



Lancers[®]
International School
An IB World School



Cambridge Assessment
International Education
Cambridge International School

INTERNATIONAL CURRICULUM

IBDP PROGRAMME
2025/26



Introduction



Welcome to our **International Curriculum Programme** Booklet. As you explore your academic pathways at Lancers International School, we are delighted to introduce the International Baccalaureate Diploma Programme (IBDP)—a globally respected and intellectually enriching educational experience. As you begin your journey, we are pleased to present the extensive and transformative opportunities that the IBDP provides where inquiry is at the heart of the learning journey.

The IBDP is a distinctive and demanding two-year programme designed to nurture curiosity, global awareness, and a balanced approach to learning. Through a thoughtfully designed blend of subjects and core components, the IBDP equips students to become lifelong learners, analytical thinkers, and responsible global citizens.

Within this Programme Booklet, you will learn about the essence of the IBDP, where academic excellence is seamlessly integrated with creativity, activity, service, and the cultivation of vital skills such as research, communication, and intercultural understanding. Our dedication to fostering an international mindset and developing well-rounded individuals distinguishes the IBDP as a model of holistic education.

Each section offers in-depth insights into the six subject groups, Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS), ensuring a clear understanding of the programme's structure and its influence on both personal and academic growth.

Selecting the IBDP is more than choosing a course of study—it is about embracing a philosophy that transcends conventional boundaries, inspiring you to inquire, reflect, and engage meaningfully with the world. Our committed team of educators is here to guide and support you as you embark on this intellectually stimulating and transformative experience.

Welcome to the International Baccalaureate Diploma Programme—your journey begins here.

The IB Diploma Programme



The IB Diploma Programme (IBDP) is an academically rigorous, balanced and holistic programme of study that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

The **International Baccalaureate Organization (IBO)** seeks to cultivate inquiring, knowledgeable, and compassionate young individuals who contribute to creating a more peaceful and equitable world through intercultural understanding and mutual respect. IB programmes inspire students to become active, empathetic, and lifelong learners who appreciate that differing perspectives can hold equal validity. They embed essential Approaches to Learning within their curriculum—deliberate strategies, skills, and attitudes that underpin both teaching and learning. These are closely aligned with the IB Learner Profile, empowering students not only to acquire knowledge but also to develop the ability to learn effectively, thereby preparing them for future stages of their academic and personal growth.

The IB Diploma Programme (IBDP) offers academic rigour, breadth, and coherence while fostering initiative and adaptability. In an increasingly interconnected world defined by global economies and communication, students must receive an education that equips them to thrive in this dynamic context.

As a fully authorised IB World School, Lancers International School is proud to offer the prestigious IB Diploma Programme



The IB Diploma Programme: Curriculum

To qualify for the International Baccalaureate (IB) Diploma, students are required to undertake six subjects along with the core components of the Diploma Programme (DP)—Creativity, Activity, Service (CAS); the Extended Essay (EE); and Theory of Knowledge (TOK).

Students select their courses from the following subject groups:

- Studies in Language and Literature
- Language Acquisition
- Individuals and Societies
- Sciences
- Mathematics
- The Arts

Alternatively, students may choose to study an additional course in Sciences, Individuals and Societies, or Languages in place of a course in The Arts.

Each student undertakes a combination of subjects at Standard Level (SL) and Higher Level (HL). Students must pursue at least three, but no more than four, subjects at HL, with the remainder at SL. While SL and HL courses vary in scope and depth, both are assessed according to the same subject- group grade descriptors and assessment objectives. HL students are expected to demonstrate a more advanced level of knowledge, understanding, and analytical skill.

The Core

The core programme consists of a course in the Theory of Knowledge (TOK), an Extended Essay (EE) in the form of a research paper, and completion of a series of activities outside of the classroom showing Creativity and involving Activity and Service (CAS).

Theory of Knowledge

The theory of knowledge (TOK) course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them.

The aims of the TOK course are:

- to encourage students to reflect on the central question, “How do we know that?”, and to recognize the value of asking that question
- to expose students to ambiguity, uncertainty and questions with multiple plausible answers
- to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations
- to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
- to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
- to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
- to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

Extended Essay

The extended essay, a component of the DP core, is a compulsory, externally assessed piece of independent research, presented as a formal piece of academic writing. It is an in-depth study of a focused topic, undertaken either through a subject-focused approach, or an interdisciplinary approach combining two DP subjects.

Students choose from the list of available Diploma Programme subjects for the examination session in question. For those taking the diploma this is normally one of the student's six selected subjects, or two in the case of the interdisciplinary pathway. Students can also choose a topic in which they have some background knowledge.

The EE is intended to promote academic research and writing skills. It gives students the opportunity to engage in personal research on their own choice of topic, under the guidance of a supervisor (an appropriately qualified member of staff within the school). Students produce a significant piece of appropriately presented and structured writing, in which their ideas and findings are communicated in a coherent, reasoned manner that is suitable for the chosen subject(s).

The extended essay aims are to enable students to:

- experience the excitement of intellectual exploration
- engage in student-led academic research on a topic of personal interest
- develop skills in research, thinking, self-management, and communication
- reflect on the learning experience of producing an extended essay

Creativity, Activity and Service

Creativity, activity, service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Programme (DP). Studied throughout the Diploma Programme, CAS involves students in a range of activities alongside their academic studies.

How is CAS structured?

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 DP.
- Service – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

The CAS aims are to enable students to:

- CAS enables students to enhance their personal and interpersonal development by learning through experience.
- It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work. Enjoy and find significance in a range of CAS experiences
- Identify goals, develop strategies and determine further actions for personal growth
- Explore new possibilities, embrace new challenges and adapt to new roles
- Actively participate in planned, sustained and collaborative CAS projects
- Understand the local and global communities and their problems and work towards improving the same.



Assessment in the IB Diploma Programme

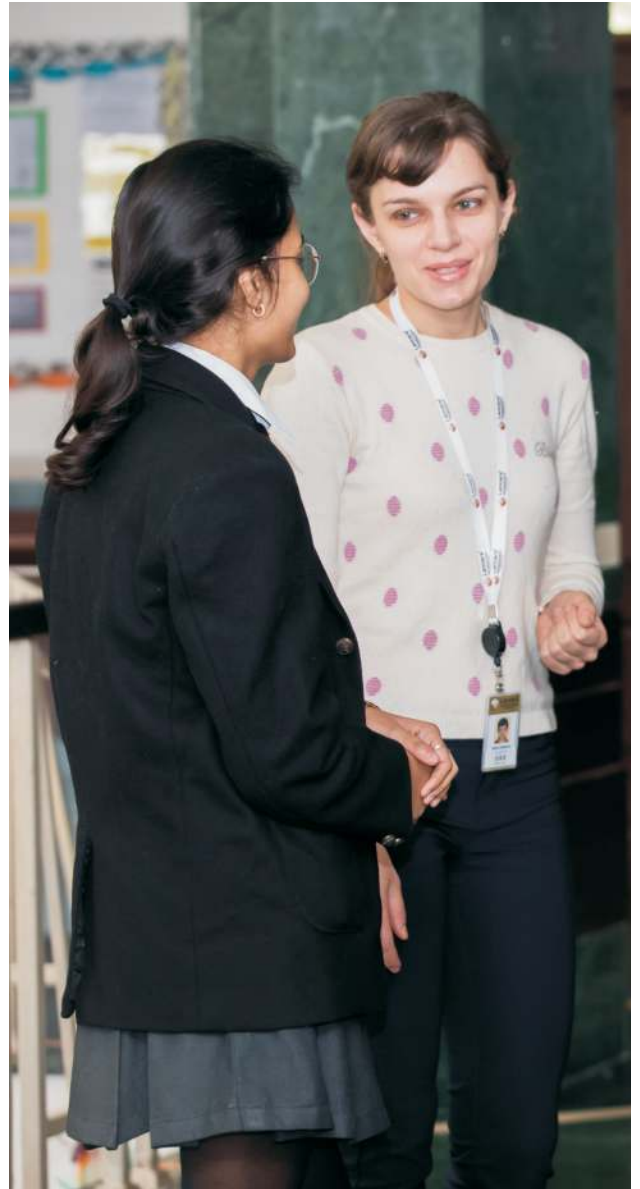
At the end of the programme, students undertake written examinations that are externally assessed by International Baccalaureate (IB) examiners. In addition, students complete internal assessment tasks within the school, which are either initially evaluated by teachers and subsequently moderated by external moderators, or submitted directly for assessment.

Each course is graded on a scale from 1 (lowest) to 7 (highest). Students may also earn up to three additional points for their combined performance in Theory of Knowledge (TOK) and the Extended Essay (EE). The IB Diploma is awarded to students who achieve a minimum of 24 points, provided that specific performance standards across the programme are met and that they have satisfactorily completed the CAS (Creativity, Activity, Service) requirement. The maximum achievable score in the Diploma Programme is 45 points.

Assessment in the IB Diploma Programme is criterion-referenced, meaning that student achievement is evaluated against clearly defined assessment criteria aligned with the aims and objectives of each subject's curriculum as mentioned in the subject guide. The distribution of student scores is an outcome of meticulous process combined with rigour, reliability, and global credibility of the IB assessment process, which is highly regarded by universities worldwide.

IB Courses

The IB Courses pathway serves as an alternative to pursuing the full Diploma Programme. or those who do not require equivalency certification, may select any number of subjects at either Higher Level (HL) or Standard Level (SL), which are recognised as individual subject qualifications. Students following this route are not required to complete the core components of TOK, EE, and CAS



IBDP Subject Choices

2025/2026

Students will have the opportunity to select one subject from each option block, ensuring a combination of three Higher Level (HL) and three Standard Level (SL) courses.

Each subject will comprise either three or four teaching periods per week, depending on the level chosen. These qualifications will be pursued alongside the core programme.

When making their selections, students are encouraged to consider their intended career pathways, the subjects they most enjoy and feel confident in, and those in which they have achieved the greatest success.

IB Diploma Subject Choice

Group 1 STUDIES IN LANGUAGE & LITERATURE	Group 2 LANGUAGE ACQUISITION	Group 3 INDIVIDUAL & SOCIETIES	Group 4 SCIENCES	Group 5 MATHS	Group 6 THE ARTS
English A - Language and Literature (HL/SL) Hindi A: Literature (HL/SL) Language A: Literature (Self Taught)	English B (HL/SL) Hindi B (HL/SL) French B (HL/SL) French AbInitio (SL) Spanish B (HL/SL) Spanish Abinitio (SL) German B (HL/SL) German Abinitio (SL)	Business and Management (HL/SL) Digital Society (HL/SL) Economics (HL/SL) History (HL/SL) Psychology (HL/SL) Environmental Systems and Societies (HL/SL) * Global Politics (HL/SL)	Biology (HL/SL) Chemistry (HL/SL) Computer Science (HL/SL) Physics (HL/SL) Environment al Systems and Societies (HL/SL)*	Mathematics Application and Interpretation (HL/SL) Mathematics Analysis and Approaches (HL/SL)	Visual Arts (HL/SL)

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