



## Application to the Preparatory Years of the IB Diploma Programme

**Please submit the following items as part of your application package:**

1. A Completed application form
2. Short demonstration of why the applicant wishes to be an IB student at Cobourg Collegiate Institute. Please use specific evidence that refers to three different attributes from **the IB Learner Profile** (copy attached) to provide this demonstration.

**Please choose 1-2 of these options to support your demonstration.**

- Short personal essay (300-500 words)
- Reference letter(s)
- Video message
- Poem or Song
- Other...

Please note that submitted work will not be returned.

### **Method of submission:**

- Hard copy directly delivered to the CCI Guidance Department
- Hard copy directly given to Grade 8 teacher (CCI feeder schools only)
- Email electronic copy CCI's Guidance Secretary: [jennifer\\_mclean@kprdsb.ca](mailto:jennifer_mclean@kprdsb.ca)

**Please enter all information and return the completed application to CCI by January 27<sup>th</sup>, 2023.**



## **Part 1: CCI IB-Preparatory Program Application Form**

### **PART 1 – Student Information**

**Student's Name:** [Click here to enter text.](#)

**Current School:** [Click here to enter text.](#)

**Are you in French Immersion?** Yes ☐ No ☐

**Are you in Extended French?** Yes ☐ No ☐

**Is there any other relevant additional information?**

### **PART 2 – Parent/ Guardian Personal Information**

**1<sup>st</sup> Parent's/Guardian's Name:** [Click here to enter text.](#)

**Telephone Numbers: Home:** [Click here to enter text.](#)

**Mobile:** [Click here to enter text.](#)

**Business:** [Click here to enter text.](#)

**Address: Street:** [Click here to enter text.](#)

**City/town:** [Click here to enter text.](#)

**Province and postal code:** [Click here to enter text.](#)

**Parent's/Guardian's Email:** [Click here to enter text.](#)



## **Application Part 2: Demonstration**

**Please refer to 3 of the following 10 IB Learner Profile attributes as part of the evidence for your demonstration**

### **The IB Learner Profile**

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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. IB learners strive to be:

<b>Inquirers</b>	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.
<b>Knowledgeable</b>	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.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	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.
<b>Principled</b>	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.
<b>Open-minded</b>	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.
<b>Caring</b>	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.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.