

GLENFOREST S.S.

IB Time Management—Planner  
Grade 12 IB 2010—2011



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or

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Sept

Oct

Nov

Dec

Jan

Feb

March

April

May

June





**IB TIMELINE**

**GRADE 12 also known as: the DIPLOMA YEAR OR YEAR TWO**

**Expectations:**

All IB students should refer to their agendas for Glenforest rules and expectations regarding attendance, lates, deadlines etc. IB students are expected to follow the IB schedule organized by the IB Coordinator for the January exam period. The schedule will be distributed in early January. It will include scheduled classes as well as the group 4 project and it may include an exam or a Culminating Activity for Part 2 of the HL courses.

Although there are many deadlines throughout the year, students are expected to attend all classes regardless of due dates for IAs. During the May exam period students must attend classes until their exams begin with the exception of SL French. Students should check with their SL French teacher for the class schedule during the exams.

According to IB grade descriptors failure to attend classes can be taken into consideration in determining the Predicted Grade

**Assessment:**

IB courses are marked in Levels 1–7 , with levels 5, 6 and 7 being the equivalent of Ontario Achievement level 4-, 4 and 4+. In order to report IB marks on an Ontario Transcript, we use the marks translation scale (to the right). This scale was developed in conjunction with the IB schools of Ontario and the Ontario Universities and is very similar to the scale used in B.C. and Alberta. It is important to remember that each IB course has different criteria for assessment. The final IB mark will be based on the final exam and the Internal Assessment (IA) which the students complete during the course. Teachers will apply IB criteria, IB grade descriptors (see example at the end of this package) and their understanding of the expectations on the exams in the determination of Predicted Grades (PG).

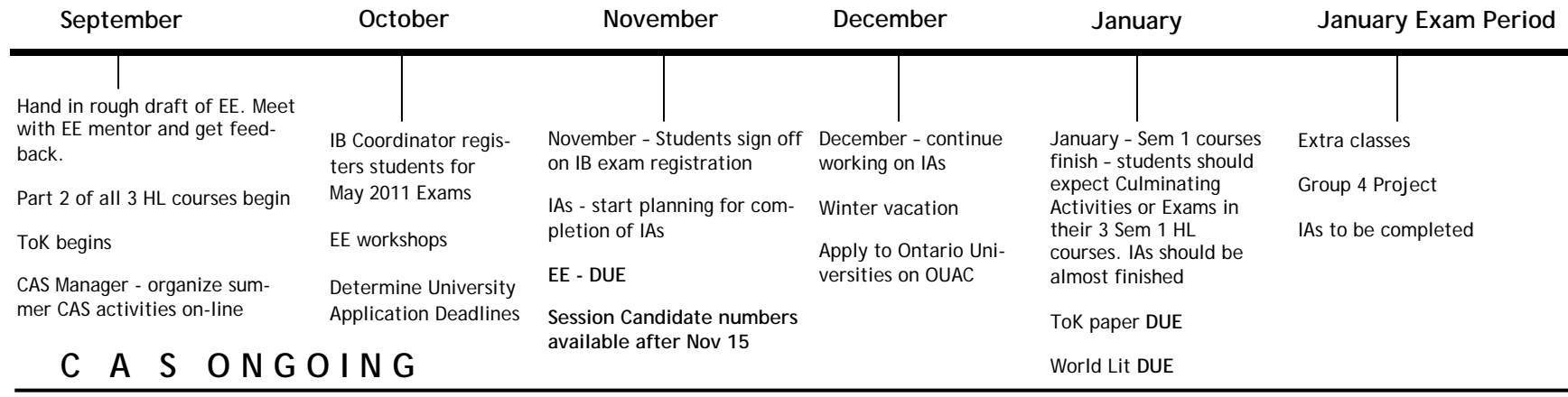
Once Predicted Grades have been submitted to IB they cannot be changed. PGs are not negotiable.

**Marks Translation Scale:**

Level = Ontario %

7+ = 99%	4- = 70%
7 = 98%	3+ = 69%
7- = 96%	3 = 65%
6+ = 95%	3- = 60%
6 = 93%	2+ = 59%
6- = 90%	2 = 55%
5+ = 89%	2- = 51%
5 = 85%	1+ = 49%
5- = 80%	1 = 45%
4+ = 79%	1- = 40%
4 = 75%	

**SEMESTER ONE**



**C A S O N G O I N G**



## IB TIMELINE

### GRADE 12 also known as: the DIPLOMA YEAR OR YEAR TWO

#### Internal Assessments

IB courses have Internal Assessment components (IAs) which are completed by the students during the school year and marked by the teachers. The marks for IAs are submitted to IB and a selection of IA samples are sent to IB for moderation.

The intent of the IA is to provide the students with an opportunity to demonstrate learning through an assignment which is completed within a specific timeline. IAs are designed to reflect the abilities of the students. It is important to remember that these projects are completed by grade 11 and 12 students and are expected to be at an appropriate level. The work in an IA is to be completed independently, without help or assistance from the teacher, a tutor or the parent.

#### Predicted Grades

In April teachers are required to submit a Predicted Grade (PG) to IB for each student who is writing an Exam in May. A Predicted Grade is a teacher prediction of how the student will do on the exams. Teachers arrive at the PG by using the IA mark, the results of mock or practice exams and by referring to the Grade Descriptors for each subject. Predicted Grades are a good way for students to assess their strengths and weaknesses in a course and can be very helpful while preparing for the exams.

The Predicted Grades and the Translated Ontario % are recorded on the Mid-term report card. The mark for Part 2 and 3 of the Higher Level courses and part 2 of SL French will be adjusted in July to reflect the final IB mark earned in the courses. The mark in ToK is not adjusted.

#### CAS and Extended Essay

**CAS = Creativity, Action and Service** Students engage in activities over the 2 years of the IB programme and record their experiences on the online CAS manager site. It is important to remember that the CAS hours are accumulated over the 2 years. **Please note: the 40 hours for the OSSD must be submitted to the guidance office as a separate form to fulfill the OSSD requirements.** This is the responsibility of the student - not the CAS coordinator.

#### Extended Essay (EE)

Students work with a Mentor to write an Independent Research Paper. The outline for the paper is due at the end of June in grade 11. Students then have the summer to complete the rough draft, which is due in September of the grade 12 year. The final EE is due at the end of November. The EE is excellent preparation for the expectations of University. All relevant dates and support materials for the EE are posted on our website at [www.glenforestlibrary.com](http://www.glenforestlibrary.com)

## SEMESTER TWO

February	March	April	May	June	July
All 3 HL courses continue in 2nd semester.	ToK, World Lit and EE sent to IB	IAs - Sent to IB	<b>IB Exams</b>	Make sure Ontario Volunteer hours have been recorded - see Student Services.	July 5 th IB Exam Results published
SL French is added to the semester 2 timetable	Internal Assessments (IA) DUE	Predicted grades sent to IB and recorded along with translated grade on Mid term Report Card	+	Vote for Valedictorian	<b>July 6th - Students can access IB marks on-line</b>
ToK - completed	Fill in IA cover sheets - this is your responsibility	Prepare for IB Exams, HL Art exam	Request IB transcripts to be sent to Universities	Grad Breakfast	Report card with translated marks sent home
ToK, Work Lit, FINAL ABSOLUTE DEADLINE		CAS Complete	+	Formal	
Semi Formal		Receive PIN number	Store PIN number in a VERY safe location		

**C A S O N G O I N G** →



IB Time Management—Planner  
Grade 12 IB Important Dates

Name: (First, Last) \_\_\_\_\_ Peel Student # \_\_\_\_\_

(ask your teachers for the important due dates for your IB courses - then keep this in a safe place to help with your time management)

**SL Courses**

SL French (semester 2)

Internal Assessment : \_\_\_\_\_

Internal Assessment: \_\_\_\_\_

**CENTER OF THE HEXAGON**

ToK (semester 1)

Presentation: \_\_\_\_\_

ToK paper: \_\_\_\_\_

**EE**

Rough Draft: **Beginning of September**

Final Due: **November 2010**

**CAS**

Final Deadline: **Mid April** (check specific deadline with mentor)

**HL Courses**

**HL English**

Orals : \_\_\_\_\_

World Lit : \_\_\_\_\_

HL \_\_\_\_\_

(Biology, Chemistry, Economics, Art)

IA due: \_\_\_\_\_

HL \_\_\_\_\_

(Biology, Chemistry, Economics, Art)

IA due: \_\_\_\_\_

HL Art Exam (if applicable): **April** \_\_\_\_\_

Sept                  Oct                  Nov                  Dec                  Jan                  Feb                  March                  April                  May                  June

**C A S O N G O I N G**



## IB Group 4 Grade Descriptors



The descriptors are given in the form of levels of performance that candidates should be able to demonstrate, and show those aspects of academic achievement that the senior examining team are evaluating when setting grades for examination papers and for internally assessed work. All subjects have grade descriptors, this group 4 chart is provided as an example:

### Grade 7 Excellent performance

Displays comprehensive knowledge of factual information in the syllabus and a thorough command of concepts and principles. Selects and applies relevant information, concepts and principles in a wide variety of contexts. Analyses and evaluates quantitative and/or qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Solves most quantitative and/or qualitative problems proficiently. Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality. Demonstrates personal skills, perseverance and responsibility in a wide variety of investigative activities in a very consistent manner. Works very well within a team and approaches investigations in an ethical manner, paying full attention to environmental impact. Displays competence in a wide range of investigative techniques, paying considerable attention to safety, and is fully capable of working independently.

### Grade 6 Very good performance

Displays very broad knowledge of factual information in the syllabus and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts. Analyses and evaluates quantitative and/or qualitative data with a high level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or familiar problems and most new or difficult quantitative and/or qualitative problems. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality. Demonstrates personal skills, perseverance and responsibility in a wide variety of investigative activities in a very consistent manner. Works well within a team and approaches investigations in an ethical manner, paying due attention to environmental impact. Displays competence in a wide range of investigative techniques, paying due attention to safety, and is generally capable of working independently.

### Grade 5 Good performance

Displays broad knowledge of factual information in the syllabus. Shows sound understanding of most concepts and principles and applies them in some contexts. Analyses and evaluates quantitative and/or qualitative data competently. Constructs explanations of simple phenomena. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. Communicates clearly with little or no irrelevant material. Demonstrates personal skills, perseverance and responsibility in a variety of investigative activities in a fairly consistent manner. Generally works well within a team and approaches investigations in an ethical manner, paying attention to environmental impact. Displays competence in a range of investigative techniques, paying attention to safety, and is sometimes capable of working independently.

### Grade 4 Satisfactory performance

Displays reasonable knowledge of factual information in the syllabus, though possibly with some gaps. Shows adequate comprehension of most basic concepts and principles but with limited ability to apply them. Demonstrates some analysis or evaluation of

quantitative or qualitative data. Solves some basic or routine problems but shows limited ability to deal with new or difficult situations. Communicates adequately although responses may lack clarity and include some repetitive or irrelevant material. Demonstrates personal skills, perseverance and responsibility in a variety of investigative activities, although displays some inconsistency. Works within a team and generally approaches investigations in an ethical manner, with some attention to environmental impact. Displays competence in a range of investigative techniques, paying some attention to safety, although requiring some close supervision.

### Grade 3 Mediocre performance

Displays limited knowledge of factual information in the syllabus. Shows a partial comprehension of basic concepts and principles and weak ability to apply them. Shows some ability to manipulate data and solve basic or routine problems. Communicates with a possible lack of clarity and some repetitive or irrelevant material. Demonstrates personal skills, perseverance and responsibility in some investigative activities in an inconsistent manner. Works within a team and sometimes approaches investigations in an ethical manner, with some attention to environmental impact. Displays competence in some investigative techniques, occasionally paying attention to safety, and requires close supervision.

### Grade 2 Poor performance

Displays little recall of factual information in the syllabus. Shows weak comprehension of basic concepts and principles and little evidence of application. Exhibits minimal ability to manipulate data and little or no ability to solve problems. Offers responses which are often incomplete or irrelevant. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Works within a team occasionally but makes little or no contribution. Occasionally approaches investigations in an ethical manner, but shows very little awareness of the environmental impact. Displays competence in a very limited range of investigative techniques, showing little awareness of safety factors and needing continual and close supervision.

### Grade 1 Very poor performance

Recalls fragments of factual information in the syllabus and shows very little understanding of any concepts or principles. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Does not work within a team. Rarely approaches investigations in an ethical manner, or shows an awareness of the environmental impact. Displays very little competence in investigative techniques, generally pays no attention to safety, and requires constant supervision.

*Group 4 Grade Descriptors, February 1999*