

International Baccalaureate Diploma Programme APPLICATION PACKAGE

Return completed applications to Ms. Heather Douglas, International Student Program Office.
Heather.douglas@sd71.bc.ca

All applicants should be aware of the following timeline:

- APPLICATION DEADLINE March 15th
- FIRST OFFERS (by email) April 1st
- SECOND OFFERS (by email) April 8th
- REGISTRATION CHEQUES DEPOSITED April 15th

All applicants must submit

- ✓ Comox Valley International Student Program application package
- ✓ IB Diploma Programme Application Form
- ✓ photocopies of this year's report card to date and from the previous two school years

Note: a minimum of 80% is recommended in all courses

- ✓ Original copy of a recent TOEFL or IELTS score – international students must be functionally literate in English to gain entrance to IB
 - Minimum Recommended scores: TOEFL – at least 450 IELTS – at least 5
- ✓ **one page typed resume** demonstrating involvement/achievements in these five areas: fine and performing arts, athletics, community service, leadership, and extracurricular academics (e.g. science fairs, essay contests, math competitions)
- ✓ **student self assessment re- Learner Profile traits**
- ✓ **one page typed essay (maximum 250 words). Topic:** Discuss the Learner Profile trait that is your greatest strength *and* the Learner Profile trait that may require some personal development.
- ✓ two sealed Teacher Recommendation Forms (one Math/Science & one English/Social Studies)
- ✓ Parent Questionnaire
- ✓ IBO Student Registration Fee (cheque made payable to Comox Valley School District 71 for \$1000 CAN dated April 15, 2012 and deposited upon written acceptance into the Diploma Programme)

IB DIPLOMA PROGRAMME COSTS Please note the IB DP registration and Exam Fees are subject to annual revision; costs will be adjusted in accordance with any cost increase. Total **IBO STUDENT REGISTRATION FEE** for the two year program is \$1000 CDN. The \$200 portion for application is non-refundable.

**International Baccalaureate Diploma Programme
APPLICATION FORM**

(PLEASE PRINT)

Student Name:

Language(s) in which you are a fluent reader, writer and thinker:

First Language _____ Other Fluent Language _____

PLEASE NOTE: Neither of these languages should be the Language B (second language) course for the student.

Intended Grade 11 and/or 12 electives (list up to three electives or leave blank):

- 1.
- 2.
- 3.

Intended area of university study (Please rank your top two):

- Engineering/Math/Computer Science _____
- Commerce /Pre-Law _____
- Life Sciences/Pre-Medicine/Pre-Dentistry _____
- Humanities/Fine & Performing Arts _____
- Other Program _____

Intended location of university study (please check those that apply):

BC _____ Elsewhere in Canada _____ US _____

**International Baccalaureate Diploma Programme
TEACHER RECOMMENDATION FORM**

(Please submit one form from a Math/Science teacher and one form from an English/Social Studies teacher. Return each form in a separate sealed envelope with your completed application package.)

Course (please indicate your subject area): Math ___ Science ___ English ___ Social Studies___

Please use the following rating scale in completing the descriptors for this student. Consider the student in light of the demands of the Diploma Programme as a preparation for university level study.

4 = Exhibits to an exceptional degree
3 = Exhibits frequently
2 = Exhibits occasionally

1 = Exhibits rarely
0 = No basis for judgement

Motivation to learn	Organizational skills
Critical Thinking	Participation in class discussions
Ability to work independently	Quick learner with good retention
Negative reaction to setbacks	Intellectual curiosity
Ability to work collaboratively	Risk taker
Emotional maturity	Adheres to deadlines and exams
Personal initiative	Positive stress management

SHORT STATEMENT: Why do you believe that this student will or will not succeed in the International Baccalaureate Diploma Programme?

OVERALL EVALUATION

Enthusiastically Recommended _____ Recommended with Reservations _____

Strongly Recommended _____ Not Recommended _____

Teacher Signature

(Contact email)

Teacher: I have completed the teacher recommendation form and returned it to the student in a sealed envelope

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_____ **Teacher Signature**

_____ **(Contact email)**

Teacher: I have completed the teacher recommendation form and returned it to the student in a sealed envelope

**International Baccalaureate Diploma Programme
PARENT QUESTIONNAIRE**

Please use the following rating scale to answer the questions below.

4 = *Very likely* 1 = *Not likely at all*
3 = *Somewhat likely* 0 = *No basis for comment*
2 = *Not very likely*

- 1. Does your child manage his/her time well? _____
- 2. Does he/she handle stress well? _____
- 3. Are his/her study skills adequate for an accelerated program? _____
- 4. Does your child finish what he/she starts? _____
- 5. Will you accept less than "A" from him/her if he/her is enjoying the class, working hard and using his/her abilities? _____
- 6. Can he/she accept not being the smartest in class? _____
- 7. Can your child handle a fast-paced and rigorous program? _____
- 8. Realizing that all students need a healthy balance of activities, are you willing to encourage your child to value both academics and extra-curricular activities within reason? _____
- 9. Are you able to support your child's commitment to the Diploma Programme if he/she has three hours of homework some nights? _____
- 10. Does your child enjoy reading? _____

Any additional comments about your child and his/her dedication to academics? (Please limit your comments to the space provided.)

Parent/Guardian & Student Statement:

We are committed to full participation in the two year IB Diploma Programme. We/I understand that parental support for a student in the Diploma Programme is crucial and that cooperation between the school and home will make it easier for my/our child to manage his/her time effectively.

Parent/Guardian Signature

Student Signature

International Baccalaureate Diploma Programme
STUDENT SELF- ASSESSMENT OF LEARNER PROFILE TRAITS

It is a challenging task to match students with the educational program that will best meet their individual needs. To help us do this, we consider a variety of different measures. In addition to your marks in your current school, the IB selection committee will look at teacher recommendations and student self evaluation (below).

Listed below are the characteristics of an IB student from a document called “*The IB Learner Profile*” (ibo.org). You do not need to have fully developed all of these attributes at this point in your educational career. However, students who are going to be successful in the IB program are demonstrating these attributes in their learning at grade appropriate levels.

For each characteristic, circle a number from one to ten to indicate where you believe you are currently in the development of that characteristic. Then follow the ranking with an example from your experience of school or extra-curricular activity that demonstrates this characteristic in action.

Our purpose is to get a clear picture of you as a learner, including strengths and weaknesses. Be honest and the more specific your examples, the better. Use additional paper if you need it.

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

- 0 1 2 3 4 5 6 7 8 9 10

• Example:

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

- 0 1 2 3 4 5 6 7 8 9 10

• Example:

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

- 0 1 2 3 4 5 6 7 8 9 10

• Example:

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

- 0 1 2 3 4 5 6 7 8 9 10
- Example:

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

- 0 1 2 3 4 5 6 7 8 9 10
- Example:

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

- 0 1 2 3 4 5 6 7 8 9 10
- Example:

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

- 0 1 2 3 4 5 6 7 8 9 10
- Example:
