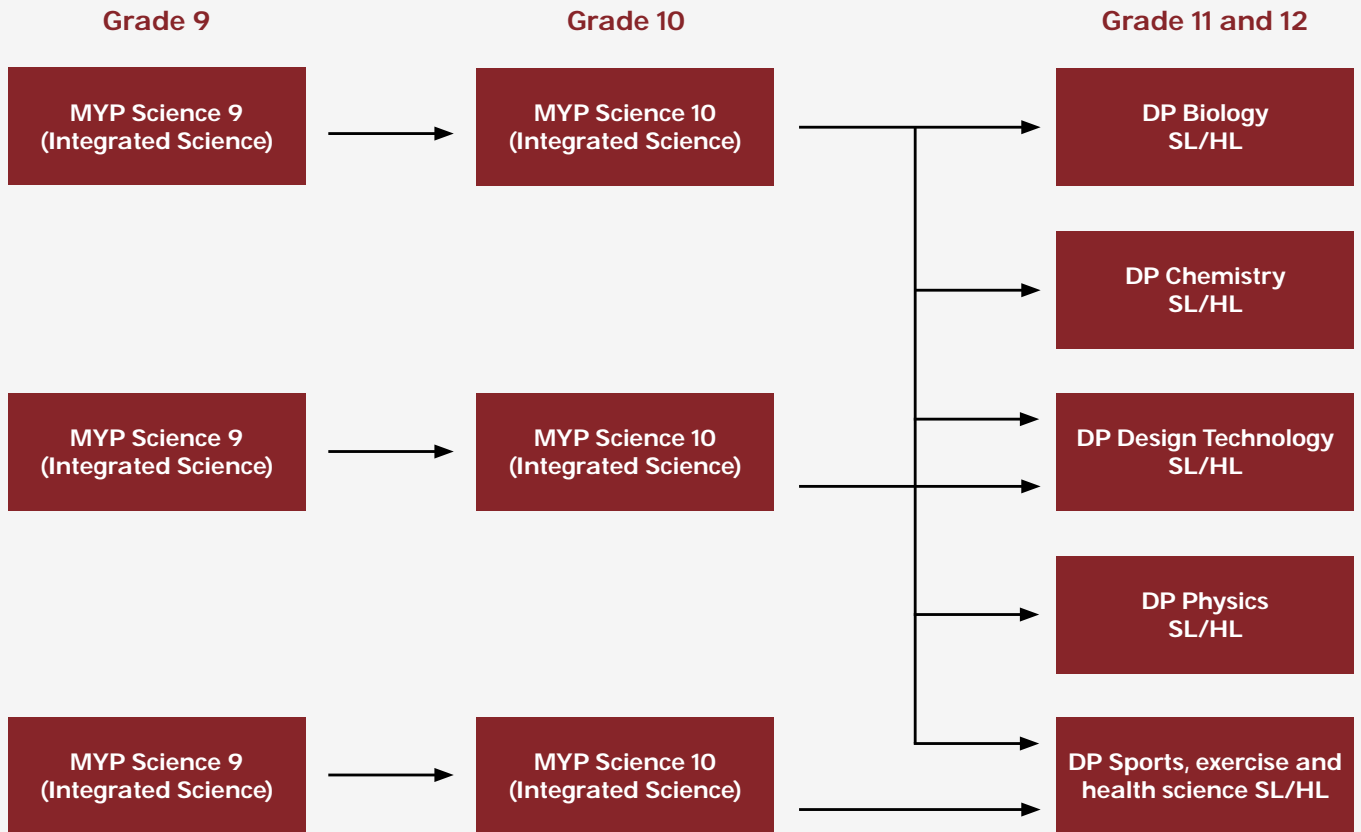
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# Programme

Book or  
 Course or  
 Document or  
 Report or  
 Electronic



## IB BIOLOGY (SL or HL)

Credit: Two in Grade 11; Two in Grade 12  
 Selection: Determined in consultation with student, teacher, parent and counselor

Biologists have accumulated huge amounts of information about living organisms, and it would be easy to confuse students by teaching large numbers of seemingly unrelated facts. In the Diploma Programme biology course, it is hoped that students will acquire a limited body of facts and, at the same time, develop a broad, general understanding of the principles of Biology.

[Biology Subject Brief Higher Level](#)  
[Biology Subject Brief Standard Level](#)

## IB CHEMISTRY (SL or HL)

Credit: Two in Grade 11; Two in Grade 12  
 Selection: Determined in consultation with student, teacher, parent and counselor.

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as a useful preparation for employment.

[Chemistry Subject Brief Higher Level](#)  
[Chemistry Subject Brief Standard Level](#)



## **IB DESIGN TECHNOLOGY SL OR HL**

**Cr** Two in Grade 11; Two in Grade 12  
**o** Determined in consultation with student, teacher, parent and counselor.

The Diploma Programme design technology course aims to develop internationally minded people whose enhanced understanding of design and the technological world can facilitate our shared guardian-ship of the planet and create a better world. Inquiry and problem-solving are at the heart of the subject. DP design technology requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. A solution can be defined as a model, proto-type, product or system that students have developed independently. For further detail of the topics, please click here:

[Design Technology SL](#)  
[Design Technology HL](#)

DP Design Technology achieves a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework. Through the overarching theme of the nature of design, the aim of the DP design technology course is to enable students to develop an ability to explore concepts, ideas and issues with personal, local and global significance to acquire in-depth knowledge and understanding of design and technology and to initiative in applying thinking skills critically and creatively to identify and resolve complex social and technological problems through reasoned ethical decision-making.







essay that empowers students to think about manifestation of TOK in real world.

## [TOK Brief](#)

### **IB EXTENDED ESSAY**

**Cr**     **Mandatory for IB Diploma**

The Extended Essay (EE) introduces students to personal research and is based on a topic of the student's choice, selected from one of the six discipline groups. Students are assigned a teacher supervisor, who advises and guides them during the nine months spent researching and writing the 4000 word essay. This is excellent preparation for similar tasks given at the tertiary education level. [Extended Essay Brief](#)

### **IB CREATIVITY, ACTIVITY, SERVICE (CAS)**

**Cr**     **Mandatory for IB and NB Diploma**

To reinforce the belief that there is more to education than what occurs in the classroom, students also participate in the Creativity Activity Service (CAS) program. This program is self-guided through the development of balanced participation in each of the following strands:

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance.
- Activity—physical exertion contributing to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need.

CAS aims to challenge and extend the student by developing a spirit of discovery and self reliance, and by encouraging individual skills and interests. Students engage in activities that provide a good balance of creativity, activity and service. All proposed experiehd1 savery and self

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from various worldviews, and sustainability of natural environments. They will explore the interconnectedness of natural ecosystems and human dependence and impact on these systems. They will recognize the importance of considering environmental, social, cultural and economic aspects of an issue to find solutions.

## **PHYSICAL EDUCATION LEADERSHIP 120**

**Cr**    One in Grade 12

Physical Education Leadership 120 is an elective course for qualified students. This course develops leadership skills through involvement in physical activities. The class is subject to a limited enrollment. This course requires a minimum commitment of 30 volunteer hours in the area of leadership. Themes include management, teaching, coaching, officiating, first aid, and organizational planning and leadership theory.

## **BUSINESS ORGANIZATION AND MANAGEMENT 120**

**Cr**    One in Grade 12

This is an introductory course in business. This is an introductory course in business organization, operation and management designed for those students intending to pursue further study in Business Administration or Economics at a post-secondary institution. The understanding of business operations as practiced in Canada is a major objective of the course including legal forms of ownership, marketing, finance, set up and operation of a small business, and labor/management relations.

## **ECONOMICS 120**

**Cr**    One in Grade 12

Economics 120 provides a basic understanding of our economic system and how it works. The role of Canada's major economic institutions

**Political Science 120 will explore theoretical concepts of Political Thought, practical applications of Political Systems, and experiential learning of Political Engagement. Students will explore political philosophy, political ideology, and government in Canada and around the world. This exploration will include a focus on a variety of influences on political decision making, such as media, cultural diversity, and history. Throughout the course, students will define, debate, and put into action their own political beliefs.**

## **World Issues 120**

**Cr      One in Grade 12**

**Students will examine the global challenges of building a sustainable and equitable future, focusing on current issues that demonstrate these challenges. Students will investigate a range of topics relevant at the time of study. The course provides opportunity for student choice within the themes of "humanity," "interdependence," and "geopolitics."**

# IB Diploma Program

Revised July 2021

This policy applies to current CISB students. For students new to CISB, please refer to the CISB Admissions Policy.

## IB Diploma Program Requirements

### Year 10 – 11 – 12

- minimum of 28/56 on Report 3
  - › points can be earned from each of the following grade components on the 3rd/ Spring Report card: Language & Literature; Language Acquisition; Individuals & Societies; Science; Math; Integrated Arts; Design; and PHE
- minimum 3/7 in each subject area
- WIDA score\* of:
  - › 3.6 – by May 1st of Grade 6
  - › 4.0 – by May 1st of Grade 7, with a minimum 3.5 in both reading and writing components
  - › 4.6 – by May 1st of Grade 8, with a minimum 4 in both reading and writing components
- attendance rate minimum of 85%

### Year 11 – 12

- minimum of 30/56 on Report 3
  - › points can be earned from each of the following grade components on the 3rd/ Spring Report card: Language & Literature; Language Acquisition; Individuals & Societies; Science; Math; Integrated Arts; Design; and PHE
- minimum 3/7 in each subject area
- WIDA overall score of 5.0, with a minimum score of 4.5 in reading and writing components by May 1st of Grade 9
- attendance rate minimum of 85%

### Year 12 – 13

#### B Core

- minimum of 28/49 on Report 3
  - › points can be earned from each of the following grade components on the 3rd/ Spring Report card: Language & Literature; Language Acquisition; Individuals & Societies; Science; Math; Personal Project; and the highest mark from either Integrated Arts, Design, or PHE
- minimum 3/7 in all Report 3 grade components
- minimum 4/7 in Personal Project
- academically appropriate TOEFL results\*
- attendance rate minimum of 85%

\*Please note that mandatory Office Hours/ CAAP enrolment in grade 11 is required if a final MYP grade 10 score is 4 or less in English and/or Math.

### Diploma Program

- all IB Course requirements
- minimum 5/7 in MYP Grade 10 subjects for 3 HL course selections

### IB Certificate

#### IB Written Work – Diploma Program

- minimum score of 3 on at least 2 certificate courses, one of which must be English A or B
- a minimum score of 3 to continue in any certificate course
- on track for CAS
- attendance rate minimum of 85%

#### B Core

- minimum overall score of 21/42
- minimum of 3 in all subjects
- on track for CAS
- attendance rate minimum of 85%

### Diploma Program

- minimum overall score of 24/42
- minimum of 4 in all HL subjects
- minimum of 3 in all SL subjects
- on track in the Core (EE, TOK, CAS)
- attendance rate minimum of 85% minimum

\*Note: WIDA MODEL is an English Language proficiency assessment for student in Grades 1-12. TOEFL iBT Test is an English language test for university study, work and immigration. WIDA is administered by CISB staff and TOFEL needs to be completed at a certified testing centre. Test results are to be received by May 1st of each academic year.

Student Name (print)

Student Signature

Date

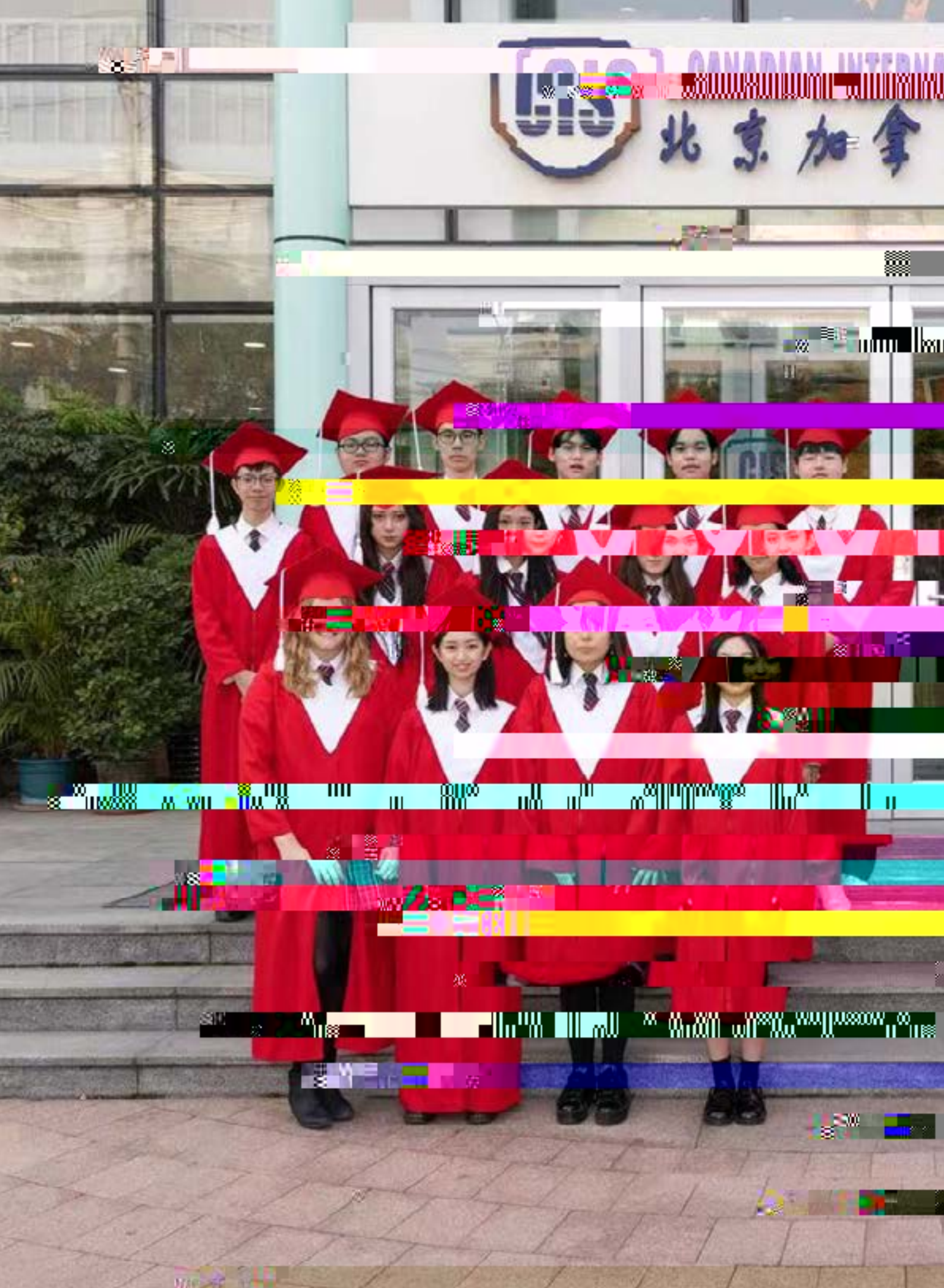
Parent Signature

Date





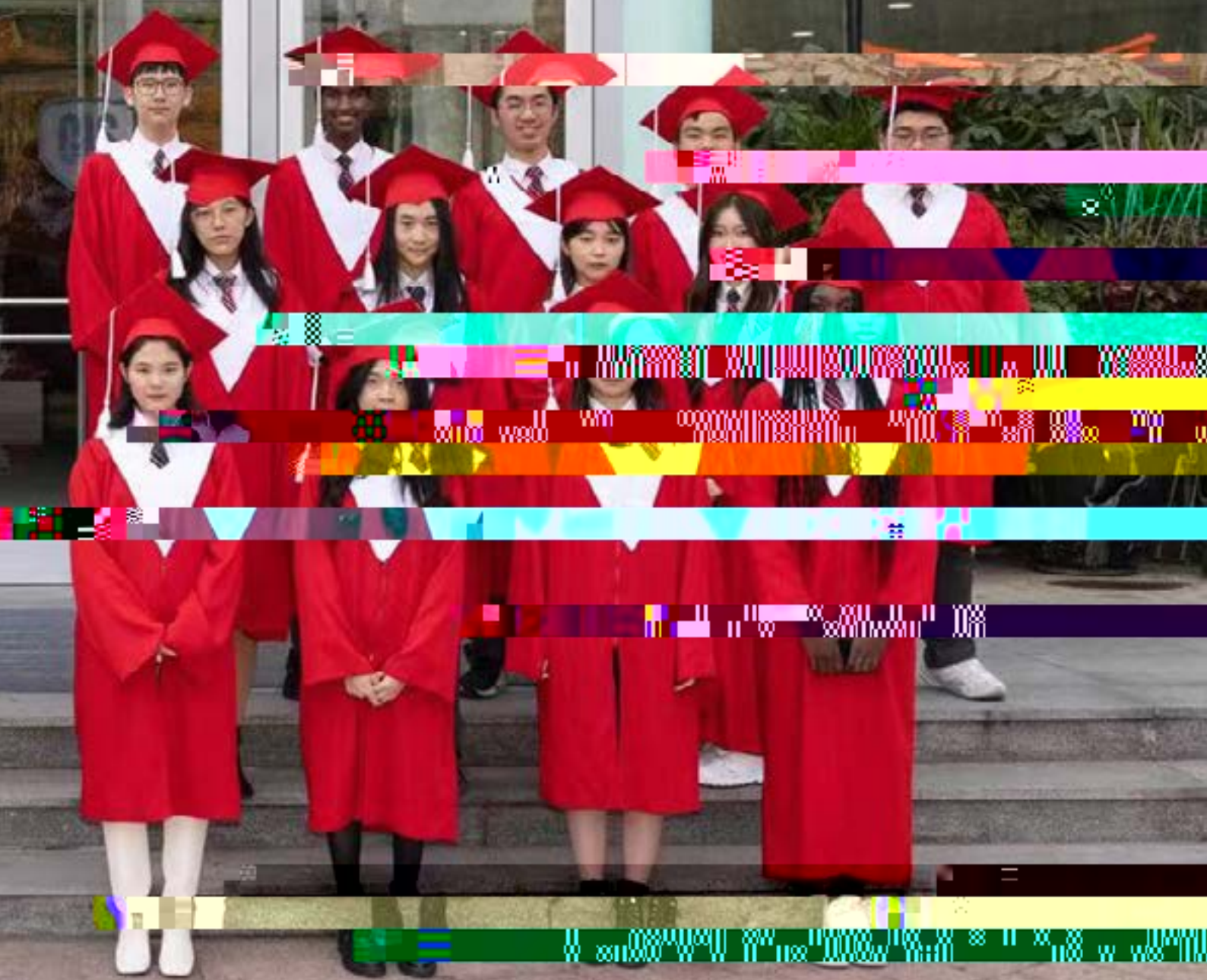
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