



INTERNATIONAL BACCALAUREATE PROGRAMME

SIR WINSTON CHURCHILL HIGH SCHOOL

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INTERNATIONAL BACCALAUREATE PROGRAMME

“EDUCATION FOR LIFE”

The Educational Philosophy of the IB Organization and Programme:

“Through comprehensive and balanced curricular coupled with challenging assessments, the International Baccalaureate Organization aims to assist schools in their endeavours to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.”

From the Director General of IBO, Mr. R. M. Peel:

“Ideally at the end of the IB experience, students should know themselves better than when they started, while acknowledging that others can be right in being different.”

THE ORIGINS OF THE INTERNATIONAL BACCALAUREATE ORGANIZATION

The idea of an International Baccalaureate – that is, of an international university entrance examination which could be taken in any country and recognized in any country, was first conceived by a group of teachers in the International School of Geneva in conjunction with other international schools in Llantwit Major (Wales), New York, Teheran, Copenhagen, Paris, Frankfurt, and Montevideo. They were concerned with both practical and educational needs. On the practical side, the school authorities found that the necessity of preparing their sixteen to eighteen year old university-bound pupils for separate examinations – for example, the Swiss Maturite, the College Board Achievement tests, the British G.C.E. “A” Levels, and the French Baccalaureate – required the establishment of a large number of very small and therefore every expensive classes.

On the educational side, the teachers were impressed by two grave disadvantages resulting from separate examinations in the various countries. Students preparing for the different examinations became segregated according to their various nationalities. At the same time, subjects had to be taught so as to accommodate the vagaries and varieties implicit in the national system of education requirements.

The founders of the International Baccalaureate were also concerned by what they saw as defects in many national programmes and they sought to remedy these defects. They were most concerned with the ever-increasing emphasis on education as the mere delivery of information, the related fragmentation of knowledge, and the exclusion of aesthetic and creative experience.

As early as 1962 the International Schools Association instructed its executive to “explore the possibilities of a joint social studies examination, as a first step toward the establishment of a basic standard.” In 1963, a grant from the Twentieth Century Fund made it possible for the International Schools Association to set up an ad hoc group of international educators to investigate the possibility of an international examination. Their studies and discussions and the programmes that resulted also received substantial support from The Ford Foundation. In 1965 the International Baccalaureate Office (IBO) was established in Geneva as a foundation under Swiss law. An International Council of Foundation was formed and an experimental project was launched in 1967 and offered for use in twenty schools starting in 1970.

The IBO is based in Geneva. Other offices are in Buenos Aires, Cardiff, New York, and Singapore, and there is representation in the Caribbean, Mexico, and the Middle East. The IBO is a non-government organization holding a consultative status with UNESCO. It is registered as a foundation under Swiss law, governed by an International Council of Foundation, and is supported by Standing Conferences of Governments and Heads of Schools.

The IB Council of Foundation meets annually and is composed of elected representatives from the Standing Conference of Governments, The Standing Conference of Heads of IB Schools, and individuals distinguished in the field of international education.

GENERAL INFORMATION

The International Baccalaureate Program is a rigorous, academically challenging two-year course of studies. This programme is designed to develop student potential within a holistic approach, thus emphasizing all aspects of learning and becoming a life long learner. Academic challenge is combined with athletic, creative, and volunteer involvement.

Even though the credentials students receive for completing the IB Programme are impressive and often extrinsically useful, the most important aspect of this programme is the actual EXPERIENCE of participating in an international community. It is the “journey” through this programme which is most helpful – a “journey” which does not just provide concrete, academic knowledge, but also one which helps provide self-awareness, confidence without arrogance and tolerance and open mindedness.

This programme is suitably designed not just for an “elite” group of learners but also for anyone who has enthusiasm, determination, desire, and interest in learning itself. “Learning for the sake and enjoyment of learning!”

IB is a non-profit educational institution based in Geneva and Cardiff.

1. IB may be taken as a full Diploma Programme – all 6 subjects are taken within the IB programme – i.e. Social Studies, Science, Math, English, Second Language, Computer Science or Chemistry or Art/Design.
2. IB may be taken as a partial Course Programme – a student must take and complete a minimum of two (2) IB courses and CAS (Community, Action and Service programme) and Theory of Knowledge.
3. A full Diploma IB student must also, beginning in the second semester of Grade 10 and completing by the end of Grade 12, enroll in Extended Essay, Theory of Knowledge and CAS Programmes. These will be organized through the IB Coordinator.
4. All IB students will complete their Alberta Curriculum requirements concurrently with their IB courses.
5. IB students **are not** disadvantaged for choosing the IB Programme. Grades will be adjusted when and where possible.
6. Universities will often take the higher grade of either the IB mark or the Alberta course mark.

Extended Essay – is an independent research paper required by full Diploma IB students in any area of study they so desire in consultation with a staff member.

Theory of Knowledge (ToK) – is an investigatory study into the question of knowledge – how we know? What we know? Factors, which influence our knowledge? ToK is a term class in grade 11 and will be worked into the full IB student’s timetable in conjunction with their World Literature, Chemistry and/or World History classes.

C.A.S. – Creativity, Activity, and Service – is an expectation of **all** IB students. Creativity entails an appreciation for aesthetic aspects of life through involvement in the arts. Activity requires participation in group activities such as intramurals, sports, scouts, guides, or similar endeavours. Service requires students to assist or initiate programs, which are helpful to others, giving something back to their community. Volunteer activities are also important here.

INTERNATIONAL BACCALAUREATE PROGRAMME

ASSESSMENT OF STUDENT WORK

An essential element of IB assessment is that standards are the same worldwide.

1. Responsibility for all academic judgements about the quality of candidates' work rests with more than 2100 examiners worldwide, led by chief examiners with international authority.
2. A variety of assessment methods are used to acknowledge both the content and the process of academic achievement and to take into account different learning styles and cultural patterns.
3. Typically there is a series of written examinations at the end of the course. Conventional external examination techniques are chosen from a variety of options: oral and written, long and short responses, data-based questions, essays, and multiple choice questions.
4. Specialized forms of assessment appropriate to the nature of a given subject are also used. Art/Design students submit a portfolio comprised of photographs of their work and a written personal statement reflecting on the development of talents and technical skills.
5. An important aspect of assessment also includes the internal assessment of coursework by the teachers. Internal assessment recognizes the professional role of the teacher and gives students a chance to show what they can do over time, not just in the pressured context of a final examination. IBO also moderates this process.
6. The grading system used by the International Baccalaureate Organisation is criterion-referenced. This means that each student's performance is measured against well defined levels of achievement consistent from one examination session to the next. **Top grades are not simply awarded to a predetermined percentage of candidates but rather reflect attainment of knowledge and skills relative to set standards applied consistently.** Validity, reliability, and fairness are the watch words of the IBO's international assessment strategy.
7. Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). (In order to earn the diploma a student must meet defined standards and conditions including a minimum of 24 points and the satisfactory completion of Theory of Knowledge, Extended Essay, and CAS.)
8. The minimum score of 24 is based on the notion that a grade 4 represents a passing level in each of the six subjects.
9. With classroom teachers, international examiners and the IBO's professional staff working in partnership, the emphasis is on ensuring that students have ample opportunity to demonstrate what they know and are able to communicate.
10. IB students will write their Alberta Diploma Exams as well. (At the end of the 30 level courses within that subject area.)

EXAMINATIONS

Two standard level subjects may be examined in May, near the end of the Grade 11 year. All other subjects will be examined in May of the Grade 12 year.

Examiners appointed by the International Panel of Examiners carry out assessment of scripts. Over the range of six subjects a student will encounter a variety of examination techniques – essays, multiple choice tests, short answer papers, cassette orals, face-to-face orals and analysis of documents. These methods of assessment, besides providing an appropriate means for determining a candidate's knowledge and capability, also offer experience for the kinds of evaluation techniques used at institutes of higher education.

All examinations are graded on a 1-7 scale:

1 – very poor	4 – satisfactory	7 – excellent
2 – poor	5 – good	
3 – mediocre	6 – very good	

Theory of Knowledge – coursework and Extended Essays are also assessed by IB-appointed examiners. For ToK, sample work is submitted to moderators who determine if the marks assigned at the schools meet IB standards. For excellent work the candidate is awarded a bonus point, which is added to the accumulated marks achieved on the examinations.

Extended Essays – are assessed on an A – E scale, E being elementary. Excellent work in both ToK and CAS is given two bonus points and very good assignments one bonus point. Satisfactory achievement sees no change in the overall score given to a Diploma candidate. A combined mark for Theory of Knowledge and Extended Essay will be awarded. The maximum is 3 bonus points. A score of E in either ToK or EE will result in the student not being awarded an IB Diploma.

The Maximum score that can be achieved is 45 points. This would be accomplished by obtaining a “7” on each examination and being awarded maximum bonus points in Theory of Knowledge and Extended Essay.

AWARDING OF DIPLOMA AND CERTIFICATES

The Diploma will be awarded to a candidate whose total score, including any bonus or penalty points (TOK and Extended Essay) reaches or exceeds 24 points and does not contain any of the following conditions:

1. CAS requirements have not been met.
2. Candidates point total are fewer than 24.
3. An “N” has been given for ToK, EE or any contributing subject.
4. A grade of “E” has been awarded for one or both of EE and ToK.
5. There is a grade of 1 awarded in a subject / level.
6. Grade 2 has been awarded three or more times (HL or in SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates with four HL subjects, highest three grades count).
9. Candidate has gained fewer than 9 points on SL subjects (for candidates with two SL subjects, 5 points must be gained at SL).

THE INTERNATIONAL BACCALAUREATE AND INTERNATIONAL UNDERSTANDING

Schools adopting the IB programme become partners in an international enterprise. **No IB school nor IB candidate is more or less important than any other and each must recognize and respect the traditions and needs of the others.** The programme is not designed specifically to achieve international understanding, but without this as an integral part of the IB it could not have become so widely accepted.

The fact that at a specified time in May, students throughout the world are sitting for the same examination – some responding in English, some in French or Spanish, and a few in several other languages – to be graded by examiners in many countries adhering to uniform standards – cannot help but impress on the individual candidate the common goals of education to which all schools aspire.

The intrinsic international quality is more apparent in the design of individual syllabuses. In history, a student cannot be expected to understand the development of Canada or the USA except in the broader context of the Americas, or Germany except in the broader context of Europe. In mathematics teachers must recognize the disparate views of their peers in other countries on the material to be covered in the upper secondary level, and the need for the IB to offer syllabuses that synthesize these views. Those participating in the IB programme are teaching and learning in an international environment.

It is because schools can recognize the needs of those in other countries, without infringing on their own integrity, which the IB programme is now offered in approximately 4600 schools in over 60 countries. Furthermore, because of the IB's rigorous standards, and because secondary schools around the world can adapt to the requirements of the programme, universities in 35 countries outside North America now accept the IB Diploma as an admission credential, in place of national examinations where these are required.

SUPPORT SERVICES FOR IB STUDENTS

Sir Winston Churchill High School provides a wide range of support services for IB students who require assistance. These are offered by the Guidance Department and include the following:

- personal counselling
- course counselling
- timetabling
- scholarship information
- university application and requirements

SWC'S IB COURSE PROGRAMME

1. The following courses are offered within our IB Programme:

Social Studies	(20 th Century World History, History of the Americas)
English	(World Literature Study)
Mathematics	(Math Methods, Calculus)
Science	(Physics, Biology, Chemistry, Computer Science)
French	(Beginning / ab initio and Experienced / standard level)
German	(Beginning / ab initio)
Mandarin	(Beginning / ab initio and Experienced / standard level)
Cantonese	(Experienced / standard level)
Spanish	(Beginning / ab initio)
Visual Art	
Business Management	

2. At SWC the first semester of Grade 10 is used as an indicator of student adaptability and readiness for the IB programme.
3. Full Diploma IB applicants will receive priority placement within the programme.
4. Full Diploma IB students will have no time in their schedules for options, especially within their Grade 11 and Grade 12 years.
5. No IB students will be able to complete all three (3) IB sciences.
Full Diploma IB students will not be able to complete all three (3) sciences within our school years, in our classrooms.
6. Fees for IB are paid at time of registration for Grade 11 and Grade 12 students and are established by the International Baccalaureate Organisation yearly. Average costs over two years for full Diploma students is approximately \$850.00.

COURSE DESCRIPTIONS

ENGLISH A

Language A occupies a central place in the curriculum since it is not merely a subject in itself, but is also the key to all the other subjects. The basic conditions required by the latter for efficient assimilation are: adequate vocabulary, correct composition, ability to express ideas and practice in developing sound arguments.

In view of the international dimension of the IB, it is essential that the literature of a country should be viewed as an integral part of the common heritage of all mankind. For this reason the programme of Language A is broadened by reading and studying selected major works of world literature, usually in translation. Its aims are to develop students' powers of expression, to provide them with a tool for the study of other subjects, to lead them to an appreciation of literature through the critical analysis of selected works, and to bring them into contact with ways of thought which differ from their own.

FRENCH (B and ab-initio), GERMAN (ab-initio) CANTONESE (B), MANDARIN (B and ab-initio) & SPANISH (ab-initio)

The IB considers it essential that all Diploma students should have at their command more than one language and that they should learn to think internationally. The apprenticeship of learning a foreign language is both a training for later language acquisition and a testing ground for tolerance, in that it will by its very nature teach new ways of thinking and looking at the world.

The aims of the Language B programme are to develop students' powers of expression in a second language, to provide them with an efficient tool for the study of other subjects and to bring them into contact with ways of thought, which differ from their own.

HISTORY

The aims of the IB History programme are to promote the acquisition of knowledge and understanding of the past, to provide an introduction to the nature of history as a discipline, and to develop an awareness of both continuity and change in the past. The programme is also intended to develop an awareness of different interpretations of the past, to promote an informed empathy with people living in different places and at different times, and to encourage a lifelong interest in the study of history. Finally, through the encouragement of an international dimension, the programme intends to make a contribution to international understanding.

History in the IB has three main parts. The first is a selection of study of 20th Century World History including World War I, the Interwar years, rise and rule of single-party states, World War II and the Cold War. The prescribed subject is The Move to Global War. Our region of study is the History of the Americas, The Great Depression, The Cold War and the Civil Rights Movement. Students also do a historical investigation on a topic of interest.

PHYSICS, BIOLOGY AND CHEMISTRY

The design of science courses for the IB seeks to incorporate recent scientific thinking in many countries. Curriculum content has been selected with the realization that because science is continuously and rapidly progressing in breadth and in depth, the contemporary science curriculum can never be considered stable. The emphasis in all courses is on providing students with ample opportunities for research and discovery because such an approach can best develop the necessary understandings.

The general aims is to generate an understanding of the knowledge of science, comprising the facts, principles and concepts, to develop conceptual and practical skills as a result of involvement in scientific activity, to foster the ability to analyze scientific information critically, and to recognize the limitations of scientific knowledge. The programmes in Experimental Sciences also intend to encourage the ability to apply knowledge and skill in order to generate new knowledge, to foster an improvement in the ability to communicate scientific information, to develop an awareness of the impact of science on society and to develop an appreciation of the responsibilities facing the scientist.

While sharing these general aims, the IB Physics programme aims specifically to bring order to a mass of observations of the natural world, to study the fundamental laws of nature and to give a closer understanding of the interaction between the concepts of matter, fields, and waves.

The IB Biology programme obviously shares the general aims of the Experimental Sciences but it also intends to inculcate a respect for all forms of life through an understanding of the interaction between organisms and to foster respect to those problems which are facing mankind at present, and which are likely to become more acute in the future, and it aims to develop in the student an appreciation of the impact of biology upon issues of ethical, philosophical and political importance.

The general aims of the Experimental Sciences also guide the IB Chemistry programme. However, the programme intends specifically to familiarize students with the principles of chemistry and to engage them in the methods of chemical inquiry. It also aims to develop abilities in analyzing chemical statements, to prepare students for further study of pure and applied chemistry and other sciences in higher education, and to develop those manipulative and experimental skills necessary for students to achieve increasing competence and confidence in the processes of chemical investigations.

As there is no other way of “questioning” a physical or chemical system but that of performing experiments on it, chemistry is a discipline, which rests firmly on the practical. Laboratory work will have a direct bearing, whenever possible, upon the students growing body of descriptive and theoretical chemistry. Through such an approach students should gain a factual knowledge drawn from the whole field of chemistry, and at the same time be able to correlate and unify this knowledge in terms of the most important underlying principles and concepts.

A Major research opportunity, for groups of grade 11 students, occurs in the first semester of grade 11, for all students taking any IB Science courses, including Computer Science IB.

MATHEMATICS

The IB Mathematics programmes cater to groups of students with a great variety of background knowledge and technical skill, ranging from those who intend to pursue the study of mathematics at a higher level, to those for whom the subject seems to have little relevance either in their present studies or in the future. At SWC, students are placed in a programme, which provides for the development of a solid background of mathematical thought. The programme seeks to develop students understanding of mathematics as a discipline, to instil in students an attitude towards mathematics, which is favourable to subsequent learning, and to develop students’ ability to learn mathematics on their own. Further, it is the intent of the programme to foster students’ abilities to represent situations in mathematical terms and to enhance their abilities to express arguments clearly, both mathematically and verbally.

We offer HL Mathematics to a very small number of selected students by teacher approval.

VISUAL ART

The aims of the IB Visual Art programme intend to provide students with opportunities to develop the aesthetic, imaginative, and creative faculties and to stimulate and train visual awareness, perceptions, and criticism from a point of view, which surmounts cultural and national prejudice. As well the programme is concerned with enabling students to discover, develop and enjoy the means of creative visual expression which are suited to their temperament and capabilities and to encourage the pursuit of quality, through training, individual experiment and persistent endeavour.

Such a programme is intended to encourage the particular interests of individual students, but whatever those interests may be each student will be encouraged to demonstrate the following qualities:

- Imaginative, creative thinking and feeling
- An inquiring mind concerning all forms of visual phenomena
- A taste for persistent research and consistent work habits
- A sensitive appreciation of the medium in hand and of the forms to be derived from it.
- Comprehension of the problems encountered in studio practice
- A feeling for design, balance, or composition
- Technical skill and the ability to produce work of quality
- An appreciation of the values of selection and presentation of one's work
- An awareness of and respect for the indigenous cultural heritage

COMPUTER SCIENCE

Computer Science deals with the use of computers and their applications in every field of human activity. Computers not only perform routine tasks more quickly and accurately than traditional manual methods, but they can also be programmed to carry out decision-making previously considered to require human intelligence. For example, they can supervise complex production processes, carry out traffic control, or play chess. The rate of development of computer technology suggests that further dramatic changes in all fields may still be expected.

For the computer to solve a particular problem, a programme must be written, but the production of a solution involves the thorough analysis of the problem. Therefore a central feature of Computer Science will be problem analysis. Such an analysis requires a sound knowledge of existing procedures that have been designed to carry out standard tasks that often occur within complex problems and which may be considered as "building bricks".

Designing a dependable and efficient programme depends on the proper structuring of data and the use of correct procedures in their manipulation. Furthermore, the methodology used will contribute towards an understanding of human thought and decision-making, which will have applications in many other fields. Computer Science will also provide techniques to carry out analyses, research, control, and stimulation for students in other fields.

The general aims of Computer Science will include the development of a realistic view of the role of computers, their effect on the quality of life in different societies. As well, students will gain familiarity with general computer architecture and with appropriate aspects of its operation. The course will also promote the ability to develop logical processes and critical analysis in problem solving and encourage the acquisition of the practical skills involved in programming. Finally, the programme of studies will develop an awareness of computing technology so that good judgement can be exercised in decisions concerning the suitability of hardware and software for the particular tasks for which they are designed.

BUSINESS MANAGEMENT IB

Business management is a dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. It is a study of both the way in which individuals and groups interact in an organization and the transformation of resources and will contribute to students' development as critical and effective participants in local and world affairs.

This course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practice and skills. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

The business management course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective of business and to promote their appreciation of cultural diversity through the study of topics like international marketing, human resource management, growth and business strategy.

THEORY OF KNOWLEDGE (ToK)

All grade 11 IB students at SWC are required to take a unique course created by the IBO, known as the Theory of Knowledge. This course is designed to require at least 100 teaching hours, spread over two years in such proportion as the school determines. The student is asked to reflect on his/her secondary school experience in a comparative and critical way by investigating the knowledge claims and judgements made in logic, mathematics, natural and social sciences, history, ethics, and aesthetics. The course will conclude with an examination of the nature of belief, knowledge, and truth.

The object of TOK is not to "*learn*" new "*knowledge*" but to increase the student's understanding of what he/she has already learned and to encourage reflection of it. A further aim is to promote integration of what the student knows: there should be continual connections drawn between the different parts of the IB Programme, and between TOK and other parts of the IB syllabus.

In grade 12, we complete ToK instruction in Chemistry HL, English HL and in World History HL. Full IB Diploma students are required to complete a ToK essay and a ToK presentation.

EXTENDED ESSAY

In addition to the specific courses of study and TOK, the school must have the Diploma candidates undertake independent work in one of the subjects offered by the IBO and prepare an extended essay or research paper, to be assessed by an IBO examiner. Although individual subject requirements may differ in some specifics and format, the length of the project in all subjects will be approximately 4000 words.

CREATIVITY, ACTIVITY, SERVICE (CAS ACTIVITIES)

The final requirement for an IB Diploma student is involvement in CAS Activities. One aim is to provide challenge in the three components established by the IBO. It suggests that creativity should be interpreted as imaginatively as possible to cover the widest range of arts and other activities and to include creativity by the individual students in designing and carrying out service projects.

Activity, as defined by the IBO, may include physical activities, both team, and individual, and also training for service. As far as service is concerned, the IBO does not suggest exclusively social service, but also environmental and international projects.

The aim of CAS Activities is to provide opportunities for service, which could include contributions to the local community, the international community, and the school community. Activities are also intended to compliment the academic disciplines of the curriculum and to counter-balance what is sometimes seen as the academic self-absorption of IB students and the privilege status of many IB students and schools. Finally, such activities are intended to challenge and extend the individual student by developing a spirit of discovery and self-reliance and should encourage individual skills and interests.

Many requirements for CAS can be met by the extra-curricular activities offered at SWC. Furthermore, many students may be engaged in activities not associated with the school which will fulfill IBO requirements. However, as a general guide the IBO has determined that 3 to 4 hours per week should be devoted to CAS. An alternative is to have concentrated periods of time devoted to specific projects.

The IBO has placed this expectation on Diploma students only, not on those preparing for certificates in specific subjects. However, SWC places expectations on all IB students to take an active part in extra and co-curricular activities, in the community at large and perhaps even in the world community. Such involvement is an important element in all students' secondary education.

CHARACTERISTICS OF STUDENTS CONSIDERING THE IB PROGRAM

The International Baccalaureate Programme is recognized worldwide as comprising a demanding academic syllabus. Students who are likely to find many of the courses in high school to be relatively easy should consider this program. It may also appeal to parents of students who want their children to be challenged by courses that are more demanding than those they have experienced so far.

When considering the International Baccalaureate one should ponder the following:

- Motivation – Are academic pursuits important?
- Desire – Will a demanding academic workload be seen in a positive light?
- Ability – Are abilities suited to this programme?
- Organizational Work Habits – Are work habits appropriate for such a programme?
- Resilience – Are students able to withstand the demands of the IB programme?

If you can answer YES to all these questions, then efforts should be made to enter the International Baccalaureate Programme.

SIR WINSTON CHURCHILL HIGH SCHOOL

IB - REGISTRATION PROCEDURE

GRADE 10 STUDENTS

1. Students interested in **Math IB or Science IB** or a **full IB Diploma** Programme should be registered in Math 10 Candidate and Science 10 in the first semester of their Grade 10 year. Students interested in pursuing Math IB, Science IB or Business Management IB courses (beginning the second semester of Grade 10) will submit an application to the IB Coordinator in November of their Grade 10 year. As the IB programme is designed to be a **programme** rather than individual courses of enrichment, acceptance into the programme will look at the applicant's total requests. A well-rounded programme will receive priority attention and placement.
2. If students are interested in IB courses **other than Math IB, Science IB or Business Management IB**; application will take place within SWC during May of their Grade 10 year.
3. IB requires commitment and strong parental support. **Once in IB, students are not normally allowed to withdraw.** Therefore, it is important to think about the decision to participate in this programme through carefully weighing both immediate and long-term goals.
4. Students interested in pursuing **Chinese IB** must register in September of their grade 10 year with **The Chinese Academy**.