

LCC

LOWER CANADA COLLEGE
& THE INTERNATIONAL
BACCALAUREATE
DIPLOMA PROGRAMME



THE ONLY ENGLISH
HIGH SCHOOL IN MONTREAL
OFFERING THE IB DIPLOMA
PROGRAMME: A TWO-YEAR
OPTIONAL PROGRAMME FOR
STUDENTS IN GRADE 11
AND PRE-UNIVERSITY YEAR.





ABOUT THE IB DIPLOMA PROGRAMME

The International Baccalaureate currently works with approximately 4,700 schools in nearly 150 countries to develop and offer three challenging programmes—Primary Years Programme (PYP), Middle Years Programme (MYP), and the Diploma Programme—to over 1.1 million students aged 3 to 19 years.

The Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepare students, normally aged 16 to 19, for success at university and beyond. The programme is taught over two years and has gained recognition and respect from the world's leading universities.

In April 2013, LCC was recognized as an authorized International Baccalaureate (IB) World School, offering the Diploma Programme for students in grades 11 and 12. Although other schools in Montreal offer the IB Primary Years Programme (PYP) or the Middle Years Programme (MYP), **LCC is currently the only English high school in Montreal offering the Diploma Programme (DP).** LCC is also an MYP candidate school.

IB MISSION



“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

—International Baccalaureate

(for more information visit www.ibo.org)

“McGill has enthusiastically recruited IB students for over two decades. Even today, when reviewing an application from an IB Diploma candidate... our admissions officers can be assured of the candidate's strong and broadbased academic preparation... IB students embrace the rigorous academic challenges of university life and perform well in their McGill programs.”

KIM BARTLETT

Director of Admissions
(Undergraduate and Graduate)
McGill University

“Reflecting upon my two-year experience in IB, I am amazed by my achievement and growth. The IB programme provides an excellent transition from high school to university. It prepared me for future challenges and encouraged me to learn, reflect and question.”

SUNNY HUANG '17 (Pre-U '18)

WHY DOES LCC OFFER THE IB DIPLOMA PROGRAMME?

The IB mission and philosophy are entirely in line with LCC's mission of fully developing students in mind, body, and heart, and preparing them for success and leadership in a sustainable global society. In addition, the IB Diploma Programme further enhances our existing Pre-University: Grade 12 program and its reputation for outstanding university preparation.

Students who gain the requisite IB Diploma grades have direct access to universities worldwide, including Quebec, and may be eligible for advanced standing for some courses at the university level.

PREPARING FOR IB AT LCC

Given the demanding nature of the IB Diploma Programme, students need to develop their academic skills throughout high school to be best prepared for the challenge. At LCC, the Middle School focus on literacy and executive functioning skills lays the foundation for academic success. Through grades 9 and 10, students are exposed to critical thinking, information literacy and research skills. This focus on cross-curricular competencies—together with advanced options in math, sciences, French, and the humanities through PREP (**PR**ogramme d'**EN**richissement/Enrichment **P**rogram)—means that LCC students are ready for the IB Diploma Programme.

ENROLMENT

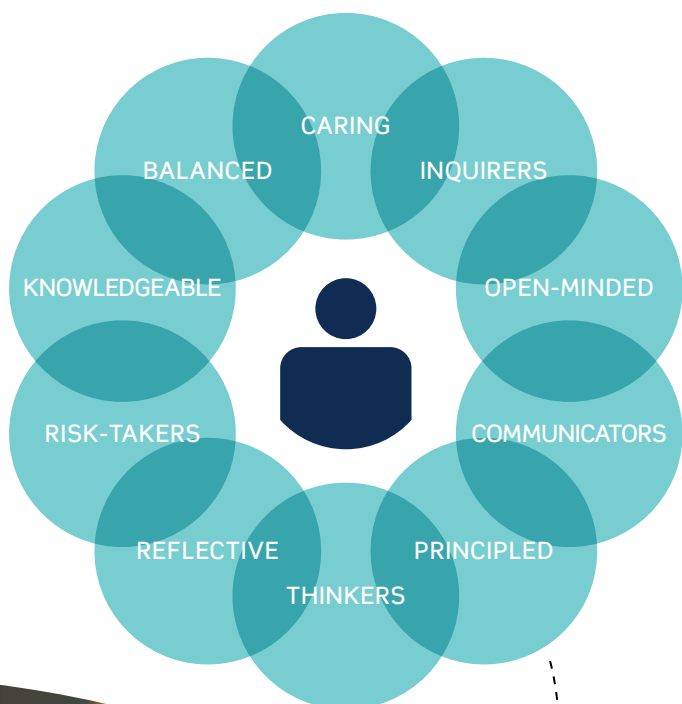
Approximately 50% of students in grade 11 and 12 opt for the IBDP. In the Pre-University: Grade 12 program some students may choose to take a hybrid of grade 12 and IB courses without completing the full Diploma Programme. In some cases, this could result in advanced standing or university credit.



STUDENT PROFILE

Students entering the programme should have an average of at least 85%. Some HL courses (e.g., science and math) require a grade of at least 88%. Self-motivated, students demonstrate the ability to think critically and show evidence of good research skills and proactive commitment to community service, activity and creativity.

IB Diploma candidates should exemplify the elements of the IB Learner Profile. IB learners strive to be:



IB CURRICULUM & LCC

The IB curriculum comprises a 'core' and six subject groups. Students will select one course from each of the subject groups below. Three HL courses are required to obtain the Diploma. Students may select an additional elective from groups 1 – 4 **instead of** an option in group 6. Even though these courses run over the two-year period, the IB curriculum complements the Quebec curriculum and all students will fulfill their high school leaving requirements for graduation from grade 11.

SUBJECT GROUPS

- > **GROUP 1**
English A Literature SL & HL
 - > **GROUP 2**
French B SL & HL
French Ab Initio SL
 - > **GROUP 3**
Philosophy SL & HL
Economics SL & HL
Global Politics SL & HL
Psychology (*online*) SL & HL
Business Management (*online*) SL & HL
IT in a Global Society (*online*) SL & HL
 - > **GROUP 4**
Chemistry SL & HL
Physics SL & HL
Biology SL & HL
 - > **GROUP 5**
Mathematics SL & HL
Math Studies SL
 - > **GROUP 6**
Visual Arts SL & HL
Film SL & HL
(Or an additional elective from one of the other subject groups 1 – 4 based on availability)
- School-supported self-taught language (SSST) courses and online language courses may be available.

THE CORE

In addition to the six subjects, the IB Diploma involves completing three elements of the core:

- 1** Students follow a course in **Theory of Knowledge**, where they are encouraged to reflect on the nature of knowledge by critically examining different ways of knowing and different kinds of knowledge while drawing on their courses of study.
- 2** IB Diploma students must complete a 4,000-word **Extended Essay**, requiring independent research through an in-depth study of a question related to one of the subjects they are following.
- 3** **Creativity, Activity, Service (CAS)** requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately. The expectation is that students complete approximately three CAS hours per week.

UNIVERSITY

ADMISSION

The data show that universities regard IB Diploma students as being more prepared for university than their peers. Data also show that they do better in school and have a higher university acceptance rate than non-IB students.



EARNING

THE IB DIPLOMA

To earn the diploma, students must follow a course of study in the six subject areas and the three elements of the core for two years. There are externally-set and assessed exams at the end of the two-year course in most subject areas. This external assessment determines the score students receive.

Students who are enrolled in the IB Diploma Programme but choose to leave after grade 11 will not earn an IB Diploma. However, all students will receive all credits that they require for high school graduation in Quebec and will be very well prepared for CEGEP studies if that is the path they choose to take.

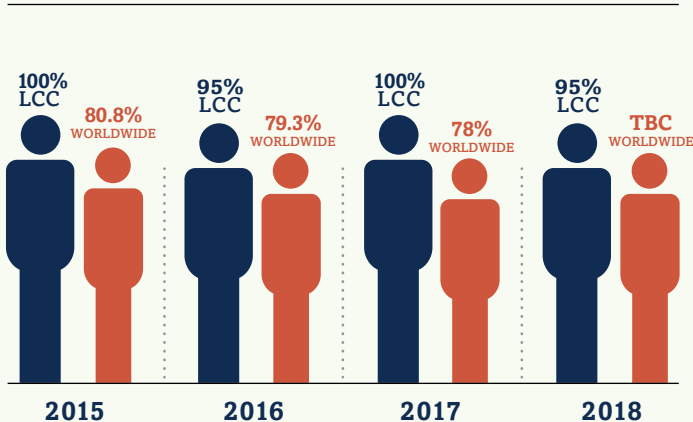
"The IB taught me to rely on myself and my own curiosity. It was not easy, but it was worth every minute."

ALETHEA NG '17 (Pre-U '18)

RESULTS: IBDP 2017–2018

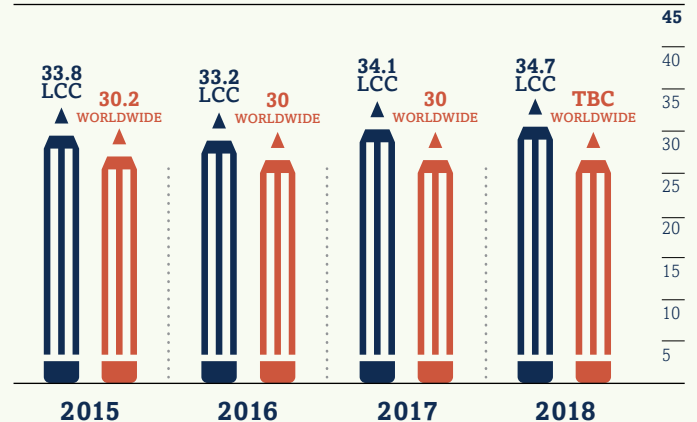
(LCC'S FIRST COHORT OF GRADUATES WAS IN 2015)

IBDP PASS RATE



AVERAGE SCORE

(out of a possible score of 45)



45

40

35

30

25

20

15

10

5

BALANCE

IB is regarded as a rigorous academic programme that provides excellent preparation for university. As with all students at LCC, those who are following the IB Programme will be expected to keep up with their studies and complete all homework assignments and reading.

Students who are taking the IB Diploma will be encouraged to take part in the co-curricular life of the school. Fulfilling their CAS requirements will ensure that students are involved in and reflect on **C**reative and **A**ctive co-curriculars as well as **S**ervice.

FACULTY

All faculty teaching IB courses are required to take part in subject-specific training. In addition, they gain access to IB resources and a virtual forum where they can share ideas and discuss pedagogy with colleagues from around the world.

“One of the advantages of an IB curriculum is its structure and quality. It is a coordinated programme, well established, well known and well respected. We know the quality of IB courses, and we think the IB curriculum is terrific.”

CHRISTOPH GUTTENTAG

Dean of Undergraduate Admission
Duke University

“IB is challenging — there’s no denying that. However, the programme really pushes you to think critically about the world in which you live and to reflect on yourself and the impact of your actions. I believe that the IB was a differentiator in my university application process, and I feel extremely well prepared for the road ahead.”

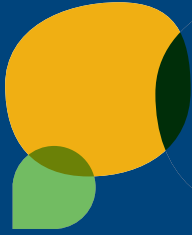
ADAM VANDENBUSSCHE '17 (Pre-U '18)





“IB has taught me a lot about myself and how to manage time, stress, challenging and fast-paced classes and a personal life. While it’s been difficult, I think I have been prepared well for my future.”

COLE WALKER '17 (Pre-U '18)



UNIVERSITY DESTINATIONS 2015–2018

The following is the list of colleges and universities that LCC IBDP graduates are currently attending. They have also been admitted to many other prestigious educational institutions, too numerous to include here.

CANADA

Bishop’s University
 McGill University
 Queen’s University
 Ryerson University
 St. Francis Xavier University
 University of British Columbia
 University of King’s College
 University of Toronto
 University of Waterloo
 Western University
 Western University – Ivey AEO

USA

Boston College
 Boston University
 Carnegie Mellon University
 Claremont McKenna College
 Columbia University
 Cornell University
 Dartmouth College
 Duke University
 George Washington University
 Indiana University
 New York University
 Northwestern University

Savannah College
 of Art & Design
 University of California –
 Los Angeles
 University of Chicago
 University of Hawaii – Manoa
 University of Miami
 University of Michigan
 University of Pennsylvania
 University of Southern
 California
 University of Utah
 Wellesley College
 Yale University

AUSTRALIA

University of New South
 Wales Sydney

BELGIUM

KU Leuven

FRANCE

Sciences Po

UK

King’s College London
 University College London
 University of Edinburgh
 University of Exeter
 University of St. Andrew’s



4090, avenue Royal
 Montréal, Québec H4A 2M5
 T 514 482 0951
 F 514 482 0195

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