

# Are you interested in the IB programme?



## **IB programme at Kelvin High School**

Grade 10 preparatory year with students taking six Grade 10 courses and four Grade 11 courses

Grades 11 and 12 students choose six IB courses for the IB Diploma; these courses start in Grade 11 and continue into Grade 12

The accelerated nature of the program allows us to teach university content in the Grade 12 year. Students can earn credit for their IB courses at universities worldwide if they do well enough. It is a challenging program for the right reasons. There are many rewards for taking the IB programme.

## **Interested Grade 9 students**

Kelvin Gr. 9 students You will receive an IB presentation and IB information package in your Grade 9 math class in February.

Non-Kelvin Gr. 9 students Print the required forms from the Kelvin High School website or pick up the information package at the main office of Kelvin High School.

## **Important Dates**

February 29, 2024 All application paperwork is due at Kelvin's main office.

March 15, 2024 IB Entrance Test (2.5 hours) 9:00 – 11:30 – please arrive by 8:45 am  
- Language Arts  
- Mathematics (non-calculator)

Acceptance Two teacher reference forms, report card marks to date and entrance test score. You will be notified in early April of your acceptance or non-acceptance into the IB programme.

## **Questions?**

See Mrs. Decelles in the IB office or contact her at [mdecelles@wsd1.org](mailto:mdecelles@wsd1.org).



# KELVIN HIGH SCHOOL



## Interest in the International Baccalaureate Programme Grade 10 – September 2024

This form is to be completed by Grade 9 students who are interested in the International Baccalaureate programme at Kelvin High School. Please neatly print the information below.

### Student Information

Last name: \_\_\_\_\_ First name: \_\_\_\_\_

Student email address: \_\_\_\_\_

School currently enrolled in: \_\_\_\_\_

### Contact Information

Apt. No.: \_\_\_\_\_ Street No.: \_\_\_\_\_ Street: \_\_\_\_\_

City: Winnipeg or: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Home Phone Number: \_\_\_\_\_

### Parent/Legal Guardian Information

Last name: \_\_\_\_\_ First name: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

Parent email address: \_\_\_\_\_

Cell Phone Number: \_\_\_\_\_ Work Phone Number: \_\_\_\_\_

*All students who hand in this form to the main office at Kelvin High School or email it to Mrs. Decelles, the IB Coordinator, at [mdecelles@wsd1.org](mailto:mdecelles@wsd1.org), by February 29, 2024 will receive a letter inviting them to write the IB Entrance test on March 15, 2024.*

Student signature: \_\_\_\_\_

Parent/Legal Guardian signature: \_\_\_\_\_

All Winnipeg School Division students are required to register online. Select only one course when you register online – ENGB2F (Gr. 10 IB English). Do not register for any other courses. The other courses will be added for you. Non-Winnipeg School Division students do not register online. They will complete the registration paperwork only.

If you have questions, please contact the IB Coordinator, Mrs. Decelles.  
[mdecelles@wsd1.org](mailto:mdecelles@wsd1.org) (204) 474-1492

**IB paperwork deadline: February 29, 2024      Early returns are appreciated.**



# KELVIN HIGH SCHOOL INTERNATIONAL BACCALAUREATE - QUESTIONNAIRE



This questionnaire is to be completed by Grade 9 students who are interested in the International Baccalaureate programme at Kelvin High School.

International Baccalaureate (IB) requires academic rigour and active student involvement in all aspects of the curriculum. It places a strong emphasis on the ideals of international understanding and responsible citizenship. IB learners strive to be inquirers, to be knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Your academic results, attendance, commitment to pursuing post-secondary/university studies, volunteer service, teacher recommendation letters and the IB Entrance test results will be considered in the selection process for International Baccalaureate students at Kelvin High School. Please complete this questionnaire to assist in this process.

IB application deadline: February 29, 2024 (early returns are appreciated)

Paperwork to complete: Pink Grade 10 Interest in IB form  
Ivory student questionnaire  
White teacher recommendation letters (current Grade 9 English and Math teachers will submit them to Kelvin's main office)  
Photocopy of most recent report card (non-Kelvin students)

The above paperwork must be completed and handed in to the main office at Kelvin High School or emailed to Mrs. Decelles, the IB Coordinator, at [mdecelles@wsd1.org](mailto:mdecelles@wsd1.org), by February 29, 2024. All students who hand in the pink and ivory IB paperwork will receive a letter inviting them to write the IB Entrance test on March 15, 2024.

## Personal details

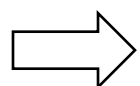
Name of student (print): \_\_\_\_\_

Student signature: \_\_\_\_\_

Parent signature: \_\_\_\_\_

School currently attending: \_\_\_\_\_  
(\*non-Kelvin students must attach a copy of their most recent report card)

Date: \_\_\_\_\_





# KELVIN HIGH SCHOOL

## INTERNATIONAL BACCALAUREATE - QUESTIONNAIRE



### Reasons for selecting the International Baccalaureate programme

In a few sentences, please share your reasons for interest in the International Baccalaureate programme at Kelvin High School.

### Volunteer Activities

Volunteering is an integral part of the IB programme. What activities have you been involved in, or do you wish to become involved in, that reflect service to the local or global community?

### Long-term goals

Please share your long-term goals for post-secondary/university studies and possible career choices.



# KELVIN HIGH SCHOOL    IB ADMISSIONS REFERENCE



STUDENT: PRINT THE INFORMATION BELOW

Student last name: \_\_\_\_\_ Student first name: \_\_\_\_\_

Current school: \_\_\_\_\_

Current French program:            \_\_\_\_\_ I have not studied French  
 (please check one)                    \_\_\_\_\_ I have studied basic French  
    \_\_\_\_\_ I have studied early French Immersion  
    \_\_\_\_\_ I have studied late French Immersion

Student:            Print the name of your teacher below and give one copy of this reference form to your English teacher and one to your Math teacher. If desired, you may ask a third teacher, either your Science, Social Studies or, if an immersion student, your French teacher. See the IB Coordinator for a third teacher reference form.

Name of Teacher: \_\_\_\_\_ SUBJECT: \_\_\_\_\_

## CONFIDENTIAL REFERENCE

TO THE TEACHER: For purposes of this form, please use these definitions:

- ‘Good’ – in the top 25% in the present year
- ‘Very Good’ – in the top 10% in the present year
- ‘Exceptional’ – the top 1 or 2% in the present year

ACADEMIC ABILITY	Below Average	Average	Good	Very Good	Exceptional
Potential for academic success					
Enthusiasm for learning					
Insights/Ideas (asks provocative questions, sees cause-effect relationships)					
Creativity (artistic, aesthetic or divergent thinking)					
Written Ability (English teacher) OR Problem Solving Ability (Math teacher)					

SOCIAL SKILLS	Below Average	Average	Good	Very Good	Exceptional
Respect/Concern/Tolerance for others					
Willing to formulate and share opinions					
Class participation/cooperation					

<b>WORK HABITS</b>	<b>Below Average</b>	<b>Average</b>	<b>Good</b>	<b>Very Good</b>	<b>Exceptional</b>
Takes responsibility for progress					
Hands in work promptly					
Does all assignments					
Organizational skills					
Ability to work independently					
Works well in groups					

**Please complete the following sections:**

I recommend this student be considered for the IB programme: Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please comment on the candidate's ability as suited for the IB programme.

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If no, what are the areas of concern?

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Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**DO NOT RETURN TO STUDENT**

To be returned to:	Melani Decelles, IB Coordinator at Kelvin High School
by:	Winnipeg School Division Courier
or by mail to:	155 Kingsway, Winnipeg, MB, R3M 0G3
or scan and email to:	mdecelles@wsd1.org

## **Kelvin High School**

### **Important dates for the 2024 IB application procedure**

- February 15      *Kelvin High School Open House*  
IB programme presentation/question period to pick up an information package that contains the Grade 10 Interest in IB form and questionnaire.
- February 29      *Grade 10 Interest in IB form and questionnaire deadline*  
You will return the pink Grade 10 Interest in IB form and the completed ivory student questionnaire to Kelvin's main office by February 29, 2024. Two white reference forms are to be completed by your English and Math teachers. These teachers will send their white reference forms directly to Kelvin's main office. You will not hand these in.
- March 15          *Grade 10 IB Entrance Test*  
All Grade 9 students who have handed in their pink Grade 10 Interest in IB form and the ivory student questionnaire by the February 29<sup>th</sup> deadline will be invited to write the 2 ½ hour entrance test on March 15, 2024. The test is from 9:00-11:30. You need to be at Kelvin High School by 8:45 am. There are two parts to the entrance test – language (vocabulary and comprehension) and mathematics (calculation and problem solving). Calculators are not allowed.
- Early April        Based on your entrance test score, your Grade 9 marks to date and the two teacher reference forms, Kelvin High School will accept a maximum of 60 students to begin their IB preparation year in Grade 10. You will be notified of your acceptance or non-acceptance in early April. At this time you will agree to accept our invitation and commit to join the Kelvin IB Programme or decline so as not to take up a desired spot in our entrance group of maximum 60 students.



## The General Scheme

In the Winnipeg School Division the IB programme includes the Manitoba curriculum required by the Manitoba Department of Education. In addition, students are introduced to a variety of IB courses with IB standards of evaluation. In the Winnipeg School Division the IB programme evolves as:

1. Grade 10 - preparatory year
2. Grade 11 - IB year one
3. Grade 12 - IB year two

## Requirements

In the IB programme students may select:

- a) the full Diploma programme  
or
- b) the Diploma course results

To receive the full IB Diploma each student must achieve a satisfactory standard in three subjects at the Higher Level and three at the Standard Level or four at the Higher Level and two at the Standard Level. In addition, each full Diploma candidate must complete:

1. An Extended Essay
2. The Theory of Knowledge course
3. CAS (Creative/Activity/Service)

## Extended Essay

Every full IB Diploma candidate must submit a 4000 word essay on a topic in one of the subjects of the IB curriculum. This essay is the personal work of the student and is designed to provide the candidate with the opportunity to engage in independent research.

## Theory of Knowledge

This course explores the relationship between the various disciplines and ensures that students engage in critical thinking about knowledge acquired both within and beyond the classroom.

Through examination and discussion of values and judgments, it is hoped that students will clarify their own belief systems and become more tolerant of the view points of others.



## CAS

Full IB Diploma students are required to participate in extra-curricular activities in the areas of Creativity, Activity and Service. These student-driven activities involve music; drama; environmental projects; multicultural projects; individual and team physical activities; social service; peer tutoring; etc. Group projects and collaboration are required.

\* \* \*

If students do not wish to pursue the full IB Diploma, they may elect to participate in a minimum of two IB courses taught over two years in both Grades 11 and 12. They will receive Diploma Programme Course results.

## The Student in the IB Programme

The IB programme is best suited to the student:

1. who is looking for an academic challenge.
2. who is enthusiastic about learning.
3. who is willing to complete assigned tasks.
4. who is willing to devote time to homework each day.
5. who is willing to improve writing, studying and thinking skills.
6. who is willing to engage in independent study.
7. who is willing to cooperate and participate in class activities as well as extra-curricular activities.
8. who has concern and respect for others.
9. who has a broad range of interests.
10. who is willing to broaden both cultural experiences and international interests.

## Admission

All interested applicants will undergo an entrance process in March that includes:

- A) Academic Entrance Test
- B) Past Achievement Records
- C) Reference letters

The application form is to be sent to the IB Coordinator at Kelvin High School.

Transportation is not provided to students enrolled in the IB programme.

For further information, please contact Ms. M. Decelles at [mdecelles@wsd1.org](mailto:mdecelles@wsd1.org).

## The International Baccalaureate Programme



*École secondaire*  
**Kelvin High School**  
**155 Kingsway**  
**Winnipeg, MB**  
**R3M 0G3**  
**Phone: 204-474-1492**



Revised February 2024



# THE INTERNATIONAL BACCALAUREATE (IB) PROGRAMME



The IB programme offered at École secondaire Kelvin High School is a two-year pre-university program of studies available to academically motivated students throughout the world.



## History

The International Baccalaureate is an internationally recognized curriculum and examination process. This programme was launched initially through the efforts of the International School of Geneva and the International Schools Association in the early 1960s. The IB programme is not based on the pattern of any particular country but attempts to educate an international community of responsible citizens.

## The Goals of the IB Programme

IB is an academic programme which emphasizes academic excellence and demands a strong commitment to learning.

IB fosters a group setting for students who need the challenge of an academic program.

IB provides students with a balanced education and strives to educate the "whole" person.

IB emphasizes the philosophy that learning how to learn is an important part of the educational process.

IB promotes international understanding by having students share common goals, common curricula and common external evaluation world-wide.

IB encourages students of different cultural and educational backgrounds to participate in a challenging course of studies necessary for the adult world ahead.

IB prepares students intent on entering university by developing the skills and discipline necessary for success in a competitive world.

IB offers a possibility of scholarships and course credits in a large number of colleges and universities world-wide.

## The Challenges and Benefits

Both the student and the teacher work together in the IB programme to meet the necessary academic and non-academic challenges. In such a shared experience it is the intent to encourage each student to develop:

1. time management skills.
2. organizational skills.
3. the determination to excel.
4. the ability to handle a variety of learning situations.
5. the tolerance for criticism.
6. the ability to analyze.
7. the ability to engage in critical reflection.
8. an appreciation of other cultures, their languages and literature, their ways in society and the effects on their environment.

IB students are given rigorous academic preparation and receive an internationally recognized education. As a result of having shared a universal two-year experience with students throughout the world, students in the IB programme strive to be informed, to be tolerant and to be willing to communicate readily with others.

## The IB Curriculum

The IB curriculum consists of six subject groups:

1. Language A - English
2. Language B - French
3. Social Sciences - Economics, History
4. Sciences - Biology, Chemistry, Physics, Computer Science
5. Mathematics
6. The Arts—Music, Visual Art

The subjects in the IB programme may be offered at two levels of achievement.

**Higher Level** courses/exams require two years of intensive study.

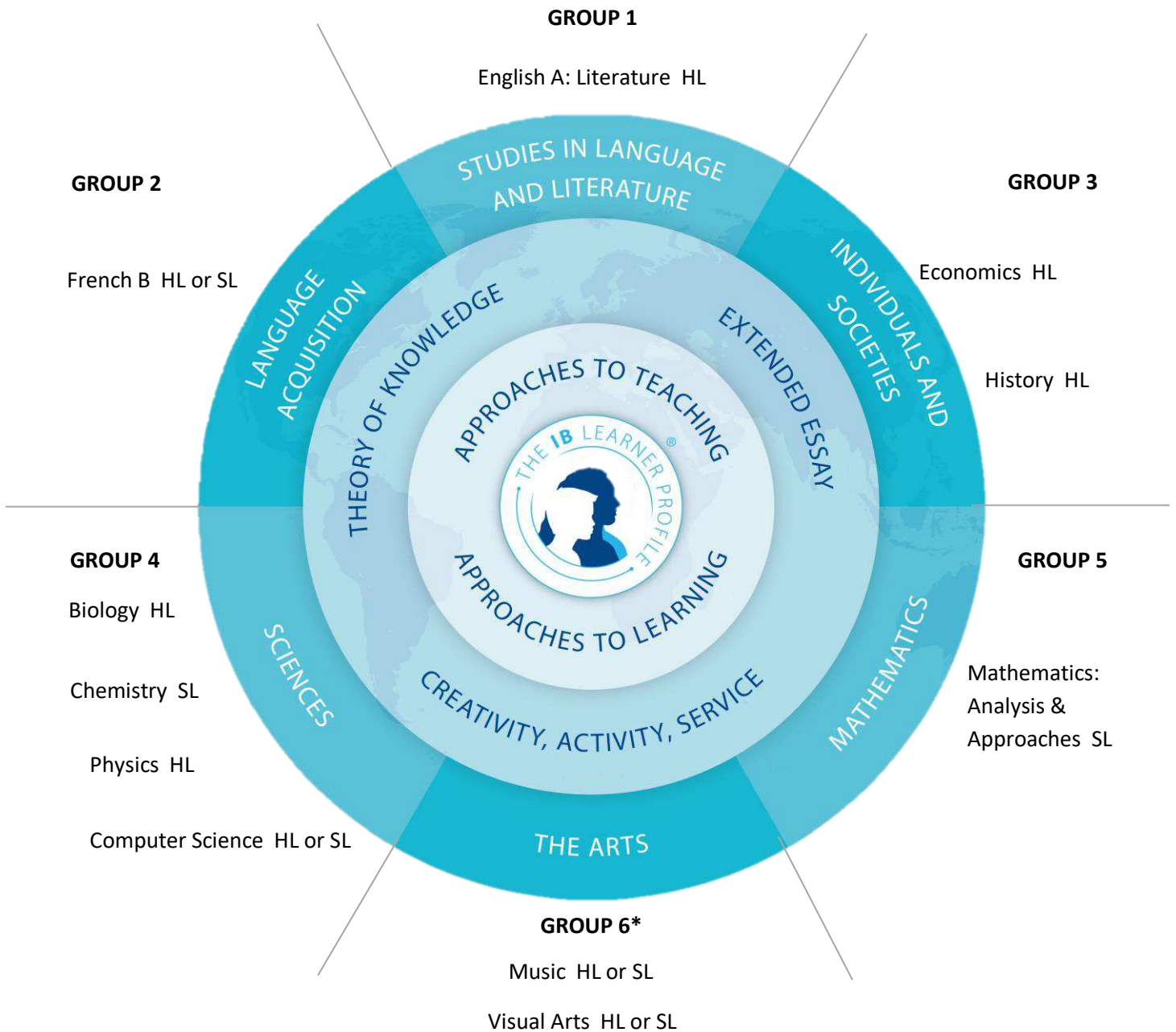
**Standard Level** courses/exams require two years of study but are less rigorous than Higher Level courses/exams.

Students in over 5700 schools in 160 countries sit for examinations set by the International Baccalaureate Examination Board. Examination papers and selected coursework are graded internationally.



# Kelvin High School

## Grade 11 and 12 – International Baccalaureate Programme Courses



\*A minimum of ten students required to offer these courses.

## Frequently asked questions about the Diploma Programme

### What is the Diploma Programme?

The Diploma Programme (DP) is a curriculum framework designed by International Baccalaureate (IB) for students in the last two years of high school.

IB students graduating with the IB diploma are able to study at universities all around the world, often with advanced credit. Students report that their involvement with the IB has given them the tools needed to succeed at college. In particular, students comment on their sense of preparedness, self-confidence, research skills and their ability to manage their time. Even more important, they have developed a sense of the world around them and their responsibility to it.

Diploma Programme students study six subjects (three at standard level and three at higher level) over two years and complete three additional requirements: the theory of knowledge (TOK), the extended essay and at least 150 hours of CAS—creativity, activity and service tasks outside of the classroom. In addition to these requirements, students must earn a minimum of 24 points out of a possible 45 points on the final assessments which are externally marked and moderated by the IB, in order to receive an IB diploma.

### Theory of knowledge (TOK)

TOK is an interdisciplinary course designed to help students question and understand how they know what they know. Students study how individuals from various disciplines view the world in order to develop their own ways of thinking. By stimulating analysis of knowledge across disciplines, TOK seeks to help students make sense of school and the world.

### Creativity, activity, -service (CAS)

CAS is an experiential learning component of the IB. Students complete a wide variety of extracurricular, community service and athletic options to fulfill this requirement.

### Extended essay

The extended essay introduces students to the demands and rewards of independent work. Emphasis is placed on doing personal research and communicating ideas effectively in order to write a 4,000-word essay in an area of personal interest.

### How do colleges and universities view the Diploma Programme?

The DP is internationally recognized as representing one of the highest standards in university preparatory education. More than 1,000 colleges and universities in North America have recognition policies on how they weigh it in admissions, advanced standing, college credit and scholarships.

A list of colleges and universities that grant credit, scholarships and/or advanced standing for DP diplomas and certificates is available at [www.ibo.org](http://www.ibo.org).



## What kind of student is a good candidate for the DP?

The DP is a rigorous course of study for motivated students. That said, prior academic success is less an indicator of ability to earn the diploma than are a student's determination to do his or her best, willingness to be organized in order to complete the work while leading a full, balanced life, and a strong commitment to learning in and beyond the classroom.

## Do DP students have time for anything beyond academics?

Absolutely. Most successful Diploma Programme students lead very full lives. They are often members of athletic teams and involved in a wide range of activities. Time management and organization are key skills the IB develops in students.

## Are IB programmes considered gifted programmes?

The IB does not control how schools designate their Diploma Programme. In some instances, schools choose to designate the programme as selective enrolment via application or as a magnet programme. In other cases, the programme is open to any student.

## Do DP teachers receive special training?

All Diploma Programme teachers receive professional development in the IB's approaches to teaching and approaches to learning by certified IB workshop leaders. This is a requirement of IB World Schools implementing the DP.

## Does implementing an IB programme mean my child's school will not teach local or national standards such as the Common Core?

The IB is committed to making sure that students in IB programmes meet and exceed local or national standards.

With the implementation of any IB programme, schools are required to examine their curriculum carefully to ensure that there is alignment with local, state or national standards. More information on the IB and the Common Core is available at

[www.ibo.org](http://www.ibo.org).

## What's the difference between the diploma and certificates?

Not all students choose to take the full course load leading to an diploma. Instead, some take a few DP courses in areas where they have a particular interest or strength, similar to honours and Advanced Placement classes. Certificates are awarded on a course-by-course basis to students who choose not to do the full programme. Students who satisfactorily complete a DP course earn a certificate and may be eligible for university credit.

## How does the IB Diploma Programme differ from other university-preparatory programs such as Advanced Placement and Cambridge?

The IB Diploma Programme is a two-year comprehensive curriculum with a culminating set of externally graded final exams. IB, Advanced Placement (AP) and other college-preparatory curriculums like Cambridge are all university preparatory, academically rigorous programmes. There are important differences, however, in the content and exams. The DP is a cohesive and comprehensive programme, not a collection of individual courses as is the case with Advanced Placement. The most important distinguishing factor is the core of the Diploma Programme (CAS, TOK and extended essay).

## Can you give a specific example of how the DP prepared students for college?

A 2012 study by the Consortium for Chicago School Research found that Diploma Programme students who graduated from 12 Chicago public schools were more likely to attend college, attend a selective college and persist in college for 2 years than a matched comparison group. Additional studies on programme impact are available at [ibo.org/research](http://ibo.org/research)

## How can I learn more about the IB and CP?

- Visit the IB website at [www.ibo.org](http://www.ibo.org)
- Attend school meetings and events
- Speak with your school's CP coordinator
- Speak with your child's CP classroom teachers.







*From academic rigour to a compassionate viewpoint, presenting an at-a-glance guide to why higher education institutions are so enamoured of Diploma Programme students*

## 1. It offers academic breadth and depth

We know graduates do well. In 2011, figures from the UK's Higher Education Statistics Agency found that IB graduates were "much more likely to be enrolled at one of the top 20 higher education institutions than entrants holding other qualifications." Studying six subjects means students aren't forced to narrow their choices while still at school, and can keep university options open. That doesn't come at the expense of academic rigour, though. IB Diploma Programme students follow three subjects at Higher Level, where they receive 240 teaching hours in each. And learning a second language has been linked in studies to a higher level of achievement at both school and university.

## 2. Graduates care about more than just results

The creativity, action, service (CAS) requirement in the Diploma Programme encourages experiential learning – acquiring knowledge through direct experience. That could mean anything from building new homes in Africa to creating a newspaper for your local community. It gives students a perspective on the world, and the drive to plan their own activities – all skills that help distinguish IB alumni in the university admissions process. As IB graduate Gregoire-Francois Legault, now studying at McGill University in Canada, puts it: "While some see [CAS] at first as a pain, most do way more than the 150 required hours."

## Good study habits create learners who hit the ground running in university

## 3. It creates independent learners who feel prepared

Every Diploma Programme graduate will have written an Extended Essay – an immersive research paper of up to 4,000 words that requires independent research and excellent organizational skills. A 2011 survey of university admissions staff undertaken by Cardiff University, UK found they valued the Extended Essay's role in developing cognitive, research, writing and communication skills. Dr David Conley, Professor of Educational Policy and Leadership in the College of Education at the University of Oregon and founder of the Educational Policy Improvement Center, says the IB "exceeds standards in critical thinking and research skills" required for college-readiness in the USA. And many Extended Essays are presented at admissions interviews, to demonstrate students' analytical skills. Perhaps all that college-readiness is why research by SRI International found the graduation rate for IB alumni after four and six years studying in US universities was higher than the national average.

VSO/Shutterstock, Vikas/Shutterstock

## 4. It's a genuinely international qualification

Major global challenges require global solutions – and the Diploma Programme aims to balance local and national identity with an international mindset as part of its commitment to building a better future. Students learn to see the world from different cultural perspectives, while learning another language that will help them communicate with peers from different backgrounds. "Like all IB programmes, the Diploma Programme aims to encourage students to become internationally minded people who recognize their common humanity and shared guardianship of the planet," explains Robert Harrison, Curriculum Manager for Continuum Development. "IB World Schools help students engage in inquiry, action and reflection on locally and globally significant issues across the curriculum." And fittingly, the qualification is internationally benchmarked, allowing graduates to continue their studies anywhere in the world.

## Learning a second language has been linked in many studies to higher achievement at both school and university

## 5. Universities recognize it – and give credit for it

The number of higher education institutions recognizing the Diploma Programme grew 21 per cent in 2011, backed by a proactive campaign of engagement, including a range of professional materials made available on the official IB website ([www.ibo.org/recognition](http://www.ibo.org/recognition)). And IB students are at an advantage with elite institutions: in the US, IB graduates are 21.4 per cent more likely to be admitted into 10 of the country's most prestigious universities, including Harvard, Princeton, Yale and Stanford.

## 6. The IB encourages critical thinking

Students learn to look beyond the facts: to analyse sources, link one subject to another and question the consensus. Inquisitiveness and interpretation are among the key cognitive properties of an IB education: a 2012 study of Diploma Programme students in Chicago found strong academic skills, especially related to analytical writing. Leading thinkers such as Professor Howard Gardner have identified the ability to reflect and critique as vital to effective 21st century learners.

## 7. You'll never need to learn time management

All that rigorous, independent study leads to vital organizational techniques that only become more important when students reach university. Good study habits create learners who hit the ground running in higher education. The 2012 Chicago study of Diploma Programme students found that they were able to set aside time for homework and resist going out with their friends when they needed to study.

## 8. It assesses more than examination techniques

Diploma Programme assessments are summative, largely taking place over the two years of the programme, focusing on what students have learned and their abilities, rather than what they haven't learned or can't do. Testing is rigorous, backed by high-level evidence and is based on performance against set standards. As well as helping give a true picture of student performance, it also assists universities in the admissions process – with no grade inflation for more than 30 years, the Diploma Programme is a reliable and internationally consistent measure of academic excellence.

## 9. Subjects aren't taught in isolation

One of the main differences between the Diploma Programme and other curricula is Theory of Knowledge (ToK) – classes that encourage students to make connections between subjects and gain the skills they need to become critical thinkers and more effective learners, rather than simply repositories of knowledge. But ToK is only part of the picture: teachers in IB World Schools are encouraged to plan interdisciplinary classes. Seeing connections between subjects also helps prepare students for higher education studies, where learning is becoming less compartmentalized.

## 10. And here are 10 more...

The IB learner profile offers 10 qualities underpinning the Diploma Programme and the learners who embrace it. From 'open-minded' to 'balanced', they form a framework for an international education that goes much deeper in meeting the needs of a changing world.

