



# Lancers<sup>®</sup> International School

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An IB World School

## IBDP HANDBOOK 2016-17



IB CONTINUUM  
CONTINUUM DE L'IB  
CONTINUO DEL IB

## LIS VISION

Nature is the best educator. It is universal, absolute and constant. We believe Lancerians will inherit its completeness. They will be humanitarian in their approach, deft at adaptation, innovative and resourceful in times of crisis and international in their outlook, capable of carving a home for themselves in any global grid.

## LIS MISSION

Our mission is to provide an environment in which all Lancerians will become lifelong learners, who are responsible, disciplined, and ethical young men and women. Lancerians are understanding and tolerant towards peoples of all races and cultures.

## SCHOOL OBJECTIVES

- To encourage a social climate in the school that creates international understanding amongst those represented within the school community.
- To develop healthy, sensible, well rounded and complete human beings through academic, aesthetic and athletic activities.
- To develop through community service respect for the environment and concern for the society.
- To build self-esteem and leadership qualities.
- To uphold an uncompromising commitment towards excellence
- To provide a safe and nurturing community where diversity is celebrated and mutual respect among children and adults is practiced.
- To create an environment where children are exposed to challenging, educational opportunities
- To create a platform where teachers, parents and children evolve together to create a new social awakening.

## OUR VALUES

### VALUES AT LIS

Our values to be complete, adaptable, resourceful, virtuous, efficient and spiritual have been integrated into our everyday life at LIS.

# DIPLOMA PROGRAMME

## WHAT IS DP?

Established in 1968, the International Baccalaureate® (IB) Diploma Programme (DP) was the first programme offered by the IB and is taught to students aged 16-19. The DP was established in to provide students with a balanced education, to facilitate geographic and cultural mobility and to promote international understanding.

It was created by teachers at the International School of Geneva, with assistance from several other international schools.

Since then, innovative and committed teachers and examiners from around the world have played a significant role in the development of the programme.

It is respected by leading universities across the globe. The DP programme aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically. As of 22 May 2015, there are 2,795 schools offering the DP, in 143 different countries worldwide.

## WHAT THE DP OFFERS STUDENTS

Through the DP, schools are able to develop students who:

- Have excellent breadth and depth of knowledge
- Flourish physically, intellectually, emotionally and ethically
- Study at least two languages
- Excel in traditional academic subjects
- Explore the nature of knowledge through the programme's unique Theory of Knowledge.

## WHY OFFER THE DP?

International research shows that there are many benefits to choosing the DP over other 16-19 curricula. For example:

- DP students are better able than their peers to cope with demanding workloads, manage their time and meet the expectations placed on them, according to one study
- Analysis of DP students in Canada, the UK and the USA found that the DP's extended essay improves students' approach to learning in higher education
- 72% of students taking the DP in China attend one of the world's top 500 universities, according to a 2013 study.

# THE PROGRAMME MODEL

Notice that in each of the programme models, the Learner Profile is firmly centered with all other philosophies and constituent parts positioned to support it as a primary goal.



## Primary Year Programme

Started in 1997 for students aged 3 to 12



## Middle Year Programme

Started in 1994 for students age 11 to 16



## Diploma Year Programme

Started in 1968 for students age 16 to 18



## Career-related Certificate

Started in 2012 for students age 16 to 18



# THE 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.

## APPROACHES TO TEACHING AND LEARNING

What are the approaches to learning (ATL)?

- ATL are deliberate strategies, skills and attitudes that permeate the IB teaching and learning environment.
- ATL supports the IB belief that a large influence on a student's education is not only what you learn but also how you learn.
- Teaching students how to learn has always been a part of IB teaching, but now the IB is providing more explicit support for teaching these skills, aligning the Diploma Programme (DP) with the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the IB Career-related Programme (CP).

- Focus on ATL will improve the quality of teaching and learning across the programmes and may result in more engaged teachers and students.

What are the IB approaches to learning skills?

- Thinking skills
- Communications skills
- Social skills
- Self-management skills
- Research skills

The IB approaches to teaching skills are...

- Based on inquiry
- Focused on conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Differentiated to meet the needs of all learners
- Informed by formative and summative assessment.

## SUBJECT GROUPS

The curriculum is made up of the DP core and six subject groups.

Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

The three core elements are:

- Theory of knowledge, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- The extended essay, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- Creativity, activity, service, in which students complete a project related to those three concepts.

The six subject groups are:

- Studies in language and literature
- Language acquisition
- Individuals and societies
- Sciences.
- Mathematics
- The arts.

There are different courses within each subject group.

### Choosing subjects in the Diploma Programme

Students choose courses from the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts.

Students may opt to study an additional science, individuals and societies, or languages course, instead of a course in the arts.

Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level.

Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level.

Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.

### **Managebac**

The school uses a leading software Managebac, which builds turnkey systems to help our school to implement and manage its IB programmes efficiently. Managebac enables efficient curriculum planning, assessment and reporting, while eliminating paperwork and enhancing communication to parents and students.

### **Transition from Grade 11 to Grade 12**

It is mandatory for a Grade 11 student to score a minimum of 22 points out of 42 to get promoted from to Grade 12.

# English A: Language and literature

## Nature of the Subject

The course is designed to develop in student's skills of textual analysis and the understanding of texts, which may be both literary and non-literary in nature. On the literature side this will include the study of poetry, novels and drama including Shakespeare; on the language side it will take in essays, speeches, autobiography as well as more modern phenomena such as blogs and advertisements. Learning how to appreciate texts in terms of their cultural context is important and a wider aim of the course is to produce in students a sense of 'cultural literacy'. In keeping with the international nature of the course works of literature in translation are also studied. Finally, it may be stated that the course is designed to produce skills that are easily transferable to other disciplines.

## Course Description

The course comprises of four parts—two related to language and two to literature. The course can be described as follows:

Part 1: Language in cultural context

Part 2: Language and mass communication

Part 3: Literature—texts and contexts

Part 4: Literature—critical study

## Aims and Objectives

The aims and objectives of this course can be broadly categorised into the following areas:

- Knowledge and understanding which requires the ability to demonstrate an understanding of the use of language across a range of texts.
- Application and analysis which requires students to demonstrate the ability to offer a critique of texts.
- Synthesis and evaluation which requires students to evaluate the effectiveness of a text.
- Selection and use of appropriate presentation skills which requires students to demonstrate their abilities in both written and oral forms.



## Assessment

Assessment is both external (70%) and internal (30%).

The external assessment consists of (For SL/HL)

- Two exams of three hours durations in total plus three/ four pieces of written work of approximately 800-1000 words of which one/two is submitted to the IBO. This must also be accompanied by a rationale of 200-300 words and Outline for written task 2 only.

The internal assessment consists of

- one individual oral commentary based on the texts studied. In addition, there are two further oral activities of which one! must be submitted to the IBO.

It should be noted that the above assessment model is based on the SL syllabus. Students wishing to take the course at HL will have final examinations totaling four hours and have to produce an additional piece of written work. They are also subject to slightly different assessment criteria

## Hindi A – Literature

### **Nature of Subject and Course Description:**

Part 1: Works in translation.

Part 2: Detailed study.

Part 3: Literary genres.

Part 4: Options.

### **Aims and Objectives:**

- Introduce students to a range of texts from different periods, styles and genres.
- Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections.
- Develop the student's powers of expressions, both in oral and written
- Communication.
- Encourage students to recognize the importance of the contexts in which texts are written and received.
- Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures and how these perspectives construct meaning.
- Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts.
- Promote in students an enjoyment of, and lifelong interest in, language and literature.
- Develop in students an understanding of the techniques involved in literary criticism.
- Develop the student's ability to form independent literary judgments and to support those ideas.

### **Assessment:**

Assessment Outline SL and HL:

(External Assessment: 70%)

(Internal Assessment - 30%)

# English – Language B

## Nature of the Subject:

Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL level. The main focus of the course is on language acquisition and development of language skills.

## Course Description:

Distinction between HL and SL is determined by many factors determining the course that a student should take such as:

- The students native/best language
- The language(s) frequently spoken at home and at school
- Any previous knowledge of the language of study

The syllabus is common for both HL and SL with literature as an additional component for the HL course. The minimum suggested teaching hours for HL is 240 and 150 for SL.

## Aims and Objectives:

1. Develop students intercultural understanding
2. Enable students to understand and use the language they have studied and a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, and awareness and appreciation of the different perspectives of people from other cultures.
4. Develop students' awareness of the role of language in relation to other areas of knowledge.

## Assessment component Weighting for SL

### External assessment 70%

- Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on four written texts, based on the core. -25%.
- Paper 2 (1 hour 30 minutes): Written productive skills One writing exercise of 250–400 words from a choice of five, based on the options-25%.

- Written assignment: Receptive and written productive skills Inter-textual reading followed by a written task of 300–400 words plus a 150–200-word rationale, based on the core. - 20%

### Internal assessment

Internally assessed by the teacher and externally moderated by the IB-30%

- Individual oral (8–10 minutes) Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher -20%.
- Interactive oral activity Based on the core: Three classroom activities assessed by the teacher - 10%.

## **Assessment component Weighting for HL**

### External assessment 70%

- Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on five written texts, based on the core - 25%
- Paper 2 (1 hour 30 minutes): Written productive skills Two compulsory writing exercises. Section A: One task of 250–400 words, based on the options, to be selected from a choice of five. Section B: Response of 150–250 words to a stimulus text, based on the core - 25%
- Written assignment: Receptive and written productive skills Creative writing of 500–600 words plus a 150–250-word rationale, based on one or both of the literary texts read - 20%

### Internal assessment

Internally assessed by the teacher and externally moderated by the IB - 30%

- Individual oral (8–10 minutes) Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher - 20%
- Interactive oral activity Based on the core: Three classroom activities assessed by the teacher - 10%

# French B / French ab initio - Language Acquisition

## Nature of the Subject

The process of foreign language acquisition is a procedure of transforming knowledge, from a "Savoir-Faire" to a "Savoir-Etre". In other words a "Savoir- communicatif. Communication is the key factor in language acquisition, "La piece de resistance" of our teaching at Lancers International. The learner him, is positioned at the centre of the procedure.

For that we have created a communicative and adequate environment to enhance learner's potential in foreign language acquisition.

He is positioned among an almost-native "entourage" with an authentic information.

## Course Description

The French language acquisition course has the potential for the learners to go beyond the confines of classroom and reaches awareness of the world and culture diversity. Our optimum desire in the acquisition learning process of Foreign Languages for the student is proficiency in the target language.

It means that our focus is to promote a close to native Francophone immersion for students, where they can interact, communicate and work autonomously toward self-acquisition of the francophone cultures, and values.

## Aims and Objectives

Our aims in the language acquisition process revolve in the ability to reach a level of language where student is capable to communicate fluently and talk about everyday situation. This means:

- Achieving an adequate cultural education and understanding of the international community.
- Utilizing the language, they have studied in a wide range of contexts and purposes.
- Developing awareness of the role of the language that link to other areas of knowledge.
- Having an access to other cultures and customs.

## Assessment component Weighting for SL

### External assessment 70%

- Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on four written texts, based on the core. -25%.
- Paper 2 (1 hour 30 minutes): Written productive skills One writing exercise of 250–400 words from a choice of five, based on the options- 25%.
- Written assignment: Receptive and written productive skills Inter-textual reading followed by a written task of 300–400 words plus a 150–200-word rationale, based on the core. - 20%

### Internal assessment

Internally assessed by the teacher and externally moderated by the IB-30%

- Individual oral (8–10 minutes) Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher -20%.
- Interactive oral activity Based on the core: Three classroom activities assessed by the teacher - 10%.

## Assessment component Weighting for HL

### External assessment 70%

- Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on five written texts, based on the core - 25%
- Paper 2 (1 hour 30 minutes): Written productive skills Two compulsory writing exercises. Section A: One task of 250–400 words, based on the options, to be selected from a choice of five. Section B: Response of 150–250 words to a stimulus text, based on the core - 25%
- Written assignment: Receptive and written productive skills Creative writing of 500–600 words plus a 150–250-word rationale, based on one or both of the literary texts read - 20%

### Internal assessment

Internally assessed by the teacher and externally moderated by the IB - 30%

- Individual oral (8–10 minutes) Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher - 20%
- Interactive oral activity Based on the core: Three classroom activities assessed by the teacher - 10%

## External assessment 75%

Paper 1 (1 hour 30 minutes): Receptive skills 30 %

Understanding of four written texts. (40 marks)



Text-handling exercises.

Paper 2 (1 hour): Productive skills 25% Two compulsory writing exercises. (25 marks) Section A (7 marks): One question to be answered from a choice of two. Section B (18 marks): One question to be answered from a choice of three.

Written assignment: Receptive and productive skills 20%

A piece of writing, 200–350 words, demonstrating inter cultural understanding and written in the target language. (20 marks)

Internal assessment (10 minutes): Interactive skills Individual oral (25 marks) 25% 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.

# German B / German ab initio - Language Acquisition

## Nature of the Subject

The nature of Language B for HL, SL and Ab initio differ in various aspects. HL and SL differ in level of difficulty of texts and the number of types of texts that students are expected to write. Abinitio, however is for beginners who have little or no previous experience of the language. HL and SL course will offer students maximum communication and interaction opportunities in the four language skills of listening, speaking, reading and writing.

Learning German increases job opportunities with German and foreign companies in native country and abroad. Proficiency in German helps one to function productively for an employer with global business connections. German is the second most commonly used scientific language. Germany is the third largest contributor to research and development and offers research fellowships to scientists from abroad.

## Course Description

The German ab initio course is a language learning course for beginners, designed to be followed over two years by the students who have no previous experience of learning German.

German HL and SL level are language acquisition courses developed for students with some background in the target language.

## Aims and Objectives

Aims and objectives of German Language at Abinitio level:

1. To develop students' awareness of the role of language in relation to other areas of knowledge

Aims and objectives of German Language at HL/SL level:

1. To develop the ability to communicate accurately and effectively in speech and in writing.
2. To offer insights into the culture of the countries where the language is spoken.

## German b / german ab initio - language acquisition

### Assessment component Weighting for SL

#### External assessment 70%

- Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on four written texts, based on the core. -25%.
- Paper 2 (1 hour 30 minutes): Written productive skills One writing exercise of 250–400 words from a choice of five, based on the options- 25%.
- Written assignment: Receptive and written productive skills Inter-textual reading followed by a written task of 300–400 words plus a 150–200-word rationale, based on the core. - 20%

#### Internal assessment

Internally assessed by the teacher and externally moderated by the IB-30%

- Individual oral (8–10 minutes) Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher -20%.
- Interactive oral activity Based on the core: Three classroom activities assessed by the teacher - 10%.

## Assessment component Weighting for HL

### External assessment 70%

- Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on five written texts, based on the core - 25%
- Paper 2 (1 hour 30 minutes): Written productive skills Two compulsory writing exercises. Section A: One task of 250–400 words, based on the options, to be selected from a choice of five. Section B: Response of 150–250 words to a stimulus text, based on the core - 25%
- Written assignment: Receptive and written productive skills Creative writing of 500–600 words plus a 150–250-word rationale, based on one or both of the literary texts read - 20%

#### Internal assessment

Internally assessed by the teacher and externally moderated by the IB - 30%

- Individual oral (8–10 minutes) Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher - 20%
- Interactive oral activity Based on the core: Three classroom activities assessed by the teacher -10%

## Assessment component Weighting for ab initio

- External assessment 75%
- Paper 1 (1 hour 30 minutes): Receptive skills 30%
- Understanding of four written texts. (40 marks)

- Text-handling exercises.
- Paper 2 (1 hour): Productive skills 25% Two compulsory writing exercises. (25 marks) Section A (7 marks): One question to be answered from a choice of two. Section B (18 marks): One question to be answered from a choice of three.
- Written assignment: Receptive and productive skills 20%
- A piece of writing, 200–350 words, demonstrating intercultural understanding and written in the target language. (20 marks)
- Internal assessment (10 minutes): Interactive skills Individual oral (25 marks) 25% 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.

# HINDI B

## Nature of Subject and Course Description

Hindi Language has been one of the most popular Indian languages among students and this course emphasizes the development of the four skills - listening, speaking, reading and writing. Listening as a skill can be developed through TV / Radio programme and recorded CD. Speaking can be developed through elocution, debates, skit enactment. Reading can develop through activities like newspaper / magazines reading and different story books. Writing skills are developed through essay, report writing, letter writing and creativity writing.

The Hindi B course requires students to have some knowledge of and experience with the language. Students are expected to have linguistic skills and to understand and use language in sophisticated ways. For example, students must be able to discuss abstract concepts and ideas in the target language.

This course encourages students to broaden their knowledge of literature and culture of different states of India.

## Aims and Objectives

1. To develop students' intercultural understanding
2. To enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
3. To encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
4. To develop students' awareness of the role of language in relation to other areas of knowledge
5. To develop students' awareness of the relationship between the languages and cultures with which they are familiar.

## Assessment component Weighting for SL

### External assessment 70%

- Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on four written texts, based on the core. -25%.
- Paper 2 (1 hour 30 minutes): Written productive skills One writing exercise of 250–400 words from a choice of five, based on the options- 25%.

- Written assignment: Receptive and written productive skills Inter-textual reading followed by a written task of 300–400 words plus a 150–200-word rationale, based on the core. - 20%

### Internal assessment

Internally assessed by the teacher and externally moderated by the IB-30%

- Individual oral (8–10 minutes) Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher -20%.
- Interactive oral activity Based on the core: Three classroom activities assessed by the teacher - 10%.

## **Assessment component Weighting for HL**

### External assessment 70%

- Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on five written texts, based on the core - 25%
- Paper 2 (1 hour 30 minutes): Written productive skills Two compulsory writing exercises. Section A: One task of 250–400 words, based on the options, to be selected from a choice of five. Section B: Response of 150–250 words to a stimulus text, based on the core - 25%
- Written assignment: Receptive and written productive skills Creative writing of 500–600 words plus a 150–250-word rationale, based on one or both of the literary texts read - 20%

### Internal assessment

Internally assessed by the teacher and externally moderated by the IB - 30%

- Individual oral (8–10 minutes) Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher - 20%

Interactive oral activity Based on the core: Three classroom activities assessed by the teacher -10%.



# ITGS

## Nature of the Subject

The Diploma Programme information technology in a global society (ITGS) course is the study and evaluation of the impact of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.

## Course Description

Students of group 3 subjects study individuals and societies. This means that they explore the interactions between humans and their environment in time and place. As a result, these subjects are often known collectively as the human sciences or social sciences.

The IB Diploma Programme information technology in a global society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society.

## Aims and Objectives

1. Encourage the systematic and critical study of: human experience and behavior; physical, economic and social environments; and the history and development of social and cultural institutions
2. Develop in the student the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
3. Enable the student to collect, describe and analyze data used in studies of society, to test hypotheses, and to interpret complex data and source material

## Assessment (SL/HL)

HL Paper 1 - 35%, Paper 2- 20%, Paper 3 - 25%

Internal Assessment - 20%

SL Paper 1 - 40% Paper 2 - 30%

Internal Assessment - 30%

[Note: ITGS is not a practical subject. However, Internal Assessment project is the only practical/technical aspect of the subject.]

# History

## Nature of the Subject:

The study of History is very interesting for the students as it provides understanding of major historical events in a global context. It spreads not only the intercultural understanding but also intercultural awareness necessary to prepare students for global citizenship.

## Course Description:

The students will study 'Peacemaking, peacekeeping-international relations 1918-36' as one of their subjects and 'Causes, practices and effects of war' and 'The Cold War' as two of their topics. HL students will study the fourth option which includes choice from a number of themes.

Throughout the Diploma Programme history course students should be encouraged to develop their understanding of the methodology and practice of the discipline of history. Historical skill not only enriches the student's understanding but also helps in applying the attained knowledge in day today understanding of the situations as well.

## Aims and Objectives:

1. Promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations.
2. Encourage an understanding of the present through critical reflections upon the past.
3. Encourage an understanding of the impact of historical developments at national, regional and international levels.

## Assessment

|                               |      |
|-------------------------------|------|
| For SL: External Assessment   | 75%  |
| Paper 1:                      | 30%  |
| Paper 2:                      | 45%  |
| Internal Assessment:          | 25 % |
| For HL: External Assessment : | 80%  |
| Paper 1:                      | 20%  |
| Paper 2:                      | 25%  |
| Paper 3:                      | 35%  |
| Internal Assessment:          | 20%  |

# Economics

## Nature of the Subject

Economics is a dynamic social science, forming part of group 3-individuals and Societies. 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.

## Course Description

The IB diploma Economics course is a core curriculum for higher level (HL) and standard level (SL) emphasizing the economic theories of Microeconomics and Macroeconomics, International Economics and Development Economics. These economic theories are not to be studied in a vacuum-rather, they are to be applied to real-world issues. In addition to the core, HL students are expected to complete extension areas of study in all the topics.

## Aims and Objectives

The aims of the economics syllabus at SL and HL are to enable students to:

1. Develop an understanding of the microeconomic and macroeconomic theories, to analyze critically and to evaluate them, 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.

## Assessment

| External | HL Weightage | SL Weightage |
|----------|--------------|--------------|
| Paper 1  | 30%          | 40%          |
| Paper 2  | 30%          | 40%          |
| Paper 3  | 20%          |              |

Internal Portfolio of three written commentaries for both HL and SL - Weightage 20%

## Business and Management Nature of the Subject

IB Business and Management course is both challenging and dynamic. It teaches students business decision-making processes and enables them to evaluate the impact of internal and external environments on businesses. The course structure includes various modules from the fields of finance, marketing, human resources, production & operations management and Business strategy. The course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills.

### Course Description

The curriculum model for IB business and management is a core curriculum for higher level (HL) and standard level (SL) consisting of five topics covering Business organization and environment, Human resources, Accounts & Finance, Marketing and Operations management with common content and learning outcomes. In addition to the core, HL students are expected to complete extension areas of study, in all five topics, adding both depth and breadth to the course. HL students also study one extension topic, Business strategy.

### Aims and Objectives

Aims and objectives of the business and management course at HL and SL

1. Are to develop the skill to think critically about individuals and organization behavior
2. Explore business issues from different cultural perspectives.
3. Appreciate the social and ethical responsibilities of businesses and
4. To make, evaluate and analyze business decisions using appropriate tools and techniques.

### Assessment

| External HL-Weightage           | SL-Weightage          | Internal Research Project                    |
|---------------------------------|-----------------------|--|
| Paper 1- 40 % ( Total Marks 80) | Written Commentary    | 25% (Total Marks 25)                         |
| Paper 2- 35 % ( Total Marks 50) | 25 % (Total Marks 25) | 35% (Total Marks 75)<br>40% (Total Marks 60) |

# Psychology

## Nature of the Subject

- Psychology is the systematic study of behavior and mental processes.
- The subject 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.

## Course Description

- IB psychology takes a holistic approach that fosters intercultural understanding and respect.
- In the core of the IB psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and socio cultural levels of analysis reveal the immense diversity of influences that produce human behavior and mental processes.
- The students also study an optional paper. SL student has to choose 1 & HL student has to choose 2 from the following 5 options- Abnormal psychology, Developmental psychology Health psychology, Psychology of human relationships and Sport psychology.

## Aims and Objectives

- The basic aim of the subject is to develop an awareness of how psychological research can be applied for the benefit of human beings.
- Another aim is to develop an understanding of the biological, cognitive and sociocultural influences on human behavior.
- It also focuses on developing an understanding of alternative explanations of behavior.

## Assessment

|          | HL-Weightage | SL-Weightage |
|----------|--------------|--------------|
| External | 80 %         | 75 %         |
| Paper 1  | 35 %         | 50 %         |
| Paper 2  | 25 %         | 25 %         |
| Paper 3  | 20 %         |              |
| Internal | 20 %         | 25 %         |

# Physics

## Nature of the Subject

Physics is the study of matter and energy and their interactions in the universe. The focus of this course is to make the students aware of the physical laws pertaining to classical Newtonian mechanics, wave motion, electromagnetism, quantum physics and relativity.

Physics is the most fundamental and all-inclusive of the sciences and has had a profound effect on all scientific development. It is an attempt to understand the universe in which we live.

## Course Description

The course helps the student, to understand both experimentally and theoretically different sub-topics of physics such as, Mechanics, Thermal Physics, Climate change, Waves, Electromagnetism, nuclear physics and digital technology.

With the inclusion of options such as, Astro Physics, Relativity, Medical Physics and Particle Physics, the course becomes more extensive and comprehensive in nature.

## Aims and Objectives

1. Provide opportunity for scientific study and creativity within a global context, that will stimulate and challenge students.
2. Develop experimental and investigative skills.
3. Provide knowledge, methods and techniques that categorize science and technology.
4. Student achieves and demonstrates the understanding of scientific facts and concepts.
5. Student applies and uses scientific terminology to communicate effectively.

## Assessment

| SL            | HL             | Internal Assessment |
|---------------|----------------|---------------------|
| Paper 1 -20 % | Paper 1 – 20 % | SL – 20 %           |
| Paper 2 -40 % | Paper 2 – 36 % | HL – 20 %           |
| Paper 3 -20 % | Paper 3 – 24 % |                     |



# Chemistry

## Nature of the Subject:

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

## Course Description:

IB Chemistry is a pre-university course which requires basic high school scientific knowledge. The primary topics covered are atomic theory, bonding, thermodynamics, organic chemistry, kinetics, equilibrium, acids and bases, and electrochemistry. The course is divided into standard level SL and higher level HL content. The topics are the same for both the levels; the difference is in the depth of the content. The HL students study additional material and will encounter questions of greater difficulty. Both SL and HL students will study two options. The HL students will attend 180 teaching hours while the SL students will attend 150 teaching hours. This includes 60 hours of hands on lab work for the HL course and 40 hours for the SL course.

## Aims and Objectives:

The course is designed to:

1. Provide opportunities for scientific study and creativity within a global context that will stimulate challenge students
2. Provide a body of knowledge, methods and techniques that characterize science and technology
3. Develop experimental and investigative scientific skills
4. Enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology Assessment:

These papers make up 76% of the final grade.

| External                 | HL– Weightage | SL–Weightage |
|--------------------------|---------------|--------------|
| Paper 1 (MCQ)            | 20 %          | 20 %         |
| Paper 2 (Theory)         | 36 %          | 40 %         |
| Paper 3 (optional paper) | 24 %          | 20 %         |

Internal: Group 4 Project and practical investigations (20%). Practical work is graded according to criteria set by the IB. These criteria are Design, Data collection and processing and Conclusion and evaluation, Manipulative skills and Personal skills.

# Biology

## Nature of the Subject

Diploma program biology course is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

## Course Description

IB Biology comes under Group 4 Experimental Sciences. Students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and some overlapping elements in the options studied.

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

## Aims and Objectives

- Provide opportunities for scientific study and creativity within global context that will stimulate and challenge students.
- Provide a body of knowledge, methods and techniques that characterize science and technology.
- Develop an ability to analyse, evaluate and synthesize, scientific information & develop experimental and investigative scientific skills.
- Develop and apply the student's information and communication technology skills in the study of science.
- Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology.

## Assessment

| External Assessment | SL   | HL   |
|---------------------|------|------|
| Paper 1 (MCQ)       | 20 % | 20 % |
| Paper 2             | 40 % | 36 % |
| Paper 3             | 20 % | 24 % |
| Internal Assessment | 20 % | 20 % |

# Environmental Systems & Societies

## Nature of the Subject

Environmental systems and societies is a transdisciplinary subject and is designed to combine the techniques and knowledge associated with group 4 experimental sciences and group 3 individuals and societies. The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face.

## Course Description

IB Environmental systems and societies come under both group 3(individuals & societies) and group 4 (Experimental sciences). This course is offered at SL only. It includes 120 hrs of teaching and 30 hrs of investigations. This course provides a holistic perspective on environmental issues.

## Aims and Objectives

1. Promote understanding of environmental processes at a variety of scales, from local to global
2. Provide a body of knowledge, methodologies and skills that can be used in the analysis of environmental issues at local and global levels.
3. Enable students to apply the knowledge, methodologies and skills gained.
4. Promote critical awareness of a diversity of cultural perspective.
5. Recognize the extent to which technology plays a role in both causing and solving environmental problems.
6. Appreciate the value of local as well as international collaboration in resolving environmental problems.

## Assessment

External assessment

|  |     |
|--|-----|
| Paper 1- Short answer and data based questions | 25% |
|--|-----|

|  |     |
|--|-----|
| Paper 2-Case study and structured essay question | 50% |
|--|-----|

|                     |                                   |
|---------------------|-----------------------------------|
| Internal Assessment | 25% (Short & long investigations) |
|---------------------|-----------------------------------|

# Computer Science

## Nature of the Subject

Computer science focuses on the fundamental concepts of computational thinking.

A full understanding of computational thinking approaches is required as well as knowledge of how computers and other digital devices operate.

Computer science will provide a highly relevant course that is engaging, accessible, inspiring and rigorous. It has the following characteristics:

- A creative activity that draws on a wide spectrum of knowledge
- Enables and empowers innovation, exploration, and the acquisition of further knowledge
- Interacts with and influences cultures, society and how individuals and societies behave.

## Course Description

The computer science standard level course focuses on software development, fundamentals of computer systems and the relationship between computing systems and society. The higher-level course encompasses all these elements; but is extended to include computer mathematics and logic, advanced data structures and algorithms, further system fundamentals, and file organization.

## Aims and Objectives

1. Appreciate the multicultural and historical perspectives of all group 5 subjects.
2. Enjoy the courses and develop an appreciation of the elegance, power and usefulness of the subjects.
3. Develop logical, critical and creative thinking.
4. Develop an understanding of the principles and nature of the subject.
5. Employ and refine their powers of abstraction and generalization.

## Assessment (SL)

| Component           | Weighting                 |
|---------------------|---------------------------|
| External Assessment | 70% (Paper 1 and Paper 2) |
| Internal Assessment | 30% (Program Dossier)     |

## Assessment (HL)

| Component           | Weighting                        |
|---------------------|----------------------------------|
| External Assessment | 80% (Paper 1, Paper 2 & Paper 3) |
| Internal Assessment | 20% (Program Dossier)            |

# Mathematics

## Nature of the Subject

Mathematics forms the foundation in all areas of life, whether it is Art, Music, Business or Science. Therefore, we need mathematics for every aspect of life. The IB Diploma understood this requirement and hence made the study of this subject compulsory for all students. Mathematics is required as much to appreciate the relationships between rhythms in Music as to recognize trends in Economics. Mathematics is a well-known tool to develop logical, creative and critical thinking skills. Problem solving inculcates patience, perseverance, and spirit of exploring new solutions. The IB mathematics curriculum allows the students to gain from the principles and nature of the subject by giving the students the freedom to enjoy the learning with hands on experience.

## Course Description

The individual students have different needs, interests and abilities. The IB mathematics offers four different courses in mathematics. Students who wish to do extensive research in the subject have the option of choosing Mathematics HL or Further Mathematics. Students, who require knowledge of mathematics for other fields of study in science and technology, may take Mathematics SL. Mathematical Studies SL is suitable for students who need to have a basic understanding of mathematics to carry on their daily lives. The choice of the course will of course be dependent on the student's own ability and interest in Mathematics apart from the choice of his/her career and related other subject options.

## Aims and Objectives

1. Understand the mathematical notations and the terminology.
2. Recognize patterns and make generalizations.
3. Organize and represent data in the form of tables, graphs and diagrams.
4. Interpret and solve a problem using math knowledge and method.
5. Formulate a hypothesis and use appropriate math model for its reasoning.

## Assessment

| Course         | External Assessment |         |         | Internal Assessment       |
|----------------|---------------------|---------|---------|---------------------------|
| Mathematics    | Paper 1             | 40 %    | 1.5 hrs | Assessment Project<br>20% |
| Studies SL     | Paper 2             | 40 %    | 1.5 hrs |                           |
| Mathematics SL | Paper 1             | 40 %    | 1.5 hrs | Exploration 20%           |
| Paper 2        | 40 %                | 1.5 hrs |         |                           |
| Mathematics HL | Paper 1             | 30 %    | 2 hrs   | Exploration 20%           |
|                | Paper 2             | 30 %    | 2 hrs   |                           |
|                | Paper 3             | 30 %    | 2 hrs   | Exploration 20%           |
|                | Paper 2             | 30 %    | 2 hrs   |                           |
|                | Paper 3             | 30 %    | 2 hrs   |                           |

# VISUAL ART

## Nature of the Subject

Students who pursue their art education in Grades 11 and 12 follow the International Baccalaureate Visual Arts Program. IB Art is available at Higher Level (HL) and Standard Level (SL) and there are two options for this course available to students depending on whether their interests and strengths lay in Studio (practical) work or in Investigation (art theory and research).

## Course Description

Students are encouraged to pursue areas of personal significance and interest, and will be expected to have an independent approach to both their studio work and investigation. Investigation workbooks will be used for all development work and should clearly indicate the progress of thoughts and ideas. Throughout the course, visits to galleries and art workshops will be organized and students are expected to attend these in order to meet the assessment objectives. Students involved in practical studio work are expected to work as and when possible during the week besides the set classes.

## Aims and Objectives

The aims of the visual arts course at HL and SL are to enable students to

1. investigate past, present and emerging forms of visual arts and engage in producing, appreciating and evaluating these
2. develop an understanding of visual arts from a local, national and international perspective
3. build confidence in responding visually and creatively to personal and cultural experiences
4. develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement
5. transform and shape ideas to develop resolved artworks
6. engage in art making processes in traditional and new media areas, which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life
7. take responsibility for the direction of their learning through the acquisition of effective working practices.
8. become well rounded lifelong learners who can think creatively and inspire others around them

### **Assessment**

The IBO will assess each topic following this table as set. The students will make a presentation after each module in which they will be given opportunity to talk about their work. Detailed feedback on both studio work and investigation workbook will be given. There will be both formative and summative Assessment through each assignment. Students will be marked according to the Mark band descriptors as per the IB guide with a clear explanation on the criteria taken to mark each aspect.

### **Option A Studio 60%**

**External assessment** The student prepares a selection of his or her studio work in the form of an exhibition. This will be assessed by the teacher along with an interview with the student about the work.

### **Investigation 40% Internal assessment**

The student presents selected pages of his or her investigation workbooks that have been produced during the course. This selection will be assessed by the teacher and helpful feedback will be given on each aspect.

### **Option B Investigation 60%**

#### **External assessment**

The student presents selected pages of his or her investigation workbooks that have been produced during the course. This selection will be assessed by the teacher along with an interview with the student.

### **Studio 40%**

#### **Internal assessment**

The student presents a selection of his or her studio work. This selection will be assessed by the teacher.



**Standard level Option A Studio 60%****External assessment**

The student prepares a selection of his or her studio work in the form of an exhibition. This will be assessed by the teacher following an interview with the student about the work.

**Investigation 40%****Internal assessment**

The student presents selected pages of his or her investigation workbooks that have been produced during the course. This selection will be assessed by the teacher and helpful feedback will be given on each aspect.

**Option B Investigation 60%****External assessment**

The student presents selected pages of his or her investigation workbooks that have been produced during the course. This selection will be assessed by the teacher and helpful feedback will be given on each aspect.

**Studio 40%****Internal assessment**

The student presents a selection of his or her studio work. This selection will be assessed by the teacher and helpful feedback will be given on each aspect.

Although initially feedback on artwork will be given by the Art teacher. At times the school will invite other Art practitioners/teachers to visit the school and give their feedback. Also the students will be encouraged to evaluate each other's work as they grow in their self-evaluation skills.

## Theory of Knowledge

The Theory of Knowledge course is central to the IB Diploma Programme and is one of the compulsory elements of the central core.

TOK, as it is known enables the students to view their learning from the perspective of someone who knows (the knower) rather than as a gatherer of new knowledge as is the case with other courses.

Students are encouraged to think about what they already know and to test the validity of that knowledge through the four Ways of Knowing - Sense Perception, Language, Reason and Emotion. This leads to a deeper understanding and the student is able to see the links between their subject disciplines and reflect on their own opinions and prejudices and those of others.

Classes revolve around discussions, debates, student and teacher presentations, and analysis of films, readings, assignments and role-plays that explore knowledge issues that interest the student.

In school assessment is done regularly based on attitude, class participation and homework assignments. This prepares the students for the two formal assignments required by the programme, without which a Diploma will not be awarded.

Diploma students prepare a ten-minute presentation on a topic of their choice. The presentation may be done independently, as a dialogue or a group (not more than 5) presentation. The format is left to the students. It could be a role-play, power point presentation, discussion or any other that appropriately presents the topic. The presentation is graded internally before a small audience.

The second assessment is a 1600 word essay the topics for which are provided by the IBO. The essay is prepared and written in school and is assessed externally

## Extended Essay

The Extended Essay, which is a 4000 words research project, is invaluable in helping the IB students to imbibe research skills especially extensive reading from diverse range of sources, critical analysis, incorporating the scholars' views to reach a conclusion on a specific research question.

Ideally, the student should take up a topic for research in one of the Higher level subjects and this should be closely related to what he/she is passionate about to make learning more meaningful. The Extended essay along with the Theory of Knowledge essay contributes to a total of

3 bonus points towards the IB diploma.

## Creativity, Activity and Service

Creativity, Activity, Service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of activities with a weekly commitment for 18 months with no mention to a required number of hours. All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes. Students can choose the media for the portfolio. Minimum of one project for CAS needs to be undertaken. This can be from just one strand of CAS. Minimum period one Month The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

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

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

**Service:** an unpaid and voluntary exchange that has a learning outcome for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. A good CAS programme should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many, their CAS experiences include experiences that are profound and life- changing.

## Career Links

The IB years are the most critical years for students; careful, informed and wise decision-making is required for the student's future success. The courses students will take in Grade 11 will have an impact on the university/college choices.

While choosing the courses the students should keep in mind:

1. Their possible career/course of study at university.
2. Subjects required by the universities for the courses they may wish to study.
3. Their own abilities and interests.

### Choosing Subjects for a Career

If you have a particular career in mind, it is worth finding out if there are particular subjects you need to take. However, it's also a good idea to keep your options open by choosing a wide range of subjects. Given below are some career options which lead from individual subjects.

### Careers with Maths and Computer Sciences

Architecture, Astronomy, Aeronautical Engineering, Design Technology, Food Science and Technology, Materials Science and Metallurgy, Merchant Navy, Meteorology, Pilot, Textile Technology, Computer Engineering, System Analysis, Library and Information Management, Robotics, Statistician

### Careers with Science

Architecture, Astronomy, Medicine, Defence and Paramilitary Forces, Engineering (all streams), Environmental Health, Food Science and Technology, Materials Science and Metallurgy, Medical Transcriptions, Merchant Navy, Meteorology, Nursing, Optometrist, Occupational Therapy, Speech and Language Therapy, Textile Technology, Veterinary Work, Pilot, Computer Engineering, Psychiatrist, Pharmacology, Information Technology, Genetics Research.

### Careers with Geography

Forestry Management, Energy Management, Geology, Meteorology, Land Surveying, Architecture, Conservation Management.

### Careers with History

Journalism, Public Relations, Archaeology, Publishing, Broadcasting, Leisure Industry, Travel and Tourism Industry, Advertising, Law. Careers with Economics and Business

Accountancy and Chartered Accountancy, Banking and Finance, Business Management and Consultancy, Development Planning, Insurance, Personnel Management, Operational Research, International Trade.

### Careers with Art

Fashion Industry, Film, Animation and Video production, Graphic Design, Advertising, Fine Art, Textile Design, Architecture, Museum, Gallery Curating and Management, Sculptor, Illustration, Book Design, Industrial Design.

### Careers with Modern Foreign Languages

Translation, Marketing, Hotel and Catering, Travel and Tourism, Diplomatic Service, Publishing, Mass Communication.

### Careers with Music

Composer, Performer, Record Label Producer, Music Production, Music Journalist & Critic

### Careers with Drama

Actor, TV, Theatre, Director, Script Writer, Stage Design Management, Lighting Designer, Theatre Critic, Mass Communications

## IB Diploma Student Subject Choice Form

| Group 1  | Group 2                     | Group 3                               | Group 4  | Group 5                | Group 6                |
|--|-----------------------------|---------------------------------------|--|------------------------|------------------------|
| English A -<br>Language and<br>Literature<br>(HL/SL) | French<br>(HL/SL)           | ITGS (HL/SL)                          | Physics<br>(HL/SL)                             | Mathematics<br>(HL/SL) | Visual Arts<br>(HL/SL) |
| Hindi A -<br>Literature<br>(HL/SL)                   | German<br>(HL/SL)           | History<br>(HL/SL)                    | Biology<br>(HL/SL)                             | Maths<br>Studies (SL)  |                        |
|  | Hindi (HL/SL)               | Business and<br>Management<br>(HL/SL) | Chemistry<br>(HL/SL)                           |                        |                        |
|  | English B<br>(HL/SL)        | Economics<br>(HL/SL)                  | Computer<br>Science<br>(HL/SL)                 |                        |                        |
|  | French<br>Ab Initio<br>(SL) |                                       | Environmental<br>Systems and<br>Societies (SL) |                        |                        |
|  | German<br>Abinitio (SL)     | Psychology<br>(HL/SL)                 |  |                        |                        |

# Full Name:

| STANDARD LEVEL | HIGHER LEVEL |
|----------------|--------------|
| Choice 1       |              |
| 1              | 1            |
| 2              | 2            |
| 3              | 3            |
| Choice 2       |              |
| 1              | 1            |
| 2              | 2            |
| 3              | 3            |

Student's signature \_\_\_\_\_ Parent's signature \_\_\_\_\_

## GRADE DESCRIPTORS OF ACADEMIC ACHIEVEMENT

| Grade | Descriptor        |  |
|-------|-------------------|--|
| 7     | Excellent         | Demonstrates a comprehensive knowledge and understanding of concepts and principles in the subject area. Analyses and evaluates information and data thoroughly to make appropriate predictions providing detailed explanations. Solves most problems from a variety of contexts, proficiently.        |
| 6     | Very Good         | Displays very broad knowledge and thorough understanding of subject area. Shows high level of competence at analysis and evaluation, providing explanations for predictions. Demonstrates ability to solve familiar problems and some new problems in contexts beyond the syllabus.                    |
| 5     | Good              | Has a broad knowledge and sound understanding of concepts, and applies them to some contexts? Shows competence at analysis and evaluation, providing explanations to simple phenomena. Solves basic problems with some evidence of critical thinking.  |
| 4     | Satisfactory      | Has reasonable knowledge and understanding of the subject area with evident gaps. Demonstrates limited ability to apply concepts, is descriptive rather than analytical and evaluative. Solves routine problems and has difficulty with new situations. Lacks clarity and repetitive in communication. |
| 3     | Mediocre          | Demonstrates partial knowledge and limited understanding of subject area. Weak at application of concepts and principles. Limited problem solving skills of routine/basic problems. Communication is irrelevant and shows lack of clarity.   |
| 2     | Poor<br>Very Poor | Displays limited ability to recall factual information with basic comprehension of concepts. Shows a lack of evidence of application and minimal ability to manipulate data or solve problems. Responses are often incomplete or irrelevant.   |
| 1     | Very Poor         | Has fragmented recall of knowledge with little understanding of concepts. Shows very limited or no ability at problem solving g. Requires constant supervision within a detailed structure or plan.  |
| 0     |                   | Ungraded   |



In order to achieve the IB Diploma a candidate must fulfill certain requirements; The "failing conditions" are an interpretation of these requirements intended to indicate why a candidate has failed to achieve the diploma. The current failing conditions and codes are as follows.

Three codes apply to all diploma (and retake) candidates.

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