



Dear Pre IB Parents and Students

As we begin second semester at Citadel I would like to make you aware of a few upcoming events regarding course selection for next year. You should all have received course selection handbooks from the guidance counselors in the past few weeks - if you have not or if that book has been misplaced you can find that document online at - <http://www.chs.ednet.ns.ca/chsvgo/academics.htm> . Beginning on page 6 and then continuing on page 19, you will find a description of the IB Programme and of the courses that are offered.

Please be aware that there is a follow-up course selection meeting on Monday February 6th at 7 PM in the Spatz Theatre for you, students and parents, to ask questions about the IB Programme and to hear from some of our current students. I hope that this meeting will be very helpful as you make decisions about your academic future at Citadel.

Over the next two weeks I will be visiting pre IB classes to begin the registration process for students who are interested in the IB Programme for grade 11 and 12. I will have grade 11 and 12 students accompany me on these classroom visits to answer questions and give personal comments about their experiences with the IB programme.

In one week there will be a group of students visiting from Parkview Education Centre in Bridgewater to advertise the upcoming Knowledge Fest taking place in the spring. One of the intentions of this event is to bring university representatives together with IB high school students to talk about opportunity, scholarship and programing. An additional goal of the Knowledge Fest is to bring like-minded academic students together to hear about the long-term benefits of the IB and about some of the Programme's goals and objectives.

Thank you and I look forward to meeting you in the future.

Ian Morrison

A handwritten signature in black ink, appearing to read "Ian Morrison".



THE IB A TICKET TO WHAT?

By: John Messenger

Head of International Baccalaureate Diploma Program

Nova Scotia Department of Education

English Program Services

The International Baccalaureate is more than a ticket to university. Some time ago the President of Harvard University, Dr. Derek Bok said to a group of students. "Society is not lacking in people with the technical skills for professional careers. What the professions need are people with a breadth of knowledge, people with judgement and taste, people with a sensitivity to the problems of others, and people with a strong sense of ethical principles. These are the subtler goals of a liberal arts education." Therefore, the most important reason for committing to the IB Diploma is the inherent value of the program. The IB can open your mind.

The qualities of an educated mind of course, are not limited to those with an abundance of formal education. The builder of the CPR, Sir William Van Horne, was expelled from school at the age of 14 for drawing rude caricatures of his teachers. Van Horne's subsequent self-directed liberal education, which saw him read a book a day, led him to become an academically honored botanist, paleontologist, and an artist with a dozen of his best paintings hung in the Montreal Museum of Fine Arts. His business acumen and engineering genius with the CPR are legendary. But few of us have Van Horne's genius. A program like the IB Diploma is a necessary catalyst in the quest for what novelist Robertson Davies called "a life of the mind."

My own father was born in 1900, graduated from McGill engineering in 1922, started his own construction business in 1926, and lost it with the onset of the Depression in 1932. He, like many of his generation, went jobless from 1932 to 1939. He told me that it almost killed him, not the deprivation, but his inability to provide for his family. The family survived by living with my grandparents in Montreal, and on the \$25-30 a month my mother earned as a professional singer with the CBC. I didn't arrive on the scene until 1937, but my older sister told me that she doesn't remember the deprivation of the Depression, even though in that period the family never ate out in a restaurant, attended a movie, or bought a new article of clothing other than underwear or socks. Instead, what she remembers is the wonderful extended family parties, games with friends in Westmount Park, and the magnificent Westmount library which became the gateway to her world of literature, and a voracious reading habit she maintained all her life. My sister, you see, never suffered from that most terrible affliction, boredom. Today in contrast, we are surrounded by endless trivial entertainment on demand, and we have the highest incidence of depression in history. Yet, I don't know any IB Diploma graduates who are bored.

To me one of the most important values embraced by the IB is the emphasis on strong writing throughout the curriculum. This emphasis, I am pleased to report, is being enhanced by the IB as each new subject review is published. Robertson Davies made a great case for language in his book *Happy Alchemy*. He wrote, "It is mankind's discovery of language which more than any other single thing has separated him from animal creation. Without language what kind of thought is possible? Without language, what concept have we of the past or future as separated from the immediate present? Without language, how can we tell anyone what we feel or what we think? It might be said, that until he developed language man had no soul, for without language how could he reach deep inside himself and discover the truths that are hidden there, or find out what emotions he shared or did not share with his fellow men or women?" I won't suggest that the IB will make you a great writer, but it will improve your writing and certainly deepen your appreciation of great writing.

Great writing often emerges out of great thinking. One of the most important things that students learn in the IB Program is how to question. You do this in constructing your Extended Essay and in the Theory of Knowledge course but critical thinking is also embraced by all your courses. You are pushed to another level of understanding in facing difficult questions.

As you contemplate the challenge of the IB Diploma you will ask your self, "Will I have enough time to do all the things I am passionate about?" The American poet, David Whyte, has a nice take on that. He wrote, "We speak continually of saving time, but time in its richness is most often lost to us when we are busy without relief. At speed the world become a blur and all those other lives we encounter become another blur too. We speak of stealing time as if it no longer belongs to us. We speak of needing time as if it wasn't around us already. We want to make time for ourselves as if it were in our power to do so. But, time is the conversation between ourselves and those we love. The hours become ripe with happening only we are attentive, patient and present."

Most of the IB Diploma students I know are already making the hours become ripe with happening and are not busy without relief. Indeed, many of them have been swept away with IB pursuits so intense that all that matters is the activity itself in all its beauty, logic and sense of possibility.

There is an IB student at Halifax West High School who has many pursuits. One of these is dance to which she commits 20 hours a week. On a recent visit to the school I asked this student how much homework she had on an average weekday. She responded that homework took only an hour each night. Surprised, I asked how this could be managed when there were so many novels and history articles to read. The student reflected for a moment and said, "Well those are so interesting and I don't consider them to be homework." Pursuits we are passionate about are never work!

The recent Tsunami in Japan and the famine in Somalia demonstrate the interdependence of peoples and how complex are the global issues facing humanity. A value unique to the IB curriculum is the emphasis on internationalism. Most teachings today are designed to develop in students an understanding of and loyalties to a particular province or state and a national perspective on world events. What the IB attempts to do is to teach students to understand other cultures and global issues. It does so while encouraging a sensitivity to the human condition by raising moral and ethical issues in a global context. Students are encouraged to become citizens of the world and make a meaningful contribution to the problems that threaten all humanity. IB refers to this as a commitment to international mindedness which is integrated into all learning rather than as a separate subject. One of the most promising developments in recent years within the IB World community of schools is the growth of international service projects to which so many students are directing their service hours in the CAS program. Many of these international commitments see our students traveling abroad with agencies such as Habitat for Humanity, Free the Children or the Stephen Lewis Foundation. Such an involvement empowers students like few others.

And finally, I believe the greatest strength and most compelling feature of the IB program is its holistic nature. The IB program emphasizes values which permeate the curriculum including internationalism, open mindedness, literacy, compassion, engagement with difficult questions and intellectual curiosity. All together these give the program a special character and depth. As a consequence IB graduates gain a special character and depth. Of course, all of these attributes provide students with a splendid preparation for university and beyond. Thus, you might say that the IB is a ticket to a fulfilling life, one that is characterized by an enduring thirst for knowledge, service to humanity and strength of purpose.

John Messenger

GRADE 10 PRE IB

- French 10 IB
- History 10 IB
- Math 10 IB

- English 10
- Science 10
- Math 11 or Math 11 Advanced

- Electives (2)

There are four courses per semester with exams in January and June.

Electives cover two mandatory Provincial courses (ex. Music and Phys. Ed.)

French Immersion students to take 4 or 5 French courses.

GRADE 11 AND 12 ACADEMIC

Students enter a regular academic program registering for courses to meet Provincial Graduation Requirements. Details are found in the Citadel High Course Selection handbook available online.

THE INTERNATIONAL BACCALAUREATE PROGRAMME

IB Diploma Programme Grade 11

- English HL or SL
- French HL or SL or Spanish ab initio SL
- History HL or SL or Economics SL
- 1 or 2 of Biology, Chemistry, Physics HL or SL
- Math HL, SL or Math Studies SL
- Music or Theatre or Visual Art HL (a student may elect to take a second science in lieu of a fine art)
- Students write 1 IB exam in May. (ex. French SL or Economics SL). This course ends in grade 11.

We hope to offer History SL in French for Immersion students, but enrollment will determine if the course is offered.

IB Diploma Program Grade 12

- All HL and remaining SL courses continue until May.
- IB exams are written in May. Exams are valued at 70 % of the final grade.
- Extended Essay to be completed by the end of semester 1.
- CAS Hours are to be complete by the middle of semester 2.
- ToK is completed in semester 1. Final ToK paper due for moderation.
- All Internally Assessed work is to sent to IB for moderation by mid March. (ex. Math Portfolios, labs, orals in languages, essays, music and theatre performance, etc.)

Immersion students may have to write their Extended Essay in French to earn an Immersion certificate.

Citadel High

Schedule for: Semester 2

Home Room:

Grade: 12

Locker Number:

Generated on Feb 02, 2012

	Day A	Day B	Day A	Day B	Day A
P1 9:00 AM - 10:15 AM	IB BIOLOGY HL 12 IBBIO12HL.1 Archibald, Carolyn Room: 313	IB MATHEMATICS SL IBMAT12SL.2 Jarjoura, Tony Room: 112	IB FRENCH B HL 12 IBFRHL12.1 Waite, Nina Room: 102	IB CHEMISTRY SL 12 IBCHE12SL.2 Murphy, Jason Room: 310	IB BIOLOGY HL 12 IBBIO12HL.1 Archibald, Carolyn Room: 313
P1 10:20 AM - 11:40 AM	IB CHEMISTRY SL 12 IBCHE12SL.2 Murphy, Jason Room: 310	IB BIOLOGY HL 12 IBBIO12HL.1 Archibald, Carolyn Room: 313	IB ENGLISH LITERATURE HL 12 IBENG12HL.1 Hughes, Elizabeth Room: 204	IB FRENCH B HL 12 IBFRHL12.1 Waite, Nina Room: 102	IB CHEMISTRY SL 12 IBCHE12SL.2 Murphy, Jason Room: 310
P1 12:35 PM - 1:50 PM	IB FRENCH B HL 12 IBFRHL12.1 Waite, Nina Room: 102	IB CHEMISTRY SL 12 IBCHE12SL.2 Murphy, Jason Room: 310	IB BIOLOGY HL 12 IBBIO12HL.1 Archibald, Carolyn Room: 313	IB MATHEMATICS SL 12 IBMAT12SL.2 Jarjoura, Tony Room: 112	IB FRENCH B HL 12 IBFRHL12.1 Waite, Nina Room: 102
P1 1:55 PM - 3:10 PM	IB ENGLISH LITERATURE HL 12 IBENG12HL.1 Hughes, Elizabeth Room: 204	IB FRENCH B HL 12 IBFRHL12.1 Waite, Nina Room: 102	IB CHEMISTRY SL 12 IBCHE12SL.2 Murphy, Jason Room: 310	IB BIOLOGY HL 12 IBBIO12HL.1 Archibald, Carolyn Room: 313	IB ENGLISH LITERATURE HL 12 IBENG12HL.1 Hughes, Elizabeth Room: 204
P5 3:15 PM - 4:30 PM	Room:	Room:	Room:	Room:	Room:

UNIVERSITY RECOGNITION OF THE INTERNATIONAL BACCALAUREATE (IB) DIPLOMA IN NORTH AMERICA

The recognition of the IB Diploma by Canadian universities continues to improve dramatically. There are several reasons for this. The major reason is that universities believe IB Diploma graduates will perform better at university than students graduating from regular programs. The combination of critical thinking, research, and writing skills learned in the IB program enables students to succeed in the university learning environment. Because of the skills they have learned, IB students also provide leadership in classroom discussion and group learning.

IB Student Performance – University

Statistics reflect this performance: IB students who registered directly into second-year courses scored an average of 7% to 12% higher than their classmates (from the University of British Columbia website, <http://www.welcome.ubc.ca/admission.cfm?page=ib>). This is remarkable when you consider that those IB students are competing against students a year older with a full year of university experience. In a recent study the University of Florida showed that as IB students took more advanced and more difficult university courses, the performance gap widens further.

A Model of Consistency

Another factor in university recognition is that, faced with rampant mark inflation on high school transcripts across North America, universities know the IB graduation transcript is a model of consistency with world IB averages, varying by only fractions over the past 20 years. In addition, Canadian universities now have a shrinking market of high school graduates. As a result, competition for the best graduates has become intense. Because universities now believe that IB Diploma graduates are a sound investment, they are shifting their financial awards to the growing number of IB graduates in North America. Thus, IB graduates are snapping up more and more of the traditional scholarships, as well as benefiting from a vast array of financial incentives reserved exclusively for them.

Ivy League Acceptances

IB students who seek to attend Ivy League schools in the United States will be pleased to learn of the acceptance rate last year at four of these universities:

United States Ivy League Schools	Average Rate	IB Rate
MIT	17%	42%
Princeton	12%	21%
Columbia University	14%	46%
Brown University	17%	34%

A Variety of Incentives

Here in Nova Scotia universities offer a variety of incentives for IB Diploma graduates based on their anticipated IB grades submitted before March 15 of their final year. Acadia and St. Mary's give IB graduates with 30 points or better, 30 credits which is equal to one year's tuition. St. Francis Xavier and Dalhousie universities give IB graduates individual course credits for Higher Level courses with a score of 5 or better. Dalhousie gives a 2nd year philosophy credit for a Theory of Knowledge course. Dalhousie, Saint Mary's, Acadia, and CBU now have dedicated major renewable IB scholarships. All Nova Scotia universities consider IB graduates with a score of 35 points or better for all major scholarships. At the same time many of the nation's top entrance scholarships such as Mount Allison's Bell scholarship, the Loran Scholarships, and Saint Mary's Presidential scholarship have leadership and citizenship criteria that mirror those emphases in the IB Diploma. In 2011, the University of Prince Edward Island implemented a policy in which an IB graduate would receive free tuition for four years with 30 points or better. The best yet!

2011 Financial Awards

In June 2011, 240 IB Diploma graduates in Nova Scotia accepted scholarships and financial aid amounting to \$3,300,000 to attend North American universities and colleges this September. Our own Nova Scotia universities provided 75% of these awards demonstrating their strong commitment to the program. This total does not include the value of the advanced credits all IB graduates are given by all Canadian universities.

Maintaining the Awards

It is one thing to earn a substantial renewable entrance award; keeping it requires a stellar performance in first and subsequent university years. One major Ontario university recently reported that only 27% of first year scholarship recipients maintain their scholarships, whereas almost all of the recipients who were IB Diploma graduates retained their scholarships through to graduation. In addition, most Canadian universities have internal scholarships awarded to students on the basis of their first year university results. Many IB graduates who miss out on university entrance scholarships are earning substantial awards once at university because they are so well equipped to do so.

Looking Ahead

The trend toward even better incentives provided by universities will increase as universities track both the success of IB graduates in their programs, and the suspected higher incidence of IB graduates pursuing post-graduate degrees. This trend is perhaps best evidenced by the recent words of Dalhousie's Registrar, Asa Kachan: "We view IB students as well prepared to succeed at university, and like many of our counterparts across Canada, we want to position ourselves as the university of choice for IB Diploma graduates."

For more information, please contact

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IB Diploma Programme

May 2012 examination schedule

Morning examinations must start after 0700 and finish by 1300 hours local time.
Afternoon examinations must start after 12 noon and finish by 1800 hours local time.

DATE	MORNING	TIME	AFTERNOON	TIME
Monday 30 April	School-based syllabus SL paper 1 School-based syllabus SL paper 2 <i>Where required</i>	-		
Wednesday 2 May	English A1 HL paper 1 English A1 SL paper 1 English A2 HL paper 1 English A2 SL paper 1 Text & performance SL paper 1 Text & performance SL paper 2	2h 1h 30m 2h 1h 30m 1h 30m 1h 30m	Philosophy HL paper 1 Philosophy SL paper 1 Psychology HL paper 1 Psychology SL paper 1 World religions SL paper 1	2h 30m 1h 45m 2h 2h 1h 15m
Thursday 3 May	Philosophy HL paper 2 Philosophy HL paper 3 Philosophy SL paper 2 Psychology HL paper 2 Psychology HL paper 3 Psychology SL paper 2 World religions SL paper 2	1h 1h 30m 1h 2h 1h 1h 1h 30m	Mathematics HL paper 1 Mathematics SL paper 1 Mathematical studies SL paper 1	2h 1h 30m 1h 30m
Friday 4 May	Mathematics HL paper 2 Mathematics SL paper 2 Mathematical studies SL paper 2	2h 1h 30m 1h 30m	Further mathematics SL paper 1 ITGS HL paper 1 ITGS SL paper 1 Geography HL paper 1 Geography SL paper 1 Music HL paper 1 Music SL paper 1	1h 2h 15m 1h 45m 1h 30m 1h 30m 3h 2h 15m
Monday 7 May	Further mathematics SL paper 2 ITGS HL paper 2 ITGS HL paper 3 ITGS SL paper 2 Geography HL paper 2 Geography HL paper 3 Geography SL paper 2	2h 1h 15m 1h 15m 1h 15m 2h 1h 1h 20m	Mathematics HL paper 3 German A1 HL paper 1 German A1 SL paper 1 German A2 HL paper 1 German A2 SL paper 1	1h 2h 1h 30m 2h 1h 30m
Tuesday 8 May	German A1 HL paper 2 German A1 SL paper 2 German A2 HL paper 2 German A2 SL paper 2 German B HL paper 1 German B HL paper 2 German B SL paper 1 German B SL paper 2 German ab initio SL paper 1 German ab initio SL paper 2	2h 1h 30m 2h 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m	Chemistry HL paper 1 Chemistry HL paper 2 Chemistry SL paper 1 Chemistry SL paper 2 Design technology HL paper 1 Design technology HL paper 2 Design technology SL paper 1 Design technology SL paper 2	1h 2h 15m 45m 1h 15m 1h 1h 45m 45m 1h
Wednesday 9 May	Chemistry HL paper 3 Chemistry SL paper 3 Design technology HL paper 3 Design technology SL paper 3	1h 15m 1h 1h 15m 1h	English A1 HL paper 2 English A1 SL paper 2 English A2 HL paper 2 English A2 SL paper 2 English B HL paper 1 English B HL paper 2 English B SL paper 1 English B SL paper 2 English ab initio SL paper 1 English ab initio SL paper 2	2h 1h 30m 2h 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m
Thursday 10 May	Language A1 HL paper 1 Language A1 SL paper 1 Language A2 HL paper 1 Language A2 SL paper 1 Except: English, French, German and Spanish	2h 1h 30m 2h 1h 30m	Physics HL paper 1 Physics HL paper 2 Physics SL paper 1 Physics SL paper 2 Sports, exercise & health science SL paper 1 Sports, exercise & health science SL paper 2 Environmental systems & societies SL paper 1	1h 2h 15m 45m 1h 15m 45m 1h 15m 1h

The diploma points matrix

		Theory of Knowledge				
		A	B	C	D	E
Extended Essay	A	+3	+3	+2	+2	+1 F*
	B	+3	+2	+1	+1	F*
	C	+2	+1	+1	0	F*
	D	+2	+1	0	0	F*
	E	+1 F*	F*	F*	F*	F

F* From 2010 onwards 28 points overall will be required to be eligible for the diploma if a student attains an 'E' grade in either the extended essay or theory of knowledge.

As previously, a grade 'A' in one of the requirements earns an extra point even if the other is a grade 'E'.

Attaining a grade 'E' in both the extended essay and theory of knowledge continues to represent an automatic failure.

2.8 Malpractice most commonly involves plagiarism or collusion. However, there are other ways in which a candidate may commit malpractice and in so doing be in breach of the Regulations. The following examples of malpractice do not constitute an exhaustive list and refer only to the written examinations:

- taking unauthorized material into an examination room
- leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
- misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
- exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonating another candidate
- stealing examination papers
- using an unauthorized calculator during an examination
- disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

2.9 Taking unauthorized material (for example, own rough paper, notes, a mobile/cell phone or an electronic device other than a permitted calculator) into an examination is the most common type of malpractice after plagiarism and collusion. At the start of an examination candidates must be given the opportunity to declare any unauthorized material in their possession. However, even if this opportunity is not given by the invigilator, a candidate will still be found guilty of malpractice by the final award committee if unauthorized material is in their possession. "In their possession" may be taken to mean on the person of the candidate, in the candidate's immediate proximity (such as on the floor or desk) or placed somewhere (such as a bathroom/restroom) for access during the examination. It is very important to note that guilt will be confirmed by the committee regardless of whether this material is used, was or was not intended for use or contains information relevant or potentially relevant to the examination. The actual possession of unauthorized material constitutes malpractice; the final award committee is not required to establish whether the candidate used or intended to use the material. No leniency is shown to a candidate who claims that they were unaware the material was in their possession.

2.10 Cases of possible malpractice during an examination are normally identified by the coordinator/invigilator. If a candidate is suspected of malpractice in an examination the coordinator must send a report to the coordinator help desk (help@ibo.org) at IB Cardiff, and not to the regional office. The report must reach the coordinator help desk within ten days after the examination in which the incident occurred. It is expected that a report will include:

- a seating plan for the examination
- a statement from each invigilator
- a statement from the candidate
- the unauthorized material (depending on the nature of the material).

2.11 Breaches of regulations are not confined to candidates: inappropriate conduct by a coordinator or teacher may be brought to the attention of the final award committee. The following are examples of unacceptable actions that will be investigated by the IB:

- the unauthorized rescheduling of an examination
- failing to keep the examination papers secure prior to an examination

School Name:
Citadel High School

School Address:
1855 Trollope Street
Halifax, Nova Scotia
B3H 0A4

Student Name:

School Phone:
902-491-4444

Student Identifier:

ANTICIPATED GRADES FOR IB DIPLOMA CANDIDATES

Higher Level Examination	Anticipated Grade
IB Chemistry	5
IB Physics	5
IB Math	5

Standard Level Examinations	Anticipated Grade	FINAL GRADE
IB Spanish B	5	
IB English A1		5
IB Economics		5

Theory of Knowledge (TOK) Grade: B
 Extended Essay (EE) Grade: A
 Essay Title:
 TOK and EE Diploma Points: 3
 Candidate Expected to Complete CAS Requirement: Yes No

**Anticipated IB
Point Total
33**

An official transcript bears the school seal.



Ian Morrison

January, 2011

School Official Signature:

Print Name:

Date:

Title: IB Coordinator

Telephone: 902-491-4444

High School Transcript

██████████
Citadel High

Birth Date: ██████████ Student ID: ██████████
School Address: 1855 Trollope St
Halifax, NS B3H 0A4
Phone: 902-491-4444 Fax: 902-491-1700

Halifax Regional School Board

Year	Course Title	Grade	Mark	Credit Type	Credit	Status	Lang
10-11	IB CHEMISTRY HL 12	12	IP/85	ADV	0.00	PSP	ENG
	IB ECONOMICS SL 12	12	IP/85	ADV	0.00	PSP	ENG
	IB ENGLISH LITERATURE HL 12	12	IP/86	ADV	0.00	PSP	ENG
	IB HISTORY HL 12	12	IP/80	ADV	0.00	PSP	ENG
	IB MATHEMATICS SL 12	12	IP/92	ADV	0.00	PSP	ENG
	IB THEORY OF KNOWLEDGE 12	12	IP/0	ADV	0.00	PSP	ENG
09-10	IB CHEMISTRY 11	11	80	ADV	0.00	PSP	ENG
	IB ENGLISH LITERATURE 11	11	88	ADV	0.00	PSP	ENG
	IB FRENCH B SL 12	12	93	ADV	1.00	PSP	FRE
	IB HISTORY 11	11	88	ADV	0.00	PSP	ENG
	IB MATHEMATICS 11	11	85	ADV	0.00	PSP	ENG
	THEORY OF KNOWLEDGE 11 IB	11	P	ADV	1.00	ALC	ENG
08-09	CORE FRENCH 10	10	88	ACAD	1.00	PSP	FRE
	ENGLISH PRE_IB 10	10	94	ACAD	1.00	ALC	ENG
	HISTORY PRE_IB 10	10	92	ACAD	1.00	ALC	ENG
	MATHEMATICS 10	10	88	ACAD	1.00	PSP	ENG
	MATHEMATICS PRE_IB 10	10	88	ACAD	1.00	ALC	ENG
	MUSIC INSTRUMENTAL STRINGS 10	10	95	ACAD	1.00	PSP	ENG
	MUSIC VOCAL 10	10	93	ACAD	1.00	PSP	ENG
	PHYSICALLY ACTIVE LIVING 11	11	81	OPEN	1.00	PSP	ENG
	SCIENCE PRE_IB 10	10	91	ACAD	1.00	ALC	ENG

Total Credits Earned: 11.0

An official transcript bears the school seal.

Only ONE CREDIT will be awarded for courses which have been passed more than once.

Transfer credits are credits earned outside of Nova Scotia which have been recognized as meeting graduation requirements for the Nova Scotia High School Graduation Diploma.

School Official Signature

Title

Date

INTERNATIONAL BACCALAUREATE

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International Baccalaureate

Admissions

International Baccalaureate (IB) students are eligible for admission on the basis of successful completion of the IB Diploma. In addition, applicants must satisfy the admission criteria of the requested faculty by presenting the specific course requirements (see below). At least three subjects must be successfully completed at the Higher Level (HL), while the remaining three subjects may be successfully completed at the Standard Level (SL).

Completion of the IB Diploma with a score of 24 grants admission to UPEI. Applicants must satisfy the admission criteria of the requested Faculty by presenting the specific course requirements identified for that Faculty. Grades below 3 are not accepted for admission assessment.

Students who complete a Certificate or individual IB subjects may also be assessed for admission using each HL and SL subject being considered in meeting the Faculty-specific admission requirements. For applicants who complete both the IB subjects and senior matriculation/secondary school graduation requirements, admission will be based on the credential which is to the greatest advantage of the student.

Transfer Credit

UPEI awards a full year of credit (10 courses, each at 3 credit hours) for a completed IB Diploma with a minimum score of 28. Specific course credit for HL courses is awarded as outlined below. The balance of the credit required to bring the total to 10 three (3) credit hour course equivalents will be at the introductory unassigned elective level. Please note: Applicability of transfer credit awarded may vary depending on degree program sought.

To be awarded 10 three semester hour courses, students must achieve: a completed IB Diploma with an overall score of 28, 3 HL level subjects with grades in each subject of 4, unless otherwise noted, and above, 3 SL level subjects and satisfactory completion of the Extended Essay, Theory of Knowledge and CAS. All courses used to meet specific admission requirements must be at a score of 3 or above.

Specific higher level (HL) subjects completed with grades of 4, unless otherwise noted, or higher on the official IB (HL) exams within the International Baccalaureate program will be granted transfer credit.

Approved IB subjects (HL) and transfer credit equivalency at UPEI:

IB (HL) Course	Equivalent UPEI Credit
Biology	BIO 131 and BIO 132
Chemistry	CHEM 111 and CHEM 112 (subject to confirmation by the Chemistry Program)
Computer Science	CSC 151 and CSC 152
Economics	EC 101 and EC 102
English A1	ENG 101 and ENG 192
English B	No Credit
Environmental Systems	ENV 198 and ENV 199
French	Assigned credit by placement
Geography	Unassigned First Year Electives
German	GERM 101 and GERM 102
History	HIST 198 and HIST 199
Latin	LAT 101 and LAT 102
Mathematics	MATH 151 and MATH 152
Music	MUS 198 and MUS 199
Philosophy	PHIL 101 and PHIL 102
Physics * (grade of 5)	PHYS 111 and PHYS 112
Psychology	PSY 101 and PSY 102
Sociology	SOC 101 and SOC 102
Spanish	SPAN 101 and SPAN 102
Theatre	TST 198 and TST 199
Theory of Knowledge	PHIL 299 and 1 unassigned 2nd Year Elective

NOTE: Courses numbered 199 or 299 are unassigned credits in the noted subject area.

*Students presenting Physics with a grade of 4 may challenge for credit.

Admission Requirements

[Canadian Education System](#)
[High School Graduates \(other than Quebec\)](#)
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[International \(other than USA\) Education System](#)
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[Applicants with Ordinary or Advanced Level Examinations](#)

Recent Notices

[NEW "WAIT-LIST" OPTION](#)

[New wait-list instructions](#)

[« Read More »](#)

[Fall and Spring Timetable \(September - April 2012\)](#)

The 2011-2012 Fall and Spring timetable can be found at:

- [• Fall Timetable](#)
- [• Spring Timetable](#)

[« Read More »](#)

[Writing Intensive Courses](#)

[Writing-intensive \(WI\) courses at UPEI use writing as a major means of developing thinking and learning in the disciplines. Such courses integrate a significant amount of writing \(and opportunities for revision\) into the work of the course, providing a variety of formal and informal occasions for students to write and learn the goals, assumptions and key concepts of a course.](#)

Money Matters

Scholarships

for prospective undergraduate students

High school students admitted to Dalhousie are eligible for various scholarships. Transfer or mature student admits will be considered for scholarships after completing one year of study at Dalhousie (refer to *current undergraduate students* for more information). Students admitted to third year Engineering, please see the *Faculty of Engineering* for scholarship information.

Entrance Scholarships

To be **eligible for entrance** scholarships, students must:

- be applying for admission to Dalhousie **direct from high school**
- have a complete application for admission on file as of March 15
- have a minimum **85% admission average*** (80% for students from high schools within Atlantic Canada), unless otherwise stated. An admission average is calculated based upon the five required courses for the program to which the student has applied, OR;
- minimum **28 predicted/anticipated IB Diploma points***
- be admitted to an undergraduate program for fall 2012

* **International applicants** are eligible for grades based entrance awards.

Dalhousie has **TWO main types of entrance scholarships:**

1. grades based (automatic consideration)
 - A. Regular academic curriculum
 - B. International Baccalaureate curriculum
2. those that consider factors in addition to grades, i.e. financial need and/or leadership or volunteer experience (application required)

1. GRADES BASED

A. Regular Academic Curriculum

Renewable Entrance Scholarships are offered in the following amounts:

- \$32,000 (\$8,000/year - Chancellor's)
- \$20,000 (\$5,000/year)
- \$16,000 (\$4,000/year)

Students with a 95%+ Adjusted Average*, who wish to be considered for our top **Renewable Entrance Scholarships**, are invited to submit a response by March 15 to the following scholarship question:

Please discuss one of your extra-curricular activities (community services, sports, the arts, etc) and reflect on what you learned from your participation and how this learning may apply more broadly in your life or society.

Your response should be a maximum of 750 words and must be submitted by e-mail to awards@dal.ca in an attached Word or RTF (Rich Text Format) document no later than **March 15**.

Student with a 95%+ Adjusted Average are not guaranteed a renewable scholarship offer. Students awarded a Dalhousie Entrance Renewable Scholarship are **not eligible** to also receive a non-renewable Dalhousie Entrance Scholarship.

Non-renewable entrance scholarships

\$3,000 for students with a 95%+ adjusted average who do not receive a renewable scholarship offer

\$1,500 for students with a 90 - 94.9% adjusted average

\$1,000 for students with a 85 - 89.9% adjusted average

\$500 for students with a 80 - 84.9% adjusted average (Atlantic Canadian students only)

**An Adjusted Average is calculated based upon the level of difficulty of courses (IB and AP courses) and the total number of university preparatory classes beyond the required five. The Adjusted Average is created through a scale. Students can earn up to two additional points which are added to the admission average.*

B. International Baccalaureate Curriculum

IB Renewable Entrance Scholarships are offered in the following amounts:

\$32,000 (\$8,000/year - Chancellor's)

\$20,000 (\$5,000/year)

\$16,000 (\$4,000/year)

Prizes of \$1,000 will be awarded to the top ten best written responses to the IB scholarship question (certificate students will also be considered)

Students with predicted/anticipated total scores of 36 or higher are invited to submit a response by March 15 to the following **scholarship question:**

Please discuss one of your CAS (Creativity, Action, Service) activities and reflect on what you learned and how this learning may apply more broadly in your life or society.

Your response should be a maximum of 750 words and must be submitted by e-mail to awards@dal.ca in an attached Word or RTF (Rich Text Format) document no later than **March 15**.

Students with 36+ IB Diploma predicted/anticipated points are not guaranteed a renewable scholarship offer. Students receiving an IB Renewable Scholarship offer are not also eligible to receive a non-renewable Dalhousie Entrance Scholarship.

Non-renewable entrance scholarships

\$3,000 for students with 33+ predicted/anticipated points who do not receive a renewable scholarship offer

\$1,500 for students with 30-32 predicted/anticipated points

\$1,000 for students with 28-29 predicted/anticipated points

Libraries

International Baccalaureate Cards

You can use Dalhousie Libraries with an I.B. card

Register at Dalhousie

Your IB High School Student or Teacher I.D. is your library card. You can use it to borrow books and other materials from any Dalhousie Library once you register at the Killam Memorial Library. Bring your High School IB I.D. card to the Killam Circulation Desk and fill out a registration form. That's it. After that, you are ready to go.

Your ID card is used for all loans. You must present it each time you wish to borrow materials. Without it, you cannot sign out anything from the library.

Lost cards and changes of home or email address must be reported to the Circulation Desk.

Tell the library of any address and phone number changes.

Cards are not transferable.

Library correspondence will be sent to your school email address so please check it regularly when you have materials signed out.

Borrow from the library

There is no limit to the number of items you can borrow, but because of the high demand on our library resources by Dalhousie students, we ask all IB students to exhaust their own school library resources before they use Dalhousie.

Otherwise, Dalhousie Library borrowing policies apply to you just as they apply to Dalhousie Students. Read more about our borrowing policies:

Loans and Returns

Loan Renewals

Holds, Recalls and searches

Fines and Overdues

Photocopying/Printing

Accessing electronic resources

All IB participants will have access to any Dalhousie electronic resource (ejournals, databases etc.) while they are in the Dalhousie Libraries. However as we have a limited number of PCs which are in high demand, we would ask that participants use the electronic resources made available to them by and at their schools first.

Our research tools section is a good place to start.

So are our subject guides.

We **do not offer off-campus access** from home or school to Dalhousie's electronic journals and databases to IB students. You can use the *Novanet* catalogue that lists all books and journals held by most Nova Scotia university libraries.

Studying at Dalhousie Libraries

As already noted, library computers and materials are in high demand by Dalhousie students. Study spaces are also very limited so once again IB students are asked to exhaust their own school and home facilities for studying before using those at the Dalhousie Libraries.

- Learning Commons locations

- Quiet Study

- Study Rooms



Shad Valley
Drive. Stretch. Dream.

September 26, 2011

Mr. Ian Morrison
IB Coordinator
Citadel High School
1855 Trollope St.
Halifax, NS B3H 0A4

Dear Mr. Morrison,

There is a strong synergy between the Shad Valley and IB programs. Shad Valley enriches the IB curriculum and helps IB students fulfill their requirements. Through stringent admission standards and a highly competitive application process, Shad Valley finds the best and brightest students, and puts them together in a challenging, month-long academic and leadership experience that helps them develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world.

At Shad Valley, more than 12,000 alumni have enjoyed a unique pre-university experience and been immersed in university life before they finish high school. With a focus on science, engineering, technology and entrepreneurship, participants benefit from a wide variety of educational, recreational and social activities that broaden their minds, challenge their perspectives, provide insight into university and career options, and build their networks and their resumes. They work alongside top academic and business mentors, collaborate with high achieving peers, and discover how to create breakthrough results with the potential to change the world.

In 2011, 22% of Shad Valley's program places nationally were secured by IB students – a credit to the exceptional educational experience your school offers through the IB program, as acceptance to Shad Valley grows more competitive each year. We at Shad Valley are continually impressed with the performance of the IB students who join us each summer. They are some of our most engaged, well-rounded and high-achieving participants. We share your desire to develop inquiring, knowledgeable and caring young people who are inspired to create a better world.

IB coordinators describe the Shad Valley program as a perfect extension of the IB diploma program. Shad Valley supports three key areas – CAS, Theory of Knowledge and the Extended Essay. The enclosed document outlines how CAS requirements are fulfilled, and how participation at Shad Valley sets the stage for an effective Theory of Knowledge project and Extended Essay. Shad Valley is a diverse community and all students are encouraged to apply, regardless of their financial circumstances. There is no cost to submit an application and substantial financial support is available to students.

By introducing your IB students to Shad Valley, you'll give them the chance to interact and share ideas with others who have similar goals, interests and potential at one of 10 university campuses next summer. I have enclosed 2012 Shad Valley brochures for you to share the excitement of Shad Valley with your remarkable students. More brochures and information are available at www.shad.ca/apply or by email at info@shad.ca. We also have a great new video that you can share with your students at www.shad.ca/studentvideo. I encourage you to take a look.

It will be a pleasure to meet some of your high-achieving students next summer.

Sincerely,

Barry Bisson, MBA, P.Eng. (NB), FEC
President

Discover where dreams can take you at www.shad.ca



Shad Valley
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Shad Valley and the IB diploma key requirements:

Creativity, Action, Service (CAS); Theory of Knowledge (TOK); and Extended Essay

Creativity, Action and Service (CAS)

Through their active participation in the design/entrepreneurship project that's a key element of Shad Valley, IB diploma students fully satisfy the Creativity and Action aspects of CAS. Through their involvement in this entrepreneurial endeavor, they build their knowledge, skills and understanding; explore the ethical responsibilities that surround innovation; experience the excitement of inquiry and discovery; build confidence in their ability to initiate change, both as an individual and as a member of a team; practice autonomy and self-reliance; and develop a strong appreciation for their own, and others' talents. Many schools acknowledge participation in Shad Valley as fully satisfying the Creativity and Action requirements; others allocate partial hours. Because CAS focuses on in-depth experiences, the month-long, residential nature of the Shad Valley program makes it strongly aligned in helping satisfy this requirement.

Theory of Knowledge

The Shad Valley program focuses on the integrated application of knowledge. At Shad Valley, participants are encouraged to share ideas with others, and to listen and learn from others. Students come to Shad Valley in a spirit of inquiry and exploration, and Shad Valley is a place where they broaden their knowledge on a variety of topics, and where they use their intellect and other talents to tackle and solve important problems. Specifically related to TOK, Shad Valley participants delve into three of the six areas of knowledge: mathematics, natural sciences and human sciences. They are encouraged to explore multiple ways of knowing, individually and in teams, to learn and solve problems. They use reason, emotion, language and perception to assimilate knowledge, and to facilitate its transfer to others.

Shad Valley is a unique environment where IB diploma students explore methods of gaining knowledge, and is a forum where they reflect on beliefs, certainty, cultural context, interpretation and applications of technology as they relate to synthesizing knowledge. These are key skills for a successful TOK project. A student's Shad Valley experience can also form the basis of their TOK assignment.

Extended Essay

The Extended Essay is an in-depth study of a focused topic. Participating in Shad Valley prepares IB diploma students for the Extended Essay by giving them both theory and practical experience in:

- Planning and executing a research project
- Formulating precise research questions
- Gathering and interpreting material from appropriate sources
- Structuring a reasoned argument on the basis of the information gathered
- Presenting their findings
- Using terminology and language appropriate to the project
- Applying analytical and evaluative skills with an understanding of the implications and context of their research

IB students may base their Extended Essay on something they encounter at Shad Valley, or on an entirely different topic. Regardless, the theory and practical experience gained at Shad Valley informs the process of doing the Extended Essay, enhancing both their learning during the process, and the finished work.

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Fax-Back Form

Please complete and return
by fax to 519-884-0665

Attention: Cheryl Thompson, Student Coordinator

Please let us know your school's contact information so that we may update our records:

School name: _____

School address: _____

School city: _____ Prov: _____ Postal code: _____

Phone number: _____ Fax number: _____

Website: _____

School Board's name: _____

Number of students enrolled at your school: _____

Grade levels: K-12 7-12 9-12 Other, please specify: _____

Do you offer the following programs? (check those that apply)
 IB (International Baccalaureate at the **diploma level**) AP (Advanced Placement)

Principal's name: _____

Email: _____

Head of Guidance's name: _____

Email: _____

Head of Science Department's name: _____

Email: _____

Please send me some additional information:

Brochures and applications, specify quantity: _____ Posters, specify quantity: _____

Your name: _____

Department: _____

Email: _____

MATERIALS CAN ALSO BE DOWNLOADED AT WWW.SHAD.CA/APPLY

Shad Valley: your lifelong competitive advantage

Shad Valley, 8 Young Street East, Waterloo, Ontario Canada N2J 2L3

Telephone: 519-884-8844 • Fax: 519-884-0665 • Email: info@shad.ca • www.shad.ca