



# Carson Graham DP Parent Night

October 9, 2025



## ACKNOWLEDGEMENT:

We acknowledge and thank the Coast Salish people on whose unceded traditional territory Carson Graham Secondary School resides.

We express our gratitude to the Squamish Nation and Tsleil Waututh Nation and we value the opportunity to learn, live and share educational experiences on this traditional territory.





- 
- 3090 schools in 150 countries
  - Highest standards
  - Holistic teaching and learning
  - Post-secondary preparation
  - Global citizenship





# The Diploma Programme at Carson Graham

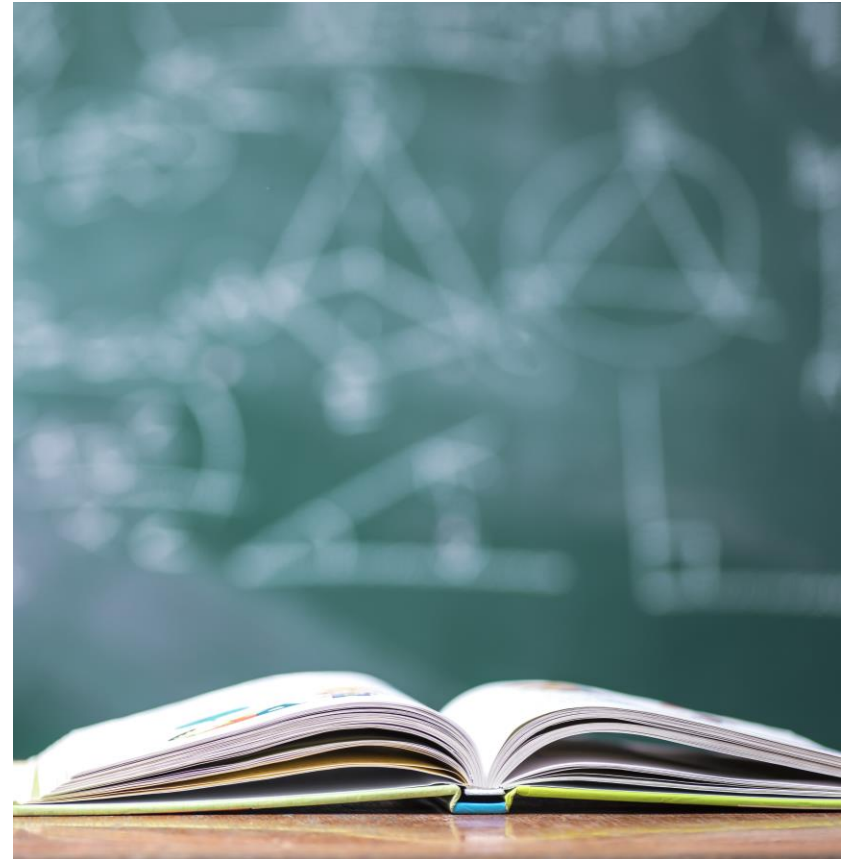
- 45 full Diploma students
- 109 partial DP students
- 2 co-coordinators
- 20 teachers

# Why IB?

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“Being able to learn in a competitive environment with high standards from both teachers and peers really prepared me for university.”

-Carson Graham IB DP Alumnus



# What is the value of the IB Diploma?

- Students thrive in the program and build resilience
- Builds good study habits and teaches time-managements skills
- Universities the IB Diploma as one of the most desirable credentials a student can achieve
- World-wide recognition
- Transfer credits may be possible
- “The DP is respected by leading universities across the globe [including our local UBC and SFU] which cite the DP as a great predictor of academic success.”

(Geiser, S., & Santelices, M.,2007)

- Other notes:
- Add expectation for students to attend Tutorial after spring break
- Add expectation that grade 11s will attend June R&C for science project

# What is the IB Diploma Programme?

“The DP is respected by leading universities across the globe [including our local UBC and SFU] which cite the DP as a great predictor of academic success.”

(Geiser, S., & Santelices, M., 2007)



Internationally recognized by the  
world's leading universities



Challenging, university preparatory  
curriculum with potential to earn  
university credit



Two years (grades 11 & 12 )



Aims to develop students who have  
deep knowledge and understanding  
about a wide variety of subjects



# Comparing University Outcomes of IB Diploma Programme versus Ontario and Dogwood Diplomas (UofT and UBC study 2023)

- "The results from this study indicate that DP graduates tend to **perform better** than their peers from traditional high school programmes across several university outcomes. Compared to graduates with traditional high school diplomas (OSSD and DW), DP graduates had significantly **higher university grades**. Additionally, DP students were less likely to drop out from university and were generally **more likely to graduate** in a timely manner. At both universities, DP graduates showed a greater likelihood of enrolling in **science and engineering** programmes as opposed to the arts and other faculties."



[canadian-postsecondary-summary-eng.pdf](#)  
([ibo.org](#))





...And IB is  
really fun too!



# **Studies in Language & Literature**

English A (Language & Literature)

## **Language Acquisition**

French B and Spanish B

## **Individuals & Societies**

Geography and Global Politics

## **Sciences**

Biology, Chemistry, and Physics

## **Mathematics**

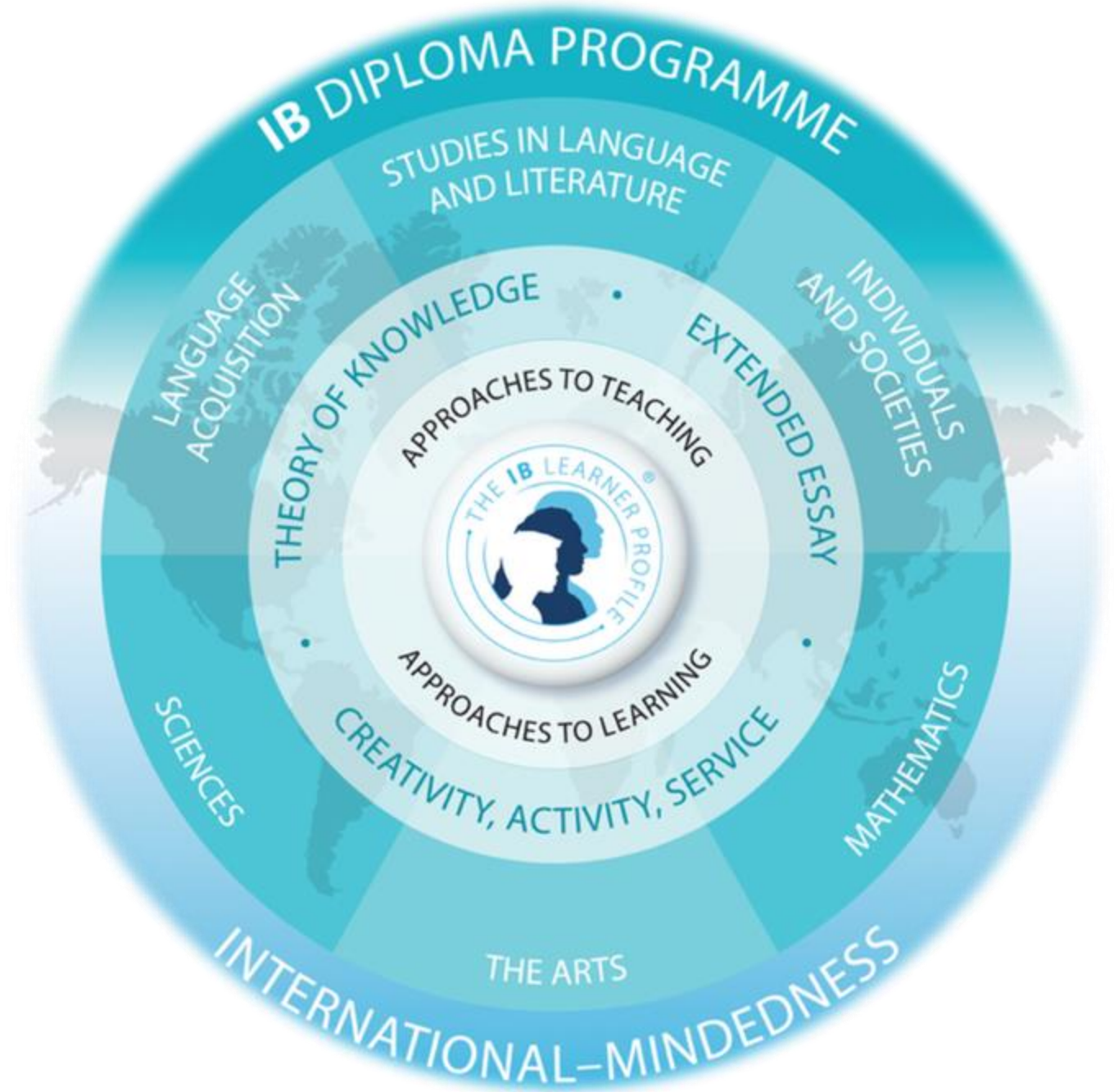
Analysis & Approaches,  
Applications & Interpretation

## **The Arts**

Visual Arts

## **Core**

CAS, EE, TOK





## SIX SUBJECT GROUPS

Language and literature  
Language acquisition  
Individuals and Societies  
Sciences  
Mathematics  
Arts

## DP CORE

Theory of Knowledge  
The extended essay  
Creativity, activity, service

# Theory of Knowledge

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**Teachers: Kit Bjornson**



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We ask “How do we know that?”

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We reflect critically on our own beliefs, assumptions and biases

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We engage with multiple perspectives and develop intercultural understanding

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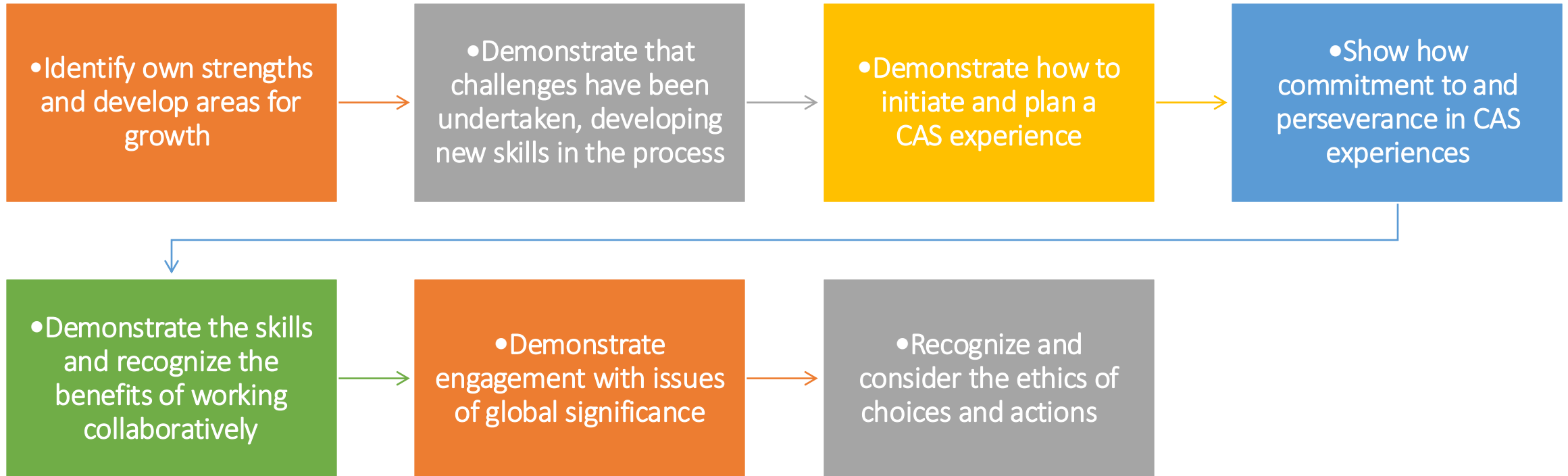
We encounter ambiguity, uncertainty & questions with multiple plausible answers

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**Assessments: TOK Exhibition & TOK Paper**



# Learning Outcomes for CAS



“Leaders get involved & speak up about what they are passionate about, not necessarily by being loud and outgoing, but by being an open-minded guide who helps others along the way.”

- Carson Graham DP Alumnus (about CAS)

# Extended Essay

## **EE Coordinator: Jay Spicer**

- 40 hours
- Original research
- 4000 word academic paper
- Subject specialist as advisor
- Submit completed essay in June of year one



**It's a  
Marathon  
not  
a Sprint.**



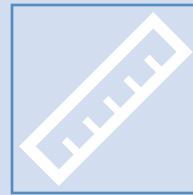
# How are students assessed in DP?



Internal Assessments (IAs)



External Assessments (Exams)



Grade Levels and BC Percentages



# Earning the IB Diploma

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Students take 6 classes. Each class assigns a score out of 7 possible points.

**Total points for classes is 42 ( $6 \times 7 = 42$ )**

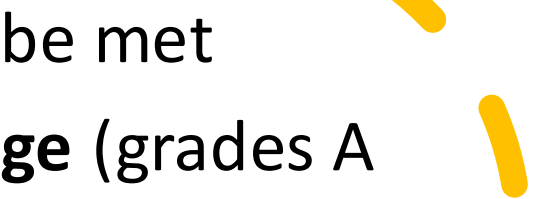
Core curriculum adds 3 extra points (TOK, EE, & CAS), which makes the max score 45 points ( **$42 + 3 = 45$** )

Minimum score of **24 points required** to earn the diploma





## Additional Diploma Requirements

- 
- ✓ **CAS** requirements must be met
  - ✓ Pass **Theory of Knowledge** (grades A through D)
  - ✓ Pass **Extended Essay** (grades A through D)
  - ✓ Complete all **Internal Assessments**
  - ✓ Earn a grade above 1 for all subjects/levels
  - ✓ No more than 2 level 2's (HL or SL)
  - ✓ No more than 3 level 3's (HL or SL)
  - ✓ at least **12 points on HL** subjects
  - ✓ at least **9 points on SL** subjects

# Diploma Programme Fees

- \$1700 over 2 years
  - \$500 upon acceptance
  - \$500 October Year 1
  - \$700 October Year 2



# Challenges in the IB Diploma Programme



“Finding time for everything”



“Keeping up”



“Finding balance”



“Managing stress”



“Learning to prioritize”

“Although IB was an incredibly stressful period in my life; I would absolutely do it again and recommend it to anyone who asks.”

-Carson Graham Diploma Programme Alumnus



What's the  
difference between  
Higher Level (HL)  
and  
Standard Level (SL)?

- 3 SL courses & 3 HL courses
- Additional material in HL
- HL more difficult/university level content
- HL additional hours
- HL separate exam
- Students make their HL selections towards the end of year one



# The Sciences

Biology, Chemistry and Physics



# Biology

**Teacher: Susan Johnston**

Assessments:

Paper 1: Multiple Choice & Data-based Questions (36%)

Paper 2: Data-based Short Answer & Extended Response (44%)

IA: Individual Investigation (20%)

***Collaborative Sciences Project  
(June 2026)***





# How to be successful in Biology

- Stay up to date
- Ask or help, ask questions in class
- Make flashcards or study notes for each topic
- Investigate and practice new study skills
- Trust yourself
- 5 P's!! (proper preparation prevents poor performance) :)







# Biology Curriculum (2025)

## Syllabus content

- A: Unity and diversity
- B: Form and function
- C: Interaction and interdependence
- D: Continuity and change

## Organized into 4 modules:

- Molecules
- Cells
- Organisms
- Ecosystems



# Chemistry

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**Teacher: Daniel Chong**

## **Assessments:**

Final Exams: May 2027

Paper 1A - Multiple Choice Q's

Paper 1B – Data-based Q's

Paper 2 – Short Answer & Extended Response Q's

Scientific Investigation: Completed in Gr 12

*Collaborative Sciences Project: **June 2026***



# Keys to Success in Chemistry

- Ask questions or see me for help
- Try to do as much of the practice problems as possible
  - There are always extra problems in Kognity
- Review the work on a regular basis. Don't try to cram it all at once!



# Physics

Teacher: Lu Li

- **Assessments:**

- Final Exams: May 2027
- Paper 1A - Multiple Choice Q's (24%)
- Paper 1B – Data-based Q's (12%)
- Paper 2 – Short Answer & Extended Response Q's (44%)
- Scientific Investigation: Completed in Gr 12 (20%)
- *Collaborative Sciences Project: June 2026*





# How to be successful in Physics

- **Conceptualize**, do NOT memorize!
- Practice, practice, and EXTRA practice
- Do corrections for quizzes/tests
- Connect with other subjects
- Record interesting phenomenon



# Year 1 Sciences

- Foundational Knowledge & Skills
- Focus on creating study guides & resources to account for schedule change
- The power of "YET"
- Collaborative Science Project
- HL





# Individuals and Societies

Geography  
&  
Global Politics

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**Teachers: Kit Bjornson & Megan Tolliday**





# DP Geography 1st year

Kit Bjornson

kbjornson@sd44.ca

- **Changing populations, Global climate change and Global resource use**
  - **The Core (Paper 2) HL &SL**
- **Field study- concepts from Urban environments**
- **This Internal assessment will be edited in the 2nd year**
- **Same for HL and SL**





## Four Units of Study:

Unit 1: Power, Sovereignty,  
and International Relations

Unit 2: Human Rights

Unit 3: Development

Unit 4: Peace and Conflict

# Global Politics: How do nations interact?



## Assessments:

Paper 1: Source Analysis

Paper 2: Essays

Paper 3: Global Political Challenge  
Case Study Evaluation

IA: Political Engagement Activity

# Language B

# SPANISH & FRENCH

Teachers

SPANISH: Erin García

FRENCH: Céline Kossmann





# What makes an IB language course different?

- **CONCEPTUAL APPROACH**
  - Purpose and context
- **PERSONAL EXPERIENCE**
- **CULTURE**

Diagram illustrating the structure of a letter, numbered 1 through 7:

- Encabezamiento** (Heading): Includes **Ciudad y fecha** (City and date) and **Saludo** (Greeting).
- Nombre o firma** (Name or signature): Includes **Despedida** (Closing).
- Cuerpo** (Body): The main text of the letter.
- Postdata** (Postscript): Additional information.

Example text for the letter:

**Encabezamiento:** { Santiago, 5 de marzo de 2011 }

**Saludo:** { Querida Carolina: }

**Cuerpo:** Ayer fui de paseo con mis padres y hermanos a un parque precioso que se encuentra cerca de mi casa, se llama Parque Araucano. Me encantaría que la próxima vez que nos visites vayamos juntas y nos divirtamos en los juegos y la cancha de patinaje. Espero que nos veamos muy pronto para poder compartir y jugar.

**Despedida:** Cariños a todos en tu casa. Camila

**Postdata:** { PD: No olvides traer tus patines. }

1-heading, 2-name and signature, 3-city and date, 4- greeting, 5-body, 6-closing, 7-P.S.

**SNAPCHATEANDO CON...** Objetivos: Personalidades. Sociedad. Querer. EXTRA

## Nemonte Nenquimo

Ahora snapchatea con la defensora ecuatoriana de los derechos\* de la naturaleza y de los pueblos indígenas.

**PREPARA**  
¿Qué pueblos indígenas hay en tu país?

**Perfil**  
Nemonte Nenquimo  
Activista indígena  
60 K suscriptores  
1985 - presente  
Ecuador

**1 AHORA**  
¡Hola, Nemonte!  
Para ti, ¿qué es ser una mujer de la nación waorani?

**NEMONTE**  
Ser mujer waorani es ser mujer de paz\* en una selva\* viva y conectada con la naturaleza. Somos un pueblo indígena del Amazonas.

**2 AHORA**  
Como activista, ¿cuál es tu objetivo?

**NEMONTE**  
Mi objetivo es defender los derechos de los pueblos indígenas. Queremos respeto. No queremos más explotación, no queremos más destrucción de nuestra selva.

**3 AHORA**  
¿Y cuál fue tu lucha\* más importante?

**NEMONTE**  
Los gobiernos quieren constantemente vender las tierras de los pueblos indígenas a las empresas petroleras\* sin consultarnos. Y en Ecuador lo hicieron. Por eso en 2019 demandamos\* al Estado.

**4 AHORA**  
¿Y ganaron\*?

**NEMONTE**  
¡Sí! Ahora, si el gobierno quiere subastar\* tierras, tiene que incluir a todas las nacionalidades en ese diálogo.

**5 AHORA**  
Y en 2023, Ecuador decidió detener\* todos los nuevos pozos petrolíferos\* en el Parque Nacional Yasuni en la tierra waorani, ¿no? ¡Gracias a tu trabajo!

**NEMONTE**  
Sí, los ecuatorianos quieren proteger su país. Esta es una lucha de todos. Juntos podemos más.

**VOCABULARIO** 5 Cs: Cultura | Comunicación | Conexiones | Comparaciones

\* el derecho - right - la paz - peace - la selva - rainforest - la forêt - la lucha - battle - la lutte - la empresa petrolera - oil company - la compagnie pétrolière - demandar - to sue - poursuivre - ganar - to win - gagner - subastar - to auction - mettre aux enchères - detener - to stop - arrêter - el pozo petrolífero - oil well - le puits de pétrole

16 ahora abril 2024 [www.mg-plus.net/ahora](http://www.mg-plus.net/ahora)



# THEMES

Identity

Experiences

Human Ingenuity

Social Organization

Sharing the Planet







# How to study at home

- **Read and Listen for at least 15 minutes everyday in TARGET LANGUAGE.**
- There are apps like [Spanishdictionary.com](https://www.spanishdictionary.com) that support self-paced learning
- Find a podcast in the target language, ex. [News in Slow Spanish](#)
- Library has leveled novels

# EARLY CLASSES & TUTORIAL TIME



8:30

## SPANISH – EARLY CLASSES

- DP 11 – WEEK 1- FRIDAY at 8:30am
- DP 12 – WEEK 2 – TUESDAY at 8:30am

## FRENCH- EARLY CLASSES

- DP 11 – TBD
- DP 12 – TBD

## NEED MORE TUTORIAL?

- daily 8:30am - 9:00am (talk to your teacher ahead to plan how to best use the time)
- Peer tutoring

## FRENCH HL?

- During block 8 as per schedule



# ASSESSMENT

- Term grades will be based on:
  - LISTENING
  - SPEAKING
  - READING
  - WRITING
  - Projects (ex. countries, personal traditions)



# FOR Year 2 ONLY – FINAL ASSESSMENT

(INTERNAL & EXTERNAL)

## INTERNAL: Individual Oral Assessment SATURDAY, February 21st, 2026

- **SPEAKING: Approx. 15 minutes of spontaneous conversation**
  - (15 min) preparation
  - (3-4 minutes) Presentation / monologue about a visual related to a topic studied in class
  - (10-11 minutes) Followed by discussion with the teacher.
- Student must demonstrate an ability to SPEAK in TARGET LANGUAGE while making connections to the THEMES, their own PERSONAL EXPERIENCE and the CULTURE
- Worth 25% of the final grade



# FOR Year 2 ONLY – FINAL ASSESSMENT

(INTERNAL & EXTERNAL)

## EXTERNAL: Final Exam May 2026

- Paper 1: **WRITING**
  - Students write with purpose in response to a prompt
    - *Ex. You are on the student council, you are concerned about the amount of litter around the school. You want to propose a clean up the school activity. Write a text to the school principal to present your idea and get permission.*
- Paper 2: **LISTENING** and **READING**
- Worth 75% of final grade

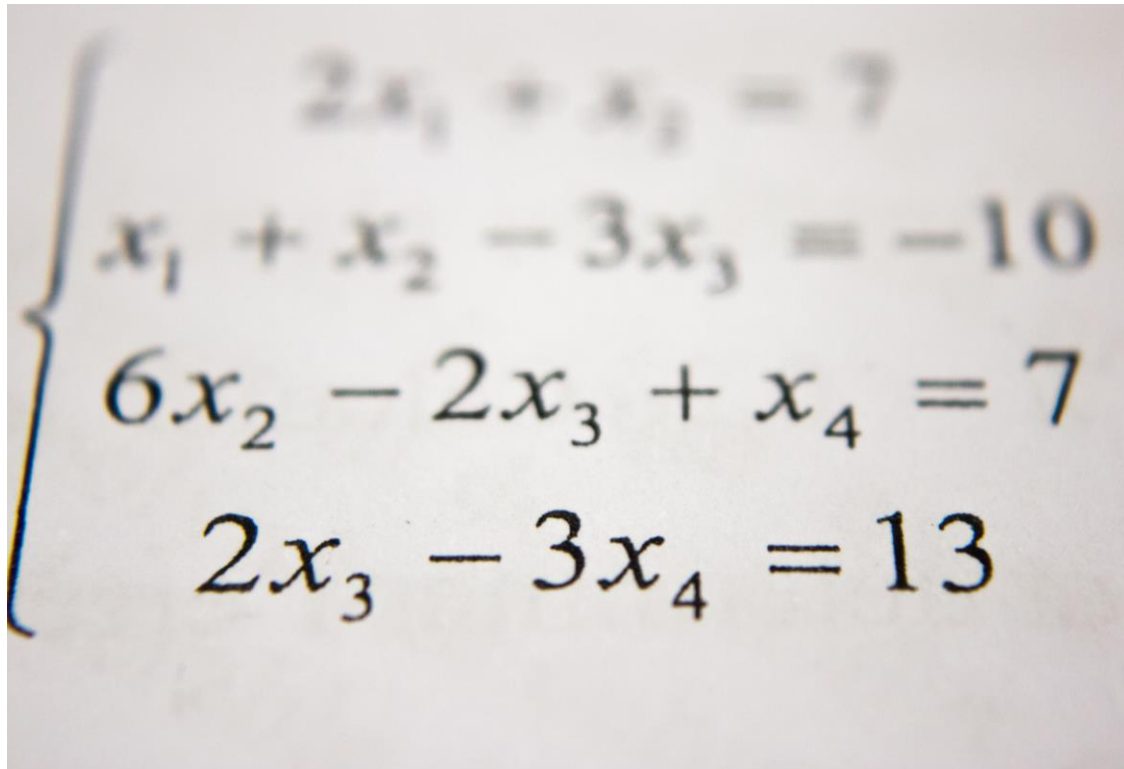


# How to contact your teacher

- **Parents:** email the teacher directly
  - SPANISH: Erin García  
**[egarcia@sd44ca](mailto:egarcia@sd44ca)**
  - FRENCH: Céline Kossmann  
**[ckossmann@sd44.ca](mailto:ckossmann@sd44.ca)**
- **Students:** send a **chat** message in MS teams



# Mathematics


$$\begin{cases} 2x_1 + x_2 = 7 \\ x_1 + x_2 - 3x_3 = -10 \\ 6x_2 - 2x_3 + x_4 = 7 \\ 2x_3 - 3x_4 = 13 \end{cases}$$

**Teachers: Colin Metrow & Chris Zytaruk**

- **Math Analysis and Approaches (AA)**
  - Sciences, Engineering, Business
- **Math Applications and Interpretation (AI)**
  - Humanities, Arts, Education

# Math AA Units of Study

## BC & DP:

- Radicals and Rational Functions
- Quadratics
- Absolute Value Functions and Equations
- Polynomials
- Composite Functions
- Transformation
- Trigonometry
- Exponential and Logarithmic Functions
- Arithmetic and Geometric Sequence and Series, and Binomial Theorem

## IB:

- Summer learning: Statistics and Probability (notes packages will be provided)
- Calculus
- Reasoning and Proof

# *Mathematics: applications and interpretation (AI)*



Chris Zytaruk  
czytaruk@sd44.c

## Assessment outline—SL

First assessment 2021

Assessment component	Weighting
<b>External assessment (3 hours)</b>	<b>80%</b>
<b>Paper 1 (90 minutes)</b>	<b>40%</b>
Technology required. (80 marks)	
Compulsory short-response questions based on the syllabus. (80 marks)	
<b>Paper 2 (90 minutes)</b>	<b>40%</b>
Technology required. (80 marks)	
Compulsory extended-response questions based on the syllabus. (80 marks)	
<b>Internal assessment</b>	<b>20%</b>
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
<b>Mathematical exploration</b>	
Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	

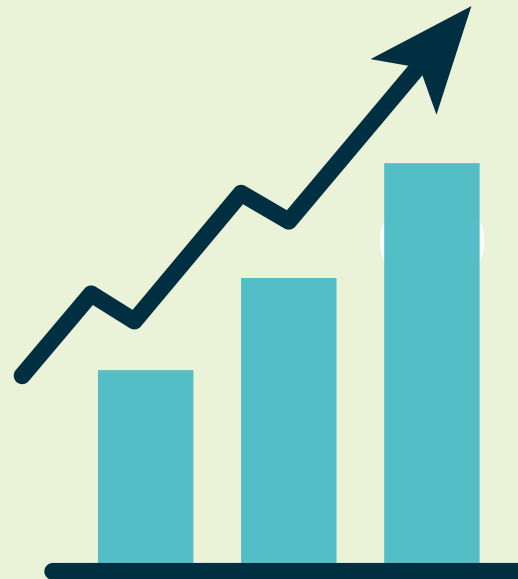


# MATH AI INTERNAL ASSESSMENT



<b>Criterion A</b>	Presentation
<b>Criterion B</b>	Mathematical communication
<b>Criterion C</b>	Personal engagement
<b>Criterion D</b>	Reflection
<b>Criterion E</b>	Use of mathematics

- Develop students' insight into the nature of mathematics and applications
- Provide opportunities for students to complete a piece of mathematical work over an extended period of time
- Students independently investigate a topic that pursues personal interest
- Students experience the beauty, power and usefulness of mathematics



MR. JAY SPICER  
(GRADE 11)  
MR. PETER KWOK  
(GRADE 12)

# LANGUAGE AND LITERATURE

# WHAT STUDENTS WILL LEARN IN THE LANGUAGE A: LANGUAGE AND LITERATURE COURSE

“A word after a word after a word is power” – Margaret Atwood

- the complex and dynamic nature of language and explore both its practical and aesthetic dimensions
- the crucial role language plays in communication, reflecting experience and shaping culture.
- the various ways in which language choices, text types, literary forms and contextual elements all effect meaning.
- engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up the possibilities of texts.



## Areas of Exploration:

- Readers, Writers, and Texts
- Time and Space
- Intertextuality

## Course Concepts:

- ▶ Culture
- ▶ Perspective
- ▶ Identity
- ▶ Communication
- ▶ Representation
- ▶ Culture
- ▶ Transformation

## Text Selections:

- Literary
- Non-Literary

## A Syllabus Sample:

- ▶ *The Bell Jar* and Selected Poems - Plath
- ▶ *Macbeth* - Shakespeare
- ▶ Film Study (*The Bicycle Thieves*, *Catch Me if You Can*)
- ▶ Short Stories: Carver, Munro, Saunders
- ▶ Literary Theory: Formalism, New Historicism, Feminist Lit Theory, Marxist Lit Theory, Psychoanalytic Lit Theory
- ▶ Graphic Novels: *Persepolis*
- ▶ Non-Literary: Editorials, Advertisement, Informational Texts



# Assignments

THROUGHOUT THE YEAR, STUDENTS WILL BE REQUIRED TO COMPLETE A VARIETY A WRITTEN ASSIGNMENTS, PROJECTS, PRESENTATIONS AND EXAMS, WHICH ARE DESIGNED TO PREPARE THEM FOR THE INTERNAL AND EXTERNAL ASSESSMENTS. THE ASSIGNMENTS WILL COUNT TOWARDS THE STUDENT'S PROVINCIAL PERCENTAGE.

THE STUDENTS ARE ALSO RESPONSIBLE FOR KEEPING A LEARNER'S PORTFOLIO. THE CONTENT OF THE LEARNER'S PORTFOLIO ARE INFORMALLY ASSESSED.



SL Assessment components	Weighting
External assessment (3 hours)	
<p>Paper 1: Guided textual analysis (1 hour 15 minutes)</p> <p>The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)</p>	35%
External Assessment	
<p>Paper 2: Comparative essay (1 hour 45 minutes)</p> <p>The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)</p>	35%
<p>Internal assessment</p> <p>This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral (15 minutes)</p> <p>Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p>Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied. (40 marks)</p>	30%

HL Assessment Components	Weighting
<b>External assessment (4 hours)</b>	
<b>Paper 1: Guided textual analysis (2 hours 15 minutes)</b> <b>The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)</b>	35%
<b>Paper 2: Comparative essay (1 hour 45 minutes)</b>	
<b>The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)</b>	25%
<b>HL essay</b> <b>Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. (20 marks)</b> <b>The essay must be 1,200-1,500 words in length.</b>	20%
<b>Internal assessment: Individual oral (15 minutes)</b>	
<b>This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.</b> <b>Individual oral (15 minutes)</b> <b>Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</b> <b>Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)</b>	20%





# Visual Arts

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**Teacher: Meghan Parker**

- Part 1: Comparative Study
- Part 2: Process Portfolio
- Part 3: Exhibition





# Assessment Objectives




**CURATE**     visual & written to communicate intentions


**INVESTIGATE**   forms & creative strategies

**GENERATE**    intentions and artworks through inquiry

**REFINE**    investigation, dialogue and critical reflection 

**RESOLVE** fulfil intentions & convey meaning

**SITUATE**    in relation to context, audience and communities of practice

**SYNTHESIZE**     curate, communicate, create and connect

# SL

## Connections Study

20%

1 PDF  
max 10 screens

2500  
word  
max

\* word count  
stated

1 text  
file  
list of  
sources

3 sections

- connections with context
- connections with artworks
- cultural significance

Your own  
resolved  
work

+

2 different  
artists  
work

## Resolved Artworks

40%



5 image or video  
files + title  
medium & size

1 PDF  
of up to  
2 screens

700 words rationale  
text

\* word count stated



Exhibition

Traghan Parker @Teaching Artfully

## Art making Inquiries portfolio

40%

1 PDF  
15 screens  
maximum

3000  
words  
max

\* word count  
must be  
stated

1 text  
file  
list of  
sources

More Visual  
than text!

- evidence from  
wide variety of  
forms & strategies
- include inquiry  
questions and  
generative statements  
\* one or more!

# HL

## Artist Project

30%

1 PDF  
12 screens  
max

2500  
words  
max

\* word  
count  
must be  
stated

1 text  
file  
list of  
sources



1 Video  
3 minutes max

creating work  
in specific context  
inspired  
by the work of  
2 different artists

## Selected Resolved Artworks

40%



5 image or  
video files  
with title, medium  
and size

\* 2 supporting images  
per artwork are allowed



Exhibition

Traghan Parker @Teaching Artfully

## Art making Inquiries portfolio

30%

1 PDF  
15 screens  
maximum

3000  
words  
max

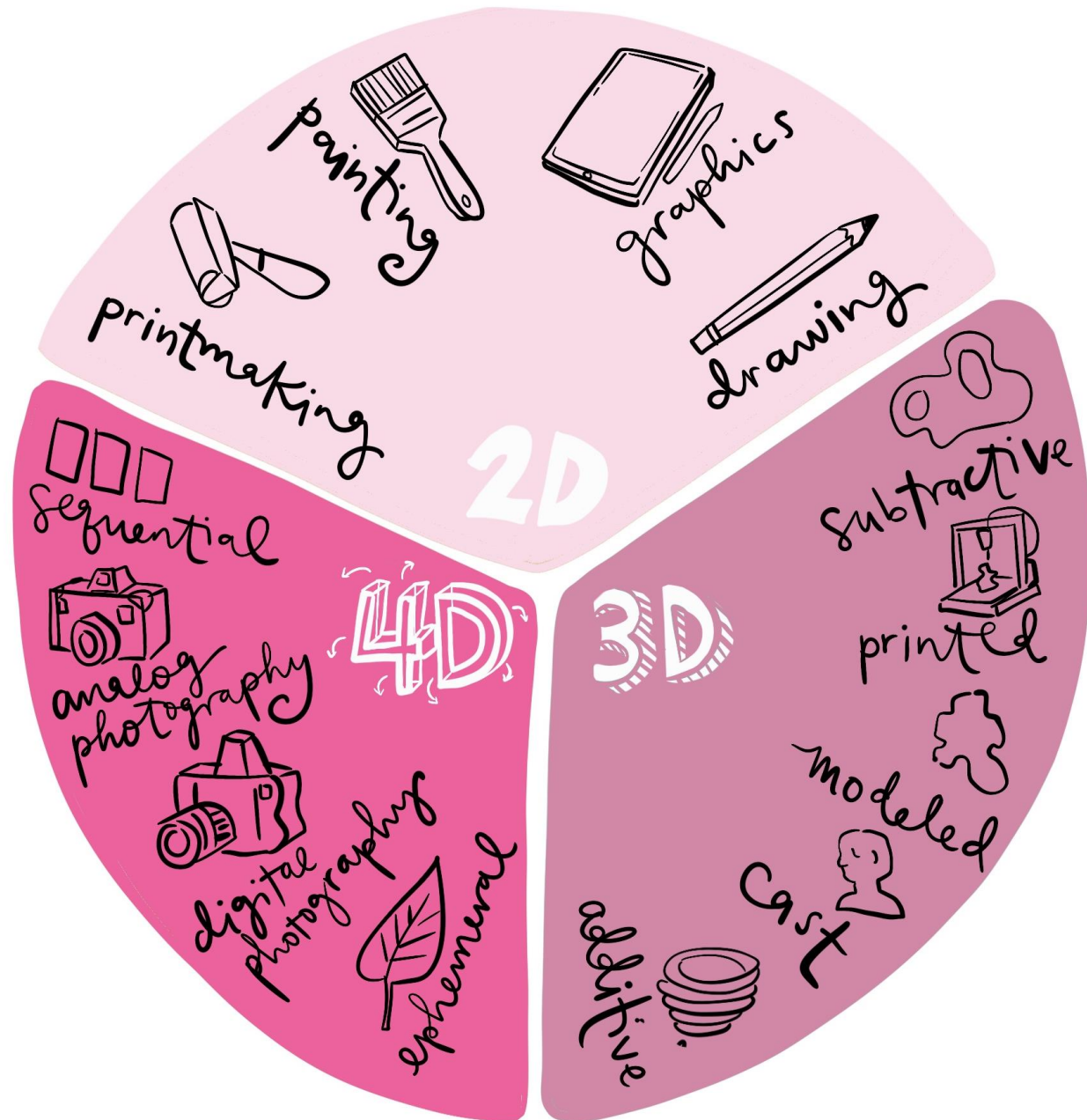
\* word count  
must be  
stated

1 text  
file  
list of  
sources

More Visual  
than text!

- evidence from  
wide variety of  
forms & strategies
- include inquiry  
questions and  
generative statements  
\* one or more!

# Art making FORMS





# Examples of the Exhibition



**March 5th, 2026** in the Carson Agora.  
Please mark your calendars to join us...

# A Day in the Life of an IB Art Student:

- Hands on experimentation with a wide variety of media both 2D and 3D
- Introductions to a variety of artists across the globe, their styles, their motivations, their advice.
- Exposure to art! Via online and in person gallery visits, artist's visits.
- Research into artists and art styles and processes
- Discussions and debates about Art, it's meaning and how to make it personal.
- Supporting and encouraging each other on the IB Art journey.
- Fun, music, great conversation and sometimes some delicious treats





# Personal growth and resilience

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## Q & A

- You are now invited to ask any questions about the Diploma Programme.
- I will stay after the session to answer individual questions

thank  
you

Liz Thornhill [lthornhill@sd44.ca](mailto:lthornhill@sd44.ca)

Cora Pross [cpross@sd44.ca](mailto:cpross@sd44.ca)