



INDIA INTERNATIONAL SCHOOL

A Heritage of Vision • A Legacy of Innovation

JAIPUR



***Handbook on
IB Diploma Programme
for Students
2016***

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IB Mission Statement

- The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
- These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IIS Vision, Mission Statement & Philosophy

Vision

– 'A Heritage of Vision, A Legacy of Innovation'

Mission Statement

The institution aims at uncompromising commitment towards holistic development of students and grooming ethical global citizens.

Philosophy

"IIS caters to the global need of today's youth, aims to engage learners in an active and creative learning journey, build knowledge and skills, promote and sustain high academic principles while retaining the strong value systems and ethics of the motherland and become responsible members of global community"



BRIDGE COURSE

A module designed for the students enrolling in International Wing. This gives the students an insight to the overall programme. The initial orientation done by the IBDP Coordinator introducing them to Curriculum Model, Core of IB, LP, Course Description and other vital components of IBDP thus enabling them to bridge the gap of migrating from the national board/curriculum to the international curriculum and explaining the diverse learning prospects at under graduate level.

The subject teachers including CAS, TOK & EE Coordinators and others associated with the curriculum introduce the students to the subjects offered in the programme through the sample classes conducted in form of presentation, activity etc that briefly introduces the students to the structure and learning in the given subject.

The University Counselor gives them a brief about how backward planning in IBDP helps them find a place in the university best suited to their future career aspirations and fulfil the dreams they have nurtured throughout their years at the school. The University Counsellor explains her role in mentoring each student find the right universities where their applications will receive the most favourable consideration and accordingly guiding them to choose the right combination of subject/levels suitable to the university requirements.

The Examination Incharge presents the in-house and the Board Assessment patterns, explaining the weightage and prerequisites of all non-examination components and the tentative deadlines to be followed.



The 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.

IB learners strive to be:

- | | |
|----------------------|---|
| 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. |
| 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. |
| Thinkers | They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. |
| 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. |
| 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. |
| 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. |
| 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. |
| Risk-takers | 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. |
| Balanced | They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. |
| Reflective | 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. |



The Curriculum

The International Baccalaureate Diploma Programme (DP) is a two-year course of study at the Higher Secondary level equivalent to Classes XI and XII.



Group 1: Studies in Language & Literature

English A Literature – HL/SL
Hindi A Literature - HL /SL
French A Language & Literature – HL/SL

Group 2: Language Acquisition

French Ab initio, French B - HL/SL
Hindi B – HL/SL
English B – HL/SL

Group 3: Individuals & Societies

Business Management – HL/SL
Economics –HL/SL
Psychology – HL/SL
Environmental Systems & Societies - SL

Group 4: Experimental Sciences

Environmental Systems & Societies - SL
Chemistry – HL/SL
Physics – HL/SL
Biology – HL/SL

Group 5: Mathematics

Mathematics HL/SL
Mathematical Studies SL

Group 6: The Arts

Visual Arts HL



The students must take six subjects concurrently. These ideally should include one subject from each group.

There is also one trans-disciplinary subject – Environmental Systems & Societies available to the students to satisfy the requirements of either Group 3 or 4 by studying one subject, thus allowing them to select another subject from any groups including group 3 and 4, to make a total of six subjects.

In addition to disciplinary and interdisciplinary study, the Diploma Programme features three core elements that broaden the students' educational experience and challenge them to apply their knowledge and skills. A self directed Extended Essay of about 4000 words, 150 hours of activities in Creativity, Activity and Service (CAS) and the Theory of Knowledge Course. These are the core elements of the programme that works in synchronization to promote IB mission which results in the profile of the IB learner.

The students are awarded scores from 1 to 7 for each subject and they may also earn a maximum of 3 bonus points for the Extended Essay and Theory of Knowledge course. The maximum of 45 and a minimum of 24 points is required to earn the Diploma, subject to certain other requirements and thresholds.



Course Descriptions

A brief summary of the courses under each Group are given below for easy reference and relevance of the subject adapted from the current subject guides. Detailed and comprehensive information about the course, its content and various internal and external assessments will be provided to the students during the bridge courses, sample classes and conduct of the two-year diploma programme.

Group 1: Studies in Language & Literature

These courses are designed for students who have experience of using the language of the course in an academic context. The study of texts, both literary and non-literary, provides a focus for developing an understanding of how language works to create meanings in a culture, as well as in particular texts. All texts may be understood according to their form, content, purpose and audience, and through the social, historical, cultural and workplace contexts that produce and value them. Responding to, and producing texts promotes an understanding of how language sustains or challenges ways of thinking and being. These courses are designed to support future academic study by developing a high social, aesthetic and cultural literacy, as well as effective communication skills. The focus of these courses are directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments.

To fulfill the requirements of the IB Diploma Programme, all students must study a group 1 subject. The **Language A: Literature** courses are offered at SL and HL.

English Literature – HL / SL

English Literature in Group I is basically a pre- university course which familiarizes the student with a world that is not completely unknown, as it deals with human experiences, thus giving ample of scope for personal expression. This course consists of 13 works at HL and 10 at SL.

Aims

- Develop a deep appreciation and an understanding of the techniques involved in literary criticism.
- Develop the different ways of thinking and expression, both in oral and written communication through rigorous practice in developing the skills involved in reading, writing, speaking, listening and most important hearing.
- Introduce the students to a wide range of literary works of different periods, genres, styles and contexts.



- Broaden the horizon and perspective of the students through the study of works from other cultures and languages.
- Bringing awareness towards the approach and study of literature.
- Develop the ability to engage a close analysis of the written text.
- Develop in students, a deep rooted passion and a lifelong interest in literature by studying a plethora of authors ranging from Sophocles to R.K Narayan – the conventional as well as the modern writers.

PART-1: Works in Translation – Promotes international mindedness as the students’ study the various ways in which cultures influence and shapes experiences. The student writes comparative essays, which are externally assessed on a literary aspect of the text.

PART-2: Detailed Study – This course develops a student’s oral ability to analyse and offer a considerable critical response to a literary work. Students give an IOC (Individual Oral Commentary) via a recorded commentary that is assessed internally but moderated by IB.

PART-3: Literary Genres – This course develops the student’s’ ability to study different works as a group. Students take a written examination at the end of the Diploma Programme. It is not merely a written test, but, it consists of spirited and passionate discussions about the ideas presented by different authors.

PART-4: Optional (School’s free choice) – Students make a presentation that is engaging and individually researched. This could be in the form of paper presentation, power point presentation, and declamation.

This course has been designed to give enough exposure to other cultures and learning the techniques of criticism. This will induce confidence, develop his inner strength, invoke a new light within him, so that he can differentiate between the right and the wrong and work towards the betterment of humanity.

English Literature – SL

The entire syllabus of English literature at standard level is divided into four parts

PART 1: Work in translation

Here we have to choose two works from the PLT (Prescribed List in Translation). This part is for Written Assignment. Students have to write a reflective statement of 300-400 words and an essay of 1200-1500- words. Weightage given is 25%. There are four stages:

1. Interactive oral
2. Reflective statement
3. Supervised Writing
4. Development of the essay

Works taken are



1. Antigone by Sophocles
2. A Doll's House by Ibsen

PART 2: Detailed study

Here again we choose two work from PLA (Prescribed List of Authors) of different genre. This part is for IOC (Individual Oral Commentary). The weightage is given 15% and it is assessed internally and later moderated by IB.

Works taken are:

1. Duchess of Malfi by Webster
2. Short poems by John Keats

PART 3: Literary Genres

Here we have to choose three works of from PLA (Prescribed List of Author). This part is for written assessment. The weightage given is 25%.

External exams consist of:

- Paper 1: Where there will be unseen passage or poem with two guided questions. Students will write literary analysis on it. The weightage given is 25%.
- Paper 2: It is based on part 3. It will be a written exam conducted by IB.

Works taken in this part are:

1. Macbeth by William Shakespeare
2. Death of a Salesman by Miller
3. A street Car Named Desire by William T.

PART 4: Options –Free Choice

The weightage given is 15% and it is internally assessed. This part is for IOP(Individual Oral Presentation). Works taken:

1. Short Stories by R.K. Narayan(15-20)
2. Short Stories by Jumpha Lahiri (15-20)
3. Wuthering heights by E Bronte

Hindi Literature – HL/SL

The entire syllabus of Hindi literature at standard level is divided into four parts

PART 1: Work in translation

Here we have to choose three works [HL]two works[SL] from the PLT (Prescribed List in Translation). This part is for Written Assignment. Students have to write two essays, one is



reflective statement of 300-400 words and the other is long essay of 1200-1500- words. Weightage given is 25%. There are four stages:

1. Interactive oral
2. Reflective statement
3. Supervised Writing
4. Development of the essay

Works taken are:

1. Badi Ichchhaien-Charles Dickens
2. Hukulberry Finn-Mark Twain
3. Apradh aur Dand-Dastoyevaski [not in SL]

PART 2: Detailed study

Here again we choose two work from PLA (Prescribed List of Authors) of different genre. This part is for IOC (Individual Oral Community). The weightage is given 15% and it is assessed internally and later moderated by IB.

Works taken are:

1. Goswami Tulsidas-Ramcharitmanas[poet,not in SL]
2. Five Short Stories-Amrit Sanchay-Bhagwati Charan Verma
3. Novel –Joothan-Om Prakash Valmiki

PART 3: Literary Genres [NOVELS]

Here we have to choose Four Works[HL] three works[SL] of from PLA (Prescribed List of Author). This part is for written assessment. The weightage given is 25%.

External exams consist of:

- Paper 1: Where there will be unseen passage or poem and in SL with two guided questions. Students will write Literary Commentary in HL and literary analysis in SL on it. The weightage given is 25%.
- Paper 2: It is based on part 3. It will be a written exam conducted by IB.

Works taken in this part are:

1. Aapka Banti-Mannu Bhandari
2. Nirmala-Premchand
3. Gunahon ka Devta-Dharmveer Bharti
4. Pajeb-Jainendra Kumar[not in SL]

PART 4: Options –Free Choice

The weightage given is 15% and it is internally assessed. This part is for IOP(Individual Oral Presentation). Works taken:



1. Aadhe Adhure-natak by-MohanRakesh
2. Rekhachitra-Mahadevi Verma
3. Parineeta-Novel by-Sharatchandra

French Language and Literature – HL/SL

Language A: language and literature comprises four parts—two relate to the study of language and two to the study of literature.

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the language A: language and literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

The language A: language and literature course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. The course is designed to be flexible—teachers have the opportunity to construct it in a way that reflects the interests and concerns that are relevant to their students while developing in students a range of transferable skills. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

The aims of language A: literature and language are to:

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature.

In addition, the aims of the language A: language and literature course at HL are to:



- develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- encourage students to think critically about the different interactions between text, audience and purpose.

PART-1: Works in Translation – Promotes international mindedness as the students’ study the various ways in which cultures influence and shapes experiences. They student writes comparative essays, which are externally assessed on a literary aspect of the text.

PART-2: Detailed Study – This course develops a student’s oral ability to analyse and offer a considerable critical response to a literary work. Students give an IOP (Individual Oral Commentary) via a recorded commentary that is assessed internally but moderated by IB.

PART-3: Literary Genres – This course develops the student’s ability to study different works as a group. Students take a written examination at the end of the Diploma Programme. It is not merely a written test, but, it consists of spirited and passionate discussions about the ideas presented by different authors.

PART-4: Optional (School’s free choice) – Students make a presentation that is engaging and individually researched. This could be in the form of paper presentation, power point presentation, and declamation.

This course has been designed to give enough exposure to other cultures and learning the techniques of criticism. This will induce confidence, develop his inner strength, invoke a new light within him, so that he can differentiate between the right and the wrong and work towards the betterment of humanity.

Group II: Language Acquisition

Both language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the students to reach out beyond the boundaries of the classroom, developing an awareness of the world and fostering respect for cultural diversity. The most important aspect of a language ab initio/language B course is that it represents a challenging educational experience for the student, offering not only the opportunity to learn an additional language but also the means of learning, appreciating and effectively interacting in a culture different from their own.

English B – HL and SL



Language B is a language acquisition course developed at two levels—Standard Level (SL) and Higher Level (HL)—for students with some background in the target language. While acquiring a language, students will explore the culture(s) connected to it. The focus of these courses is language acquisition and intercultural understanding.

The language B syllabus approaches the learning of language through meaning. Through the study of the core and the options at SL and HL, plus two literary works at HL, students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive and interactive skills.

SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.

The core—with topics common to both levels—is divided into **three** areas and is a required area of study.

- Communication and Media
- Global Issues
- Social Relationships

In addition, at both SL and HL, teachers select **two** from the following **five** options.

- Cultural Diversity
- Customs and Traditions
- Health
- Leisure
- Science and Technology

Also, at HL, students read **two** works of literature. It is essential that teachers are allowed the prescribed minimum number of teaching hours necessary to meet the requirements of the language B course. At SL the minimum prescribed number of hours is 150 and at HL it is 240 hours.



French B – HL/SL and Ab Initio

“Those who know nothing of an additional language know nothing of their own” - Goethe

The Second Language B course is a challenging educational experience for the students offering not only the opportunity to learn an additional language, but also the means of learning, appreciating and effectively interacting in a culture that is different from the students' own.

Group II curriculum is designed in such a way that it enhances the receptive, productive and interactive skills of the student. The students are able to develop their creative and analytical skills through various text handling exercises and presentation skills. The writing tasks include various inputs like structure of grammar and outputs in the form of letters (formal and informal), articles, reports, emails etc. these exercises are well supported by adequate audio visual stimuli.

The students are evaluated through various oral and written based unit tests, formative and summative assessments. The oral component comprises of individual oral presentations and interactive oral presentations in the form of debates, quizzes, and conversation. The curriculum at DP level comprises of development of the linguistic skills – reading, writing, speaking and listening. The teaching activities include the class-based activities and out of class activities where the students will work on a project that would require designing a questionnaire, interviewing native speakers, writing documents, guides, letters in response to the information. Students will make use of emails and language clubs that will enhance their receptive and productive skills in form of written communication.

After completing any language programme, a student is able to reflect on cultural values and behaviours in different ways. A student will develop international and inter cultural understanding which will foster a concern for global issues as well as raises students awareness of their own responsibility at the grass root level. The students will demonstrate interaction that usually flows coherently but with occasional limitations. The students will be able to develop vocabulary and language structures to comprehend and communicate appropriately and effectively. The course successfully conveys the fact that learning another language enriches ones life and broadens ones horizons leading to career growth. The students will be culturally enriched by reading authentic material in the target language, watching movies, news, studying current events and their exposure to cinema, art and music.



Hindi B – HL/SL

IB mission inspires individuals to be lifelong learners in a global community. Hindi Language has been one of the most popular Indian languages among the students and this course emphasizes the development of four skills – listening, speaking, reading and writing which are developed through the study and use of a range of written and spoken material.

The curriculum involves literature part – Indian as well as from other countries. Although Hindi B has the range of contexts, purposes, language skills and texts also. The use of appropriate language and the breadth of inter cultural understanding to be demonstrated is also defined within the content of the syllabus.

At the DP level the students are encouraged to improvise and see their creativity in oral and written communication, thus the language activities allows the student to think out of the box.

Teaching activities include wide range of work such as discussions, dialogues, debates, interviews, poster presentation, picture description and project work. All teaching methods extend beyond the course outline to creative approaches, hence the language courses are designed in such a manner that the students learn to develop their analytical and critical skills. The writing tasks include the practice of grammar.

After completing the language course, a student is able to understand inter cultural and social community and with the knowledge gained the students can comprehend and communicate appropriately and effectively.



Group 3: Individuals & Societies

Economics – SL and HL

Economics is a relatively new social science forming part of Group 3 – Individuals and Societies using scientific methodologies that include quantitative and qualitative elements. This course is offered to students at higher and standard level. Economics course develops values and attitudes that helps students in international understanding and foster a concern for global issues and raise their responsibility at local, national and international level. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants.

The objective of Economics is to explain, analyze and understand urgent issues in our world today in the hope of finding ways to deal with them. The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather; they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The concepts of Economics are taught using discussions, field trips to companies, organizations and local markets. This gives the students an opportunity to explore the real life situations and apply them to the theories of Economics. The students are given various projects involving the stock exchanges, banks and other financial institutions as a part of the student-centered and problem-based learning. Case studies and worksheets give the students hands on experience in the analysis of data.

The students will write an examination and make a portfolio of three commentaries based on a news media extract linking theory to real world situations. The students of Economics can eventually advise companies, financial institutions and public bodies on economic trends. They can carry out research on which to base their advice, analyzing economic data and producing forecasts and reports.

The students of Economics can eventually advise companies, financial institutions, and public bodies on economic trends. They can carry out research on which to base this



advice, analyzing economic data, and producing forecasts and reports. They are often employed in Government Economic Services, Investment banks, Bank of England, insurance companies, stockbrokers, Economic consultancies, manufacturing & commercial companies (usually large multinationals); local authorities; international organizations like the UN, the World Bank or the IMF. They can also become investment bankers, financial analysts, accountants, teachers or journalists.

Division between HL and SL

The students of Economics at SL and HL level are presented with a common syllabus, with an HL extension in some topics. In the syllabus for both SL and HL level, the student requires the development of certain skills and techniques, attributes and knowledge—as described in the assessment objectives of the programme. While the skills and activity of studying economics are common to both SL and HL students, the HL student is required to acquire a further body of knowledge—including the ability to analyse, synthesize and evaluate that knowledge—and to develop quantitative skills in order to explain and analyse economic relationships. These quantitative skills are specifically assessed at HL in paper 3.

Business & Management – SL and HL

Business & Management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. The business and management course aims to help students understand the implications of business activity in a global market. It also encourages the appreciation of ethical concerns and issues of social responsibility in the global business environment. At IIS, the Business & Management course will be offered at both SL and HL. The course includes various topics like business organization and environment, Human resources, Accounts and Finance, Marketing and Operational management. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity. Students should be able to make sense of the forces and circumstances that drive and restrain change in an interdependent and multicultural world.

The basic course in business offered in school prepares the students to identify their interests and aptitude for pursuing the management program later on in their graduation and post graduation stages. Apart from the professional opportunities, the students also gain leadership and managerial skills, which give a new dimension to their personality. The ideals of international cooperation and responsible citizenship are at the heart of this course. The Business & Management course will contribute to students' development as critical and effective participants in local and world affairs. Knowledge and concept of



CHANGE, CULTURE, ETHICS, GLOBALISATION, INNOVATION & STRATEGY in businesses has become the core of the subject.

The assessment process is divided into two parts i.e. internal assessment and External assessment. External assessment includes a written examination of two papers where the HL students have to attempt an additional portion in the question paper and internal assessment includes a submission of a research project for both HL and SL students.

Although both SL and HL students are assessed by an internal assessment and 2 examination papers, the requirements, weight allocation and structure differs for each.

Some career options are also available for students of Business & Management like investment banking, entrepreneurship, business analysts, recruitment and placement consultants, Business development managers, cost accounting, teaching in B- schools around the world and so on.

Division between HL and SL

The students at HL and SL level course are presented with the same syllabus with HL students studying some extension topics and it requires higher order skills. All students are expected to display analytical and evaluative skills. However, HL students are expected to study additional topics and to study extension material of a more demanding nature in the common options and utilize and apply these skills to make informed decisions and recommendations.

Psychology – SL and HL

Psychology is the scientific study of behaviour and mental processes. With its roots in both, the natural and social sciences, the study of Psychology focuses on ethical enquiry and the application of research findings in understanding human behavior. Students understand and use diverse methods of psychological inquiry. The study of Psychology provides a unique approach to understand the society in which we live.

IB psychology examines the interaction of biological, cognitive and socio-cultural influences on human behaviour, thereby adopting an integrative approach. The course helps the students to understand how psychological knowledge is generated, developed and applied and enables students to appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology. They will be encouraged to adopt an integrative approach based on



scientific and investigative methods that may include experiments, observation, clinical interviews and questionnaires. The course will also help them to become aware of various aspects of research methodology and the use of statistics to infer data.

The aims of the Psychology course at HL are to:

- develop an awareness of how psychological research can be applied for the benefit of human beings
- ensure that ethical practices are upheld in psychological inquiry
- develop an understanding of the biological, cognitive and socio-cultural influences on human behavior
- develop an understanding of alternative explanations of behavior
- understand and use diverse methods of psychological inquiry.

Students at the HL level study the three core levels of analysis i.e. biological, cognitive and socio-cultural along with two options out of five. Besides, the students are also required to study qualitative research methodology and one experimental study in detail.

The basic course in psychology offered at the HL level prepares the students to identify their interests and aptitude for pursuing psychology at higher levels. Besides, the students are also expected to develop a deep understanding of human behavior and the factors that have influence it. IB psychology takes a holistic approach that fosters intercultural understanding and respect.

The IB psychology student will be assessed by their performance on the internal assessment (20%) and external assessment (80%). The external assessment has three papers and internal assessment is based on a report of a simple experimental study conducted by the student.



Group 4: Sciences

This Group subjects underline a realistic approach through the experimental work that differentiates the subject from other disciplines by providing opportunities for scientific study and creativity within the global scenario that is encouraging and challenging for the students.

There is a common form of internal assessment for all the subjects under Experimental Sciences that includes an interdisciplinary group project which is termed as Group 4 Project.

Division between HL and SL

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the options studied. The students are offered with a syllabus that encourages the development of certain skills, attributes and attitudes, as explained in the subject guide.

While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the common options.

Physics – SL and HL

In IB Diploma Programme, students will study the subjects of their choices in two years and at the end of their second year they will get their Diploma. The students can study Physics at either higher level or standard level. Under both the levels they can clear their fundamental concepts and the students of higher level will improve their knowledge for higher studies in Physics.

There are many best Universities around the World in which they get admissions in Pure Science, Applied Science, Astronomy, Bio Physics, Bio informatics and Engineering careers. They can choose Physics in SL for enjoyment of Sciences and for challenges of daily life. The IB has its unique way of learning, which increases the thinking skills, risk taking skills, personal skills, communication skills, reflective skills and unity skills. These skills play very important role in the life of students to face the challenges of the Upcoming World.

There is a common core that covers 8 topics which are Measurements and Uncertainties, Mechanics, Thermal Physics, Waves, Electricity and Magnetism, Circular motion and



Gravitation, Atomic, nuclear and particle physics, Energy Production. In addition for higher level 4 additional topics are studied, the majority of which are extensions of the core topics. In addition students study one options out of 4 given topics. The options topics are Relativity, Engineering Physics, Imaging and Astrophysics. There is a strong practical element to the course, and the internal assessment in the subject is entirely based on practical skills and related intellectual skills acquired throughout the course.

The course requires a high level of mathematical ability, particularly at higher level, and potential students should be taking at least standard level Mathematics course and ideally higher level Mathematics if studying Physics at higher level.

They learn Physics not by the books and traditional teaching style but they improve their knowledge of Physics by the smart way of teaching and learning i.e. interactive smart boards, ICT, practicals, and simulations etc. They not only design their own experiments but also perform them in the well equipped and well designed laboratories. In general we can say that IB gives emphasis on the improvement of practical skills and practical portfolio, which can be constantly improved by them by adding their own designed practicals.

The Group 4 project is a collaborative activity where students work together on a Scientific or Technological topic to encourage an understanding of relationships between scientific disciplines and overarching nature of the scientific methods. The Students are allowed in Group 4 Project to appreciate the Environmental, Social and Ethical Implications of Science and Technology.

The IBDP with Physics is a respected qualification to get admissions in the best Universities around the World. Since Physics is one of the most demanding subject therefore they get admissions into technical careers and students having this course go on to great success in University studies.

Chemistry – SL and HL

Chemistry is an experimental science subject that a student can study at standard level and higher level and therefore, accommodates students who wish to study science in higher education and those who do not. It combines academic study with the acquisition of practical and investigational skills. It is called the fundamental science, as chemical principles underpin both the physical environment in which we live and all biological systems.



The Diploma Programme chemistry course includes the essential principles and covers the three strands of the subject in inorganic, organic and physical chemistry but also, through selection of options, allows teachers some flexibility to design the course to meet the needs of their students. And thus it is widespread in both balance and depth. The objectives of the Diploma programme – demonstration, understanding, apply, analysis, conclusion and evaluation can be easily achieved in this subject.

As chemistry is a fusion of the theoretical and the practical, laboratory work is an essential part of the course, both in informal experimentation where skills are acquired and theoretical knowledge is reinforced, and in Internal Assessment where the knowledge and skills gained is formally marked and counts towards the final Diploma grade. All three strands of chemistry are addressed with, for example, practical work in enthalpy measurement, rates of reaction, acid/base titration and organic synthesis. These, and many others, add up to wide-ranging and enjoyable journey through this fascinating and fundamental subject.

The experimental skills of the students can be developed and tested in Internal assessments. The students have to design the experiment, collect the data and arrive at conclusions to fulfill the prerequisite of the objective laid. Its correlation with other disciplines like Physics and Biology helps understand the concepts of other disciplines.

Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment. A combination of Physics and Chemistry opens the doors of number of top universities. Chemistry and Biology together provides opportunities in Bioinformatics, Medicines and Pharmaceuticals.

The Group 4 project is a collaborative activity where students work together on a Scientific or Technological topics to encourage an understanding of relationships between scientific disciplines and overarching nature of the scientific methods. The Students are allowed in Group 4 Project to appreciate the Environmental, Social and Ethical Implications of Science and Technology.

Biology – SL and HL

In this course the students acquire a limited body of facts and, at the same time, develop a broad, general understanding of the principles of the subject. As a part of the core of the subject they study Statistical analysis, Cells, the chemistry of life, Genetics, Ecology and Evolution, Human health and Physiology. In addition to this, students at higher level study about nucleic acids and proteins, cell respiration and photosynthesis, plant science,



genetics, human health and physiology. Besides this the course offers options which include the study of human nutrition and health, neurobiology and behavior, ecology and conservation. Although the course at standard level and higher level has been written as a series of distinct statements (for assessment purposes), there are four basic biological concepts that run throughout.

Structure and function

This relationship is probably one of the most important in a study of biology and operates at all levels of complexity. The students will appreciate that structures permit some functions while, at the same time, limiting others.

Universality versus diversity

At the factual level, it soon becomes obvious to students that some molecules (for example, enzymes, amino acids, nucleic acids and ATP) are everywhere, and so are processes and structures. However, these universal features exist in a biological world of enormous diversity. Species exist in a range of habitats and show adaptations that relate structure to function. At another level, students can grasp the idea of a living world in which universality means that a diverse range of organisms (including ourselves) are connected and interdependent.

Equilibrium within systems

Checks and balances exist both within living organisms and within ecosystems. The state of dynamic equilibrium is essential for the continuity of life.

Evolution

The concept of evolution draws together the other themes. It can be regarded as change leading to diversity within constraints, and this leads to adaptations of structure and function.

These four concepts serve as themes that combine the topics that make up the three sections of the course: the core, the additional higher level (AHL) material and the options.

By learning this course the student learns to appreciate the environment and is more committed to taking steps to protect it. After studying Biology the student is better equipped to take up any one of the specialized areas as career options; medicinal sciences, bio medical engineering, biotechnology, bioinformatics, dentistry, agricultural science, dairy science, biological sciences, biochemistry, marine biology, entomology, environmental engineering, biophysics, genetic engineering, microbiology, molecular biology etc.



Environmental Systems and Societies – SL

Environmental Systems and Societies is a interdisciplinary subject designed to combine the techniques and knowledge associated with group 4 (the experimental sciences) with those associated with group 3 (individuals and societies). By choosing to study this interdisciplinary course as a part of the DP, the students are able to satisfy the requirements for both groups 3 and 4 of the hexagon, thus allowing them to choose another subject from any hexagon group (including another group 3 or 4 subject). However, it is advised this subject may not be studied in combination with Biology.

The course will include topics like foundation of environmental systems and societies, an introduction to the systems' approach, which describes the various models of systems in our environment. A detailed study of ecosystems and biomes is taken up next. The other concepts that are elaborated on include population dynamics and resource use, conservation and biodiversity, and pollution management. The course also discusses about water and aquatic food production system and soil system and terrestrial food production system and societies. Issues about climate change and energy production will be discussed in detail. The course will also discuss the resource use and human systems.

The teaching approach to the subject will help the students to evaluate the scientific, ethical and socio-political aspects of the issue. In this course the students will use different techniques to learn and understand. The concepts would include field visits, surveys, sampling techniques, studying the environment factors, group discussions and lot more.

In this course, the students may share data collected with those in other IB World schools or other continent just as professional scientists pool their data.

External Assessment includes written examinations with short answers and data-based question. The students are presented with a range of data in a variety of forms related to a specific case study. They also make reasoned and balanced judgments by analyzing the data. Internal assessment includes practical work and fieldwork.

This subject provides students with a logical perception of the interrelationships between environmental systems and societies, which will enable them to take on a learned personal response to the wide range of imperative environmental issues that they will unavoidably come to face. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The importance of the environment is becoming increasingly an important political and economic issue. Careers in this expanding area are becoming both, sought after, and essential for the future.



Group 5: Mathematics

Mathematics can be seen as a well defined body of knowledge, as an abstract system of ideas, or as a useful tool. There is no doubt that mathematical knowledge provides an important key to understanding the world in which we live. True to its ideology, Mathematics aims to enable the students to develop knowledge of mathematical concepts and principles, to develop logical, critical and creative thinking, and to employ and refine their powers of abstraction and generalization.

Every IB diploma programme student takes Mathematics as **a compulsory subject** and because individual students have different needs, interests and abilities, we offer two different courses in mathematics. Each course is to meet the requirements of a particular group of students and they are advised to select the appropriate course that suits their requirements.

Students of all levels are taught to use a Graphic Display Calculator which helps the students to view and appreciate graphs of functions and study the behavior of these graphs in various domains, which is not easy otherwise. They also learn to show a rational approach to numerical and graphical accuracy.

The students are assessed through internal and external components which include exams taken at the end of the course.

Remedial classes will also be conducted besides regular teaching during the year for the students who require additional teaching support in understanding and solving mathematical problems.

Besides laying a strong foundation of mathematical concepts in the students for their university level studies, the subject at DP level also helps them to use mathematical techniques that are suitable to a given situation and also to meet the challenges of surviving in a technologically global society

Mathematics – HL and SL

This course caters for students who already possess knowledge of basic mathematical concepts, and who have the right skills needed to apply simple mathematical techniques correctly. A sound mathematical background is expected from majority of these students when they prepare for future studies in other subjects such as chemistry, economics, and business and management.



Topics taught are Algebra, Functions and Equations, Circular Functions and Trigonometry, Vectors, Statistics and Probability Calculus. These topics are very essential for students to pursue their University Education in any scientific, business or management programme. The approach we take at this level to teach the topics mentioned above helps to develop the student's analytical and logical thinking skills.

The Mathematical problems dealt with at this level require a thorough understanding of the concepts taught and these problems help them develop an attitude conducive to further learning and the application of mathematics.

Internal Assessment in Mathematics SL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. The purpose of exploration is to provide students with opportunities to increase their understanding of mathematical concepts and processes and to develop a wider appreciation of mathematics.

Mathematical Studies – SL

This course caters for students with diverse background and aptitude. Ideally, it is framed to build confidence and encourage an appreciation of mathematics in students who do not foresee a need for mathematics in their future studies.

The students most likely to select this course are those whose main interests lie outside the field of mathematics, and for many students this course will be their final experience of being taught formal mathematics. The syllabus has thus been designed carefully to ensure that an approach starting from first principles can be used. This course is equivalent in status to Mathematics SL but addresses different needs. It emphasizes on applications of mathematics and the largest section is on statistical techniques. Students opting for this course are well prepared for a career in social sciences, humanities, languages and arts. The topics taught are Number and Algebra, Descriptive Mathematics, Logic, set and probability, Statistical applications, Geometry and Trigonometry, Mathematical models & Introduction to different calculus.

Internal Assessment in Mathematical Studies SL is an individual project. This is a piece of written work based on personal research involving collection, analysis and evaluation of data. The project work provides opportunities for students to achieve competence in areas that will contribute to their overall education as well as to acquire qualities that are likely to contribute to their personal development.



Group 6: The Arts

Visual Arts – SL and HL

From the ancient period human beings have shown a basic need to create and communicate personal and cultural meaning in the form of Art. The methods engaged in the study and creation of visual arts is essential in developing capable, inquiring and knowledgeable learners, and encourages students to place their ideas within international contexts. To support the principles of the IBO mission statement, the course encourages an active exploration of visual arts within the students' own and other cultural contexts. The study of visual arts and the journey within it encourages respect for cultural and aesthetic differences and promotes creative thinking and problem solving. The course creates new possibilities and can challenge traditional boundaries.

The students are required to produce various works through drawing, painting, printmaking, sculpture, textiles, mixed media, and electronic media and through utilizing found objects. But the course is not just limited to only producing things but a journey as explained in the following way in the subject guide:

'Artistic learning requires a high level of knowledge that is both intellectual and emotional. For students to communicate visually they must place themselves within a cultural context, or contexts, from which to discover and develop appropriate techniques. Through the visual arts, people acquire understandings which are unique in human development. Study of the visual arts allows students to discover ways in which to interpret and comment critically on the human condition. The emphasis within the course will be on growth and commitment through the study of art and on the links between research and production of art.

The course consists of two important parts:

A) STUDIO WORK

- Students' art work should demonstrate an enquiring and interactive approach to a variety of visual phenomena.
- Create art concepts and skills in the works that are personally socio-culturally and aesthetically meaningful in nature
- To demonstrate practical skills and right use of media.



B) RESEARCH WORK

- To present the research done in form of visuals and written document that led to understanding of topics or ideas that will be investigated.
- Use informed vocabulary to critically analyze the meanings and various qualities of art forms.

The work will be continuously assessed throughout the course, with regular individual tutorials to monitor and discuss the progress and development of work. Over the 2 years, the research work book should develop into 150 pages which document a personal creative journey; the best and substantial portion of the research to an approximate of 30 pages will be copied and sent to the examiner prior to his visit. The students also have to set up an exhibition of their work, where 18 selected pieces of studio work will be exhibited and also submitted electronically for external assessment by the visiting examiner.

After studying this course most of the students seek admission in universities to specialize in various domains of Fine Arts - painting, fashion, textile, graphics, 3D design, Drawing and applied arts, Jewelry design, theatre costume design, stage set design, films, animation and architecture which leads to a wide range of Art and design related careers ahead.



Core Mandatory Components

The students are expected to fulfill the requirements of the following three components completed successfully to be awarded the IB Diploma.

The Extended Essay

Extended Essay is a 4000 words essay based on a research in a particular subject which is expected to consume 40 hours of work. It is an in-depth study of a focused topic chosen from the DP subjects. It develops a high level of research and writing skills, intellectual and creative discovery which are the pre-requisite for university education. It gives students an opportunity to engage in personal research in a topic of their interest, under the guidance of a supervisor assigned for this task.

Extended Essay being a very important component of the Diploma Programme develops in the student the ability to put forward their views persuasively in a well structured, logical and coherent manner.

Stages of Extended Essay:

- Stage I Choosing the subject and formulating the R. question.
- Stage II Making an outline plan for the essay.
- Stage III The Research Process – primary and secondary sources, taking notes.
- Stage IV Preparing the first draft of the essay, discussing it with the supervisor, working on the bibliography simultaneously.
- State V Writing the final draft.
- Stage VI Write the abstract – not more than 300 words containing the essence of the extended essay. A formal presentation of the EE should include an abstract, acknowledgement, a page of content, chapters with tables/ illustrations, conclusions, appendices etc. any work that is not the students own should be foot noted and referenced in the standard format. A bibliography has to be mentioned at the end of the essay. All this is not included in the 4000 words.

EE is externally assessed by the examiners appointed by the IBO. Grades awarded range from A to E. A print out of the regulations, EE calendar, and Academic Honesty and Assessment criteria will be issued to every student in the beginning of the Diploma



Programme. The deadlines for submission of essay drafts and presentations are detailed in the Deadline Calendar.

Theory of Knowledge

The Theory of Knowledge course is another core element in the Diploma Programme that encourages critical thinking about knowledge itself, to try to help young people make sense of what they tread upon. Its core content revolves around questions like: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?

The process of the subject makes TOK unique, and distinctively different from standard academic disciplines. At the centre of the course is the student as **knower**. Students entering the Diploma Programme typically have 16 years of life experience and more than 10 years of formal education behind them. They have accumulated a vast amount of knowledge, beliefs and opinions from academic disciplines and their lives outside the classroom. In TOK they have the opportunity to step back from this persistent acquisition of new knowledge, in order to consider knowledge issues. These include the questions already mentioned, viewed from the perspective of the student.

The target of TOK discussions and activities is to assist students realize and convey their ideas on knowledge issues encouraging them to share ideas with others and to listen to and learn from what others think. In this process students' thinking and their understanding of knowledge as a human construction are enriched and polished. Connections may be made between knowledge encountered in different Diploma Programme subjects, in CAS experience or in extended essay research; distinctions between different kinds of knowledge may be clarified. Because the subject matter of the course is defined in terms of knowledge issues, there is no end to the valid questions that may arise in a TOK course. The major areas covered in TOK sessions are areas of knowledge (natural and human sciences, the arts, mathematics, history, indigenous knowledge systems and religious knowledge systems and ethics), ways of knowing (perception, language, emotion, imagination, faith, intuition, belief and memory) and shared and personal knowledge.

TOK is formally assessed by a 1,200-1,600 words essay and a 10 minutes oral presentation. The deadlines for submission of essay drafts and presentations are detailed in the Deadline Calendar.



Creativity, Activity and Service (CAS)

Creativity, activity, service (CAS) is one of the three essential elements in every student's Diploma Programme which involves students in a wide range of activities alongside their academic studies throughout the Diploma Programme. The three strings of CAS, which are often interlinked with particular activities, are illustrated below:

Creativity: arts, and other experiences that involve creative thinking.

Activity: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

Service: an unpaid and voluntary exchange that has a learning benefit for the student respecting the rights and dignity of all those involved in it.

CAS enables students to enhance their personal and interpersonal development through experiential learning and at the same time, providing an important counter balance to the academic pressures of the rest of the Diploma Programme. A good CAS programme is both challenging and enjoyable, a journey towards self discovery

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity with a broader aim to create a better and more peaceful world. Working towards it should be seen as involving many small steps, which may be taken locally, nationally or internationally. It is very important to ensure that the activities are seen in a broader context, bearing in mind the proverb "*Think globally, act locally*".

1. Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but students need to document their activities and submit evidences that they have achieved the following eight key learning outcomes:
2. Increased their awareness of their strengths and areas for growth.
3. Undertakes new challenges
4. Planned and initiated activities
5. Worked collaboratively with others
6. Shown perseverance and commitment in their activities
7. Engaged with issues of global importance
8. Considered the ethical implications of their actions
9. Developed new skills

The deadlines for all activity selection, planning reflections, completion activity and submission of evidences and recordings are detailed in the Deadline Calendar



APPROACHES TO TEACHING & LEARNING

“A 2007 survey of 400 hiring executives of major US corporations identified their top four requirements of new recruits as being oral and written communication skills, critical-thinking and problem-solving skills, professionalism and work ethic, and teamwork and collaboration skills” (Trilling and Fadel 2009).

The DP ATL Initiative - The DP ATL Initiative aims to develop and introduce a new dimension of the DP to improve the quality of learning and to support key values and principles of IB Education

The development of skills such as thinking skills and communication skills is frequently identified as a crucial element in preparing students effectively for life beyond school. Similar skills lists have been developed by the International Society for Technology in Education (ISTE) and the Organisation for Economic Co-operation and Development (OECD), and are also the subject of numerous books such as *The Global Achievement Gap* (Wagner 2010). Yet many students struggle with some of the basic skills of effective learning. For example, good note making has been positively correlated with academic achievement, yet research suggests that many university students have difficulty even with the fundamental skill of making notes from lectures or texts (Kiewra 1985, O'Donnell and Dansereau 1993).

Developing students' ATL skills is about more than simply developing their cognitive skills. It is also about developing affective and metacognitive skills, and about encouraging students to view learning as something that they “do for themselves in a proactive way, rather than as a covert event that happens to them in reaction to teaching” (Zimmerman 2000: 65). By developing ATL skills and the attributes of the learner profile, DP students can become “self-regulated learners” (Kaplan 1998). Self-regulated learners have learned how to set learning goals, ask good questions, self-interrogate as they learn, generate motivation and perseverance, try out different learning processes, self-monitor the effectiveness of their learning, reflect on achievement, and make changes to their learning processes where necessary (Zimmerman and Schunk 1989, de Bruin et al. 2011, Wolters 2011).



The term “skill” is therefore used in a broad sense in the DP to encompass cognitive, metacognitive and affective skills. Cognitive skills include all the information-processing and thinking skills, often called “study skills” in a school environment. Affective skills are the skills of behaviour and emotional management underpinning attitudinal factors such as resilience, perseverance and self-motivation, which often have a large role to play in educational achievement. Metacognitive skills are the skills that students can use to monitor the effectiveness of their learning skills and processes, to better understand and evaluate their learning. Although these skills may be in use when manifesting a certain natural ability or talent, they are different to both of these because proficiency in any skill can be increased through the deliberate use of techniques and strategies, feedback and challenge. Skills are therefore highly teachable.



Assessments

All Diploma courses are assessed on a continuous basis, although the 'weighting' varies between different subjects. In addition to this the language courses also include a component based on the assessment of one or more oral exams. In most subjects, however, the final assessment comes in the form of **final examination** taken towards the end of second year which are marked by external examiners.

Internal deadlines for fulfillment of the Diploma Programme

The internal deadlines for the students are carefully planned by the school staff in order to help students to distribute their workload fairly evenly and to meet the official IB requirements for assessment. The students are expected to meet all the deadlines of both a short-term and a long-term nature over the two years of the IB Diploma. The school deadlines are essential and strict – students who fail to meet them are likely to be penalized in the grades awarded. If a student is likely to be absent during the important submission dates, such submissions should be done before the deadline date. Genuine absence due to ill health would call for a medical certificate from a registered medical practitioner and/or note from parents. Students who do not meet school deadlines may be disqualified from entering/withdrawn from the IB Diploma.

THE DEADLINE FOR SUBMISSION OF NON EXAMINATION COMPONENTS WILL BE SHARED LATER BY THE END OF FIRST YEAR

Tentative dates for Internal Examination IBDP Batch V (2016-2018)

S.No.	Month (Tentative)	Examination
1	September, 2016	FA 1
2	December, 2016	FA 2
3	February, 2017	SA 1
4	September, 2017	FA 3
5	Mock Test	December 2017 to January, 2018
6	Preboard Exam	March, 2018

Details of deadlines for Visual Arts will be handed over to the respective students as a separate document.



Final external IB exams

The final IB examinations will be held in the II year during the first three weeks of May, 2016. The examination schedule is available for students six months prior to the exam session. Registration takes place in the month of October before the May session.

Registration for the IB Diploma is dependent on the student meeting pass criteria (see below) in recent interims and being up-to-date with all internal assessments.

Award of the IB Diploma

Performance in each subject is graded on a scale of 1 point (minimum) to 7 points (maximum). For the IB Diploma, a maximum of 3 points is awarded for combined performance in Theory of Knowledge and the Extended Essay. Hence, the maximum total Diploma Programme points score is 45. **Following is the matrix used to calculate points for TOK and CAS**

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

All assessment components for each of the six subjects and the additional IB Diploma requirements, notably CAS, must be completed in order to qualify for the award of the IB Diploma



The IB Diploma will be awarded to a candidate whose total score is 24 points or above, and does not fall under the following failing conditions

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

The IB Diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met.

1. Numeric grades have been awarded in all six subjects registered for the IB diploma.
2. All CAS requirements have been met.
3. Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them.
4. There is no grade 1 in any subject.
5. There is no more than one grade 2 at higher level.
6. There are no more than two grades 2 at standard level.
7. Overall, there are no more than three grades 3 or below.
8. At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level).
9. At least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level).
10. The final award committee has not judged the candidate to be guilty of malpractice.



PLAGIARISM

What is Plagiarism?

Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

But can words and ideas really be stolen?

According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually enough to prevent plagiarism. See our section on [citation](#) for more information on how to cite sources properly.

What about images, videos, and music?

Using an image, video or piece of music in a work you have produced without receiving proper permission or providing appropriate citation is plagiarism. The following activities are very common in today's society. Despite their popularity, they still count as plagiarism.



- Copying media (especially images) from other websites to paste them into your own papers or websites.
- Making a video using footage from others' videos or using copyrighted music as part of the soundtrack.
- Performing another person's copyrighted music (i.e., playing a cover).
- Composing a piece of music that borrows heavily from another composition.

Certainly, these media pose situations in which it can be challenging to determine whether or not the copyrights of a work are being violated. For example:

- A photograph or scan of a copyrighted image (for example: using a photograph of a book cover to represent that book on one's website)
- Recording audio or video in which copyrighted music or video is playing in the background.
- Re-creating a visual work in the same medium. (for example: shooting a photograph that uses the same composition and subject matter as someone else's photograph)
- Re-creating a visual work in a different medium (for example: making a painting that closely resembles another person's photograph).
- Re-mixing or altering copyrighted images, video or audio, even if done so in an original way.

The legality of these situations, and others, would be dependent upon the intent and context within which they are produced. The two safest approaches to take in regards to these situations is: 1) Avoid them altogether or 2) Confirm the works' usage permissions and cite them properly.

Source: www.plagiarism.org

Malpractice

Malpractice is really a polite word for cheating. We hope that in your years in school you will have learned the meaning of academic honesty and the difference between honesty and cheating. **Academic honesty means that everything you hand in for assessment – all homework, coursework, exam answers etc, is 100% your own work.** It means that every time you use someone else's words or ideas you acknowledge it.

The School and the moderators and markers at the IB are very careful to look out for malpractice. It includes the following main groups:

Plagiarism: Representation of the ideas or work of another person as your own. Student is advised to go through the document "Citing & Referencing Document" (uploaded on the school website) to get clarity on referencing



Collusion: Supporting malpractice by another student, as in allowing your work to be copied or submitted for assessment by another student.

Duplication of work: Presentation of the same work for different assessment components or for different diploma requirements

Any other behaviour that gives you an unfair advantage.

Remember that all information must be treated in the same way, whether it comes from a book, CD-Rom, web-site etc. All photos and illustrations must also be acknowledged if they are not your own. For some assessment tasks, such as science practicals, collaboration with other students is encouraged at the stage where you are carrying out the work and obtaining results. The final work, however, must be produced independently. If your work is similar to that of another student or identical, this would also amount to a case of plagiarism. It is essential that you keep all rough notes and your rough drafts of all your assessed work – the IB may ask to see these notes.

If, during your two years of IBDP studies, you are found to have been academically dishonest in any piece of work, the matter will be taken very seriously. The IB randomly checks candidates' work for plagiarism using a web-based detection system: students found to have plagiarized automatically fail the IB Diploma.

Before taking all IB DP examinations, students are advised to ensure that they have read, understood and subsequently adhere to the examination notices that would be displayed outside the examination rooms on the "*Conduct of examinations*".



UNIVERSITY COUNSELING AT IIS

At IIS the University College Counsellor aims to assist the students find a place in the university best suited to their future career aspirations and fulfil the dreams they have nurtured throughout their years at the school. Choosing the correct university for each student can only be achieved through a joint effort involving the student, his/her parents, teachers, administrators and our college counsellors.

Our students are highly motivated to stand out and in the couple of years have performed outstandingly. And with each year the competition for admissions to the world's leading universities is on the rise. The University Counsellor assists each student find the universities where their applications will receive the most favourable consideration.

Though presently IIS alumni are pursuing their studies in the top Universities/Colleges in India, they had also acquired admission in some of the leading universities in UK. The university selection and application process differs from country to country. Our university Counsellor steers the university admission process by guiding the students through the requirements of each university and counsels them on the varied expectations of different universities in India and other countries. around the world. These expectations cover both the student's academic performance from Class IX onwards to completion of the IB Diploma and the student's conduct and participation in all activities in the school. As the competition rises, the universities also raise their standards and information on their websites indicating IB points score requirements.

Each student's preparation for university, therefore, begins from Class IX as the skills, study habits and attitudes acquired and demonstrated early on are those that will be reflected in students' applications and the recommendations that teachers will be able to write for them. Through their IGCSE/IBDP courses students learn to work in groups, manage their time outside of class, structure projects and home assignments into achievable deadlines, work with the community, and design goals for their better career prospects.



Recognition elsewhere

If you wish to apply to a University other than Britain, Italy or America, it is advised to contact the university in advance before making your IB subject choices. This is because some countries have specific requirements that are completely inflexible. You should consult the IB website www.ibo.org for up-to-date information.

IB Exam Results

The IB results are issued in early July to candidates via the internet with the issue of PIN codes which candidates will be provided with prior to sitting their May examinations.

The IB sends results directly to universities in many countries - make sure you make a request to the IBDP coordinator by March of Year II.



University Recognition

Suggested Conversion for Higher Education for students applying to Indian Universities

International Baccalaureate Diploma has been recognized by the Association of Indian Universities as an entry qualification to all universities in India. With the requirement for percentage conversion by universities in India, students applying to Indian universities receive a transcript with IB grades and percentages within 1 working day from the release of results for the May and November session exams. The table below provides the range of IB grades to percentage scores. Universities in India ask for percentage conversion of the predicted grade transcript as well at the time of admission, schools may use this suggested conversion for calculating the equivalent marks on a scale of 1-100 by giving the midpoint of the range indicated for a particular grade.

IB Grade to Marks Scheme

IB Grade	Indian Equivalent Marks	
	From	To
7	96	100
6	83	95
5	70	82
4	56	69
3	41	55
2	21	40
1	1	20



Recognition statement by AIU for the Diploma Programme



भारतीय विश्वविद्यालय संघ
ए जॉर्ड वू हाउस, 16, कॉन्फ्रेड इन्द्रीत एला मार्ग
(फोटवा मार्ग) नई दिल्ली-110002
Association of Indian Universities
AIU House, 16, Confrade Indrajit Gupta Marg (Kirti Marg)
New Delhi 110 002

NO: EV/II(224)/2010/ 17407
December 14, 2010

The International Baccalaureate Headquarters
Route des Morillons 15
CH - 1218, Grand Saconnex
Geneva
SWITZERLAND

Dear Sir,

This has reference to your request dated 10th November, 2010 seeking clarification on the recognition of IB Diploma.

In this connection we would like to inform you that "International Baccalaureate Diploma" awarded by the International Baccalaureate Organization, Geneva, Switzerland, has been equated with +2 stage (Grade 12) qualification of an Indian Board since 1983.

Students intending to join Indian Universities after completion of their IB qualifications are eligible to pursue Bachelor's degree programme at Indian Universities.

Those intending to join Professional Degree programmes at Indian Universities viz. medicine/engineering etc. are required to have studied the subjects of Physics, Chemistry, Biology/Mathematics and English at the qualifying level.

Students after obtaining their IB Diploma can obtain an Equivalence Certificate from this office which is issued on a remittance of equivalent amount of US \$ 200, in Indian currency, in the form of Demand Draft only, favouring the 'ASSOCIATION OF INDIAN UNIVERSITIES', payable at the New Delhi branch of the issuing bank.

Thanking you,

Yours faithfully,


Sambhav Stivastava
Section Officer (EV)

CC: Ms. Priyamvada Taneja, Liaison Officer, Asia Pacific Regional Office, 15
Hoe Chiang Road, # 11-04/06, Tower Fifteen, Singapore 089316