



IB Diploma Programme Student Application Form

Name: _____

Current IB MYP Certificate, IGCSE or Equivalent Grade 10 Course Selection:

Which of your IB MYP, IGCSE, or Grade 10 courses do you plan to study in the IB Diploma?
Please specify.

Please answer the following questions in complete sentences and as completely as possible.
You may attach more pages if you need more space.

Academic Plan:

Describe your study habits. What can you improve about them? How will you work to improve them?



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Why do you wish to study the IB Diploma? How will it fit into your plans for the future? Elaborate beyond university entrance.

Self-Evaluation:

How would you describe your ability to meet deadlines? Have you ever been late in turning in an assignment? If so, why were you late?

There is a strict 90% attendance requirement for the IB Diploma. How would you describe your school attendance?



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Please describe what skills and abilities you have that will help you handle the increased academic and time management demands of IB courses and other core elements

What is your favorite subject in school? Why is it your favorite subject?

IB Core:

Please list some of the activities you are involved in that you believe could be categorized as **Creativity, Activity, or Service (CAS)** in the past 2 years. How have these experiences enriched your life?



Please choose one of the following questions and answer it as completely as possible

- Suggested word count: 500 words

A. “We know with confidence only when we know little; with knowledge doubt increases” (adapted from JW von Goethe) To what extent do you agree with this statement? Why?

B. “Knowledge is built of facts the way a house is built of bricks: but an accumulation of facts is no more knowledge than a pile of bricks is a house” (adapted from Henri Poincare) To what extent do you agree with this statement? Why?

C. “Context is all” (Margaret Atwood) Does this mean there is no such thing as truth? Explain.

Look at the attached **IB Learner Profile**. Choose any three characteristics from the list and provide some evidence to show how these words can be used to describe you.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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During the course of the IB Diploma Programme, students are expected to maintain a positive standing in the program. While the school employs a variety of strategies to support student learning, it is the student's responsibility to maintain their standing in the program. Following is a list of student expectations that are monitored on an ongoing basis.

- maintain 90% attendance (in line with EduTrust requirements)
- on any quarterly progress report, the student has earned no 2s and no more than three 3s
- on any quarterly progress report, maintain a minimum of 24 points in the six courses (not including 'core')
- all internal assessment deadlines are met, without exception.
- all Stamford set due dates are met for 'core' elements, without exception.
- maintain satisfactory standing in 'core' elements on a quarterly basis (TOK, EE, CAS)
- no incidents of academic misconduct or issues or social/behavioral infractions.

If any of the above conditions are not satisfactorily met at any time, the respective teacher or coordinator informs the Diploma Programme Coordinator, providing proper documentation if necessary. The parents are then alerted through email and, if necessary, are met in person to discuss support strategies.

If any of the above conditions persist for two or more quarters, then the parents are called to come in and advised that their student is being transitioned to one of the alternative pathways, with no option to remain a Diploma candidate.

Student Signature

Parent/Guardian Signature

Committee Recommendations and Comments: