



DR. PILLAI GLOBAL ACADEMY

local actions...global options

Dr. Pillai Global Academy

International Baccalaureate Diploma Programme

**An Information Guide
for Students and their Parents
2018-2020**

DR. PILLAI GLOBAL ACADEMY

Backed by more than 40 institutions since 1970, ranging from, schools, colleges, Degree Colleges, Night Degree colleges, Post-Graduation institutions and Charitable trusts, under Mahatma Education Society, *Dr. Pillai Global Academy* also claims a position in the international arena.

Affiliated to Cambridge and IBO, the institution also offers IGCSE (International General Certificate of Secondary Education) and the IBDP (International Baccalaureate Diploma Program) years. Running parallel to Mahatma Education Society, the IBO too, is a non – profit international educational organization established in 1968. The headquarters of the IBO are in Geneva, Switzerland. The IB Diploma Program is recognized throughout the world as an academic program, that not only grooms the overall personality of the student, but also prepares him for his own future and that of the world at large.

The IBO thus claims its supremacy with pride.

* In India, the IB has been accepted with an overwhelming response, so much so, that the AIU, The Association of Indian Universities, has rated IBDP at par with ICSE, CBSE, or any other class XII of the state board.

* Thus, the student completing the pre–eminent IB Diploma Program after two years, not only gets a global exposure, but also a global acceptance in any university in India or abroad. The student is now ready to pursue further studies around the world. The Mahatma Education Society, being in collaboration with Universities abroad, like Australia and St. Mary’s in California, lends a helping hand for the future prospects of its men-tee. Moreover, the society gives preference to the IB students in its own institutions.

The *DR. PILLAI GLOBAL ACADEMY* mission statement that vertically corresponds with the IBO mission statement, boasts on providing a holistic education based on new-generation academics that creates powerful global career options for its students. The students accomplish these career options through our kaleidoscopic vision of “Local actions and Global options”.

School Philosophy

“Education is not a quest but a journey”: Dr. K.M.V. Pillai

This journey of life encompassing the entire world has its base in our educational institution, Dr. Pillai Global Academy.

The two different poles, even though contrary not only intersect the knowledge & skills but also overlap different ways of thinking. Globalization leaves its footprints in every arena/area of the student development. Teaching & Learning are now equipped with new techniques involving interacting learning environment. These skills involve multicultural influences, inclusive societal structures & a pattern of interdependency. A student in this new world must grapple with 2 core facts of life: One, where he encounters immense competition & the other where he has access to infinite opportunities. These students must be equipped well to deal with the competition efficiently. Skills required for competing & critical analysis help them in their choices.

Dr. Pillai Global Academy employs a unique approach to address this need, by making a paradigm shift from the textbook to the real world & labs. While skills & facts are important; the reasoning behind the facts makes for a subject of analysis. Thus, the ‘how’ & the ‘why’ gather much weight than the ‘what’. Dr. Pillai Global Academy focuses on developing the right attitude to face the challenges, learning & applying contemporary knowledge & cultivating a spirit of enterprise. As stated in the mission, Dr. Pillai Global Academy believes in an education that concentrates on a holistic development. An education that helps students imbibe, not only diversified knowledge, but also teaches them how to harness this knowledge to the new world.

The school fosters critical thinking while at the same time emphasizing creativity. A positive environment is developed to complement the students’ positive attitude. Right values & morals are instilled amongst the student at the same time as self-confidence & self-esteem. To this end the school strongly believes in going beyond academic development by conducting numerous extra-curricular and co-curricular activities as well as field trips. The Philosophy is made operational through the implementation of different curricula & boards as they help in developing & cultivating the skills necessary for the 21st century.

School Vision
“To develop local actions to create global options”

School Mission Statement

We are committed to provide a holistic education based on new-generation academics that create not just powerful career options for our students, but which empowers them to become key contributors to the global community and the environment in which they live. We strive to achieve nation-building through character-building and we do so through an approach of mentoring.

The IBO mission statement

The International Baccalaureate Organization 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 IBO 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.

One of our major aims is to prepare students to be Global citizens.

The Core Values at Dr Pillai Global Academy are

Futuristic Vision

Resilience

Ethical understanding

Spiritual strength

Holistic Development

Identity and Purpose of the Global Academy IB Program

The International Baccalaureate Program is an integral part of *Dr. Pillai Global Academy*. The purpose of the program is to provide the students with an academically challenging high school education, which meets worldwide standards and criteria and is sanctioned by the International Baccalaureate Organization (IBO).

The overall IB Program

International Standard of Excellence

Comprehensive curriculum of college level work

Encourages academically talented and highly motivated students

IB exams concentrate on the analysis of what the student knows.

Students must be enrolled in an authorized IB school.

Exams are based on broad general understanding of concepts and fundamental themes; questions emphasize essay writing.

Policies are determined by international educators.

The International Baccalaureate Program

Overview

The IB curriculum provides a cohesive and comprehensive liberal arts and sciences program of study for highly motivated juniors and seniors of differing educational backgrounds, abilities, and interests. It is not just a set of examinations, but a rigorous pre-university program, which will provide the basis for life-long education. IB aims to provide a balanced program, which stimulates thought and creativity and enhances the international perspective of students. Students who satisfy the demands of the program demonstrate a strong commitment to learning, both in terms of mastery of content and the development of skills. The purpose of the IB curriculum is to:

- educate young people to act intelligently and responsibly in a complex society;
- ensure knowledge of traditional academic disciplines and of the individual's own heritage, while fostering inquisitiveness and openness to new ideas; and

- equip students with a genuine understanding of themselves and others, heightening the capacity for tolerance and engendering respect for different points of view.

Within the IB Program students can choose one of two pathways: a) the IB Diploma or b) one or more IB Certificates. *Dr. Pillai Global Academy* offers a generous selection of subject choices within the IB curriculum. This fact, coupled with a wide selection of challenging extracurricular activities offered at *DR. PILLAI GLOBAL ACADEMY*, contributes to one of the strongest educational experiences available.

What is the International Baccalaureate Organization (IBO)?

The IBO was created in Geneva in 1963 by a group of member schools of the International Schools Association. These schools formed the International Schools Examination Syndicate (ISES) to plan a full curriculum and examination system. In 1968 the ISES changed its name to the International Baccalaureate Organization and was given legal status under the Swiss Civil Code.

The IBO Headquarters is located in Geneva, Switzerland, and the IBO Curriculum and Assessment Center is in Cardiff, Wales. The IBO has regional offices in North and South America, Asia, Europe and Africa. The South East Asia Pacific regional office of the IB is located in Singapore. The Regional representative for which is Ms. Farzana Dohadwalla.

Mahatma Education Society, the anchor and the support office of *Dr. Pillai Global Academy*, is located in the lush Chembur area of Mumbai city. *Dr. Pillai Global Academy* became a member IBO in January 2007. The IB diploma is highly regarded for entry into universities throughout the world and for advanced placement at many colleges and universities in India and abroad. Mahatma Education Society, being well equipped with more than 40 institutions with collaborations abroad, takes pride in giving preference to its own men-tee. Amongst the different range of universities,

Oxford University was the first university to accept the IB diploma as an entrance qualification. Now universities world-wide, including India recognize the diploma graduate as having completed one of the finest liberal arts educations available.

Who is suited for the IB Program?

IB is for the student who is willing to work flexibly hard at his/her studies. A student having the following characteristics would be a good candidate for the program:

- An ability to cope with several demanding classes simultaneously
- A willingness to develop personal study habits, including self-discipline, self-motivation, and time management
- A capacity for thinking critically and creatively
- Some fluency in a second language, or willingness to become fluent
- An international outlook and a genuine concern for others

The IB Program, while challenging, is open to any student. Any student at *Dr. Pillai Global Academy* may challenge the full IB Diploma or take one or more IB Courses in their junior and/or senior years. It appeals to students with a wide range of interests, abilities and talents.

How do I get into the Global Academy IB Program?

At *Dr. Pillai Global Academy*, the IB Program is designed for juniors and seniors. The entire IB program is self-selecting, which means students who want the IB challenge may simply complete an application in their sophomore year, interview with the IB Coordinator, and register for the courses. Since the program is self-selecting, students tend to register for a varying number of IB courses.

ACADEMIC INTEGRITY

It is implicit in our mission that our students are taught to be ethical people, enshrining qualities such as honesty and integrity. These ethics are taught holistically and not compartmented into separate classes. Value-education classes being an important part of our curriculum this is also fostered through academic honesty.

Student malpractice during learning

Dr. Pillai Global Academy fosters an environment of motivation and a love of learning, rather than a punitive one. In keeping with IB policy, we appreciate that the Diploma Programme is a rigorous course of study for highly motivated learners. However, we make provision for any student who, through lack of motivation, does not meet our academic honesty standards.

For a first offence, the student will be counselled by his mentor and by a member of our pastoral staff. A letter may be sent to parents to inform them of the occurrence and to remind them of the high ethical standards we expect.

For continual low-level offences, or for any major offence, the student's parents /guardians will be invited to meet with the concerned teachers and Principal of the school where a strategy will be devised to reform the students attitude to academic honesty.

Student malpractice during examinations

If a student malpractice should occur during the Diploma examinations, the IB coordinator will inform the Principal verbally and in writing that a candidate is suspected of malpractice, provide a report for the IB regional office and stringently follow the instructions of the IBO's academic honesty policy directions and any further directions that may be issued by the regional office.

Integrity

Dr. Pillai Global Academy upholds the highest standards of academic integrity in its academic work. Plagiarism, cheating, and receiving unauthorized aid or help on school assignments is strictly prohibited and will result in a disciplinary action. We encourage honesty, independence, and the pursuit of excellence in all our students.

Integrity policy

Dr. Pillai Global Academy students are expected to uphold the highest standards of academic integrity in all academic work. Plagiarism, cheating and receiving unauthorized aid on any school assignment is strictly forbidden and will result in disciplinary action(s). Violations of the Academic Integrity Policy will result in the following:

1st offence = "F" Grade on assignment, detention, parent/student conference

2nd offence = "F" Grade on assignment, parent/student conference, up to three (3) days OSS (out-of-school suspension), and recommendation for academic and behavioural probation and counselling

3rd offence = "F" Grade for the quarter in class, up to five days OSS, parent/student conference

4th offence = up to ten days OSS, recommendation for long-term suspension (until the end of the year)

Disciplined actions in the area of academic integrity will be recorded and maintained throughout the students' high school experience and could affect college recommendations, MES membership, and other awards.

Academic Integrity violations progress from one academic year to the next. Once a student achieves the 3rd level of infractions, they may repeat the 3rd level if they violate the policy in a future year rather than proceeding directly to the 4th level.

Important note regarding college notification for serious infractions:

It is a goal of the Headmaster to maintain sensible control over what discipline records are. The *Dr. Pillai Global Academy* counselling department and administration proposes a level system for school-related student suspensions for the following reasons:

- To maintain a firm stance on discipline-based on Biblical principles at *Dr. Pillai Global Academy* which university officials may not uphold

- To provide clarity to students, parents, teachers, counsellors, and administration as to what discipline records and offences *DR. PILLAI GLOBAL ACADEMY* reports to colleges and universities during the time of application and throughout the senior year.

-To delineate serious offences in which the universities must know from other one-time or minor, but repeated offences

The levels are as follows:

Major Suspension- Major Suspensions include third offences of academic integrity and violent or malicious attacks or actions, including electronic, which may harm others or breach security. These issues are identified as pertinent to the college admissions officer's evaluation of students. *DR. PILLAI GLOBAL ACADEMY* reports all major offences to all colleges on the Secondary School Report along with an explanation of offence. In the instance of a violation after the application period, *DR. PILLAI GLOBAL ACADEMY* sends a notice of violation and explanation of offence to each college and university in which the student applied.

Minor Suspension- Minor Suspensions include first and second offences of academic integrity, attendance and lifestyle (smoking, drinking, dress code, swearing etc.) offences. All minor offence records would be kept in-house and not be reported to colleges and universities.

Two Pathways: IB Diploma or IB Certificates

Students can choose one of two pathways in the IB Program: the Diploma or one or more Certificates. Although the choice between the IB Diploma and Certificates is actually made in the second semester of the sophomore year or high school, students should become familiar with the IB Program before registering for grade 8 classes. Proper planning of courses from grade 9 on is beneficial for all IB Program students, but it is especially so for those students who are considering the IB Diploma path.

The IB Diploma Pathway

To earn the IB Diploma, a student must successfully complete:

1. at least one course and an IB examination in each of the six subject area groups listed below. To allow for specialization, normally three subjects (but not more than four) are chosen at Higher Level (HL), and to ensure a broad education, three subjects are chosen at Standard Level (SL). Higher Level subjects require intensive, in-depth study over two years. These generally reflect a student's areas of interest and academic strength. Standard Level subjects are less demanding, but are still on par with introductory level college courses. SL courses require one full year of study. Both levels of study lead to exams, which students must pass to receive the diploma. In addition to the exams, students are evaluated on a portion of their regular course work (for example, lab books, essays, portfolios, projects, etc.) completed in each class. These internal assessments are externally moderated by an IB examiner.

The IB Certificate Pathway

Any student may enroll in one or more IB Courses and earn an IB Certificate in each course. A student may earn an IB Certificate in one or more of the six subject areas listed below by pursuing the same course of study in that subject as that required for the Diploma and successfully passing the corresponding exam. The last three requirements listed below for the IB Diploma (TOK, Extended Essay and CAS) are not part of the Certificate option.



The IB Diploma programme is not just about what you learn it is also about what you become as you learn. The IB has set out the features of a student who will be successful in their programme and becomes a life-long learner who understand that other people with their differences can also be right.



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

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



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If you want to succeed IB the most from your learning and wants to achieve your full potential, you will not be able to do it just by cramming for exams at the end of the two years, as the IB is a two year continuous program and your performance from day 1 of grade 11 will influence the outcome on graduation day of grade 12.

Learning to Learn

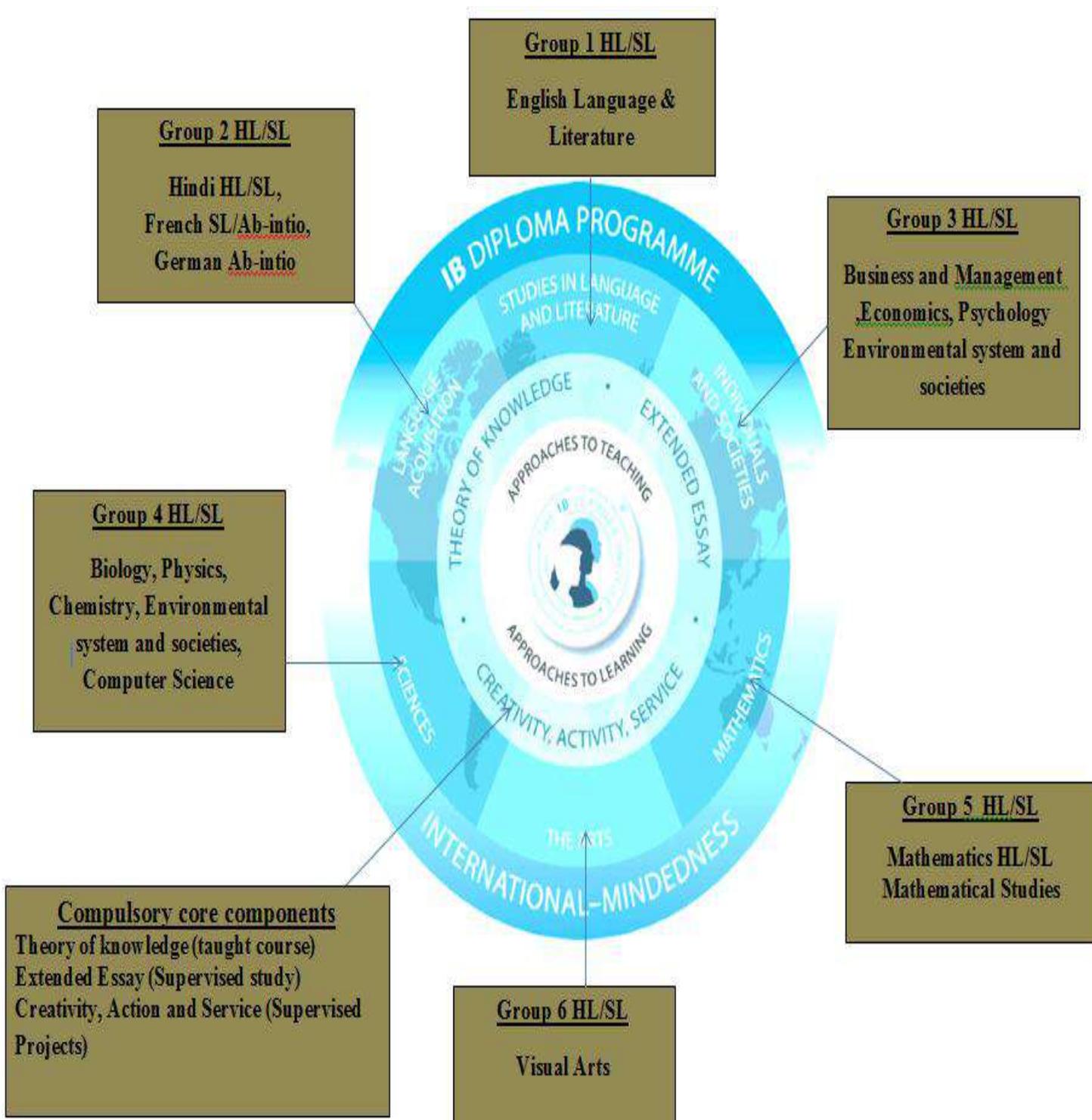
The IB Diploma requires more than just in depth knowledge of the subjects you study in depth knowledge of the subjects you study. The IB program is recognized worldwide as strong preparation for the kinds of thinking skills and problem solving tools you will need to demonstrate at university and beyond in your career . The layer next to Learner profile reflects the different skills a student can develop during the two years time.

The approaches to learning framework spells out the learning tools that you will develop and apply across all your subjects and the core of the IB Diploma. The different skills are organised in these key areas.

Thinking skills	Communication skills	Social skills	Self - Management Skills	Research skills
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IB learning experience is not about what information you can absorb but what skills you can gain and how the way you approach and exchange your knowledge and can alter your way of thinking and the personal view about the world.

What do I study in IB?



Core Requirements:

1. Course Outline - THEORY OF KNOWLEDGE (TOK)

Course Description:

The Theory of Knowledge (TOK) course, a flagship element in the Diploma Programme, encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content is questions like these: How do we know what we know? 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?

What makes TOK unique, and distinctively different from standard academic disciplines, is its process. 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 relentless acquisition of new knowledge, in order to consider knowledge issues. These include the questions already mentioned, viewed from the perspective of the student, but often begin from more basic ones, like: What do I claim to know about X? Am I justified in making that claim? How?

Course Objectives:

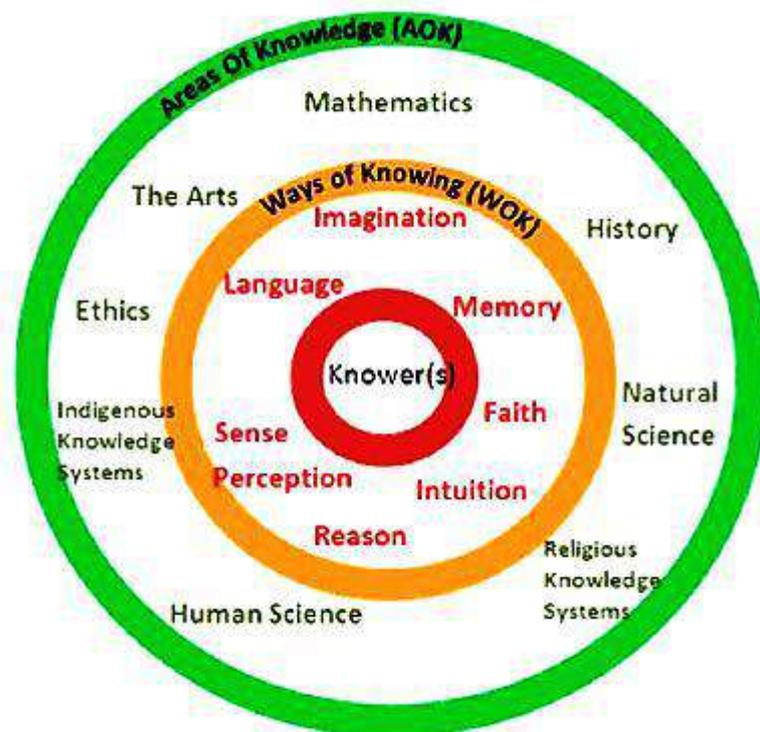
- The aims of the Theory of Knowledge (TOK) course are to engage students in reflection and questioning about the bases of knowledge so that they:
- Develop an understanding of why critically examining knowledge claims is important
- Develop a critical capacity to evaluate beliefs and knowledge claims
- Make interdisciplinary connections
- Become aware of the interpretive nature of knowledge including personal and ideological biases
- Consider that knowledge may place responsibilities on the knower
- Understand the strengths and limitations of individual and cultural perspectives
- Develop a concern for rigor and intellectual honesty in formulating knowledge claims

Topics Covered: Ways of knowing

- language
- sense perception
- emotion
- reason
- imagination
- faith
- intuition
- memory.

Areas of Knowledge

- mathematics
- natural sciences
- human sciences
- history
- the arts
- ethics
- religious knowledge systems
- indigenous knowledge systems



TOK Curriculum Structure

IB Assessment:

External assessment (40 marks)

One essay on a title chosen from a list of six titles prescribed by the IBO for each examination session. Essay length 1,200–1,600 words

Internal assessment (20 marks)

Oral presentation to the class (approximately 10 min for individuals, 30 min for groups)
Written presentation planning document and self-evaluation, using the relevant forms

Contribution to the IB Diploma

Performance is graded on a scale of A-E; students must earn grades A-D to be eligible for the Diploma. Up to 3 bonus points are earned according to a matrix of Extended Essay and TOK grades

School Assessment:

Being a branch of philosophy Theory of Knowledge has to be learnt through reflecting on lessons in class and observations/thinking process outside the classroom. Students are encouraged to write journal related articles, media (audio, video, blogs & websites) etc updated. These reflections help the student to relate the concepts and terminology of TOK to their personal life and every day events in their surroundings.

Students would be provided ample training on writing TOK essay through practice essay writing. Similarly students would go through training on TOK presentations and would also undergo a practice session with different topics to gain expertise. IB TOK Assessment Criteria is used consistently for the Predicted Grade Report.

2.Course Outline for Extended Essay:

EXTENDED ESSAY

Introduction :

IB students write an Extended Essay – a piece of independent personal research of 4000 words (maximum). Candidates select their own subject, topic and title of the essay, under the guidance of a supervisor (a teacher in school chosen, where possible, by the student).

The essay does not need to produce something completely original, just evidence of research. It teaches the student how to carry out and present his own research and is a way of showing commitment to a subject beyond the syllabus. It is recommended that students spend about 40 hours on the Extended Essay.

Aims:

The Extended Essay is a research project that allows students to investigate in depth an aspect of one of your favourite subjects. It teaches you the disciplines of academic inquiry and gives you an opportunity to show commitment to a subject that you may well want to read at university. Universities value this aspect of the IB very highly.

In which subjects can you write an Extended Essay?

The Extended Essay should be within a Higher Level subject that the candidate is studying. All essays should be written in English unless otherwise stated.

Students choose an Extended Essay title from preferably from the following list of subjects

Extended Essay Subject List (* to be written in that Group 2 language)

Hindi

Business Management

Economics .

Assessment Objectives

In working on the extended essay, students are expected to achieve the following assessment objectives.

Assessment objectives

Knowledge and understanding

- To demonstrate knowledge and understanding of the topic chosen and the research question posed.
- To demonstrate knowledge and understanding of subject specific terminology and/or concepts.
- To demonstrate knowledge and understanding of relevant and/or appropriate research sources and/or methods used to gather information.

Application and analysis

- To select and apply research that is relevant and appropriate to the research question.
- To analyse the research effectively and focus on the research question.

Synthesis and evaluation

- To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question.
- To be able to critically evaluate the arguments presented in the essay.
- To be able to reflect on and evaluate the research process.

A variety of (research) skills

- To be able to present information in an appropriate academic format.
- To understand and demonstrate academic integrity.

There are regular classes (1 period per week) scheduled for EE research skill development for the first half of the term in the first year till first week of November. Once the supervisors are assigned to students, the students would meet the supervisor regularly to discuss the progress of EE.

Topic covered during the classes:

- Library Research Skills
- Planning Library Research
- Using Libraries
- Referencing and bibliography
- Citation: Standard documentation styles

- Compiling a bibliography
- Understanding Research Skills
- Selection of research topic
- Review of secondary literature
- Secondary and Primary sources
- Data Collection
- Organisation and analysis of data
- Evaluation of sources
- Drawing inference and arguments
- Making conclusion
- Structure of the Extended Essay

Extended Essay Supervisors will guide on how to apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research subject, acknowledging sources in one of the established academic ways, use the terminology and language appropriate to the subject with skill and understanding

IB Assessment

Marking Criteria Overview

Criterion A: focus and method	Criterion B: knowledge and understanding	Criterion C: critical thinking	Criterion D: presentation	Criterion E: engagement
<ul style="list-style-type: none"> • Topic • Research question • Methodology 	<ul style="list-style-type: none"> • Context • Subject-specific terminology and concepts 	<ul style="list-style-type: none"> • Research • Analysis • Discussion and evaluation 	<ul style="list-style-type: none"> • Structure • Layout 	<ul style="list-style-type: none"> • Process • Research focus
Marks	Marks	Marks	Marks	Marks
6	6	12	4	6

Total marks available: **34**

The Reflection on planning and progress form becomes compulsory for all students starting May 2018 and is an explicitly assessed element.

Marking Criteria Overview

Performance is graded on a scale of A-E; students must earn grades A-D to qualify for a IB Diploma. Up to 3 bonus points are earned according to a matrix of Extended Essay and TOK grades

Matrix TOK/EE bonus grades:

		Extended Essay					
		A	B	C	D	E	
Theory of knowledge	A	3	3	2	2	No Diploma	
	B	3	2	2	1		
	C	2	2	1	0		
	D	2	1	0	0		
	E	No Diploma					

3. Course Outline for Creativity, Activity, Service (CAS):

Course Description:

As a part of the International Baccalaureate (IB) diploma, students must complete a program called CAS, which stands for Creativity, Action and Service.

The CAS program aims to provide the student with challenges in three areas:

Creativity: This covers a wide range of creative activities, including the arts, and creative thinking in carrying out projects.

Action : This includes sports and other physical activities outside the normal curriculum.

Service: This entails doing things for others and with others, in a relationship of mutual respect.

The CAS program aims to extend your child/ward's educational experience beyond the classroom and complement their academic studies.

**CAS programs are designed to provide a challenge for each student.
CAS is a compulsory requirement for any student working towards obtaining the IB diploma.**

CAS requirements:

All IB Diploma students are required to fulfil the requirements of CAS which includes the following process:

- **Planning at the beginning of their CAS experience to set personal goals for what they hope to achieve through their CAS program.**
- **Plan, do and reflect. That is, plan activities, carry them out and reflect on what they have learned through a journal entry.
Their CAS Coordinator must approve a CAS Activity Proposal before they begin.**
- **Take part in a range of activities, including at least one major personal project. They should have initiated some of these activities themselves.
At least one activity should combine two of the three components -creativity, Activity and service.**
- **Show evidence of achievement of the seven CAS learning outcomes in their CAS journal.**
- **The duration of the CAS programme is for the entire 18 months of the IB diploma.**

Procedure for approval of Project:

Proposal form is filled by the student with details of the project supervisor.

- **Approval will be provided by the CAS Coordinator within 48 hours if the project is worthwhile and meets the requirements of the programme.**
- **Once the project is completed the reflection is updated within one week of project completion. Project reflections will not be approved if it delays beyond a week and the supervisor may or may not write their comments.**
- **All out dated projects would be considered null and void. No credit hours would be awarded for delay in documentation.**
- **Student need to send the Supervisor an email request for filling their comments.**
- **Once the comments are filled by the supervisor, the CAS Advisor will tick the completion report and generate a copy of the report for the same.**

School run CAS projects:

School conducts CAS activities both in house as well as outside the campus on Saturdays.

- Students engage in Creative activities during the school term like, dance, drama, debate, singing, artwork, sculpture, gardening, handicraft, club activities etc.
- School Sports department with the help of dorm staff and teachers conduct various sporting events, trekking, adventure camps, gym workout (under the gym instructor) etc.
- Students engage in Service activities like working in adopted village, regular visits to orphanages, old age homes, conducting awareness programme in and around the school, training school sub-staff in spoken English and ICT skills etc.

Student Personal Projects:

- All students are expected to carryout personal projects of their choice which includes Creativity, Activity and or Service.
- These personal projects are carried out during student vacations with help of family members and/or friends.
- Supervisor for personal projects need to be a person other than relatives who has directly supervised the student during the project.
- Approval of CAS Coordinator is required prior to commencement of the personal project.
- Personal projects are only given a maximum of 20 hours CAS credit.

Completion of CAS Programme:

- CAS Programme completion is mandatory for students to obtain their IB Diploma. The CAS coordinator sends a completion report to the IB Coordinator towards the end of the 18 months, subsequently the IB Coordinator informs the IBO by updating the status of work as either Satisfactory or Unsatisfactory.
- Students need to have at least one CAS project working throughout the 18 month duration of the IB diploma.
- There should be balance between Creativity, Activity and Service components of the CAS programme in terms of credit hours accrued.
- CAS programme cannot be graded instead the quality of reflection decides the worth of experience the student has gained and hence the intrinsic humanistic quality developed.

In CAS, there are seven learning outcomes.

LO 1	Identify own strengths and develop areas for growth
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO 2	Demonstrate that challenges have been undertaken, developing new skills in the process
Descriptor	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
LO 3	Demonstrate how to initiate and plan a CAS experience
Descriptor	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
LO 4	Show commitment to and perseverance in CAS experiences
Descriptor	Students demonstrate regular involvement and active engagement in CAS.
LO 5	Demonstrate the skills and recognize the benefits of working collaboratively
Descriptor	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

LO 6	Demonstrate engagement with issues of global significance
Descriptor	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
LO 7	Recognize and consider the ethics of choices and actions
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

Group 1: Studies in Language & Literature:**1. Course Outline ENGLISH A: Literature (HL/SL)****Course Description****English :**

A programme is a literature course studied at the first language level of the student. The English A programme encourages the development of an appreciation of literature and the knowledge of the student's own culture and that of other societies. As such the programme does not limit the study of literature to the achievements of one culture. Through the study of World Literature, which is a central and integral part of the programme, the student may gain a broadened and international perspective of literature.

Aims

The aims of the English A programme at both levels are to:

- 1. Develop the students' powers of expression, both oral and written communication, and provide the opportunity of practicing and developing the skills involved in writing and speaking in a variety of styles and situations.**
- 2. Encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary study and criticism.**
- 3. Introduce students to literary classics and to a range of modern writing in different literary genres, styles and contexts.**
- 4. Promote an international perspective through the comparative study of works from the students' own culture and other cultures.**
- 5. Introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works.**
- 6. Develop the ability to engage in close, detailed and critical examination of written text.**
- 7. Promote in students an enjoyment of, and lifelong interest in literature**

COURSE CONTENT: English HL and SL

Part 1 (Total number of works: HL 3/ SL 2)

Works in Translation- Works by different authors chosen from the IB Prescribed Literature in Translation List. (PLT)

Part 2 (Total number of works: HL 3 / SL 2)

Detailed Study- A group of works is selected for detailed study. At Higher Level, this entails study of poetry, and works from two other genres. At Standard Level, this entails the study of works from two genres.

Part 3 (Total number of works: HL 4/ SL 3)

Literary Genres: One of four genre categories is chosen and a group of works representative of that category is studied. The categories are Drama, Poetry, Prose (The Novel and Short Story), and Prose (Other than the Novel and Short Story)

Part 4 (Total Number of Works HL 3/ SL 3)

Options: Works by different authors, written in English, are chosen from the Prescribed Book List (PBL) or elsewhere. One work at least must come from the PBL

Group 2 Language Acquisition:

1. Course Outline:

AB INITIO LANGUAGES.

German and French Standard Level

AIMS:

The course is designed for students who have insufficient prior knowledge to follow a Language B programme or those who want to take up a new language. The course aims at developing the student's ability to communicate in speech and in writing in order to deal adequately with familiar and practical needs in an environment where the language is spoken. This course also equips the students with a broader awareness of the world and a better understanding of and respect for cultural diversity.

COURSE CONTENT:

Students will be introduced to the culture of the countries where the language is spoken through the study of its structures, grammar and vocabulary. The course is thematic and original material such as newspaper articles, radio and video programmes are incorporated into the programme, making it a challenging and intellectually stimulating course. It is organized in themes which offer the students opportunities to practise and explore the language as well as to develop intercultural understanding.

ASSESSMENT:

Internal: School-based assessment (oral) 25%

External: Written examination & Written assignment 75%

Assessment Outline: Assessment component	Weighting
External Assessment	75%
Paper 1 (1hour 30minutes): Receptive Skills	30%
Understanding of four written texts. (40Marks)	25%
Text-handling exercises.	20%

Part 2 (1hour) : Productive Skills

Two Compulsory writing exercises. (25 marks)

Section A (7marks): One question to be answered from a choice of two.

Section B (18marks): One question to be answered from a choice of two.

Written assignment: Receptive and productive skills

A piece of writing 200-350 words, demonstrating intercultural understanding and written in the target language (20Marks)

Internal Assessment (10 minutes) : Interactive skills 25%

Individual oral (25 marks)

Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course.

- Part 1: Presentation of a visual stimulus (from a choice of two) by the student.
- Part 2: Follow-up questions on the visual stimulus.
- Part 3: General conversation including at least two questions on the written assignment.

School Assessment:**Formative Assessment:**

The students of ab initio course are provided with ample assessments for learning. The activities conducted in order to ensure consistent learning are: quizzes, role plays, listening exercises, student led classes, discussions, debates, presentations, group projects and unit tests.

Summative Assessment:

Summative Assessment tests are conducted periodically (Course work) in order to assess the learning. The summative assessments at the end of the year is the Comprehensive Examination.

1. Continuous Assessment: (average of Unit test & Course work) 25%

Course Work 25marks

Class Test (conducted during regular classes) 25marks

2. Comprehensive (Examination at the end of the year) 75%

The total attainment will be graded as per the IB grading system of 1 to 7, where 7 is the highest grade and 1 is the lowest grade.

2. Course Outline Hindi B HL/SL**Aims:**

The purpose of the study of the language B course is to help students with some previous experience to develop their oral and written skills up to a fairly sophisticated degree. By the end of the course, students should be able to understand and use Hindi B in a range of contexts and for a range of purposes.

The language B course will give students the opportunity to reach a high degree of ability to handle the language

Topics include:

Identities

- **Experiences**
- **Human ingenuity**
- **Social organization**
- **Sharing the planet**

Assessment:

Students will be assessed both internally and externally.

At both Higher and Standard Level, the internal assessment represents 25% of the final mark.

This is comprised of an end of course individual oral.

The external assessment consists of Listening, Reading and Writing papers at the end of the course (each worth 25%)

In order to prepare for the external and internal assessments, students are given mock orals, exams and assessments throughout the two-year cycle.

Students will be given the Assessment Criteria from the IB Language Course Guide.

It is important to note that study at Higher Level includes two literary texts.

Group 3: Individuals & Societies:***1. Course Outline Economics HL/SL*****Course description and aims**

Economics is a dynamic social science.

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. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The DP 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 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 economics course encourages students to develop international perspectives, fosters a concern for global issues and raises students' awareness of their own responsibilities at a local, national and international level. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

The economics course requires no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or required. The specific skills of the economics course are developed within the context of the course itself. The

ability to understand and explain abstract concepts and the ability to write in a logically structured manner are distinct advantages in economics.

In addition to the aims of group 3 subjects, the aims of the economics syllabus at SL and HL are to enable students to:

1. Develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application
2. Develop an appreciation of the impact on individuals and societies of economic interactions between nations
3. Develop an awareness of development issues facing nations as they undergo the process of change.

SYLLABUS OUTLINE Syllabus Component

Section 1: Microeconomics

- 1.1 Competitive Markets: demand and supply (some topics HL only)
- 1.2 Elasticity
- 1.3 Government intervention (some topics HL extension, plus one topic HL only)
- 1.4 Market failure (some topics HL only)
- 1.5 Theory of the firm and market structures (HL only)

Section 2: Macroeconomics

- 2.1 The level of overall economic activity (one Topic HL extension)
- 2.2 Aggregate demand and aggregate supply (one topic HL extension)
- 2.3 Macroeconomics objectives (some topics HL extension, plus one topic HL only)
- 2.4 Fiscal Policy
- 2.5 Monetary Policy
- 2.6 Supply –side policy

Section 3: International Economics

- a. International trade (one topic HL extension, plus one topic HL only)
- b. Exchange rates (some topics HL extension)
- c. The balance of payments (one topic HL extension, plus some topics HL only)
- d. Economics integration (one topic HL extension)
- e. Terms of Trade (HL only)

Section 4: Development economics

- 4.1 Economic development
- 4.2 Measuring development
- 4.3 The role of domestic factors
- 4.4 The role of international trade (one topic HL extension)
- 4.5 The role of foreign direct investment (FDI)
- 4.6 The roles of foreign aid and multilateral development assistance
- 4.7 The role of international debt
- 4.8 The balance between markets and intervention

Internal assessment

Portfolio of three commentaries

ASSESSMENT OBJECTIVES

There are four assessment objectives (AOs) for the SL and HL economics course. Having followed the economics course at SL or HL, students will be expected to do the following:

1. Demonstrate knowledge and understanding of specified content
 - Demonstrate knowledge and understanding of the common SL/HL syllabus
 - Demonstrate knowledge and understanding of current economic issues and data
 - At HL only:** Demonstrate knowledge and understanding of the higher level extension topics

2. Demonstrate application and analysis of knowledge and understanding
 - Apply economic concepts and theories to real-world situations
 - Identify and interpret economic data
 - Demonstrate the extent to which economic information is used effectively in particular contexts
 - At HL only:** Demonstrate application and analysis of the extension topics

3. Demonstrate synthesis and evaluation
 - Examine economic concepts and theories
 - Use economic concepts and examples to construct and present an argument
 - Discuss and evaluate economic information and theories
 - At HL only:** Demonstrate economic synthesis and evaluation of the extension topics

4. Select, use and apply a variety of appropriate skills and techniques
 - Produce well-structured written material, using appropriate economic terminology, within specified time limits
 - Use correctly labelled diagrams to help explain economic concepts and theories
 - Select, interpret and analyses appropriate extracts from the news media
 - Interpret appropriate data sets
 - At HL only:** Use quantitative techniques to identify, explain and analyse economic relationships

ASSESSMENT AT A GLANCE

		Standard Level (SL)		Higher Level (HL)	
Type of assessment	Format of assessment	Time (Hours)	Weighting of final grade	Time (Hours)	Weighting of final grade
External Assessment		3	80%	4	
Paper 1	Extended response paper on microeconomics and macroeconomics	1.5	50 marks 40%	1.5	50 marks 30%
Paper 2	Data response paper on international and development economics	1.5	40 marks 40%	1.5	40 marks 30%
Paper 3	HL extension paper on all syllabus content	NA	NA	1	50 marks 20%
Internal Assessment					
Portfolio	Three commentaries based on different sections of the syllabus and on published extracts from the news media.	20	20%	20	20%

Paper 1 – (SL/HL)

- Students answer two questions in total, one from section A and one from section B.
- In each section, students are required to answer one question from a choice of two.
- The questions are each subdivided into two parts, (a) and (b).

Paper 2 – (SL/HL)

The text/data used may not be the same at SL and at HL.

- Students answer two questions in total, one from section A and one from section B.
- In each section, students are required to answer one question from a choice of two.
- The questions are each subdivided into four parts, (a), (b), (c) and (d).

Paper 3 – HL only

- Students answer two questions in total, from a choice of three questions.
- The questions are sub-divided into a number of parts. The number of parts will vary from year to year.

School Assessment:

Formative Assessment:

The students of the Economics course are provided with ample assessments for learning. The activities conducted in order to ensure consistent learning are: quizzes, role plays, simulations, economic games, student led classes, discussions on current economic policies/news, debates, economic commentaries, presentations, group projects and unit tests.

Summative Assessment:

Summative Assessment tests are conducted periodically (Course work) in order to assess the learning. The summative assessments at the end of the year is the Comprehensive Examination.

1. **Continuous Assessment: (average of Unit test & Course work) 25%**
2. Course Work 25marks

Test (conducted during regular classes) 25marks

2. Comprehensive (Examination at the end of the year) 75%

The total attainment will be graded as per the IB grading system of 1 to 7, where 7 is the highest grade and 1 is the lowest grade.

2. Course Outline Business & Management HL/SL

Course description and aims

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels.

The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management.

Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment.

The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies. The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long-term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

The aims of the business management course at HL and SL are to:

1. Encourage a holistic view of the world of business
2. Empower students to think critically and strategically about individual and organizational behaviour.
3. Promote the importance of exploring business issues from different cultural perspectives
4. Enable the student to appreciate the nature and significance of change in a local, regional and global context
5. Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations

6. Develop an understanding of the importance of innovation in a business environment

Conceptually focused teaching in business management

The following six concepts underpin the Diploma Programme business management course under the acronym CUEGIS:

Change	Ethics	Innovation
Culture	Globalization	Strategy.

Curriculum model overview

Unit 1: Business organization and environment

- 1.1 Introduction to business management
- 1.2 Types of organizations
- 1.3 Organizational objectives
- 1.4 Stakeholders
- 1.5 External environment
- 1.6 Growth and evolution
- 1.7 Organizational planning tools HL

Unit 3: Finance and accounts

- 3.1 Sources of finance
- 3.2 Costs and revenues
- 3.3 Break-even analysis
- 3.4 Final accounts
- 3.5 Profitability and liquidity ratio analysis
- 3.6 Efficiency ratio analysis HL
- 3.7 Cash flow
- 3.8 Investment appraisal (some HL only)
- 3.9 Budgets HL

Unit 5: Operations management

- 5.1 The role of operations management
- 5.2 Production methods
- 5.3 Lean production and quality management HL
- 5.4 Location

Unit 2: Human resource management

- 2.1 Functions and evolution of human resource management
- 2.2 Organizational structure
- 2.3 Leadership and management
- 2.4 Motivation
- 2.5 Organizational (corporate) culture HL
- 2.6 Industrial/employee relations HL

Unit 4: Marketing

- 4.1 The role of marketing
- 4.2 Marketing planning (including introduction to the four Ps)
- 4.3 Sales forecasting HL
- 4.4 Market research
- 4.5 The four Ps (product, price, promotion, place)
- 4.6 The extended marketing mix of seven Ps HL
- 4.7 International marketing HL
- 4.8 E-commerce

5.5 Production planning HL

5.6 Research and development HL

5.7 Crisis management and contingency planning HL

Assessment outline for HL/SL :

Type of Assessment	Format of Assessment	Time (hours)	Weighting of final grade (%)
External		4.5	75
Paper 1	Structured and extended response questions (HL) 60 marks	2.25	35
	Structured questions (SL) 40 marks	1.25	
Paper 2	Structured and extended response questions 70 marks HL	2.25	40
	50 marks SL	1.75	
Internal		30 (HL) 15(SL)	25
Research Project (HL)	Students research and report on an issue facing an organization (or several organizations) Maximum 2,000 words 25 marks	30	25

School Assessment:

Formative Assessment:

The students of the Business Management course are provided with ample assessments for learning. The activities conducted in order to ensure consistent learning are: quizzes, role plays, student led classes, discussions, debates, presentations, group projects, case studies, field visits, guest lectures and class tests.

Summative Assessment:

Summative Assessment tests are conducted periodically (Course work) in order to assess the learning. The summative assessments at the end of the year is the Comprehensive Examination.

1. Continuous Assessment: (average of Unit test & Course work) 25%

Course Work 25marks

Class Test (conducted during regular classes) 25marks

2. Comprehensive (Examination at the end of the year) 75%

The total attainment will be graded as per the IB grading system of 1 to 7, where 7 is the highest grade and 1 is the lowest grade

3. Course Outline Psychology HL/SL

Course Description

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology.

Psychology and the International Dimension:

IB psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the IB psychology course, the biological approach demonstrates what all humans share, whereas the cognitive and sociocultural approaches reveal the immense diversity of influences that produce human behaviour and mental processes. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. This empathy contributes to an international understanding.

Distinction between HL and SL:

There are three main distinctions between this course at SL and at HL.

1. The following extensions to the core approaches are studied at HL only:

- the role of animal research in understanding human behaviour
- cognitive processing in the digital world
- the influence of globalization on individual attitudes, identities and behaviour.

This differentiation is reflected in paper 1 section B of the external assessment.

2. SL students are required to study one option while HL students study two options. This differentiation is reflected in paper 2 of the external assessment.

3. Both SL and HL students will be expected to show their understanding of approaches to research in the internal assessment and for criterion D (critical thinking) in paper 1 section B and paper 2 responses.

Additionally, HL students will be directly assessed on their understanding of approaches to research in paper 3 of the external assessment. This will cover both qualitative and quantitative research methods.

Prior Learning:

No prior study of psychology is expected. No particular background in terms of specific subjects studied for national or international qualifications is expected or required of students. The skills needed for the psychology course are developed during the course itself.

Assessment Objectives:

Having followed the psychology course at SL or at HL, students will be expected to demonstrate the following.

1. Knowledge and comprehension of specified content

- Demonstrate knowledge and comprehension of key terms and concepts in psychology
- Demonstrate knowledge and comprehension of psychological research methods
- Demonstrate knowledge and comprehension of a range of appropriately identified psychological theories and research studies
- Demonstrate knowledge and comprehension of the biological, cognitive and sociocultural levels of analysis
- Demonstrate knowledge and comprehension of one option at SL or two options at HL

2. Application and analysis

- Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question
- At HL only, analyze qualitative psychological research in terms of methodological, reflexive and ethical issues involved in research.

3. Synthesis and evaluation

- Evaluate psychological theories and empirical studies
- Discuss how biological, cognitive and sociocultural levels of analysis can be used to explain behaviour
- Evaluate research methods used to investigate behaviour.

4. Selection and use of skills appropriate to psychology

- Demonstrate the acquisition of knowledge and skills required for experimental design, data collection and presentation, data analysis and interpretation
- At HL only, analyse data using an appropriate inferential statistical test
- Write an organized response

Syllabus Outline:

<p>Part 1: Core (SL/HL)</p> <ul style="list-style-type: none"> • Biological approach to understanding behavior • The role of animal research in understanding human behaviour (HL Only) • Cognitive approach to understanding behavior • Cognitive processing in the digital world (HL Only) • Sociocultural approach to understanding behavior • The influence of globalization on individual attitudes, identities and behaviour (HL Only) 	<p>Part 2: Options (SL/HL)</p> <ul style="list-style-type: none"> • Abnormal psychology • Developmental psychology • Health psychology • Psychology of human relationships
<p>Part 3: Qualitative research methodology (HL only)</p> <ul style="list-style-type: none"> • Qualitative research in psychology 	<p>Part 4: Simple experimental study (SL/HL)</p> <ul style="list-style-type: none"> • Introduction to experimental research methodology

Course Requirements:

The student is expected to meet the following requirements:

Standard level	Higher level
The course of study must include: <ul style="list-style-type: none"> • All three approaches to behaviour • One option from a choice of four • One simple experimental study 	The course of study must include: <ul style="list-style-type: none"> • All three approaches to behaviour • Two options from a choice of four • Qualitative research methodology • One simple experimental study

Assessment in Psychology:

There are two types of assessment identified by the IB.

Objectives	Paper 1	Paper 2	Paper 3	Internal Assessment	Overall
Knowledge and comprehension of specified content	40%	40%	33% (HL)	-	30%
Application and Analysis	20%	20%	33% (HL)	-	25%
Synthesis and Evaluation	30%	20%	33% (HL)	-	15%
Selection and use of skills appropriate to Psychology	10%	20%	-	100%	30%

Assessment Outline- SL

Assessment Component	Weighting
External Assessment (3 Hours)	75%
Paper 1: (2 hours) Section A: Three Compulsory questions on part 1 of the syllabus. Section B: Three questions on part 1 of the syllabus Students choose one question to answer in essay form (49marks)	50%
Paper 2: (1 hour) Fifteen questions on part 2 of the syllabus. Students choose one question to answer in essay form (22marks)	25%
Internal Assessment (20 hours) A report of a simple experimental study conducted by the student (22 marks)	25%

Assessment Outline- HL

Assessment Component	Weighting
External Assessment (3 hours)	80%
Paper 1:(2 hours) Section A: Three Compulsory questions on part 1 of the syllabus. Section B: Three questions on part 1 of the syllabus. Students choose one question to answer in essay form (49marks)	40%
Paper 2: (2 hours) Fifteen questions on part 2 of the syllabus. Students choose two questions to answer in essay form (44marks)	20%
Paper 3: (1hour) Three compulsory questions based on an unseen text, covering part 3 of the syllabus. (24 marks)	20%
Internal Assessment (20 hours) A report of a simple experimental study conducted by the student (22marks)	20%

School Assessment:**Formative Assessment:**

The students of the Psychology course are provided with ample assessments for learning. The activities conducted in order to ensure consistent learning are: quizzes, role plays, student led classes, survey, interview, Psychology experiments, discussions, debates, presentations, group projects, case studies, field visits, guest lectures and unit tests.

Summative Assessment:

Summative Assessment tests are conducted periodically (Course work) in order to assess the learning. The summative assessments at the end of the year is the Comprehensive Examination.

1. Continuous Assessment: (average of Unit test & Course work) 25%

- Course Work 25marks
- Class Test (conducted during regular classes) 25marks

2. Comprehensive (Examination at the end of the year) 75%

The total attainment will be graded as per the IB grading system of 1 to 7, where 7 is the highest grade and 1 is the lowest grade.

4. Course Outline Environmental Systems & Societies (SL)**Course Description**

Environmental systems and societies (ESS) is an interdisciplinary course offered only at standard level (SL) in both group 3 as well as group 4.

This course can fulfill either the individuals and societies or the sciences requirement. Alternatively, this course enables students to satisfy the requirements of both subjects groups simultaneously while studying one course.

ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world.

The interdisciplinary nature of the DP course requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving.

The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, knowledge transfer and use of primary sources. They encourage students to develop solutions at the personal, community and global levels.

The aims of the DP environmental systems and societies course are to enable students to:

- 1) Acquire the knowledge and understandings of environmental systems and issues at a variety of scales

- 2) Apply the knowledge, methodologies and skills to analyse environmental systems and issues
- 3) Appreciate the dynamic interconnectedness between environmental systems and societies.
- 4) Value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues.
- 5) To be critically aware that resources are finite, and that these could be inequitably distributed and exploited and management of these inequities is the key to sustainability.
- 6) Develop awareness of the diversity of the environmental value systems.
- 7) Develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge.
- 8) Engage with the controversies that surround a variety of environmental issues.
- 9) Create innovative solutions to environmental issues by engaging actively in local and global

Curriculum:

Component
Core content Foundation of environmental systems and societies Ecosystems and ecology Biodiversity and conservation Water and aquatic food production systems and societies Soil systems and terrestrial food production systems and societies Atmospheric systems and societies Climate change and energy production Human systems and resource use
Practical scheme of work Practical Activities Individual Investigation

context.

Assessment at a glance

Type of assessment	Format of assessment	Time(hours)	Marks	Weighting of final grade(%)
External		3	105	75
Paper 1	Case study	1	35	25
Paper 2	Short answers and structure essays	2	65	50
Internal				
Individual Investigation	Written report of a research question designed and implemented by the students	10	30	25

SCHOOL Assessment:**Formative Assessment:**

Students in ESS will be given task which will be used as assessment for learning. The task would involve question answer, quiz, class discussions, short test, students explaining a concept they learnt, role play, debate, field work, concept mapping, simulations, practice practical, homework and class work.

Summative Assessment:

Summative Assessment tests are conducted periodically (Course work) in order to assess the learning. The summative assessments at the end of the year is the Comprehensive Examination.

3. Continuous Assessment: (average of Unit test & Course work) 25%

- Course Work 25marks
- Class Test (conducted during regular classes) 25marks

4. Comprehensive (Examination at the end of the year) 75%

The total attainment will be graded as per the IB grading system of 1 to 7, where 7 is the highest grade and 1 is the lowest grade

Group 4 Sciences:

1. Course Outline Physics HL/SL

1. COURSE DESCRIPTION:

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

2. TOPICS:

2.7 Core Topics:

1. Measurements and Uncertainties
2. Mechanics
3. Thermal Physics
4. Waves
5. Electricity and Magnetism
6. Circular Motion and Gravitation
7. Atomic, Nuclear and Particle Physics
8. Energy Production

2.8 Additional Higher Level (AHL)

9. Wave Phenomena
10. Fields
11. Electromagnetic Induction
12. Quantum and Nuclear Physics

2.9 Options:

- A. Relativity
- B. Engineering Physics
- C. Imaging
- D. Astrophysics

2.10 Practical Scheme of Work

1. Practical Activities
2. Individual Investigation
3. Group 4 Project

Assessment

External Assessment

a. External Assessment Details – SL

Paper 1

Duration: 45 Minutes

Weightage: 20 % Marks: 30

30 Multiple choice questions on core, about 15 of which are common with HL

The use of Calculator is not permitted

No marks are deducted for incorrect answers

A physics data booklet is provided

Paper 2

Duration: 1 Hour 15 Minutes

Weightage: 40 % Marks: 50

Short answered and extended response questions on core material

The use of calculators is permitted

A physics data booklet is provided

Paper 3

Duration: 1 Hour

Weightage: 20 % Marks: 35

This paper will have questions from both Core and SL Option Material

Section A – One data based question and several short answer questions on experimental work

Section B – Short answer and extended response questions from one option

The use of calculators is permitted

A physics data booklet is provided

b. External Assessment Details – HL

Paper 1

Duration: 1 Hour

Weightage: 20 %

Marks: 40

40 Multiple choice questions on Core and AHL, about 15 of which are common with SL

The use of calculator is not permitted

No marks are deducted for incorrect answers

A physics data booklet is provided

Paper 2

Duration: 2 Hour 15 Minutes

Weightage: 36 %

Marks: 95

Short answer and extended response questions on the Core and AHL material.

The use of calculators is permitted

A physics data booklet will be provided

Paper 3 :Duration: 1 Hour 15 Minutes

Weightage: 24 % Marks: 45

This paper will have questions from both Core, AHL and Option Material

Section A: One data based question and several short answer questions on Experimental work

Section B: Short answer and extended response questions from one option

The use of calculator is permitted

A physics data booklet is provided

3.1.1 Internal Assessment (SL & HL)

Individual Investigation

Duration: 10 Hours

Weightage: 20 %

Marks: 24

The internal assessment, worth 20 % of the final assessment, consists of one scientific investigation. The individual investigation should cover a topic that is commensurate with the level of the course of study.

Student work is internally assessed by the teacher and externally moderated by the IB.

The performance in internal assessment at both SL and HL is marked against common assessment criteria, with a total mark out of 24.

SCHOOL ASSESSMENT:

Formative Assessment:

To enhance the learning process students will be given tasks which would involve concept mapping, class discussion, quiz, short test, practical and lab reports, homework and class work, ICT Practical, data driven physics activities and mini projects.

Summative Assessment:

Summative Assessment tests are conducted periodically (Course work) in order to assess the learning. The summative assessments at the end of the year is the Comprehensive Examination.

1. Continuous Assessment: (average of Unit test & Course work) 25%

- Course Work 25marks
- Class Test (conducted during regular classes) 25marks

2. Comprehensive (Examination at the end of the year) 75%

The total attainment will be graded as per the IB grading system of 1 to 7, where 7 is the highest grade and 1 is the lowest grade.

2. Course Outline Chemistry HL/SL

COURSE DESCRIPTION:

The IB DP chemistry is a pre-university course of studies which meets the needs of highly motivated secondary school students. It is designed as a comprehensive two – year curriculum that allows its graduates to full fill national as well as global requirements. Aim of experimental science courses is to provide opportunities to acquire knowledge and skills needed to be an active problem solver.

Chemistry being an experimental science, students are required to come up with a scientific problem, develop hypothesis, devise an experiment on their own, collect data, interpret the data, draw effective conclusions and do evaluation. A hands-on approach to experimenting develops personal skills of cooperation, perseverance and responsibility. Scientific investigation and reporting provides exposure to Scientific methods, techniques and presentation. It develops manipulative skills necessary to carry out investigations with precision and safety.

Topics:

CORE TOPICS

Stoichiometric relationships
 Atomic Structure
 Periodicity
 Chemical Bonding and structure
 Energetics/thermochemistry
 Chemical Kinetics
 Equilibrium
 Acids and bases
 Redox processes
 Organic chemistry
 Measurement and data processing

AHL (Additional Higher Level) Topics

Atomic Structure
 Periodicity
 Chemical Bonding
 Energetics/thermochemistry
 Chemical Kinetics
 Equilibrium
 Acids and bases
 Redox processes
 Organic chemistry
 Measurement and analysis

Options (HL/SL)

A. Materials
 B. Biochemistry
 C. Energy
 D. Medicinal chemistry

Practical Scheme of Work

1. Practical Activities
2. Individual Investigation
3. Group 4 Project

Assessment:**External Assessment 80%****External Assessment Details – SL****Paper 1**

Duration: 45 Minutes

Weightage: 20 %

Marks: 30

30 Multiple choice questions on core, about 15 of which are common with HL

The use of Calculator is not permitted

No marks are deducted for incorrect answers

Paper 2

Duration: 1 Hour 15 Minutes

Weightage: 40 %

Marks: 50

Short answered and extended response questions on core material

The use of calculators is permitted

A Chemistry data booklet is provided

Paper 3

Duration: 1 Hour

Weightage: 20 %

Marks: 35

This paper will have questions from both Core and SL Option Material

Section A – One data based question and several short answer questions on experimental work

Section B – Short answer and extended response questions from one option

The use of calculators is permitted

A Chemistry data booklet is provided

External Assessment Details – HL 80%**Paper 1**

Duration: 1 Hour

Weightage: 20 %

Marks: 40

40 Multiple choice questions on Core and AHL, about 15 of which are common with SL

The use of calculator is not permitted

No marks are deducted for incorrect answers

Paper 2

Duration: 2 Hour 15 Minutes

Weightage: 36 %

Marks: 95

Short answer and extended response questions on the Core and AHL material.

The use of calculators is permitted

A Chemistry data booklet will be provided

Paper 3

Duration: 1 Hour 15 Minutes

Weightage: 24 %

Marks: 45

This paper will have questions from both Core, AHL and Option Material

Section A: One data based question and several short answer questions on Experimental work

Section B: Short answer and extended response questions from one option

The use of calculator is permitted

A Chemistry data booklet is provided

Internal Assessment (SL & HL) 20%

Individual Investigation

Duration: 10 Hours

Marks: 24

The internal assessment, worth 20 % of the final assessment, consists of one scientific investigation. The individual investigation should cover a topic that is commensurate with the level of the course of study. Student work is internally assessed by the teacher and externally moderated by the IB. The performance in internal assessment at both SL and HL is marked against common assessment criteria, with a total mark out of 24.

School Assessment:

Formative Assessment:

To enhance the learning process students will be given tasks which would involve concept mapping, class discussion, quiz, short test, practical and lab reports, homework and class work, ICT Practical, data driven chemistry activities and mini projects.

Summative Assessment:

Summative Assessment tests are conducted periodically (Course work) in order to assess the learning. The summative assessments at the end of the year is the Comprehensive Examination.

1. Continuous Assessment: (average of Unit test & Course work) 25%

- Course Work 25marks
- Class Test (conducted during regular classes) 25marks

2. Comprehensive (Examination at the end of the year) 75%

The total attainment will be graded as per the IB grading system of 1 to 7, where 7 is the highest grade and 1 is the lowest grade.

Marks: 45

This paper will have questions from both Core, AHL and Option Material

Section A: One data based question and several short answer questions on Experimental work

Section B: Short answer and extended response questions from one option

The use of calculator is permitted

A Chemistry data booklet is provided

Internal Assessment (SL & HL) 20%

Individual Investigation

Duration: 10 Hours

Marks: 24

The internal assessment, worth 20 % of the final assessment, consists of one scientific investigation. The individual investigation should cover a topic that is commensurate with the level of the course of study. Student work is internally assessed by the teacher and externally moderated by the IB. The performance in internal assessment at both SL and HL is marked against common assessment criteria, with a total mark out of 24.

School Assessment:

Formative Assessment:

To enhance the learning process students will be given tasks which would involve concept mapping, class discussion, quiz, short test, practical and lab reports, homework and class work, ICT Practical, data driven chemistry activities and mini projects.

Summative Assessment:

Summative Assessment tests are conducted periodically (Course work) in order to assess the learning. The summative assessments at the end of the year is the Comprehensive Examination.

1. Continuous Assessment: (average of Unit test & Course work) 25%

- Course Work 25marks
- Class Test (conducted during regular classes) 25marks

2. Comprehensive (Examination at the end of the year) 75%

The total attainment will be graded as per the IB grading system of 1 to 7, where 7 is the highest grade and 1 is the lowest grade.

Marks: 45

This paper will have questions from both Core, AHL and Option Material

Section A: One data based question and several short answer questions on Experimental work

Section B: Short answer and extended response questions from one option

The use of calculator is permitted

A Chemistry data booklet is provided

Internal Assessment (SL & HL) 20%

Individual Investigation

Duration: 10 Hours

Marks: 24

The internal assessment, worth 20 % of the final assessment, consists of one scientific investigation. The individual investigation should cover a topic that is commensurate with the level of the course of study. Student work is internally assessed by the teacher and externally moderated by the IB. The performance in internal assessment at both SL and HL is marked against common assessment criteria, with a total mark out of 24.

School Assessment:

Formative Assessment:

To enhance the learning process students will be given tasks which would involve concept mapping, class discussion, quiz, short test, practical and lab reports, homework and class work, ICT Practical, data driven chemistry activities and mini projects.

Summative Assessment:

Summative Assessment tests are conducted periodically (Course work) in order to assess the learning. The summative assessments at the end of the year is the Comprehensive Examination.

1. Continuous Assessment: (average of Unit test & Course work) 25%

- Course Work 25marks
- Class Test (conducted during regular classes) 25marks

2. Comprehensive (Examination at the end of the year) 75%

The total attainment will be graded as per the IB grading system of 1 to 7, where 7 is the highest grade and 1 is the lowest grade.

3. Course Outline Biology HL/SL

COURSE DESCRIPTION:

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences.

TOPICS: HL

Component

Core

1. Cell Biology
2. Molecular Biology
3. Genetics
4. Ecology
5. Evolution and Biodiversity
6. Human Physiology

Additional higher Level

4. Nucleic acids
5. Metabolism, cell respiration and photosynthesis
6. Plant biology
7. Genetics and evolution
8. Animal physiology

Option (Choice of 1 out of 4)

1. Neurobiology and behaviour
2. Biotechnology and Bioinformatics
3. Ecology and conservation
4. Human Physiology

Practical scheme of work

Prescribed and other practical activities

Individual investigation

Group 4 project

SL

Component

Core

1. Cell Biology
2. Molecular Biology
3. Genetics
4. Ecology
5. Evolution and Biodiversity
6. Human Physiology

Option (Choice of 1 out of 4)

1. Neurobiology and behavior
2. Biotechnology and Bioinformatics
3. Ecology and conservation
4. Human Physiology

Practical scheme of work

Prescribed and other practical activities

Individual investigation

Group 4 project

Assessment at a glance

HL			
Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		4.5	80
Paper 1	40 multiple-choice question	1	20
Paper 2	Data-based, short answer and extended response questions	2.25	36
Paper 3	Data –based, short answer and extended response question	1.25	24

Individual investigation	Investigation and write-up of 6 to 12 pages	10	20
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SL			
Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	80
Paper 1	30 multiple-choice question	0.75	20
Paper 2	Data-based, short answer and extended response questions	1.25	40
Paper 3	Data –based, short answer and extended response question	1	20
Internal		10	20
Individual investigation	Investigation and write-up of 6 to 12 pages	10	20

Assessment:

External Assessment 80%

External Assessment Details – SL

Paper 1

Duration: 45 Minutes

Weightage: 20 %

Marks: 30

30 Multiple choice questions on core, about 15 of which are common with HL

The use of Calculator is not permitted

No marks are deducted for incorrect answers

Paper 2

Duration: 1 Hour 15 Minutes

Weightage: 40 %

Marks: 50

Short answered and extended response questions on core material

The use of calculators is permitted

Paper 3

Duration: 1 Hour

Weightage: 20 %

Marks: 35

This paper will have questions from both Core and SL Option Material

Section A – One data based question and several short answer questions on experimental work

Section B – Short answer and extended response questions from one option

The use of calculators is permitted

External Assessment Details – HL 80%

Paper 1

Duration: 1 Hour

Weightage: 20 %

Marks: 40

40 Multiple choice questions on Core and AHL, about 15 of which are common with SL The use of calculator is not permitted

No marks are deducted for incorrect answers

Paper 2

Duration: 2 Hour 15 Minutes

Weightage: 36 %

Marks: 72

Short answer and extended response questions on the Core and AHL material.

The use of calculators is permitted

Paper 3

Duration: 1 Hour 15 Minutes

Weightage: 24 %

Marks: 45

This paper will have questions from both Core, AHL and Option Material

Section A: One data based question and several short answer questions on Experimental work

Section B: Short answer and extended response questions from one option

The use of calculator is permitted

Internal Assessment (SL & HL) 20%

Individual Investigation

Duration: 10 Hours

Marks: 24

The internal assessment, worth 20 % of the final assessment, consists of one scientific investigation. The individual investigation should cover a topic that is commensurate with the level of the course of study. Student work is internally assessed by the teacher and externally moderated by the IB. The performance in internal assessment at both SL and HL is marked against common assessment criteria, with a total mark out of 24.

Internal Assessment (SL & HL)

Individual Investigation

Duration: 10 Hours

Weightage: 20 %

Marks: 24

The internal assessment, worth 20 % of the final assessment, consists of one scientific investigation. The individual investigation should cover a topic that is commensurate with the level of the course of study. Student work is internally assessed by the teacher and externally moderated by the IB. The performance in

internal assessment at both SL and HL is marked against common assessment criteria, with a total mark out of 24.

School Assessment:

Formative Assessment:

To enhance the learning process students will be given tasks which would involve concept mapping, class discussion, quiz, short test, practical and lab reports, homework and class work, ICT Practical, data driven biology activities and mini projects.

Summative Assessment:

Summative Assessment tests are conducted periodically (Course work) in order to assess the learning. The summative assessments at the end of the year is the Comprehensive Examination.

1. Continuous Assessment: (average of Unit test & Course work) 25%

- Course Work 25marks
- Class Test (conducted during regular classes) 25marks

2. Comprehensive (Examination at the end of the year) 75%

The total attainment will be graded as per the IB grading system of 1 to 7, where 7 is the highest grade and 1 is the lowest grade.

4.Course Outline Computer Science HL/SL

COURSE DESCRIPTION:

Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate.

Distinction between SL and HL

While the skills and activities of computer science are common to students at both SL and HL, students at HL are required to study additional topics in the core, a case study and also extension material of a more demanding nature in the option chosen. The distinction between SL and HL is therefore one of both breadth and depth.

Additionally, the HL course has 240 hours devoted to teaching, compared with 150 hours for the SL course.

- Students at SL and HL in computer science study a common core consisting of:
 - four topics (system fundamentals; computer organization; networks; and computational thinking, problem-solving and programming)
 - one option (chosen from databases; modelling and simulation; web science; or object-oriented programming)
 - one piece of internally assessed work, which includes a computational solution.
- The HL course has three additional elements:
 - three further topics (abstract data structures; resource management; control)
 - additional and more demanding content for the option selected

□ an additional externally assessed component based on a pre-seen case study of an organization or scenario; this requires students to research various aspects of the subject—which may include new technical concepts and additional subject content—in greater depth.

Prior learning

Past experience shows that students will be able to study computer science at SL successfully with no background in, or previous knowledge of, computer science. Their approach to study, characterized by specific IB learner profile attributes—inquirers, thinkers and communicators—will be significant here.

Students who have undertaken the IB Middle Years Programme (MYP) or studied a similar course prior to commencing the IB Diploma Programme would also be well prepared.

The study of computer science at HL demands a higher level of problem-solving skills and the ability to understand and manipulate abstract concepts. Although no previous knowledge of computer science is required, some exposure to programming is desirable.

Syllabus Component
<p>Core Syllabus content SL / HL core The topics that must be studied, including some practical work, are:</p> <ul style="list-style-type: none"> • Topic 1: System fundamentals (20 hours) • Topic 2: Computer Organization (6 hours) • Topic 3: Networks (9 hours) • Topic 4: Computational thinking, problem-solving and programming (45 hours)

Assessment outline – SL

Assessment component	Weighting
External Assessment (2hours 30 minutes) Paper 1 (1 hour 30 minutes) Paper 1 is an examination paper consisting of two compulsory sections. <ul style="list-style-type: none"> Section A (30 minutes approximately) consists of several compulsory short answer questions. The maximum mark for this section is 25. Section B (60 minutes approximately) consists of three compulsory structured questions. The maximum mark for this section is 45. (70Marks)	70%
Paper 2 (1hour) Paper 2 is an examination paper linked to the option studied The paper consists of between two and five compulsory questions. (45 Marks)	25%
Calculators: The use of calculators is not permitted in any computer science examination	
Internal Assessment (40 Hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	30%
Solution (30 Hours) The development of a computational solution. Students must produce: <ul style="list-style-type: none"> A cover page that follows the prescribed format A product 	

Assessment outline – HL

Assessment component	Weighting
External Assessment (4 hours 30 minutes) Paper 1 (2 hour 10 minutes) Paper 1 is an examination paper consisting of two compulsory sections. <ul style="list-style-type: none"> Section A (30 minutes approximately) consists of several compulsory short answer questions. The maximum mark for this section is 25. Section B (100 minutes approximately) consists of five compulsory structured questions. The maximum mark for this section is 75. (100 Marks)	40%
Paper 2 (1hour 20 minutes) Paper 2 is an examination paper linked to the option studied The paper consists of between three and seven compulsory questions. The SL/HL core questions are common and worth 45 marks, HL extension is worth 20 marks. (65 Marks)	20%
Paper 3 (1hour) Paper 3 is an examination PAPER OF 1 hour consisting of four compulsory questions based on a pre-seen case study. (30 marks)	20%
Calculators: The use of calculators is not permitted in any computer science examination	
	80%

Assessment component	Weighting
Internal Assessment (40 Hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	20%
Solution (30 Hours) The development of a computational solution. Students must produce: <ul style="list-style-type: none"> • A cover page that follows the prescribed format • A product • Supporting documentation (word limit 2,000 words) (34 Marks)	
Group 4 project (10 hours) To be assessed using the criterion personal skills.	
Total (34 Marks)	

The Case Study

The case study is a valuable teaching tool that can be used to integrate all aspects of the syllabus. This case study will be provided 12 months before the May examination session (18 months before the November session) so that students can carry out detailed research prior to the **HL paper 3** examination, which contributes 20% of the final mark.

The computer science case study provides the stimulus material for the investigation of a scenario involving current developments and/or issues in computer science. The information obtained will prepare students and form the basis of the requirements for answering the questions in HL paper 3.

The case study is an opportunity to keep the course abreast of current technology by introducing new technical concepts or issues requiring a more in-depth investigation than that required in the rest of the course.

Internal Assessment

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

The internal assessment requirements at SL and at HL are the same. However, these requirements contribute to a different percentage of the overall mark. Students are required to produce a solution that consists of a cover page, the product and the documentation. The focus of the solution is on providing either an original product or additional functionality to an existing product for a client.

The internal assessment component (solution), as well as being practical and productive, forms an important part of the assessment of the computer science course. It is imperative, therefore, that the teacher provides appropriate guidance to students.

The development of the solution must be undertaken by the student on an individual basis. Collaborative or group work may not be undertaken by students.

It is recommended that a total of approximately 30 teaching hours for both SL and HL should be allocated to the work.

Students must produce a solution that includes supporting documentation up to a maximum of 2,000 words. If the word limit is exceeded, the teacher's assessment of the documentation must be based on the first 2,000 words.

School Assessment:**Formative Assessment:**

To enhance the learning process students will be given tasks which would involve concept mapping, class discussion, quiz, short test, programming, homework and class work, ICT Practical, data driven activities and mini projects.

Summative Assessment:

Summative Assessment tests are conducted periodically (Course work) in order to assess the learning. The summative assessment at the end of the year is the Comprehensive Examination.

1. Continuous Assessment: (average of Unit test & Course work) 25%

- Course Work 25marks
- Class Test (conducted during regular classes) 25marks

2. Comprehensive (Examination at the end of the year) 75%

The total attainment will be graded as per the IB grading system of 1 to 7, where 7 is the highest grade and 1 is the lowest grade

Group 5: Mathematics

1. Course Outline Mathematics HL/SL**COURSE DESCRIPTION:****Mathematics SL**

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

Mathematics HL

This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

Topics**Core syllabus content (HL and SL)**

All topics in the core are compulsory. Students must study all the sub topics in each of the topics in the syllabus as listed in this guide. Students are also required to be familiar with the topics listed as presumed knowledge (PK).

Topic 1 Algebra

Topic 2: Functions and equations.

Topic 3: Circular functions and trigonometry.

Topic 4: Vectors.

Topic 5: Statistics and Probability.

Topic 6: Calculus

Option Topics (for HL only)

Students must study all the sub-topics in one of the following options as listed in the syllabus details.

Topic 7 - Statistics and probability

Topic 8 - Sets, relations and groups

Topic 9 – Calculus

Topic 10 - Discrete mathematics

ASSESSMENT:

HL

Internal assessment 20%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Mathematical exploration: (10 Hours)

Internal assessment in mathematics HL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)

External assessment (5 hours) 80%

Paper 1 (2 hours) 30%

No calculator allowed. (100 marks)

Section A: Compulsory short-response questions based on the core syllabus.

Section B: Compulsory extended-response questions based on the core syllabus.

Paper 2 (2 hours) 30%

Graphic display calculator required. (100 marks)

Section A: Compulsory short-response questions based on the core syllabus.

Section B: Compulsory extended-response questions based on the core syllabus.

Paper 3 (1 hour) 20%

Graphic display calculator required. (50 marks)

Compulsory extended-response questions based mainly on the syllabus

SL:

Internal assessment 20%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Mathematical exploration: (10 hours)

Internal assessment in mathematics HL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)

External assessment (3 hours) 80%

Paper 1 (1hr 30 min) 40%

No calculator allowed. (90 marks)

Section A: Compulsory short-response questions based on the core syllabus.

Section B: Compulsory extended-response questions based on the core syllabus.

Paper 2 (1hr 30 min) 40%

Graphic display calculator required. (90 marks)

Section A: Compulsory short-response questions based on the core syllabus.

Section B: Compulsory extended-response questions based on the core syllabus.

School Assessment for Mathematics (HL/SL):

Formative Assessment:

Students will be given tasks which will be used as assessment for learning. The tasks would involve mini tasks of sample IA, question answers, quiz, class discussions, short test, homework, class work and students explaining a method that they have learnt to solve a problem.

Summative Assessment:

Summative Assessment tests are conducted periodically (Course work) in order to assess the learning.

The summative assessments at the end of the year is the Comprehensive Examination.

1. Continuous Assessment: (average of Unit test & Course work) 25%

Course Work 25marks

Class Test (conducted during regular classes) 25marks

2. Comprehensive (Examination at the end of the year) 75%

The total attainment will be graded as per the IB grading system of 1 to 7, where 7 is the highest grade and 1 is the lowest grade

2. Course Outline Mathematical Studies SL

COURSE DESCRIPTION:

The IB Diploma Programme mathematical studies course, available in standard level only, is for students with varied backgrounds and abilities. The course is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course, however, should be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

In addition, the course will enable students to:

- develop an understanding of the principles and nature of the subject
- employ and refine their powers of abstraction and generalization
- develop patience and persistence in problem solving
- appreciate the consequences arising from technological developments
- transfer skills to alternative situations and to future developments
- communicate clearly and confidently in a variety of contexts

- enjoy the courses and develop an appreciation of the elegance, power and usefulness of the subjects
- appreciate the multiplicity of cultural and historical perspectives of mathematics

TOPICS

Topic 1

Numbers and algebra

Topic 2

Descriptive statistics

Topic 3

Logic, sets and probability

Topic 4

Statistical application

Topic 5

Geometry and trigonometry

Topic 6

Mathematical models

Topic 7

Introduction to differential calculus

Project

An individual piece of work involving the collection of information or the generation of measurements, and subsequent the analysis and evaluation

Assessment for mathematical studies Standard Level

Students' success in the mathematical studies standard level course is measured by combining their grades on external and internal assessment. The internal assessment is of each student's project, a piece of written work based on personal research involving the collection, analysis and evaluation of data. Projects, which may involve modeling, investigations, applications or statistical surveys, must demonstrate the ability to use the mathematics learned during the course.

Assessment at a glance:

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External Paper-1 (graphical display calculator required) (90 marks)	15 compulsory short-response questions based on the whole syllabus	1.5	40
		1.5	40
Paper 2 (graphical display calculator required) (90 marks)	6 compulsory extended-response questions based on the whole syllabus.		
Internal Project	An individual piece of work involving the collection of information or the generation of measurements, and subsequent analysis and evaluation.	25	20

School Assessment:**Formative Assessment:**

Students will be given tasks which will be used as assessment for learning. The tasks would involve mini tasks of sample IA, question answers, quiz, class discussions, short test, homework, class work and students explaining a method that they have learnt to solve a problem.

Summative Assessment:

Summative Assessment tests are conducted periodically (Course work) in order to assess the learning. The summative assessments at the end of the year is the Comprehensive Examination.

1. Continuous Assessment: (average of Unit test & Course work) 25%

- Course Work 25marks
- Class Test (conducted during regular classes) 25marks

2. Comprehensive (Examination at the end of the year) 75%

The total attainment will be graded as per the IB grading system of 1 to 7, where 7 is the highest grade and 1 is the lowest grade

Group 6 The Arts:

1. Course Outline Visual Arts HL/SL

COURSE DESCRIPTION:

The visual arts course is student-centered and places student exploration at the heart of a holistic learning experience. Students have a free choice to identify, select and explore artists, artworks, cultural contexts, and media and forms for study which interest and excite them. They also have freedom to present their studies in a variety of creative ways, including presentations, demonstrations and exhibitions. In addition, the aims of the visual arts course at SL and HL are to enable students to: make artwork that is influenced by personal and cultural contexts and develop skills, techniques and processes in order to communicate concepts and ideas.

We have designed the year plan on the basis of skill level of a beginner. We start with skill development exercise like perspective drawing and some observational studies to learn to use the basic materials. To develop the Ideas and concept we teach them theory like ISMs, principals of Art. Which will again help them to gather knowledge on cultural and historical context. Practicing artists will regularly be invited to run workshops to extend students' experience. We will organize some workshop on folk art of India with the traditional folk artist..

ASSESSMENT:

There are four components and all are compulsory for both SL/HL

Part 1: Comparative study -20%- (External Assessment)

Part 2: Process portfolio - 40%- (External Assessment)

Part 3: Exhibition - 40%- (Internal Assessment)

Part 4: Visual arts Journal -300 pages- (No Assessment)

Part 1: Comparative study 20%

SL / HL - 10–15 pages which examine and compare at least three artworks, objects or artefacts, at least two of which need to be by different artists. The works selected for comparison and analysis should come from differing cultural contexts.

HL only - 3–5 pages which analyses the extent to which their work and practices have been influenced by the art and artists examined.

SL / HL - submit a list of sources used

Part 2: Process portfolio 40%

SL students submit 9–18 pages which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table.

HL students submit 13–25 screens or pages which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making

activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table.

Part 3: Exhibition 40%

- SL students submit 4–7 artworks.
- SL students submit a curatorial rationale that does not exceed 400 words.
- HL students submit 8–11 artworks.
- HL students submit a curatorial rationale that does not exceed 700 words.

Students may submit two photographs of their overall exhibition. They will not be assessed or used to assess the individual artworks.

Syllabus & Assessment at a glance:

Component	HL Requirements	SL Requirements	Points	Weightage and Assessment type
Art Journal: An on-going document that supports the work for all three components	-	-	0	Not Assessed
Comparative Study: Compare 3 different Art Works by at least 2 different artists, from at least 2 different cultural backgrounds	10 - 15 PPT Screens of analysis and comparison plus 3 to 5 screens which reflect on the influence analyzed work had on personal art work.	10 - 15 PPT Screens of analysis and comparison	30 (SL) 42 (HL)	20% External
Process Portfolio: Presentation of the various media practice and experimentation completed during the 2 year course.	13-25 PPT Screens of at least 3 different forms	9-18 PPT Screens of at least 2 different forms	34	40% External
Exhibition: A selection of artworks that have been presented together which share a stylistic and/or thematic unity that have been exhibited in a way that best demonstrates these attributes.	8-11 Exhibited artworks each with exhibition texts, (Max 500 characters) plus a curatorial statement. (Max 700 words.)	4-7 Exhibited artworks each with exhibition texts, (Max 500 characters) plus a curatorial statement. (Max 400 words.)	30	40% Internal

Criteria for assessment: For Formative, Unit and comprehensives we follow IB provided assessment criteria for exhibition pieces, process portfolio and comparative study.

Exhibition-40%

	Criteria	SL Marks	SL Total	HL Marks	HL Total
A	Coherent body of works	9	30	9	30
B	Technical competence	9		9	
C	Conceptual qualities	9		9	
D	Curatorial practice	3		3	

Comparative study -20%

	Criteria	Marks	Total
A	Analysis of formal qualities	6	30
B	Interpretation of function and purpose	6	
C	Evaluation of cultural significance	6	
D	Making comparisons and connections	6	
E	Presentation and subject-specific language	6	
F	(HL only) Making connections to own art-making practice	12	42

Process portfolio-40%

	Criteria	SL Marks	SL Total	HL Marks	HL Total
A	Skills, techniques and processes	12	34	12	34
B	Critical investigation	6		6	
C	Communication of ideas and intentions	6		6	
D	Reviewing, refining and reflecting	6		6	
E	Presentation and subject-specific language	4		4	

1) Preferred code of conduct

GENERAL DISCIPLINE

- Pupils are expected to maintain a high standard, in their general behaviour and manner of speech. Students should greet the teachers of the school, whenever they meet them.
- Student must reach the school at least 10 minutes before the first bell.
- Changing classroom between periods, if necessary should be done in silence and in an orderly manner.
- Students should be habitually clean and always neatly dressed. The school uniform must be worn on all working days.
- Shouting or whistling is not allowed in the school.
- Care must be taken of all property and no student should spoil the desks or charts, damage any school furniture, write or draw anything on the walls or damage things belonging to others. Damage done should be reported at once to the class teacher or to the Headmaster. Any damage done will have to be made good by whosoever does it.
- It is not advisable to bring valuable things to the school such as ornaments, cell phone etc.
- Students should have deep respect and dedication for their work. Attentiveness in class and regularity in homework and assignments are of prime importance.
- Personal hygiene and cleanliness must be maintained by the student at all cost. Hair must be well groomed. Dyeing or colouring of hair is strictly prohibited.
- Parents are requested not to visit the students in the classrooms without the permission of the Coordinator/ Principal.
- Students are not allowed to use the school telephone without permission. They will not be called to answer phone calls during class hours.
- Students are warned against buying any eatables from street vendors. They are advised not to attend parties, go to cinema or to a friend's house on their way back from school.
- All are expected to speak in **English**, inside the School Campus.

International Baccalaureate Diploma Programme

- Well-rounded, comprehensive, academic education, challenges weaknesses, emphasis on commitment beyond classroom (creativity, action, service)
- Students are required to take six subjects, sit for exams, and complete Theory of Knowledge, the Extended Essay, and CAS (Creativity, Action and Service) hours.
- The Diploma Program begins the junior year and is completed the senior year. IB courses cannot be taken before the junior year.
- Student assessments include internally (teacher) graded work, such as oral presentations and portfolios, and externally (international examiner) graded work, such as papers and experiments. Focus is on process not memorization.
- Each subject includes an international component.
- Subject grade is from 1-7. Universities generally give credit for grades 4 and above. Students and parents are encouraged to speak with college admissions counsellors to get the most accurate information regarding IB policies.

Why should you do the IB Diploma?

The IB diploma is regarded worldwide as providing excellent preparation for the academic rigorous of a university. Students are expected to be capable of seeking knowledge independently, and are generally equipped to be reflective and critical problem solvers. Moreover, the IB has a greater degree of curricular balance than other similar programs because of the requirement to choose subject from a variety of disciplines (languages and literature, social sciences, natural sciences, mathematics and optimally, the fine arts).

The more practical reason is that it improves the chances of entry to university, especially in the US and the UK, as well as in Canada, Australia, New Zealand and several European countries. Many colleges and universities in the US place students directly into sophomore (second year) courses, and this saves both time and energy for the student.

Who should do the IB Diploma, and what criteria are applied for selection into the program?

Anyone who has demonstrated a capacity to work hard and steadily, is self-motivated in learning, is not afraid of thinking and exploring for oneself regards the teacher as a guide, rather than as the sole source of knowledge or ideas is prepared to work for oneself, and not only for the grades, may take the Diploma program. This includes the students who may not be scoring the highest grades.

It is a distinct advantage to be strong at English, since so much of the program is taught in that language. A very important requirement is the ability to work under pressure, and in that language. These qualities are invaluable in all areas of the IB, but are especially needed for the extended essay and CAS, where the outcome depends almost entirely upon the initiative, self-motivation and resourcefulness of the student.

How do the universities abroad see the IB Program?

For the universities in USA and UK, if you do not want to spend a year getting prepared for the university, IB diploma is a must. In both countries, being accepted to a university depends on students meeting some criteria. For example, a university may accept you with the minimum or higher IB graduation mark. In USA well known colleges and universities recognize the IB Diploma and if you have a certain IB mark, especially in High Level (5 or 6), you are accepted year. Moreover, a student proves that he had completed a high academic program and has the motivation, skills and the practice for future studies. In interviews, students are asked why they have not attended the IB Program if it was offered in their school. On the other hand, having an IB Diploma does not guarantee a place in a university.

What is the difference between the Extended Essay and the Term Project?

The extended essay, is a piece of personal research designed and executed by the student under the supervision of a teacher. It is the requirement of the IB Diploma and is limited to 4.000 words (excluding bibliography, footnotes, abstract and appendices). The yearly Project, on the other hand, is a requirement in each year of the High School for IB Diploma students. However, the extended essay is meant to be completed over three semesters. The second difference is that extended essay is externally assessed, whereas the Yearly Project is internally assessed. Finally, the word limit for the extended essay is different from the Yearly Project.

Failure to submit the Yearly Project results in a grade of 0 for the project mark. This may result in a lowering of the grade average. There is no consideration of the overall performance for the grade compensation.

***COURSE SELECTION PROCEDURES**

Selecting an IBDP course

Our Global Academy requires that all the students participate in the full Diploma Programme. Thus, a wide range of subject choices are offered within the curriculum, which allows the students to select the best possible individual programmes suited to their needs, personal interests and academic strengths.

*Higher level subjects require an intensive, in depth study over the period of two years. This involves a minimum of 240 hours teaching time amounting to 11 periods a fortnight. The Higher Level generally reflects the students' academic strength and the area of interest

*Standard Level subjects are less demanding. They require regular studies over the period of two years. This involves a minimum of 150 hours teaching time amounting to 7 periods a fortnight.

* All students must participate in the *Theory of Knowledge* (TOK) course, *Creativity, Action and Service* (CAS), write an *Extended Essay* and Participate in the co-curricular and Physical activities.

BEFORE THE COURSE SELECTION

How do I choose the subjects I want to study?

A number of factors need to be considered before making subject choices. What do I want to study at university? What subjects do I enjoy? What subjects am I good at? The three Higher Level courses should be in the subjects you enjoy and which support your career aspirations. These are the subjects you will study in depth. The three Standard Level courses will provide you with an interesting, balanced programme. In addition to the academic curriculum, the IB Diploma contains three core elements which help provide overview, additional academic specialisation and recognition of interests outside the classroom. These are the Theory of Knowledge course, the Extended Essay and the CAS (Creativity, Action and Service) programme.

Step 1

The following areas must be considered before a choice is made:

- The subjects you find most interesting.
- Reasons for you to find them interesting
- The subjects in which you have scored well.
- The subjects that your mentors advise you to take.
- Your university course selection after Grade 12
- How can your academic success help you in your future plans
- Your career choice
- The country / countries that you consider for your university study.
- Whether that country requires a particular subject to be studied for entry to a particular course.

Step 2

A list of responses for the above must be made.

Step 3

All the pros and cons must be considered.

The advantages and disadvantages will help you choose well.

Step 4

Considering your academic abilities and your educational goals,

- Select your Higher Level courses. This choice must come from 3 separate groups.
- Now, select 3 Standard Level Courses from the remaining three groups. These Standard Level courses must complement the Higher Level choices and must be according to your interests.
- The above choices must meet the IBDP requirements, satisfy your own needs and interests and reflect your abilities.
- Finally, complete the course selection form. Fill in your choices and complete the additional information. This form must be signed by both the student as well as the parent.

After the above have been considered, you can now do the following:

1. Fill in your personal information and your courses in the *Dr. Pillai Global Academy Course Selection Form*.
3. Look at the *Example IB Diploma Course Schedules* included in this packet. Many other schedule variations are available beyond these examples.
4. Refer to and complete the *Curricular Requirements for the IB Diploma* sheet as follows:

Select two Higher Level (HL) subject, in addition to English HL and according to your interests, abilities, and educational goals.
 [Alternatively, you may choose a second HL course for a total of four HL subjects.]
 Select one Standard Level (SL) subjects from each of the remaining three Subject Groups. Language B (Group 2 – Languages) is typically taken only at Standard Level. If you wish to choose a second course from Group 2 (Languages), Group 3 (Individuals and Society) or Group 4 (Experimental Sciences), choose it as a Group 6 subject instead of Music, Visual Arts, or Theater Arts.
 [Alternatively, if you chose four HL subjects, choose only two SL subjects.]
5. In all, a minimum of 3 HL and a maximum of 4 HL subjects may be chosen.
6. Fill in your proposed IB Diploma Program of Study on the *Course Selection Form*
7. Select your additional courses. If you are unsure of these areas, it is fine to stop at this point and schedule an appointment with your counselor and/or the IB Coordinator.
8. Fill in your *draft schedule* for your junior and senior years at *Dr. Pillai Global Academy*.
9. Submit the *Course Selection Form* and the *draft schedule* to the IB Coordinator in the IB Office Room B 702 before Course Selection / Registration day.
10. Schedule an interview with the IB Coordinator (sign up sheet outside the IB Office, Room B602) before Course Selection/Registration Day to discuss and refine your draft schedule.

Assessment

How are the students assessed in the IB Program?

The general and subject specific objectives and criteria of the **IB Diploma courses**, which are made available to students, focus on the development of cognitive skills and affective capacities. Likewise, assessment procedures are designed to value both process and content in an attempt to achieve a balanced assessment of a student's overall performance, rather than just testing the capacity to restate information. The emphasis is on understanding and application of knowledge. It is hoped that all students throughout the two years are presented with opportunities to assess for analytical, creative and practical intelligence.

Assessment for the **IB Diploma** is criterion – referenced, not “**norm**” referenced. This means that students are not placed into a normal distribution curve with a set proportion being deemed as having not passed the course. Knowledge and skills are assessed according to the student's own achievement against a set of known criteria.

In order for the students to have the opportunity to demonstrate their abilities a variety of assessment method, which take into account the different learning styles and cultural experience of students, are used. All the subjects are externally examined. All subjects also require internal assessment, which involves an external moderation procedure to ensure uniform standards are maintained. Varying from subject to subject, **70-80%** of the final grade is assessed externally and **20-30%** internally.

Students are assessed according to published criteria of performance in a variety of tasks, both internally by the school and externally by the IB. Only the exams of all courses in Group 1 are one or more general exams testing the students' abilities in different ways- multiple choice, data response problems, case studies, essays, analyses of experimental data etc. However, the assessment continues to be based on criteria of performance. The assessment for CAS consists of self-assessment by the student and assessment by the students' CAS supervisor.

NATURE OF ASSESSMENT

The nature of assessment varies according to the subject, but the general pattern is:

- ✓ **Personal research work**- all students must give evidence of their ability to carry out authentic independent work in the form of:

- ✓ An extended essay of **4000** word one of the six subject areas. This essay is assessed by an external examiner but must be accompanied by a report and predicted grade from the teacher supervisor.
- ✓ Guided coursework or investigation in some subjects. This work is internally assessed by the teacher who guided the student and is externally moderated.
- ✓ Portfolios/ Projects in some subject. This includes a collection of student’s work and analysis throughout the two years programme which is internally assessed by the teacher and is externally moderated.
- ✓ Written examination held in **May** of the second year. These examinations include a variety of techniques such as, multiple choice objective tests, short answers; essay. Each subject has two or three external examinations. They are prepared and assessed by examining panels responsible for each subject

How does a student achieve the IB Diploma?

IB Requirements—6 Subject Areas

- English
- Foreign Language
- Individuals and Societies
- Sciences
- Mathematics
- An Elective Subject

HL vs. SL

Minimum three courses are to be taken at the “Higher Level” and three are to be taken at the “Standard Level.” This accommodates the IB philosophy that every student does not excel at every subject equally. Students can thus choose

to take the HL subjects they are either interested in the most or excel in the most.

What is the difference between “higher level” and “standard level”?

It is NOT a difference in **quality** of instruction, only **quantity** of instructional time

- HL = 240 hours (i.e. a two year course)
- SL = 150 hours (i.e. a one year course)

Difference also lies in the number of assessments per subject

How is the IB Program assessed?

General and subject specific objectives of IB diploma courses focus on cognitive skills and affective capacities. Likewise, assessment procedures are designed to value both process and content and to achieve a balanced assessment of a student's performance. The assessment procedures emphasize understanding and application of knowledge, not just the student's ability to regurgitate information.

Assessment for the IB diploma is *criterion-referenced*, not "norm" referenced. This means that students are not placed onto a normal distribution curve with a set portion of students deemed as having failed the course. Knowledge and skills are assessed according to the student's own achievement against a set of known criteria.

In order for students to have the opportunity to demonstrate their abilities, a variety of assessment methods, which take into account the different learning styles and cultural experiences of students, are used. All subjects are externally examined, which means that an international grading team, by the IBO, evaluates the students' work. Most subjects also require *internal assessment*, which involves an external moderation procedure to ensure that uniform standards are maintained throughout the world.

Methods of assessment

The nature of assessment varies according to the subject, but the general pattern is as follows:

- ***Personal research work*** - All students must give evidence of their ability to carry out independent work in the form of:
 - i.) an Extended Essay of about 4,000 words in one of the main six subject areas. This essay is assessed by an external examiner but must be accompanied by a report from the teacher mentor.
 - ii.) guided coursework in some subjects. This work is internally assessed by the teacher who "guided" the student and is externally moderated by the IBO.
- ***Written examinations*** Held in May of the students' junior and/or senior year. These examinations include a variety of assessment techniques such as essays, short answers, and a minimal number of multiple-choice tests. They are prepared and assessed by the examining panels responsible for each subject (otherwise known as the international grading team).
- ***Oral examinations*** conducted face-to-face with teachers, or by means of a cassette recording in the case of self-taught languages. Sample recordings are externally moderated.

- **Internal Assessment** for the Theory of Knowledge, and most other subjects. This may take the form of guided coursework, project work, fieldwork, and/or laboratory work. All internal assessment is subject to external moderation.
-
- **School records** maintained on juniors and seniors, which may be taken into consideration by Chief Examiners in exceptional circumstances when awarding final grades.

All forms of assessment are designed to measure the extent to which the individual student has met the aims of the subject. Therefore, the assessment tools go far beyond testing the ability to memorize isolated facts and bits of information. The assessment tools measure what students have acquired in terms of their ability to integrate knowledge, apply academic skills, and effectively communicate their understanding of subject matter.

Just how comprehensive is the IB Program?

The IB Program is an all-encompassing curriculum that requires students to engage in a wide range of academic activities. The goal of the IB Program is to teach students how to learn, expose them to a broad range of knowledge, and develop within students the ability to pursue in-depth study. To accomplish this goal, IB requires students to submit a wide range of sample work from day-to-day class activities. This work is separate from the IB exams, but counts toward a student's overall score within each subject. Much of the work is in the form of what IB calls Internal Assessment. The following is a comprehensive list of student work that will be submitted to and assessed by the IB international grading team:

When is the work submitted?

Most of the work is submitted toward the end of a student's course of study in a subject in which the student will sit for an exam. Extended Essays are due in December of the student's senior year. Submission dates are staggered so that work loads are evenly distributed as best as possible.

The Grading Scheme

Each of the six subjects offered is graded on the following scale:

- Grade 7 = Excellent
- Grade 6 = Very good
- Grade 5 = Good
- Grade 4 = Satisfactory
- Grade 3 = Mediocre
- Grade 2 = Poor
- Grade 1 = Very poor

The number represents the student's exam score combined with the other forms of assessment methods as described in the preceding section. Up to three bonus points can be added to the student's total score based on overall performance in Theory of Knowledge and the Extended Essay.

Award of the diploma

The diploma will be awarded to a student whose total score, including any bonus points, reaches or exceeds 24 points **and** satisfies the following conditions:

(a) *Higher Level (HL) subjects* - In principle, a student must obtain a grade 4 or above in each Higher Level subject. Nevertheless, one grade 3, but not a grade 2, will be acceptable.

(b) *Standard Level (SL) subjects* – In principle, a student must obtain a grade 4 or above in each Standard Level subject. Nevertheless, one grade 2, but not a grade 1, will be acceptable.

*Note: Students who have completed the requirements for the diploma with only one failing condition, as set out above, but with a total score of at least **28 points**, including any bonus points, will be awarded the diploma.*

Excluding conditions

The diploma cannot be awarded, whatever the total score, to students who have:

- Not been awarded Grades A to E for both Theory of Knowledge and the Extended Essay, with above an elementary grade in at least one of these
- Not completed an approved program of Creativity, Action, and Service
- Received a grade 1 in any Higher or Standard Level subject
- Received a total of more than three grade 3's or below

Example diploma scores

Completion of diploma requirements

Student A

Higher Level 7,7,7 Standard Level 45 points - the maximum possible score
7,7,7 ToK & EE 3

Student B

Higher Level 6,6,5 Standard Level 32 points – an average diploma candidate
4,5,5 ToK & EE 1 score

Student C

Higher Level 5,3,4 24 points - a pass, the 5 at Higher Level
Standard Level 4,4,4 compensates for the grade 3
ToK & EE 0

Incomplete diploma requirements

Student D

Higher Level 5,2,6
Standard Level 3,5,6
ToK & EE 0

27 points - fails to meet condition **a** above (i.e., a grade 2 at Higher Level and not a total score of 28 points).

Student E

Higher Level 6,5,6
Standard Level 3,2,2
ToK & EE 0

24 points - fails to meet condition **b** above (i.e., more than one grade 2 and not a total score of 28 points).

Student F

Higher Level 7,3,6
Standard Level 3,3,3 ToK
& EE 1

26 points - fails to meet excluding condition of more than three grades 3

Approximately 80-85% of diploma candidates earn the diploma worldwide (statistics within the decade indicate higher percentages of about 90-95% This can positively be typical of the *DR. PILLAI GLOBAL ACADEMY* - IB Diploma classes). The student who does not satisfy the requirements of the full diploma is awarded a certificate for each examination which is completed successfully.

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Benefits

What does it mean when completed?

Upon completion of the IB diploma, the student has had a rigorous pre-university education, which is accepted as an entrance qualification for higher education in over sixty countries around the world.

Universities in India and abroad are eager to attract IB diploma students because:

- They are recognized as being prepared to accept educational challenges.
- They have self-confidence with university level material.
- They have developed the capacity for independent research and study.
- They have cultivated sound thinking and communication skills.
- They have engaged in extracurricular activities alongside academic studies.
- They have thought in global terms and have a cultural sensitivity and international orientation.

***Why choose the International Baccalaureate Program
at Dr. Pillai Global Academy ?***

Amid the many outstanding educational programs at ***Dr. Pillai Global Academy***, the IB Program is unique. The goal of the IB Program is to prepare high school students for quality university life in a way no other educational program can. For those who may not go on to college, the program will offer one of the most enriching experiences possible. How is this done?

The IB Program is *not* a different version of already existing programs that are academically challenging; rather, it blends together key ingredients of many academically challenging programs into one comprehensive piece. There are three key components to the IB Program:

1. Academic rigor.

Students learn how to learn, how to analyze, how to reach considered conclusions about humankind, its languages and literature, its ways in society, and the scientific forces of its environment. An IB diploma candidate is indeed functioning at a level of an introductory college student.

2. Comprehensiveness of the Program.

Students encounter rigor throughout *all* disciplines. Students refine areas of strength and developmentally improve areas of weakness. Students also submit a significant portion of their course work for evaluation (e.g., essays, oral commentaries, portfolios, lab books,).

3. Internationalism.

The IB Program encourages students to think globally and the IB curriculum is based on true international standards. Coursework and exams are graded by an international grading team, professionals from North and South America, Europe, Africa, Asia, and Australia.

The IB Program enjoys an exceptionally good relationship with universities abroad and is rapidly growing in recognition among Indian universities. Many competitive Indian universities are now granting advanced standing for students with the IB Diploma and those students are being recruited due to their excellent academic preparation and study skills.

The IB Program is not for everyone. Many students want the external benefits (e.g., weighted grades, advanced college standing), but **the true benefit of earning the IB Diploma is intrinsic in nature**. The change that occurs within a student academically and personally while pursuing the diploma produces far greater personal growth and satisfaction than the diploma itself.

The Successful IB Student

Outside the classroom

Students will spend much time studying outside of class. Ideally, students will become very familiar with the *DR. PILLAI GLOBAL ACADEMY* Library and the International Baccalaureate Office (B602) and use them as resources during off periods. Students should also strive to utilize university libraries. Students may benefit from working with each other in self-selecting study groups.

Students should set goals for their own study program and develop habits of tracking their progress in order to self-assess how they are achieving their goals. Records should include an accurate account of time devoted to CAS and working along an individualized Extended Essay calendar.

Student responsibilities

- Students are expected to share responsibility for creating a challenging and fruitful learning environment. Students should demonstrate mutual respect and consideration for others. This assists in creating an atmosphere of harmony and cooperation, which is conducive to learning.
- *Academic honesty*: Maintaining academic integrity within a program is paramount. Within the IB Program, this goal is taken especially seriously. Students must abide by the “*Dr. Pillai Global Academy*” Academic Honesty Policy.
- *Assignment due dates*: Students **must** meet course, CAS, and Extended Essay deadlines. The IB Coordinator, in consultation with teachers, sets due dates for all student work evaluated by the international grading team.

Teachers set other major course assignments. The timing of submission dates spreads the workload fairly across the two years of the program.

How to ensure excellence in IB studies

The IB is a demanding program of study, but well-organized students are able to do well and still find time to pursue other interests both inside and outside of school. A good IB student:

- Works consistently throughout the two years of study.
- Makes a study plan for the coming week/month, anticipating deadlines for essays, assignments, etc., and forthcoming sporting and social activities.
- Works in surroundings conducive toward thoughtful study.
- Begins studying sooner rather than later, and in a sustained fashion.
- Follows up recent class notes carefully and checks for clarification with the teacher to ensure he/she understands what is being taught/learned. Class notes are well organized.
- Engages in lively discussion and debate with fellow students and teachers.
- Demonstrates eagerness to ask questions.
- Submits thorough assignments that are carefully researched, analyzed, and presented.

IB General Regulations (*as on 1 Sept, 2016*)

I. General

Article 1: Scope

1.1 The International Baccalaureate Organization (hereinafter, together with its affiliated entities, the “IB”) is a foundation that has developed and offers four programmes of international education: the Primary Years Programme (“PYP”), the Middle Years Programme (“MYP”), the Diploma Programme

(“DP”) and the International Baccalaureate Career-related Programme (“CP”). It authorizes schools (known as IB World Schools and hereinafter “schools”) to offer one or more of these programmes to their students (hereinafter “candidates”).

1.2 This document describes the regulations that apply to those schools that have been authorized as IB World Schools to offer the DP and is intended for schools, candidates and their legal guardians. When used herein the term “legal guardians” encompasses parents and individuals with legal guardianship of any candidate enrolled in the DP. If a candidate is of legal age, the school’s duties towards legal guardians specified herein also apply towards the candidate.

1.3 The IB has developed the DP as a pre-college/pre-university programme aimed at candidates in the 16–19 age range. It is implemented in the last two years of secondary education. The DP is designed to lead to “The Diploma of the International Baccalaureate” (hereinafter “IB Diploma”) or “Diploma Programme Course Results” (hereinafter “DP Course Results”) for subjects/elements forming part of the DP.

1.4 These regulations are intended as guidance for schools about their roles and responsibilities, and as information for candidates and legal guardians about the IB and the DP.

Article 2: Role and responsibilities of schools

2.1 In addition to articles in these General regulations: Diploma Programme (hereinafter “general regulations”) schools must comply with the Rules for IB World Schools: Diploma Programme, available in a separate document, as well as with the administrative requirements detailed in the Handbook of procedures for the Diploma Programme (hereinafter “handbook”), which is the handbook for DP coordinators and teachers and is supplied to schools by the IB.

2.2 Because the IB is not a teaching institution and does not provide teaching services to candidates, the DP is implemented and taught by IB World Schools. The schools are entirely independent from the IB and are responsible for the implementation and quality of teaching of the DP, whether courses are provided solely in the classroom or by means of a combination of classroom-based and online courses offered by an IB-approved online course provider.

2.3 Schools are responsible for informing candidates and legal guardians about the general characteristics of the DP and how the school implements it. Additionally, schools must inform candidates and legal guardians of the assessment services offered by the IB and any restrictions or prohibitions that apply to the DP.

2.4 The IB cannot guarantee that a school will remain capable and willing to implement the DP. Consequently, schools bear sole responsibility towards candidates and legal guardians if, for any reason, a school’s authorization to implement the DP is withdrawn by the IB or a school decides to terminate its authorization.

2.5 The IB sets the curriculum and assessment requirements leading to the award of the IB Diploma or DP Course Results and is the sole organization entitled to award them. The IB Diploma or DP Course Results is awarded to candidates who have satisfied the assessment requirements in accordance with these general regulations and the administrative requirements detailed in the handbook. Schools must comply with the details, deadlines and procedures stated in the handbook for the relevant examination session.

2.6 Schools are responsible for ensuring that candidates comply with all assessment requirements for the DP. If candidates do not comply with these requirements, then no grade will be awarded in the subject(s)/element(s) concerned.

2.7 To qualify for the award of the IB Diploma a candidate must follow the course of study and undertake assessment for the DP at a school authorized to offer the DP or via an IB-approved online course provider. In addition to subject requirements, the IB Diploma has three further requirements (collectively known as the “core”): an extended essay and theory of knowledge, which are both assessed, as well as creativity, activity, service (hereinafter “CAS”), a programme of activities that must be successfully completed.

2.8 A candidate will be awarded DP Course Results if they follow the course of study and assessment for the selected subject(s) and/or one or more core elements. Subjects of the DP normally include both internal and external assessment.

2.9 Schools are responsible for appointing a DP coordinator to manage the implementation of the DP in the school. This person will be available during the written examinations in May/November and when results are issued to ensure that all candidates receive their results. Additionally, schools must ensure that an appropriate contact person, who may or may not be the coordinator, is available after results have been issued to candidates to request the enquiry upon results service on their behalf and/or register them for the forthcoming examination session, if appropriate.

2.10 Schools are responsible for the secure storage of IB examination stationery and examination papers for a forthcoming examination session and for the conduct of the examinations according to the procedures described in The conduct of IB Diploma Programme examinations. The school must immediately notify the IB via IB Answers of any breach in the procedure for the secure storage of such material. The school must provide the IB with statements and other relevant information concerning the breach and reasonably cooperate with the IB in investigating and addressing such a breach.

Article 3: Candidates and their legal guardian(s)

3.1 Except where provided otherwise in these general regulations or the handbook, candidates and their legal guardian(s) must use the school’s DP coordinator as the intermediary for any communication with the IB. If either a candidate or his or her legal guardian(s) has a question about the general characteristics of the DP, its administration or how the school implements it, they must raise the matter with the school’s DP coordinator.

3.2 Candidates, whether studying for the IB Diploma or DP Course Results, must complete all requirements within the two-year period of the programme or within an extended period of study if a candidate retakes one or more subjects.

3.3 Candidates are required to act in a responsible and ethical manner throughout their participation in the DP, as determined by the IB at its sole discretion, which includes not engaging in academic misconduct (as defined in article 20), and must be in good standing at the school at the time of the examinations.

3.4 The IB is entitled to refuse to mark or moderate assessment submissions if a candidate has acted in an irresponsible or unethical manner in connection with that part of assessment for the DP, or if a candidate submits inappropriate material that is unrelated to the content of the assessment. In such cases the Final Award Committee (defined in article 16) is entitled to take action.

Article 4: Equal opportunities statement

4.1 It is the practice of the IB to make its programmes available to all students from IB World Schools. No student will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other personal characteristic as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld.

4.2 It is the practice of the IB to make its assessment available to all candidates from IB World Schools who have fulfilled the school's and the IB's academic requirements and paid the required fees to register for an IB examination session. No candidate will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other personal characteristic as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld. The IB will make all reasonable efforts and/or accommodations, or as may otherwise be required by law, to enable candidates to participate in its assessments.

Article 5: Recognition of the IB Diploma

The IB actively promotes wide recognition and acceptance of the IB Diploma as a basis for the exit of secondary/high school education and/or entry to courses at universities and other institutions of higher/further education, but the requirements of individual institutions and the relevant authorities of a country are beyond the IB's control and subject to change. The IB, therefore, does not guarantee recognition of the IB Diploma or DP Course Results, and does not accept responsibility for the consequences of any change in recognition practice by a university or other institution or relevant authorities in a country. Consequently, candidates and legal guardians bear the sole responsibility for verifying the entry requirements of the universities and other institutions of higher/further education to which they are interested in applying.

Article 6: Property and copyright in materials produced by candidates

6.1 Candidates produce materials in a variety of forms that are submitted to the IB as part of the assessment requirements. These assessment materials (hereinafter "materials") include all forms of written work, audio and visual materials, computer programs and data and, in certain cases, may contain images or voices of the candidates.

6.2 Candidates retain copyright in all materials submitted for assessment purposes, but by submitting those materials, subject to article 6.4, candidates and their legal guardians thereby grant the IB a non-exclusive, charge-free, worldwide licence, for the duration of the applicable jurisdiction's copyright protection, to reproduce submitted materials, to use the image and voice of the candidate where they appear on audio or video materials and to reproduce any musical performances in any medium for assessment, educational, training, commercial and/or promotional purposes relating to the IB's activities, or to related activities of which it approves. Such licences become effective from the date of submission to the IB.

6.3 Where the IB uses these materials for purposes other than assessment, it may modify, translate or otherwise change them to meet particular needs and will, in most cases, anonymize them before publication in print or in electronic form. If the purpose of the publication is to focus on work of a

particularly high standard, then the candidate and school may be identified. In such cases, the IB will inform the school beforehand and the school will inform the candidate.

6.4 Under exceptional circumstances a candidate and/or a candidate's legal guardian may withdraw the aspects of the licence relating to use of a candidate's work outside an assessment context as referred to in article 6.2 for a specific piece of work. In such cases, the IB must be notified in accordance with the procedure described in the handbook. The candidate must submit a written notification to the school's DP coordinator who has the duty to inform the IB by the due date set forth in the handbook. In these cases, the IB will use the material only for assessment purposes as defined in article 6.5.

6.5 Under the licence granted upon submission for assessment purposes, the IB can electronically scan, store or reproduce submitted materials in any medium in order to allow the materials to be communicated to examiners, moderators and any other persons involved in the assessment process or any subsequent appeals (including third-party vendors and/or services providers). The materials may also be used in the training of examiners. Materials for which a candidate has withdrawn the aspects of the licence relating to use of candidate work outside an assessment context will not be placed in any IB publications or used for any commercial or promotional purposes.

6.6 Materials submitted for assessment, or reproductions of them, are either internally assessed by teachers in the schools (whose marks are moderated) or externally assessed by IB examiners. Wherever the materials or reproductions are held during their assessment, for example, by the school or a third party, they are always held on behalf of the IB and in a manner that is compliant with applicable privacy regulations.

6.7 All materials submitted to the IB for assessment, and reproductions of such materials, become the property of the IB. Once the materials have been assessed, the IB is entitled to retain the materials for record-keeping purposes or to eventually destroy them according to its needs and legal obligations.

6.8 Candidates are entitled to request the return of a copy of their externally assessed work, provided such application is made for a May session by 15 September in the same year and for a November session by 15 March of the following year. In all cases, to be valid the application must be submitted to the IB by the school's DP coordinator according to the procedures stated in the handbook.

Article 7: Use of candidate data

7.1 “Candidate data” under these general regulations is any information or data relating to a candidate that can identify the candidate or make the candidate identifiable, whether by itself or in combination with other information, such as name, address, email address(es), date of birth, phone number(s), financial information, assessment results, materials, image, voice, and/or mental and physical health information.

7.2 The IB operates globally and is subject to a variety of legal requirements about personal data, personal information and privacy; therefore, it manages protecting candidate data on a global basis. Schools are based all over the world and are subject to data protection and privacy laws and regulations regarding candidate data in their respective countries. Each school hereby represents and warrants to the IB that it complies with the applicable data protection and privacy laws in its respective country with regard to candidate data, and will fully cooperate with the IB in complying with any such laws.

7.3 The IB shall not be responsible for schools’ compliance with any data protection or privacy law applicable to them, and schools undertake to hold the IB harmless with regard to any legal action taken by candidates, their legal guardians or other third parties with respect to any data protection or privacy law.

7.4 Each school hereby represents and warrants to the IB that any collection, processing and/or sharing of candidate data with the IB is done in accordance with all data protection and privacy laws that may be applicable to them. To the extent required under data protection or privacy law applicable to them, each school undertakes to seek express consent from candidates and/or their legal guardians for processing of candidate data for the purposes listed in article 7.6.

7.5 Each school hereby undertakes, to the extent required under the applicable law of its respective country, to only use or process the candidate data as necessary for the purpose for which it was collected as defined in article 7.6. Each school further hereby undertakes that, to the extent required under applicable law, they have implemented appropriate technical and organizational measures to protect candidate data against unauthorized or unlawful processing and against accidental loss, destruction, damage, alteration or disclosure, and that they have taken reasonable measures to ensure the reliability of, and compliance by, any employees who have access to candidate data.

7.6 Candidate data may be used:

- a. to register candidates in the DP and administer the DP and its requirements for the candidate and school, including sensitive personal data if making determinations about assessment accommodations
- b. to provide DP support and services for the candidate and school, including website services and online forums, assessment services and accommodations, delivery of courses online to the candidate and assisting candidates and their school with providing information to institutions of higher education (such as universities and colleges or governmental authorities related to admission to institutions of higher education)
- c. for use in research and statistical analysis related to the IB’s mission, including research on assessments and results and the effectiveness of the DP
- d. for advertising and promotional purposes for the IB (such as student and/or alumni networks and social media platforms)

- e. for educational, training, commercial and other compatible purposes
- f. to engage in and process transactions with the candidate or school
- g. to fulfill statutory, regulatory, reporting and/or legal obligations.

7.7 To the extent required under data protection or privacy law applicable to them, schools undertake to fully and duly inform, and obtain the consent of, each candidate and/or their legal guardian, that the schools and/or the IB may transfer candidate data outside the country in which it was initially collected and to a country that may not have sufficient and adequate or comparable levels of data protection, in some cases to third parties, for the purposes discussed above. To the extent required under applicable law, the schools shall inform candidates about third parties to whom their candidate data may be transferred. With regard to the IB, such third parties include schools, approved online course providers, institutions of higher education (such as colleges and universities or governmental authorities related to admission to institutions of higher education), ministries and departments of education, assessment service providers (such as examiners, moderators, third-party vendors, and other persons involved in the assessment process or any subsequent appeals), and other contractors of the IB. Each school shall ensure that any transfers are done in compliance with requirements governing international and onward data transfers. Each school represents and warrants to the IB that any candidate data transferred to the IB by the school may be further transferred as described above without violating the privacy or data protection rights of any candidates.

7.8 Candidates or their legal guardians may inquire as to the nature of the candidate data processed about them by their schools to the extent permitted under data protection or privacy law applicable to the candidate and his or her respective school.

Each school undertakes that a candidate or his or her legal guardian may direct their requests to the school in accordance with their local legal requirements. Schools may not generally make requests from the IB for candidate data on behalf of a candidate. In the event that the IB receives a request regarding candidate data from a candidate or his or her legal guardian, each school undertakes to provide the IB with full cooperation and assistance.

II. The Diploma Programme

Article 8: Content and requirements of the IB Diploma

8.1 Candidates for the IB Diploma must satisfy assessment requirements in six subjects and the core. All higher level subjects, the core and at least one standard level subject must be taught over the two years of the programme. Should circumstances demand it, up to two standard level subjects may be taught during the first year and assessed at the end of that first year as anticipated subjects. It is also permissible, should circumstances require it, to teach one standard level subject during the first year and one standard level subject during the second year, with assessment requirements met at the end of each corresponding year. Language ab initio and pilot subjects must always be taught throughout the two years of the programme.

8.2 The six subjects must be selected from six groups as described in the relevant handbook for the examination session, with at least three and not more than four subjects being offered at higher level and the others at standard level. Recommended teaching time is 240 hours for higher level courses and 150 hours for standard level courses.

8.3 In addition to the six subjects, candidates for the IB Diploma must complete the core requirements of:

- a. a course in theory of knowledge including the required assessment, for which the IB recommends at least 100 hours of teaching over the two-year period of the DP
- b. CAS activities, for which the IB recommends at least 150 hours for the required combination of experiences
- c. an extended essay in a subject available for this purpose to be submitted for assessment, for which the IB recommends approximately 40 hours of work by candidates.

8.4 A subject or subjects (or core requirement) taken by a candidate in addition to the six subjects for the IB Diploma cannot contribute to the award of an IB Diploma.

8.5 It is the school's responsibility to ensure that each candidate submitting an extended essay is supervised by a teacher at the school with appropriate qualifications and/or experience in the subject chosen by the candidate and is familiar with the DP. The supervisor may not be a relative of the candidate nor a person who is not a teacher at the school.

8.6 An IB Diploma candidate must be registered for an extended essay in one of the DP subjects listed in the handbook as available for the relevant examination session. The extended essay does not have to be written in a subject that has been selected as one of that candidate's six diploma subjects, subject to the advice and approval of the school.

8.7 Extended essays in group 2 are intended for language acquisition learners. Candidates are not permitted to submit a group 2 extended essay in their group 1 language(s).

8.8 Retake candidates (as defined in 11.4) wanting to improve the grade for their extended essay may submit either a revised or a new extended essay. If a higher grade is not obtained, the grade from the

original essay will stand. A new extended essay can be registered in the same or in a different DP subject.

8.9 The IB may develop new subjects on a pilot basis which a limited number of schools may offer on the understanding that the syllabus content and assessment methods may change during the lifetime of the syllabus. A pilot subject must be taught over the two years of the programme and therefore cannot be taken as an anticipated subject. A pilot subject in groups 1, 2, 3 or 4 can contribute to the award of a Bilingual IB Diploma (defined in article 14.2).

8.10 An interdisciplinary subject meets the requirements of two groups through a single subject. In accordance with article 8.4, a further subject must then be chosen to meet the requirement of six subjects for the IB Diploma. The additional subject may be chosen from any group, including one already covered by the interdisciplinary subject. An interdisciplinary subject can contribute to the award of a Bilingual IB Diploma.

8.11 A school-based syllabus (hereinafter “SBS”) may be designed by a school according to its own needs and teaching resources and is developed in consultation with and approved by the IB. An SBS may only be offered at standard level. Only schools that have already entered candidates for two DP examination sessions may offer an SBS. The syllabuses have to be approved by the IB before teaching can commence and are subject to periodic review. Subject to the appropriate group criteria being satisfied, an SBS may be authorized as an alternative to a subject in groups 2, 3 4 or 6. In such circumstances, an individual candidate may use the subject to fulfill the requirements of one group, but not two. No candidate may be registered for more than one SBS, or for an SBS and a pilot subject for the IB Diploma. An SBS cannot contribute to the award of a Bilingual IB Diploma.

8.12 If the conditions of entry into an institution of higher/further education require an IB Diploma Candidate to have completed subjects different from that specified in the current handbook, a candidate may be allowed to make a reasonable substitution on presentation of appropriate university admissions documentary evidence to the IB by the DP coordinator at the candidate’s school. This is referred to as a “non-regular” diploma and the combination of subjects must be authorized by the IB.

Article 9: Diploma Programme Course Candidates

8.13 Candidates who study and are assessed for subjects, but choose not to take the entire IB Diploma, are referred to as Diploma Programme Course Candidates (“DP Course Candidates”). The subjects chosen are referred to as DP courses and may include the core requirements of theory of knowledge, the extended essay and/or completion of a CAS programme. DP Course Candidates receive DP Course Results. The grades for theory of knowledge and the extended essay will be recorded on the DP Course Results as well as the completion of CAS, if appropriate.

8.14 With regard to DP core requirements, a DP Course Candidate may register for more than one extended essay in the same session. An IB Diploma Candidate may register for a second extended essay as a DP Course Candidate, if this is required for exceptional reasons. No candidate, regardless of his or her registration category, is permitted to register for theory of knowledge or the CAS programme more than once in the same session.

8.15 Any subject or core requirement taken by a DP Course Candidate cannot subsequently contribute to the award of an IB Diploma.

8.16 The regulations and procedures that apply to IB Diploma Candidates in respect of theory of knowledge, the extended essay and CAS also apply to DP Course Candidates.

Article 10: Response languages

10.1 In groups 1 and 2 candidates must complete their examinations and other forms of assessment in the target language. For subjects in groups 3 to 6, and theory of knowledge, candidates must use English, French or Spanish as their response language. Other response languages (including Chinese, German and Japanese) are also available for certain subjects, as stated in the handbook. An extended essay in groups 1 and 2 must be written in the language of the subject chosen and for subjects in groups 3 to 6 an extended essay must be presented in English, French or Spanish. Other available response languages for an extended essay, and exceptions to the above, are specified in the handbook.

10.2 Candidates may be permitted to write their examinations and other forms of assessment in languages other than English, French or Spanish for certain IB projects in groups 3 and 4, theory of knowledge and the extended essay. If the conditions detailed in article 13 are met, this will lead to the award of a Bilingual IB Diploma. The IB reserves the right to make such languages for such projects mainstream from time to time and therefore available to all candidates as response languages upon notice by the IB.

10.3 The same response language must be used for all components of a subject. However, if a subject is being retaken and the desired response language is not available in the target session for the subject concerned, internal assessment can be carried over from a previous session resulting in more than one response language for the same subject.

III. Assessment

Article 11: Candidate registration

11.1 Candidate registration is an application by a candidate to take DP assessments. The registration process is conducted using the IB information system (IBIS), a secure web-based service used by DP coordinators. Registration must be undertaken by the school’s DP coordinator. No other method is available to register candidates. Candidates cannot register themselves for an examination session or make amendments to an existing registration. This cannot be done on their behalf by their legal guardian(s) either.

11.2 A candidate for the IB Diploma or DP Course Results must be registered by a school for each intended examination session and must take the requisite courses and assessments at that school. The school must complete the registration requirements on behalf of the candidate and pay the related fees

by the relevant deadlines. It is the sole responsibility of the school to ensure that candidates are registered correctly for an examination session.

11.3 A school may accept an external candidate from another IB World School authorized to offer the DP if the school the candidate normally attends does not offer a particular IB subject. However, all academic and administrative responsibility for that candidate will remain with the school that has registered or will register that candidate for a DP examination session. The candidate must not be registered by both schools, unless advised to do so by the IB. Similarly, in the case of a retake candidate, the school at which he or she is registered must accept all academic and administrative responsibility for that candidate and cannot be delegated elsewhere. Candidates taking online courses with an IB-approved online provider are subject to the conditions specified in the current handbook.

11.4 The following categories of registration are available.

- a. Anticipated: for candidates intending to complete the requirements for one or two standard level subjects (excluding languages ab initio and pilot subjects) at the end of their first year of the DP
- b. Diploma: for candidates intending to complete the requirements for the award of an IB Diploma
- c. Course: for candidates taking one or more subjects and/or core requirements who are not seeking the award of the IB Diploma
- d. Retake: for previous IB Diploma Candidates who are seeking to improve on their results

11.5 If an IB Diploma Candidate retakes a subject to improve his or her results, the highest grade for the subject/core requirement will contribute to the award of the IB Diploma. Similarly, if an anticipated candidate retakes a subject in his or her IB Diploma session, the highest grade will normally contribute to the award of the IB Diploma.

Article 12: Grades

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum). Performance in theory of knowledge and the extended essay are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total DP points score is 45.

Article 13: Award of the IB Diploma

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of these regulations.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

CAS requirements have been met.

The candidate's total points are 24 or more.

There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.

There is no grade E awarded for theory of knowledge and/or the extended essay.

There is no grade 1 awarded in a subject/level.

There are no more than two grade 2s awarded (HL or SL).

There are no more than three grade 3s or below awarded (HL or SL).

The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).

The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

The candidate has not received a penalty for academic misconduct from the Final Award Committee.

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

Article 14: Form of the results

Successful IB Diploma Candidates will receive an IB Diploma and a document entitled “Diploma Programme (DP) Results” listing the total IB Diploma points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and individual grades for the combination of theory of knowledge and the extended essay.

A Bilingual IB Diploma will be awarded to a successful candidate who fulfills one or both of the following criteria.

Completion of two languages selected from group 1 with the award of a grade 3 or higher in both

Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate’s group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

An IB Diploma Candidate who fails to satisfy the requirements for the award of an IB Diploma will receive DP Course Results indicating the grades obtained in individual subjects, together with results in theory of knowledge and the extended essay, and confirmation of the completion of all CAS requirements, as appropriate.

DP Course Candidates receive DP Course Results indicating the results obtained in individual subjects and the core requirements, as appropriate.

Article 15: Enquiry upon results

15.1 A candidate’s assessment material may be re-marked, returned to the school (in electronic format or as a photocopy) and/or subject to re-moderation (for internal assessment) as part of the enquiry upon results service, the details and fees for which are specified in the handbook. The categories and conditions of this service are subject to change and therefore are in accordance with the details given in the handbook for the examination session concerned. All enquiries upon results must be submitted by the school on behalf of the candidate.

15.2 Re-marking a candidate’s assessment material may lead to a higher or a lower grade for the subject. Therefore, before submitting a request for an enquiry upon results service that may result in a change of grade, the school must obtain the written consent of the candidate or his or her legal guardian ensuring that the candidate and/or the legal guardian are aware that the grade may go up or down.

15.3 If the school’s DP coordinator believes the process leading to the grade upon re-marking or re-moderation did not respect the procedures defined in these general regulations and/or the handbook, the coordinator may request, on behalf of the candidate, a report on the re-mark. Before requesting a report the school must obtain the consent of the candidate(s) or his or her legal guardian(s).

15.4 Beyond the enquiry upon results service, the coordinator may not request a subsequent re-marking of work or a further moderation of marks for internal assessment. However, the candidate is entitled to submit an appeal under the conditions defined in article 22.

Article 16: IB DP Final Award Committee

15.5 The IB DP Final Award Committee is the body that formally awards the IB Diploma and DP Course Results on the basis of the grades determined by grade award procedures. The award is made by the committee on behalf of the IB Board of Governors.

15.6 The Final Award Committee consists of representatives of the IB Board of Governors, of the Examining Board and senior IB assessment staff, and is chaired by the chair of the Examining Board. The IB Board of Governors established the Examining Board, which comprises senior IB examiners, with the principal aim of safeguarding and enhancing the academic standards of the DP.

15.7 The Final Award Committee may delegate decisions on cases of alleged academic misconduct to a sub-committee, but the Final Award Committee is the body that has authority to make the final decision in all special cases (as defined in section IV) with respect to the award of the IB Diploma and DP Course Results.

IV. Special cases

Article 17: Candidates with assessment access requirements

17.1 A learning support requirement(s) is any permanent or temporary requirement(s) that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate his or her skills and knowledge adequately or as may otherwise be defined by law.

17.2 The IB is able to offer minimal guidance on the teaching of candidates with learning support requirements. However, it is the responsibility of the school to identify and meet the individual needs of candidates enrolled in the school.

17.3 A learning support requirement(s) often necessitates assessment access arrangements. The IB is able to authorize inclusive assessment arrangements for a candidate with assessment access requirements.

17.4 If a candidate needs inclusive assessment arrangements, the DP coordinator must make such arrangements and, where appropriate, request authorization for inclusive assessment arrangements from the IB according to procedures stated in the handbook.

17.5 If the inclusive assessment arrangements authorized by the IB are considered inappropriate for a candidate by a school, a candidate or the candidate's legal guardian(s), the DP coordinator may request a re-evaluation of the candidate's needs to decide whether the authorized arrangements are appropriate. A first re-evaluation of the arrangements will be undertaken by the IB staff who authorized the arrangements. If the first re-evaluation does not then meet with agreement from the school, a second re-evaluation will be undertaken jointly by persons with appropriate qualifications, one who is an IB employee not involved in the original decision and one who is not an employee of the IB. No further re-evaluations are possible after the second re-evaluation. The IB must receive any re-evaluation request from the DP coordinator within one month of the coordinator having received initial confirmation of the authorized inclusive assessment arrangements or the result of the first re-evaluation request, as appropriate.

17.6 If a candidate is granted inclusive assessment arrangements (and these are properly implemented by the school), candidates and/or their legal guardian(s) are not entitled to claim that they are affected by adverse circumstances in the event that assessment results following such arrangements are not at levels desired and/or anticipated by candidates. The authorization of inclusive assessment arrangements is the sole accommodation by the IB for candidates with learning support requirements.

Article 18: Candidates affected by adverse circumstances

17.7 Adverse circumstances are defined as those beyond the control of the candidate that might be detrimental to his or her assessment performance, including severe stress, exceptionally difficult family circumstances, bereavement or events that may threaten the health or safety of candidates. The same circumstances may affect a group of candidates or all candidates within a school. Adverse circumstances do not include:

17.8 shortcomings on the part of the school at which the candidate is registered, including, but not limited to, errors, mistakes, or negligence of a school with respect to registration of candidates, timeliness of requests for inclusive assessment arrangements or consideration of adverse circumstances, implementation of authorized inclusive assessment arrangements, and requests for extensions under article 18.2

17.9 the failure of candidates to improve performance despite receiving authorized inclusive assessment arrangements.

17.10 Where a candidate or group of candidates is affected by adverse circumstances prior to the submission of early components (for example, the extended essay, theory of knowledge essay or internal assessment marks/sample work), an extension to the submission deadline may be authorized by the IB upon receipt of the required documentation (available in the handbook) from the school. An extension must be formally authorized by the IB and is the only possible accommodation that can be offered.

17.11 Any application for special consideration in cases of adverse circumstances must be submitted to the IB by the school's DP coordinator on behalf of the candidate(s). The application must be received within 10 calendar days of the completion of the final assessment component of the subject concerned and must be supported by a statement written by the DP coordinator as well as by appropriate evidence.

17.12 If the IB accepts that the performance of a candidate has been affected by adverse circumstances, the IB may, at its discretion, give special consideration to the case, provided that this would not give an advantage in comparison with other candidates. If a candidate's circumstances are deemed "adverse" and qualify for special consideration, an adjustment will be made to the candidate's total mark in the affected subject(s) and/or IB Diploma requirement(s). If the candidate is within one or two scaled marks of the next higher grade boundary, the candidate's grade in the affected subject(s) (and only in such affected subjects) will be raised; in the case of theory of knowledge and the extended essay, one mark away from the next higher grade boundary is required for a grade adjustment to be made. This is the only possible accommodation for candidates in the event of adverse circumstances. If a candidate's marks are not within the required range, then no adjustment will be made.

Article 19: Candidates with incomplete assessment

19.1 "Incomplete assessment" means that a candidate has not submitted one or more components of the assessment requirements in a subject.

19.2 Any application for special consideration in cases of incomplete assessment must be submitted to the IB by the school's DP coordinator on behalf of the candidate. The

application must be received within 10 calendar days of the completion of the final assessment component of the subject concerned and must be supported by a statement written by the DP coordinator as well as by appropriate evidence.

19.3 In cases of incomplete assessment in a subject, the IB may, at its discretion, award a grade for the subject if both of the following circumstances are established.

- a. An acceptable reason is provided by the school for the incomplete assessment being beyond the candidate's control, such as illness or injury, the death or funeral of a close relative, unavoidable attendance at a hospital or court of law.
- b. The candidate has submitted sufficient work, leading to at least 50 per cent of the total marks available in that subject and including an externally assessed component.

19.4 If both of the foregoing conditions are fulfilled, marks for the missing component will be calculated using an established procedure and based on the candidate's marks for completed components as well as on the distribution of marks of other candidates in the same subject. If more than one examination is missed, it will be at the discretion of the Final Award Committee whether grades are issued to the candidate in the subjects concerned. The determination of a mark for a missing component by statistical means and "consideration" (as described in article 18.4) will not be applied to the same subject/level being assessed.

19.5 The grounds for incomplete assessment, such as forced school closure during the written examinations in May or November, may affect a group of candidates or all candidates in the school. In a case where more than one candidate is affected, the Final Award Committee will give the same consideration to all candidates.

Article 20: Candidates suspected of academic misconduct

The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to:

- a) plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- b) collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another.
- c) duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements
- d) misconduct during an IB examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)
- e) unethical behaviour such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research

f) any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

Article 21: Investigating cases of suspected academic misconduct

21.1 If questions arise about the authenticity of a candidate's work before submission for assessment, the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate's work has been submitted to the IB for assessment, the school's DP coordinator must inform the IB as soon as possible.

21.2 When a school, an examiner or the IB establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB with statements and other relevant documentation concerning the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the candidate in the subject(s) concerned.

21.3 If the IB notifies a school that a candidate is suspected of academic misconduct and that the IB has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the candidate to be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. However, at the discretion of the IB the investigation into the suspected academic misconduct by the candidate may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct. If a candidate is withdrawn from a subject no mark for that subject may contribute to the award of a grade in a future examination session.

21.4 Candidates suspected of academic misconduct must be invited, through the school's DP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.

21.5 The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee. The sub-committee will normally comprise IB staff, school representatives, and chief/deputy chief examiners, but any group or combination of these persons may make decisions on cases subject to the approval of the Final Award Committee. The sub-committee will be chaired by the chair or vice-chair of the Final Award Committee, or a chief examiner nominated by the vice-chair.

21.6 Decisions of the sub-committee are made on behalf of and under the supervision of the Final Award Committee. After reviewing all statements and evidence collected during the investigation, the sub-committee will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made. If the sub-committee is unable to reach a decision, then the case will be referred to the Final Award Committee.

21.7 If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the sub-committee, be proportionate with the severity of the misconduct.

21.8 If no grade is issued for a subject that contributes to a candidate's IB Diploma, no IB Diploma will be awarded to the candidate. DP Course Results will be awarded for other subjects in which no academic misconduct has occurred. Except in cases of serious or repeated misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an IB Diploma Candidate, if the session in which the academic misconduct has been established is the candidate's third examination session towards achieving the award of the IB Diploma, no further IB examination sessions will be permitted.

21.9 If the candidate has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.

21.10 If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a candidate's results have been issued. If academic misconduct is subsequently established by the Final Award Committee, or its sub-committee, the candidate's grade for the subject(s) concerned may be withdrawn from the candidate which will also result in the withdrawal of his or her IB Diploma where applicable.

V. Appeals

Article 22 Admissibility of an appeal

22.1 The IB accepts appeals in relation to five areas of decision-making during an examination session. Appeals are possible against:

- a. results—when a school has reason to believe that a candidate's results are inaccurate after all appropriate enquiry upon results procedures have been completed
- b. a decision upholding academic misconduct, but not the penalties imposed for misconduct
- c. a decision in respect of special consideration—following a decision not to give special consideration to a candidate as a consequence of alleged adverse circumstances
- d. a decision in respect of inclusive assessment arrangements
- e. an administrative decision not covered by one or more of the foregoing circumstances that affects the results of one or more candidates.

22.2 The appeals process is divided into two stages. Each stage will usually require the payment of a fee. The fee will be refunded if the decision being appealed changes.

22.3 A stage one appeal can only be requested by the head of school or by the DP coordinator from the school at which the candidate (known as the appellant) was registered.

22.4 A stage one appeal is a review of the case by senior assessment officers of the IB who were not directly involved in making the original decision.

22.5 A stage two appeal can be requested directly by a candidate or his or her legal guardian(s) in addition to the head of school and DP coordinator if the outcome of a stage one appeal is not satisfactory.

22.6 The stage two process grants the candidate a formal hearing by a constituted panel with one member independent from the IB. A request for appeal at either stage must be

submitted with a completed appeal request form that can be obtained from the IB via the IB Answers service. Detailed information on the appeals process can be found in Diploma Programme: Assessment appeals procedure, which can be also obtained from the IB Answers service.

Article 23: Stage one appeal

23.1 A stage one appeal is a reconsideration of the case by senior assessment officers of the IB Organization who were not directly involved in making the original decision. The reconsideration will take into account information given in the written submission from the school acting on behalf of the candidate. The reconsideration will determine whether procedures were correctly applied when arriving at the decision or result(s) awarded. After the reconsideration is complete, the head of school will be notified whether the stage one appeal has been denied (disallowed) or upheld (allowed), with summary reasons for the decision.

23.2 In order to be considered for a stage one appeal, the request for appeal must:

- a. have the support of the head of school
- b. be submitted by the head of school (or the DP coordinator) on behalf of the candidate
- c. be received by the IB Organization within two months from the issue of results or the date when the decision being appealed was made, whichever is the later
- d. contain a full description of the grounds for appeal and any new facts invoked
- e. include an account of how these regulations and/or the procedures defined in the handbook may not have been correctly applied by the IB Organization.

23.3 If the senior officers accept the stage one appeal, the head of school may be asked for any information or evidence that is deemed useful. Neither the candidate nor a representative of the candidate is permitted to be present during a stage one appeals process. The senior officers will render their decision, in principle, within one month from the date the IB Organization receives the request for appeal.

Article 24: A stage one appeal against a decision on academic misconduct

24.1 Permission to appeal will only be granted where the candidate was found in breach of regulations and new evidence has been brought to the attention of the IB Organization. Appeals are only granted in relation to the decision on academic misconduct; no appeals against the level of penalty applied are permitted. New evidence must be outlined in detail in the appeal request form. The form is available from and must be returned to the IB Answers service.

24.2 On receipt of the appeal, senior IB Organization officers and the chair (or vice-chair) of the Final Award Committee will determine, using only the information in the appeal request form and any accompanying documents, whether there are sufficient grounds for appeal. If a stage one appeal is not permitted, no further appeal is possible.

24.3 If a stage one appeal is determined to be necessary, the case will be heard by members of the sub-committee of the Final Award Committee. No person determining whether there are sufficient grounds for a stage one appeal or members of the sub-committee will have been involved in making the original decision.

24.4 Neither the candidate nor a representative of the candidate is permitted to be present during a stage one appeals process. The sub-committee will render its decision, in principle, within one month from the date the IB Organization receives the request for appeal.

Article 25: Stage two appeal, including appeals against a decision on academic misconduct

25.1 A stage one appeal must precede a stage two appeal. The stage two procedure for appeals against a decision on academic misconduct is described in detail in a separate document available upon request from the IB Answers service.

25.2 If the head of school, a candidate and/or their legal guardian is dissatisfied with the outcome of the stage one appeal, a request can be made to the IB Organization to escalate the appeal to stage two. A stage two appeal does not need to have the support of the head of school. A fee is payable by the candidate or their legal guardian(s) before a stage two appeal is heard; this is refunded if the appeal is upheld.

25.3 In order for the stage two appeal to be considered, the request for appeal must be received by the IB Organization within one month of the head of school being officially notified of the outcome of the stage one appeal.

25.4 The stage two process grants the candidate a formal hearing by a constituted panel. The attendance of the candidate and/or their representative is not required for the hearing to proceed, though they will be notified of the time and date and may attend if they wish.

25.5 The stage two appeals panel has three members:

- one member independent from the IB Organization
- the chair or vice-chair of the Examining Board
- a chief examiner who was not present at the Final Award Committee or its sub-committee for the relevant examination session and who did not render a decision at any previous level regarding the candidate for the relevant examination session.

Prior knowledge by the chair or vice-chair of the Examining Board of the case under appeal will not exclude that person from the panel.

25.6 The independent member is appointed by the IB Organization and will not have been a DP coordinator, teacher or examiner, or an employee of the IB Organization at any time during the past five years. The independent member will serve as chair to the appeals panel for no longer than three years.

25.7 The appeals panel makes its decisions based on a majority vote of the three members of the stage two appeals panel. The appeals panel has the power to uphold or dismiss the previous decision in the event that they believe that the procedures or regulations that led to the previous decision being appealed were not respected. The appeals panel does not hold the power to render any other form of decision.

25.8 The decision of the stage two appeals panel will be officially communicated to the candidate and/or their legal guardian(s) in writing in principle within 10 working days of the hearing. A copy of the decision will be communicated to the head of school.

25.9 All decisions rendered by the stage two appeals panel are final and no requests for further review or alternative resolution requests will be accepted by the IB Organization.

Article 26: Governing law

These general regulations and all other procedures relating to the assessment requirements of the IB Diploma shall be governed by and construed in accordance with the laws of Switzerland without reference to its conflict of laws or similar provisions that would mandate or permit application of the substantive law of any other jurisdiction.

Article 27: Arbitration

Any dispute, controversy or claim arising out of, or in relation to, these general regulations, including the interpretation, validity, breach or termination thereof, shall be finally settled by arbitration by the Geneva Chamber of Commerce in accordance with the Swiss Rules of International Arbitration of the Swiss Chambers' Arbitration Institution ("Rules") in force on the date when the notice of arbitration is submitted in accordance with such Rules. The number of arbitrators shall be one, the seat of the arbitration shall be Geneva and the arbitral proceedings shall be conducted in English. The parties hereby agree to use information technology systems and electronic communications to the extent permitted in conducting any arbitral proceedings. Notwithstanding the foregoing, the IB may seek injunctive relief with respect to a violation of intellectual property rights or confidentiality obligations in any applicable jurisdiction.

Article 28: Entry into force and transitory rules

The IB may amend these general regulations from time to time. This version of the general regulations enters into force on 1 September 2016 and applies to all candidates commencing the DP on or after that date.

University Fairs

DPGA strives to provide our students meaningful experience that will enhance their college and career readiness for their future.

The Universities at the fair will provide information to parents and students about admission requirement, career planning, scholarships, curriculum and cost associated with overseas education.

1. Flame University

- Nuffield College – University of Oxford, UK
- Wellesley College, USA
- Yale University, USA
- Kelley School of Business – Indiana University Bloomington, USA
- Babson Collaborative, USA
- Boston University, USA
- York University, Canada
- King's University College, Canada
- Quest University, Canada
- IESEG School of Management, France
- Frankfurt School of Finance and Management, Germany

2. Russell Square International College

3. Vancouver Island University, Canada

King's University College ,
University of Western Ontario, Canada

Recognition of the IB Programmes in India

Since 1983 International Baccalaureate Diploma has been recognized by the Association of Indian universities as an entry qualification to all universities in India.

Changes in the Equivalence Policy by Association of Indian Universities (AIU) June 2016
Following the meeting of the AIU's Governing Council on 30th June 2016, the AIU "shall accord equivalence to International Baccalaureate Diploma Courses provided that a student secures 24 points with a minimum of three subjects at Higher Level (HL) and three subjects at Standard Level (SL). "

For the IB Diploma Programme, as the universities in India require percentage transcripts, students applying to Indian universities receive a transcript with IB grades and percentages.

In order to receive Indian Transcripts, students must notify their Diploma Programme (DP) coordinator of their plan to apply to an Indian university. The coordinator will then submit the request using the Request for results service on IBIS (secure website for IB coordinators).

Students applying to Indian Universities can apply for an equivalence certificate from AIU upon release of their results, or apply directly to the eligibility department of the university they wish to attend.

Please note: Some universities in India ask students to submit the AIU equivalence certificate at the time of admission. Students can apply for AIU equivalence by submitting the Equivalence form to AIU.

The form can be downloaded from the link:

<http://www.aiu.ac.in/Evaluation/evaluation%20form%20updated%20%2027.07.2016.pdf>

New Equivalence Policy for the IB Diploma Programme by AIU (2016)

Following the meeting of the AIU's Governing Council on 30th June 2016, the following amendments have been done for equivalence of IB Diploma Programme Qualifications.

IB Diploma/ Course (Certificate) “ AIU shall accord equivalence to both the IB Diploma and the IB Diploma Course (i.e. IB Certificate) provided that a student has secured a minimum of 24 credits and has passed a minimum of three subjects at Higher Level (HL) and three at Standard Level (SL)”.

The amendment can also be downloaded from
<http://www.aiu.ac.in/Evaluation/Ammendments%20in%20Equivalence.pdf>

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

<https://www.ibo.org/contentassets/d883e8b8f46446079f14679a9a6971c3/india-recognition-guide-jan-2017.pdf>