THE INTERNATIONAL SCHOOL BANGALORE

The International Baccalaureate Diploma Programme (IBDP)
Course Description Booklet

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The International Baccalaureate Diploma Programme (IBDP)

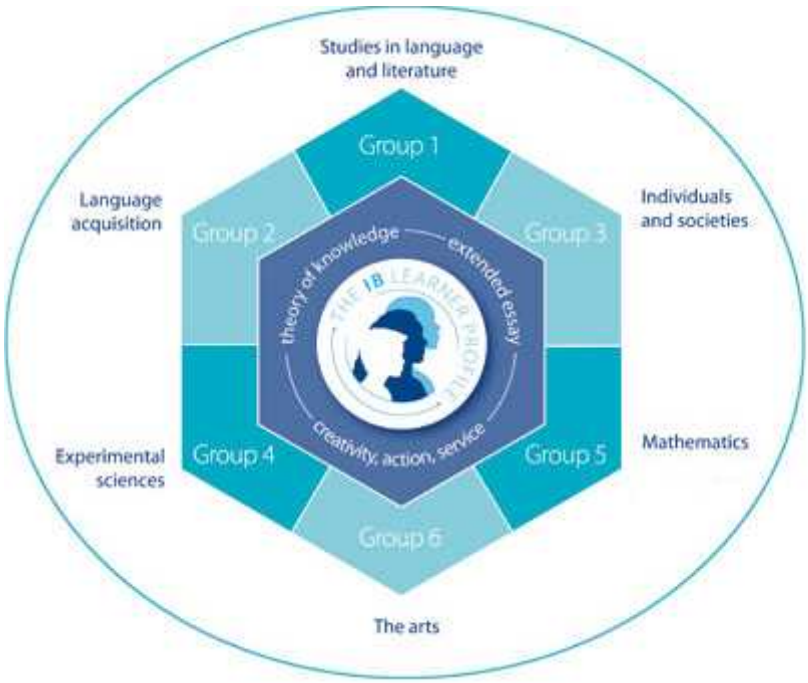
The International Baccalaureate Organisation (IBO) offers high quality programmes of international education to a worldwide community of schools. The IB diploma programme is an academically challenging and balanced programme of education that prepares students for success at the university and life beyond. It is a 2-year pre-university course for students of ages 16 to 19 years and is valued by all the leading universities around the world. There are more than 718,000 IB students at 2,634 schools in 140 countries.

To quote from the IB mission statement,
"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect."

The aim of the IB Diploma programme 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. The IB learners strive to be:

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

Effective oral and written communication is focused on throughout the course. In each field of study, students are expected to carry out investigations and they are introduced to the elements of research. It is a balanced course which emphasizes the development of the child as a whole individual. It prepares children to take social and moral challenges that occur in a complex world.



IB Terminology

1. IB	International Baccalaureate
2. HL	Higher level
3. SL	Standard level
4. TOK	Theory of Knowledge.
5. CAS	Community, Action, Service, projects.
6. EE	Extended Essay.
7. IA	Internal Assessment marked by teacher.
8. EA	External Assessment marked by the IB Examiner
9. Diploma	Awarded when all requirements are met.
10. Certificate	Students who don't complete the requirements for a full diploma get a certificate for individual courses completed.
11. Deadlines	Respect and adhere to the strict deadlines set by the school
12. PG	Predictive Grades
13. Academic Honesty	Set of values and skills that promote personal integrity and good practices in teaching, learning and assessment – see student handbook
14. Plagiarism	Representation of ideas or work of another person as your own.
15. Collusion	Duplicating work for a different assessment component or allowing your work to be copied by another student
16. Grades	IB subject grades are given on a scale of 1 to 7 points.
17. SIMS	School Information Management System which tracks the academic progress of the students periodically

It is essential that a pre-university education equips students with the depth of discipline-specific knowledge and skills that they will need to follow their chosen university course and for use later in their professional lives. Specialization is encouraged in the Diploma Programme where students are to study three subjects at a higher level (HL). This is balanced with a requirement for breadth by expecting students to study three more subjects at standard level (SL). The subjects offered at TISB are as follows.

Group I Language A : Study of Languages and Literature	English HL and SL
Group II Second Language: Language Acquisition	Language B: Hindi HL and SL, French SL Ab Initio: SL French, German, Spanish, Mandarin Chinese
Group III Individuals and Societies:	History (HL, SL) , Economics (HL, SL), Business and Management (HL, SL), Environmental systems and societies(SL) *
Group IV Experimental Sciences:	Physics (HL, SL), Chemistry (HL, SL), Biology (HL, SL), Environmental systems and societies (SL)*,Computer Science (HL & SL)
Group V Mathematics:	Mathematics HL, Mathematics SL, Mathematical Studies SL
Group VI Arts and Electives:	Visual Arts (HL, SL), Theatre (HL, SL), Music (HL, SL), Computer Science (HL, SL)
	* Environmental systems and societies (SL) appears in two Groups (Group III & IV)

Students must study six subjects concurrently. These include two languages, one subject from individuals and societies (group 3), one experimental science (group 4), one mathematics subject (group 5), and one subject from the arts (group 6), or another subject from groups 1 to 5.

There is also one transdisciplinary subject, Environmental systems and societies, which is available to students. This option allows students to satisfy the requirements for either group 3 or 4 by studying one subject, thus allowing them to select another subject from any group (including another group 3 or 4 subject), to make up a total of six.

In addition to this, the IB Diploma candidate has to take the three mandatory components shown in the core of the hexagon, namely the Extended Essay (EE), Theory of Knowledge (TOK) and Creativity, Action, Service (CAS).

What are the IB Diploma requirements?

- Take three higher level (HL) and three Standard Level (SL) courses.
- Take one course from groups 1 – 5 and a 6th subject.
- Complete core of hexagon : Extended Essay, Community, Action, Service and Theory of Knowledge

An IB certificate student can choose 4 to 6 subjects at higher or standard level and is not required to do the extended essay, theory of knowledge and CAS activities.

LANGUAGE A (ENGLISH): Study of Language and Literature

All diploma students must study a Language A (Group 1). At TISB, the students may opt for one of the following Language A courses in English:

- Language A: literature
- Language A: language and literature

Language A is studied in the first language of the student. The IBDP promotes oral and written communication skills, and respect for the literary heritage of the student's first language, while providing complementary international perspectives through works in translation. Language A courses develop linguistic and literary understanding and skills through the study of a broad range of genres and world literature, as well as language learning in context.

1. THE LANGUAGE A: LITERATURE COURSE

The language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. Standard Level students are required to study 10 works, whereas Higher Level students are required to study 13. The literature course comprises four parts, each with a particular focus.

Part 1 Works in Translation: This part of the course is a literary study of works in translation, based on close reading of the works. Students are encouraged to appreciate the different perspectives of people from other cultures and to consider the role that culture plays in making sense of literary works. Artistic, philosophical, sociological, historical and biographical considerations are possible areas of study to enhance understanding of the works.

Assessment of Part 1 works (External Assessment): Students submit a reflective statement and literary essay on one work studied in Part 1.

Part 2 Detailed Study: In Part 2 the focus is on detailed analysis of a work, both in terms of content and technique. The detailed study is best achieved through approaches that ensure close reading and in-depth analysis of the significant elements of the works involved. The students become familiar with a variety of interpretations and critical perspectives.

Assessment of Part 2 (Internal Assessment, externally moderated): This part of the syllabus will be assessed through a formal Individual Oral Commentary.

Part 3 Literary Genres: In Part 3, a group of works selected from the same literary genre is studied in depth. The grouping of works by genre is intended to provide a framework for the comparative study of the selected works through an exploration of the literary conventions and features associated with that genre.

Assessment of Part 3 (External Assessment) In response to one of three questions students write a comparative essay in Paper 2 of the IB Board exam.

Part 4: Options: This is a study of works in a particular genre or period, or from particular countries, to balance choices elsewhere in the course.

Assessment of Part 4 (Internal Assessment, externally moderated): Students make a presentation that is engaging and individually researched.

2. THE LANGUAGE A: LANGUAGE AND LITERATURE COURSE

This course comprises four parts – two relate to the study of language and two to the study of literature. The key aim of the course is to develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts. It also aims at encouraging students to think critically about the different interactions between text, audience and purpose. The Higher Level students study six literary works. The Standard Level students study four literary works.

Part 1 Language in Cultural Context: Texts are chosen from a variety of sources, genres and media. In this part of the course students are given the opportunity to explore how language develops in specific cultural contexts, how it impacts on the world, and how language shapes both individual and group identity. Students studying this part of the course should pay particular attention to the role of language in relation to the many areas involved in the construction of meaning and understanding of particular issues in the world.

Part 2 Language and Mass Communication: Texts are chosen from a variety of sources, genres and media. In this part students consider the way language is used in the media. Mass media include newspapers, magazines, the internet (for example, social networking), mobile telephony, radio and film. This section also addresses the issue of how the production and reception of texts is influenced by the medium through which they are delivered.

Part 3 Literature – Texts and Contexts: The SL students study 2 literary texts and the HL study 3 literary texts in this part of the course. Through the close reading of literary texts, students are able to consider the relationship between literature and issues at large, such as gender, power and identity. Students are encouraged to consider how texts build upon and transform the inherited literary and cultural traditions. The compulsory study of translated texts encourages students to reflect on their own cultural assumptions through an examination of work produced in other languages and cultures.

Part 4 Literature – Critical Study: The SL students study 2 literary texts and the HL study 3 literary texts in this part of the course. By looking closely at the detail of literary texts, students develop awareness of their rich complexities and the intricacies of their construction.

There are two types of assessments – those assessed internally and those assessed externally.

The External Assessments include the following:

1. Written Tasks: These are based on all the four parts of the course. At least one assignment has to be based on Language and at least one on Literature. Students of SL complete 3 assignments for the written task through an imaginative way of exploring aspects of the material studied in the course. The students of HL complete a total of 4 assignments for Task 1 and Task 2. Task 1 is the same as the task for the SL students. The task (for SL and HL), not

including the rationale, must be 800–1,000 words in length. The rationale should be 200–300 words in length. Task 2 is a critical response based on one of the 6 prescribed questions. Students need to write an outline in a designated form. The critical response must be of 800-1000 words in length. (Refer Appendix 1 for examples of SL tasks and Task 1 of HL.)

2. Paper 1 – Textual analysis of previously unseen pieces: This is conducted by the IBDP at the end of the IB course. The Standard Level students write a textual analysis of a non-literary piece and the Higher Level students write a comparative analysis of one pair of texts, at least one of which is a non-literary piece.
3. Paper 2 – based on the Part 3 works: This is also conducted by the IBDP at the end of Grade 12. The students write an essay on one of 6 questions, comparing texts.

Group II – Language Acquisition

Language ab initio (SL)

The language ab initio course is a language acquisition course for students with little or no experience of the language.
It is organized around three themes.
o Individual and society
o Leisure and work
o Urban and rural environment
Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural competence.
Through the development of receptive, productive and interactive skills, students acquire the ability to respond and interact appropriately in a defined range of everyday situations. Each language ab initio has a language-specific syllabus that is used in conjunction with the guide.

Syllabus and assessment

Themes and topics

Individual and society Leisure and work Urban and rural environment

Appearance and character, Employment Emergencies,
Daily routines, Entertainment, Environmental concerns,
Education, Holidays, Neighborhood,
Food and drink, Media, Physical geography,
Physical health, Transport, Town and services,
Relationships, Technology, Weather,
Shopping & Sport.

External assessment SL

Paper 1

- *Receptive skills*

1 hour 30 minutes: questions on four texts

Paper 2

- *Written productive skills*

1 hour: two short written responses

Written assignment

- *2 hours Receptive and written productive skills*

200–300 words: guided writing

Internal assessment SL

- **Individual interview**

Interactive skills
10 minutes: individual oral presentation followed by questions and interview

LANGUAGE B (SL AND HL) SYLLABUS (HINDI AND FRENCH)

Language B (SL/HL)

Language B SL and HL are language acquisition courses for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it. Standard and higher levels are differentiated by the recommended teaching hours, the depth of syllabus coverage, the study of literature at HL, the level of difficulty and the demands of assessment and the assessment criteria.

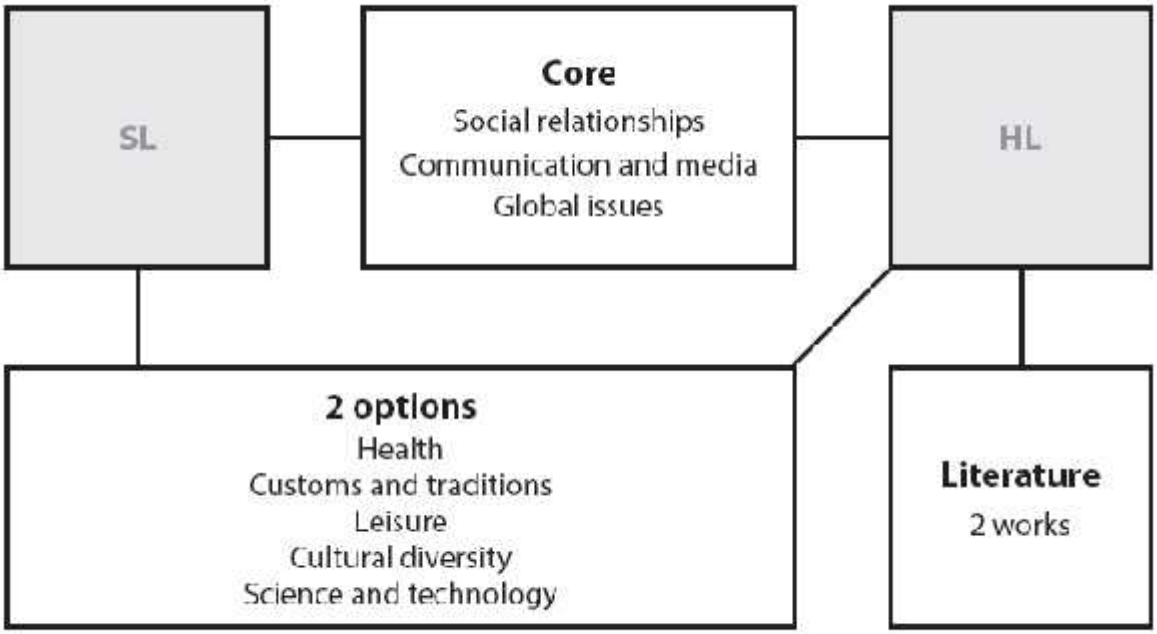
The range of purposes and situations for which and in which the language is used in the language B courses extends well beyond those at ab initio.

Syllabus and assessment

The core, which is common to both SL and HL, consists of three topics and is a required area of study. In addition, teachers select two options from a choice of five.

At HL, two works of literature are studied.

HL



External assessment SL HL **Paper 1**

- *Receptive skills*

SL1 hour 15 minutes: questions on four texts

HL1 hour 30 minutes: questions on four texts

Paper 2

- *Written productive skills*

SL 1 hour 15 minutes: response to one task (250–400 words)

HL1 hour 30 minutes: two written tasks—one creative response (250– 400 words) and one argumentative response (150–200 words)

Written assignment

- *Receptive and written productive skills*

SL 300–400 words: creative writing task. HL 400–700 words: creative response to literature.

Group III - Individuals and Societies:
Economics HL and SL

1. Nature of the Subject: Economics is a dynamic social science, forming part of the study of individuals and societies. The study of economics is essentially about the concept of scarcity and the problem of resource allocation.

2. Objectives :

1. Demonstrate knowledge and understanding of specified content
–– Demonstrate knowledge and understanding of current economic issues and data

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

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

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 analyse appropriate extracts from the news media
–– Interpret appropriate data sets
––Use quantitative techniques to identify, explain and analyse economic relationships

3. Course Outline: Students in IB Economics will study these topics:

Section 1 Introduction to Economics

Why study economics? What to produce? For whom to produce?

Section 2 Microeconomics

What are markets? How does competition affect a market structure? How does the distribution of income and wealth affect a society? , Markets - Elasticity - Market Failure

Section 3 Macroeconomics

How is economic policy developed? Does economic growth improve quality of life?

Measuring National Income - Introduction to Development - Macroeconomic Models – Demand Side and Supply-Side Policies - Unemployment and Inflation - Distribution of Income

Section 4 International Economics

Does trade increase the standard of living? How can lesser developed countries compete with industrialized nations in the global marketplace? How does a country protect its domestic economy? Reasons for trade - Free Trade and Protectionism , Economic Integration - World Trade Organization (WTO) - Balance of Payments - Exchange Rates - Balance of Payment Problems -Terms of Trade.

Section 5 Development Economics

How are world trading patterns determined? What are some effective strategies to achieve economic growth and development? To what extent should corporations be held responsible? Sources of Economic Growth and/or Development – Consequences of Growth – Barriers to Economic Growth and/or Development Strategies

IB Assessment Structure:

	Standard Level	Higher Level
External Assessment	75% Two written papers: Paper 1 - a 1 hour paper, consisting of four extended response questions but based only on Micro Economics and Macro Economics, worth 25% Paper 2 - a 1 hour paper, consisting of four extended response questions but based only on Micro Economics and Macro Economics, worth 25%	80% Three written papers: Paper 1, a 1 hour paper, consisting of four extended response questions but based only on Micro Economics and Macro Economics, worth 25% Paper 2, will change to a data response format with a similar Section A and Section B format to Paper one. Section A will be focused on International Trade and Section B focused on Development Economics. Paper 3, will be a "Quantitative Methods" paper and will be completed by higher level students, this will assess material covered in the Micro, Macro and International Trade sections of the syllabus. Quantitative methods imply that data, models and calculations will be used to deepen the students understanding of key concepts. Elasticity calculations will return to assessments along with many other examples.

Internal Assessment	A portfolio of three commentaries based on a news media extract linking theory to real-world situations, worth 25%	Research project - 25% A portfolio of three commentaries based on a news media extract linking theory to real-world situations, worth 20%

History HL and SL

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

Historical study involves both selection and interpretation of data, and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

The programme at TISB fosters an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they are political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions.

Students study about peacemaking, peacekeeping, the Cold War, aspects of the history of Europe and the Middle East, revolutions and the emergence of Soviet State, European diplomacy and the First World War and the history of Eastern Europe.

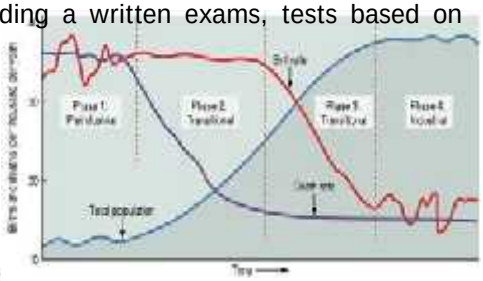
Political cartoon from the British newspaper 'Evening Standard' entitled, "Khrushchev inside Nasser's sarcophagus", November 12, 1956, by Leslie Illingworth.

Many students of History move into careers as researchers, drawing on their skills in evaluating and analysing documentary evidence. Such work can be within museums and historical organisations. They often take up Law or Accountancy, Communications or work with publishers as editors. Often students work as archeologists or as educators, politicians or diplomats. History is a fundamental academic subject, which is favoured by many top universities because of its analytical elements.

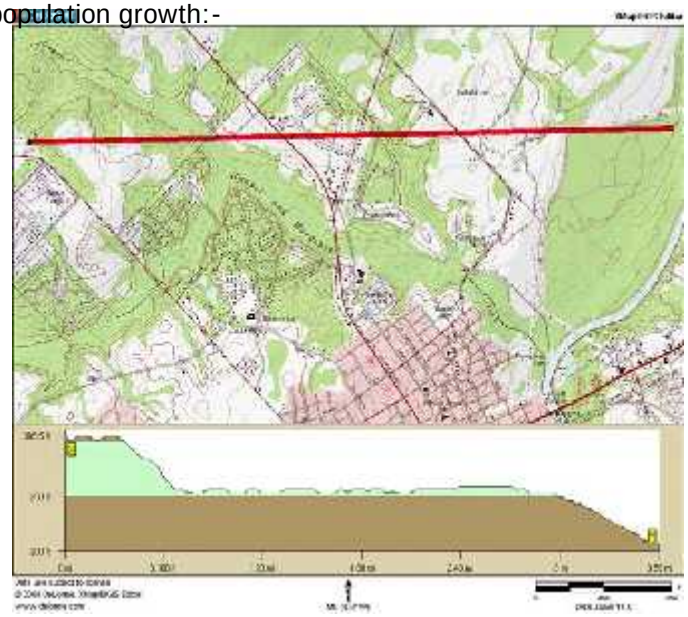
Geography HL and SL

The Geography syllabus is divided into three parts, namely, geographical skills, core theme and optional themes. Students study population, resources and world development as part of the core theme. In TISB Geography is studied by way of maps, photographs, diagrams, graphs, case studies, field trips, videos, power point presentations and resource-based questions.

Students' learning is assessed in a variety of ways including a written exams, tests based on themes and written reports. Students work with maps, diagrams, and case studies and are assessed on specific examples. Mandatory Geographical skills are tested in a continuous fashion.



Graphs and pictorial representations are important tools. This is the demographic transition model depicting population growth:-



The following is a topographic map used for interpretation, scale drawing, cross sections and noting and understanding physical and human features of an area:-

For internal assessment, group work may be undertaken by students as described below, but the written report must be the student's individual work. The fieldwork topic, fieldwork question and methods of information collection may be chosen by the teacher, the whole class, small groups or individuals. In the early stages of the investigation, students may collect fieldwork information in groups, and collaborate on these findings and suitable methods of presentation.

Geography in the IB diploma programme gives an all-round knowledge of the world, including issues and problems created due to human actions, as well as the physical processes active around us.

The student may later on find interest in fields like town planning and settlements, oceanography, climatology, cartography, forestry and various remote-sensing and satellite imagery operations, apart from being a part of more creative careers like working with the meteorological department, glaciation studies, or being expedition coordinators with channels like NGC, BBC, and Discovery.

Business & Management HL and SL

At TISB we offer a Business and Management course that is both challenging and dynamic. It teaches the students business decision-making processes and enables them to evaluate the impact of the 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. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity. The course also integrates social and ethical objectives with the key functions of the business.

In the first year of the diploma programme, students are introduced to the basic concepts, principles and tools of Business organization and environment, Human Resources, Accounts & Finance, and Marketing. The method of instruction integrates a combination of case study analyses, presentations, small projects, debates and role play. In the second year of the diploma programme the HL students complete the remaining course on operations management and business strategy, while the SL students cover a few topics on operations management. The students undergo practice sessions in the construction of critical path analysis and PERT charts. In addition, each student has to submit an internal research project of 2000 words on a real business, pertaining to a decision /issue facing the business.

The assessment process includes a written examination, and submission of a research project for HL students and a research commentary for SL students. The written examination has two papers each for both HL and SL students. The HL students have to attempt an additional portion in the question paper. Research includes questions such as, 'How would the change in leadership style affect the working of PEP Media?' or 'Should Landmark Paramedicals Pvt. Ltd. Expand to the Middle East to enhance their global operations?'

This basic course in business offered in school prepares the students to identify their interests and aptitude for the pursuing the management program later on in their graduation and post-graduation stages. Apart from the professional opportunities, the students also gain leadership and managerial skills, which give a new dimension to their personality. A few career options for Business students include Investment Banking, Setting up new Start-Ups, Business Analysts, International Law & Banking, Entrepreneurship, Recruitment & placement consultants, Business development managers, Cost Accounting or teaching in the B-Schools around the world.

Group IV - Experimental Sciences and Computer Sciences

The Experimental Sciences programme at TISB emphasizes a practical approach through experimental work that distinguishes the subject from other disciplines. It provides opportunities for scientific study and creativity within a global context that will stimulate and challenge students.

At TISB, in a purely international environment and under the guidance of highly experienced faculty who are IB examiners, the students develop an ability to analyze, evaluate and synthesize scientific information. We have Physics, Chemistry and Biology at standard and higher level. We also have Environmental Science and Societies offered at a standard level.

There is a common model of internal assessment for all group 4 subjects that consists of an interdisciplinary group project and a mixture of short-term and/or long-term investigations (such as laboratory work or practical and projects). This is termed as the Group-4 project.

Physics HL and SL

During years XI to XII at TISB, students will be study a choice of subjects leading to the IB Diploma at the end of year XII. One of the choices open to students is to study physics at either Higher Level or Standard Level. Both provide a solid foundation in Physics for the high school student, with Higher Level being well suited to students wishing to follow a technical career at university.

Many of our Physics students go to the very best universities from around the world and follow a variety of pure science, applied science and engineering careers. Some however choose physics simply for the enjoyment and the challenge, whatever their plans for future study may be.

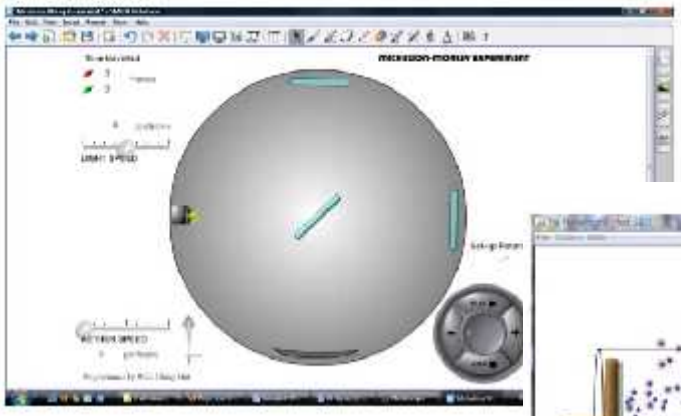
The team of TISB Physics teachers has years of experience in teaching IB Physics to a very high standard. Our students benefit from the knowledge and experience our Physics teachers bring from having taught international syllabi for many years. Support and guidance is provided to ensure that students achieve their potential and gain the highest of grades.

The IB has a unique ethos which pervades all subjects studied for the diploma, to ensure students are ready with the skills necessary to meet the challenges of a changing world. Activities are designed to develop deep understanding and the ability to reason and apply ideas to unfamiliar situations. Our students are offered great variety in the way they will experience and learn physics. Interactive whiteboard technology is one of the methods used to engage students' interest and make the classroom an active place for learning.

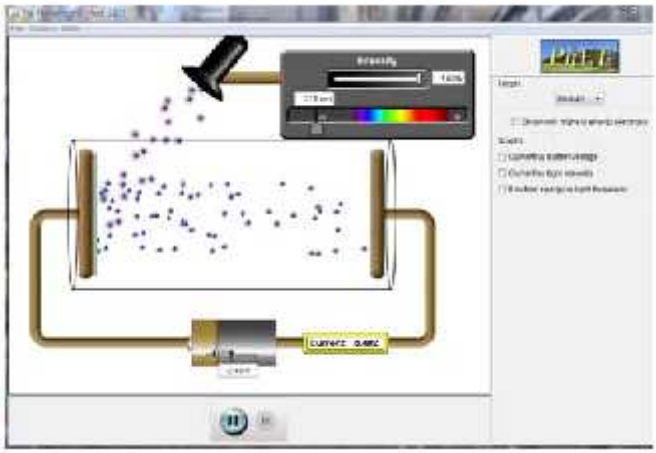
Students have access to a wide range of lab equipment and carefully designed practical activities. In fact, the IBO considers the practical aspect so important that virtually one quarter of the final mark comes from experimental works, which makes up the students' Practical Portfolio. Our students are constantly adding to their portfolio with every new practical activity.

This shows some of our year XI students during the recent Group 4 Project, something all our science students participate in. They constructed a home- made solar oven for the purposes of testing its efficiency on heating pots made from different materials.
At the end of the investigation phase, all groups report back to their year XI peers in a symposium, allowing them to present their findings and learn about the investigations of others.

We use many electronic resources to engage students and to encourage them to be active learners. One of the additional benefits of this kind of software is that all lessons can then be saved onto the school intranet and then downloaded to student's laptops. This forms a vital resource for our students during prep time or on the occasions that students may be away from class.



Here we see a computer simulation of a famous nineteenth century experiment called the Michelson Morley Experiment. Although the results were perplexing at the time, Albert Einstein with his Special Theory of Relativity explained the findings and opened up a new world of thinking. Students can recreate this famous experiment and understand how the results give support to Einstein's theory.



Another experiment which is difficult to recreate in a high school lab is measuring the photoelectric effect. This simulation allows students to perform the experiment for themselves in every detail, record data and plot the results graphically. In fact it is easier for the students to understand, since it gives the option of seeing the photons in motion as they strike the metal surface, something that the real world experiment cannot do.

The IB Diploma is a qualification respected by the best universities around the world. Success in

diploma programme Physics is accepted proof that the student has studied and achieved on one of the most demanding courses on offer. It gives a grounding in topics such as mechanics, waves, electricity and nuclear physics, which universities demand from those entering into technical careers and students having followed this course go on to great success in university studies.

Chemistry HL and SL

The subject is offered at two levels; the standard level and the higher level. The course not only includes the essential principles of the subject such as quantitative chemistry, physical chemistry and organic chemistry, but also, through selection of options, allows teachers some flexibility to tailor the course to meet the needs of their students.

Apart from the concepts taught, the group 4 project is a collaborative activity where students from three different groups work together to understand the relationship between scientific disciplines.

The subject is of utmost importance because a combination of Physics and Chemistry opens the doors of top universities like MIT and Stanford on the one hand, whilst on the other hand Chemistry and Biology together can lead to the fields of Bioinformatics, Pharmaceuticals and Medicine.

Students study a wide range of topics and their understanding is demonstrated in the Chemistry laboratory where experiments such as the determination of activation energy using the clock technique, or the determination of equilibrium constant of Ester Hydrolysis, are carried out.

Biology HL and SL

In the Diploma Programme Biology course, students acquire a body of facts and, at the same time, develop a broad, general understanding of the principles of the subject.

As a part of the core of the subject they study Statistical analysis, Cells, the chemistry of life, Genetics, Ecology and Evolution, Human health and Physiology. In addition to this, students at higher level study about nucleic acids and proteins, cell respiration and photosynthesis, plant science, Genetics, human health and Physiology.

Besides this the course offers options which include the study of human nutrition and heath, Neurobiology and behavior, Ecology and conservation.

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

Environmental Systems and Societies SL

Environmental Systems and Societies, a transdisciplinary subject, is intended to combine the techniques and knowledge associated with group 4 with those associated with group 3.

The course begins with an introduction to the systems' approach, which describes the various models of systems in our environment. A detailed study of ecosystems and biomes is taken up next. The other concepts that are elaborated on include population dynamics and resource use, conservation and biodiversity, and pollution management. The issue of global warming and other environmental value systems are also included in detail. At TISB, we focus on various case studies and their relevance to the local environment. Field work is considered an integral part of the course.

Assessment includes written examinations with short answers and data-based question. Students are presented with a range of data in a variety of forms related to a specific case study. Students make reasoned and balanced judgements by analyzing the data. Students also do practical work and fieldwork.

Work by students includes sampling techniques, designing a lab to compare two specific area of the school campus, predator-prey simulation, or studying the limiting factors of photosynthesis practically.

This subject provides students with a logical perception of the interrelationships between environmental systems and societies, which will enable them to take on a learned personal response to the wide range of imperative environmental issues that they will unavoidably come to face. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues.

The importance of the environment is becoming increasingly an important political and economic issue. Careers in this expanding area are becoming both, sought after, and essential for the future.

Computer Science

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.

Students must study a common core of material and must demonstrate problem-solving skills and mastery of various aspects of computer science by completing a program dossier/ Computerized solution. In addition, HL students must study additional higher level material that fulfills two functions: it extends some topics in the common core to give greater depth and, at the same time, introduces new topics to provide greater breadth.

Students of Diploma Programme computer science will be guided by problem solving strategies that will be continually reinforced in their coursework. Initial stages of the process will involve identifying and defining the problem(s) to be solved using a computerized system. The problem will be broken down (decomposed) into parts, with each part requiring a particular solution. From this problem definition, the student will construct appropriate algorithms to create a solution. The emphasis should be on the use of a logical approach and analytical thinking while using a computer to solve problems.

Students are expected to acquire mastery of the specified aspects of Java. Suitable mechanisms include encapsulation, polymorphism and inheritance, although other structured approaches are possible. Mastery of a particular aspect (or mechanism) of computer science is defined as the ability to use that aspect appropriately for some non-trivial purpose that is well documented. Mastery will be demonstrated through work submitted in the program dossier/Computerized solution.

Problem solving in computer science requires a clear description of a scenario (or context) that reflects a “real-life” problem, together with definitions of particular variables. Examinations naturally impose significant time constraints, especially when students have to read large quantities of text; nevertheless rather lengthy descriptions will be inevitable for some questions. Furthermore, the scenarios presented within examinations may be situated outside the experience of many students. This may be due to the age of the students, but also to their cultural and technological circumstances. The use of a case study should help to overcome these inequalities, while, at the same time, providing other assessment opportunities. Since the case study will be issued well in advance of the examination, it will allow students and teachers to familiarize themselves with the particular scenario and the language contained within it.

Students are also expected to complete a program dossier/Computerized solution which is an individual piece of work completed during the course. The dossier must address a single problem that can be solved using computer systems and which has an identified end-user. The analysis, design and production of the final system must be well documented.

The emphasis is on the use of a logical approach and analytical thinking from definition and decomposition of the problem through to its solution, by constructing appropriate classes implementing algorithms and data structures in the Java programming language/Algorithms.

Group V – Mathematics :

True to its ideology, The International Baccalaureate Diploma Programme for Mathematics aims to develop curiosity along with knowledge in the education of young, globally mobile students. The subject enables the students to develop mathematical knowledge, concepts and principles, to develop logical, critical and creative thinking, and to employ and refine their powers of abstraction and generalization.

Every IB diploma programme student takes Mathematics as a compulsory subject and we offer three different levels of rigour in preparing the student for their University education. Over the two-year period, the student is able to explore the subject in depth or at a broader level. Although students initially opt for the level required, we test their knowledge in the subject and allot the appropriate level so that learning is not only challenging but also enjoyable.

Mathematics HL

Math HL caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The main components and topic covered in this program with the maximum time allotted is as follows:

Algebra (30 Hrs), Function and equations (22 Hrs), Circular functions and trigonometry (22 Hrs), Vectors (24 Hrs), Statistics and probability (36 Hrs), Calculus (48 Hrs).

Along with the above mentioned topics students must study all the sub-topics in **one** of the following options: **(time allotted for each option is 48 Hrs)**

Statistics and probability,
Sets, relations and groups,
Calculus,
Discrete mathematics

Exploration: (10 Hrs)

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

Syllabus Changes in Math HL (2014):

- Matrices are not featured in the new course.
- The series and differential equations option is renamed “calculus” and is less series based.

Assessment details (IA and EA):

- Option time is increased to 48 hours, core time reduced by 8 hours.
- The examination papers contain assessment of inquiry and modeling approaches.
- For the internal assessment component, students undertake a single exploration.

Assessment Criteria:

External assessment (EA) - Weightage 80%

Core paper 1 (2 Hours)- No Calculator permitted (Weightage-30%)
Core paper 2 (2 Hours)- Graphic Display Calculator permitted (Weightage-30%)
Option paper 3 (1 Hours)- Graphic Display Calculator permitted (Weightage-20%)

Internal assessment (IA) - Weightage 20%

IA-Exploration: (10 Hrs)

In the exploration a student should develop his or her own focus with the teacher providing feedback via, for example, discussion, interview and drafting. It should allow the students to develop an area of interest for them without a time constraint as in an examination, and allow all to experience a feeling of success.
The exploration is also intended to provide students with opportunities to increase their understanding of mathematical concepts and processes, and develop a wider appreciation of mathematics. By doing the exploration, students benefit from the mathematical activities undertaken and find them both stimulating and rewarding. It will enable the development of learners who match the IB learner profile.

Mathematics SL

Math SL 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 expect to need a sound mathematical background as they prepare for future studied in subjects such as chemistry, economics, psychology and business administration.

The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration allows students to develop the skills they need for communicating mathematical ideas.

SUBJECT OUTLINE:

1. **Algebra**
2. **Functions and equations**
3. **Circular functions and trigonometry**

4. **Vectors**

5. **Statistics and Probability**

6. **Calculus**

INTERNAL ASSESSMENT:

MATHEMATICAL EXPLORATION - 10 hours

Internal assessment in mathematics SL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

Mathematics Studies

All topics are compulsory. Students must study all the sub-topics in each of the topics in the syllabus as listed in the *Mathematical studies SL guide*. Students are also required to be familiar with the topics listed as prior learning.

Topic 1—Number and algebra
Topic 2—Descriptive statistics
Topic 3—Logic, sets and probability
Topic 4—Statistical applications
Topic 5—Geometry and trigonometry
Topic 6—Mathematical models
Topic 7—Introduction to differential calculus

External assessment:
Paper1:max.marks-90(1 hour 30 minutes): weightage-40%
Paper2:max.marks-90(1 hour 30 minutes): weightage-40%
Both papers are calculator based.

Internal assessment(IA):Project-20 marks:weightage-20%
The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements.(25 hours)

Group VI – The Arts

Visual Arts HL and SL

The IB Visual Arts course provides students with opportunities to explore Art on a number of levels namely:
Aesthetic (Visual)

a) Cultural
b) Social
c) Personal

Students may produce work through drawing, painting, printmaking, sculpture, textiles, mixed media, and electronic media and through utilizing found objects. The course is not just about 'making things'; rather it is a journey that is described in the following way in the IB subject guide:
'Artistic learning requires a high level of cognition that is both intellectual and emotional. For students to communicate visually they must place themselves within a cultural context, or contexts, from which to discover and develop appropriate techniques. Through the visual arts, people acquire understandings which are unique in human development. Study of the visual arts allows students to discover ways in which to interpret and comment critically on the human condition.'
Studying the IB Visual Arts course allows students to develop a critical and intensely personal view of themselves in relation to the world.

The emphasis within the course will be on growth and commitment through the study of art and on the interrelationship between research and artistic production.

The course consists of two important parts:

A) STUDIO WORK
    a. Students' art work should demonstrate an enquiring and interactive approach to a variety of visual phenomena.
    b. Synthesize art concepts and skills in the works that are personally socio-culturally and aesthetically meaningful.
    c. Exhibit technical skills and an appropriate use of media.

B) RESEARCH WORK BOOK
    a. Demonstrate clearly in visual and written terms how personal research has led to an understanding of the topics or concepts being investigated.
    b. Analyze critically the meaning and qualities of art forms using informed vocabulary.

Work is continuously assessed throughout the course, with regular individual tutorials to discuss progression and development. Over the 2 years, the research work book should develop into 150 pages which document a personal creative journey; the strongest 30 pages will be copied and sent to the examiner prior to his visit. Students also have to set up an exhibition of their work, where 18 selected pieces of studio work will be exhibited and externally assessed by the visiting examiner.

In addition to the components mentioned, the IB diploma programme organizes regular visits to galleries, museums abroad.

The majority of students completing their art programme progress to universities in the US or UK to study for a BA. Degree specializing in Fine Art (Painting/Sculpture/Printmaking/Installation), Fashion, Textiles, Photography, Graphics, 3D Design, Drawing and Applied Arts, Jewelry Design, Theater Costume Design, Stage Set Design, Film, Animation and Architecture. Each of these specialisms leads to a range of Art and Design related careers.

Theatre HL and SL

The theatre course consists of four interdependent components: theatre in the making, theatre in performance, theatre in the world and either option A or option B for the independent project. Each component builds on the knowledge and skills gained in the other components. The students have to maintain a journal as a means of recording personal growth in theatre. This lays the foundation for their Independent Project Portfolio. At TISB, IB Theatre is primarily a practical exploration of different world theatre traditions, taught in 45 minute class workshops from the approach of actor, director, designer, writer and dramaturge. The whole school production is used as a key area of the student's experience and intensive workshops with professional practitioners are arranged throughout the course.

Workshops in the past academic year have included; an intensive Theatre workshop on Indian folk & street theatre conducted by established Indian theatre practitioner and writer, Parnab Mukherjee culminating into an outdoor performance art;

An intensive practical clowning workshop conducted by British based Theatre company Director
Neil Farrelly called Nose2Nose (www.nose2nose.org), culminating in a performance;

An insight into world theatre traditions specifically for IB Theatre students exploring Indian puppetry, in a 2 day Shadow Puppetry workshop conducted by Dr. R Bhanumathi of Pavai centre for Puppetry, Chennai, again culminating into the direction, creation and manipulation of organizing a show for a public audience.

IB Theatre is assessed through the four areas of assessment set out below; each area is worth 25%. There are two external and two internal assessments.

In the internal assessments, students complete an Independent Project Portfolio (IPP) which is a critically reflective folio including any additional non-written materials on one of two chosen pathways. A recorded Theatre production Performance Presentation (TPPP) reflects on their core syllabus experience, focusing on at least two aspects of contrasting performance and production elements, with accompanying visual images.

In the external assessments students complete a Research Investigation, written from the perspective of the dramaturge. This allows the students to choose an area of interest and formulate a question for research which demonstrates practical understanding. A critique of sources is also required at HL. A Practical Performance Proposal (PPP), a creative response to given stimuli provided by the IBO, is to be completed within a 4 week period, a pitch in writing , commentary (HL only), visual/other materials.

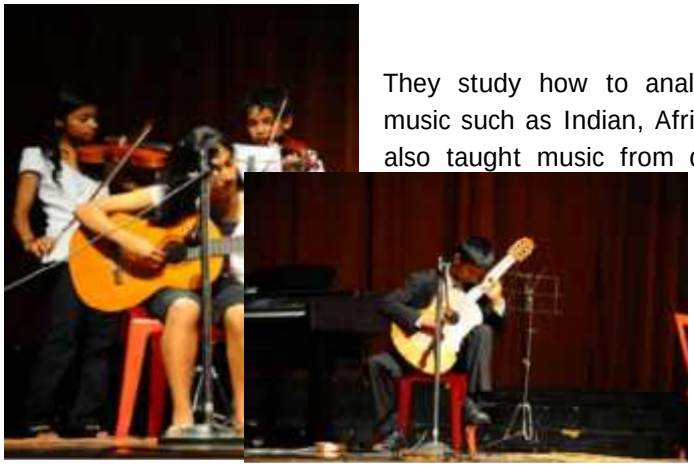
IB Theatre is much more than the pursuit of a career choice. It is about appreciating the artistic skills of different cultures, both text and non-text based and understanding how all the elements of theatre are intrinsically linked to one another. The course enables students to practice their understanding of performance work and its place in the world. It increases confidence building and creative organization skills through ensemble work and fosters great insight into the nature of research in practice. IB Theatre opens windows to the philosophies and traditions of the world and encourages critical thinking, both orally and in academic writing.

Music HL and SL

Diploma Programme Music is studied analytically and students are expected to have a thorough knowledge of a substantial piece of music that represents a significant musical development in its genre. Students study a wide range of music from different parts of the world encompassing different styles and genres. More specifically students gain an understanding of elements like melody, harmony, rhythm, texture, tone, colour, and of musical terminology and notations. Besides this, music is studied within its historical and cultural contexts.

Students of diploma programme music carry out an independent musical investigation comparing the relationship between two identifiable and distinct musical cultures, by analysing and comparing one or more musical pieces from each. They are also expected to compose their own music and perform for an assessment.

At TISB students are taught the the prescribed work in depth so that the student is able to analyse the work using musical terminology and musical knowledge.



They study how to analyze and recognize worldwide music such as Indian, African or Latin American and are also taught music from different periods such, as the Renaissance, Baroque, Classical, Romantic and the 21st Century.

The student will be taught how to compose music on an instrument of their choice and may also compose music for other instruments.

The student is also expected to perform other pieces either on an instrument or vocals. The teacher will help the student during classes over the 2 year period of the diploma programme, in order to achieve this.

For developing students' confidence and musicianship they take part in various performances throughout the year; such as the whole school drama production, class assemblies, acoustic concerts, choirs, orchestras and marching bands.

To build their techniques and skills, usually students take extra individual classes and present solo or ensemble piece in class once in a month where their performances are evaluated. For knowledge of a wide a range of composers and their work and the history of music, teachers usually show them video clips. These include performances of great symphonies and opera. Students are also taken to concert halls to watch different performances.

Choosing Music as an IB diploma subject may help the student in several ways. By the end of the course, the student will be able to analyze a piece of music in depth and learn the history behind it. It also gives a chance to the student to be creative and to compose music of different genres and styles. It gives the student an opportunity to explore the music and gives them confidence, as they will get many opportunities to perform in school concerts and to be a part of the school orchestra. Diploma progarmme music helps a student develop musical skills and become a creative mind. The standard of the programme is very high and this is well known to all universities, which may be very helpful to the students in building their career as musicians, composers, conductors or teachers.

The core of the Hexagon:

The Extended Essay: Learning in a particular discipline

The extended essay is a 4000-word essay based on a research in a particular IB subject which is expected to take approximately 40 hours to complete. It should be on one of the subjects offered at the school. Extended essay develops high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage themselves in personal research in a topic of their own choice, under the guidance of a teacher supervisor.

At TISB, students choose their subjects and EE supervisors are allocated during the second term of year 1. Students start meeting their supervisors regularly to discuss the topics of their research. Students are expected to frame a research question and then start gathering data. During the summer they complete the first draft of their essay. The final essay is completed during the first term of year 2.

Every good extended essay should have three essential visible elements in it, which should be discernible by the examiner: an introduction, a body and development of the research, and a conclusion. A formal presentation of the extended essay should include an abstract, a page of contents, chapters with tables/illustrations, conclusion, appendices etc. Any work that is not the candidate's own work has to be footnoted and referenced in the standard format. A bibliography has to be mentioned at the end of the essay.

Extended Essays are externally assessed by examiners appointed by the IBO. Grades awarded for the essays range from A (Excellent) to E (Elementary). [Please check the assessment criteria for the IB diploma later in this document.]

Below is a list of some of the extended essays done by TISB students in the past. This list is illustrative only.

History:

1. How did the Munich Olympics massacre of 1972 and the ensuing Israeli covert operations affect the course of Israeli-Arab relations during that period?

2. Sufism in India: Its cultural impact on a secular country.

English:

1. An analysis of the pace of dialogue and its role in creating an effect of menace in Edward Albee's Who's Afraid of Virginia Woolf? and Harold Pinter's The Birthday Party.

2. The depiction of character development as shown through Rahel and Lila in The God of Small Things and The Village by the Sea. (?)

Chemistry:

1. Does an increase in the charge on a cation of the impure salt elevate the boiling point of water to a greater extent than an increase in the size of the anions?

Biology:

1. Are House Crows (C. splendens) more selective in their food preferences than Jungle Crows (C.macrorhynchos) ?

2. Do the nutrients present in Cocos nucifera milk, Cocos nucifera water, and Musa paradisiaca Ssp. normalis peel extract increase the rate of germination and the amount of growth in Vigna radiata seeds?"

3. Do dark colored birds spend more time more feeding in the morning in the tropics ?

Computer Science:
1. Will the use of The Global Positioning System improve the traffic crisis in Bangalore City, India?

Visual Arts
1. Did Raja Ravi Varma's contribution have a positive impact on Indian art?

Theatre:
Is an actor's training important in creating a Kathakali performance, and is this the reason for its decline as a living performance today.

Business & Management
1. How has the merger of Suryavanshi Spinning Mills with Suryavanshi Textiles helped the firm improve its financial situation?

Economics
1. Does Price discrimination against foreigners in the 'off season' increase the revenues of Hotel Dreamland in Mahableshwar?

Theory of Knowledge: Interdisciplinary learning

Theory of Knowledge is a compulsory part of the International Baccalaureate Diploma Programme. It is a subject that focuses on knowledge and issues related to it, such as, what counts as knowledge, how knowledge grows, what its limits are, or who owns it. In this subject students are encouraged to consider real world issues, as well as knowledge that they gain in the course of studying the diploma programme. Theory of Knowledge classes are usually discussion-based with significant focus on students' ideas.

Students are expected to complete two assessments as part of diploma programme requirements: an oral presentation on a topic of the student's choice (assessed internally) and an essay on one out of ten topics prescribed by the IB (marked externally). This 1600 words essay is a reflection of the student as a knower of various subject areas and the epistemology.

Example:
"Moral wisdom seems to be as little connected to knowledge of ethical theory as playing good tennis is to knowledge of physics" (Emrys Westacott). To what extent should our actions be guided by our theories in ethics and elsewhere?

The combined result of the Theory of knowledge presentation and the essay is expressed in terms of a letter grade (A to E). To know about how TOK is linked to the IB points, please refer to the section on Assessments below.

Theory of Knowledge discussions, whether verbal or written, are always wide-ranging in terms of topics discussed, as well as levels of complexity involved. For instance, students may have to discuss whether reason and emotion are equally necessary in justifying moral decisions, or they may have to consider a more involved topic such as, "History is always on the move, slowly eroding today's orthodoxy and making space for yesterday's heresy." Discuss the extent to which this claim applies to history and at least one other area of knowledge.

Discussion often involves the use of visual aids like the one below:

What are the implications of our viewing the world via a map that inverts traditional north and south? Are the implications scientific or political or both?

After students have studied Theory of Knowledge for two years they stand to benefit enormously. They are able to consider any knowledge that reaches them critically and with a heightened sense of self-awareness. Often the benefits of the course are felt much later, since the ability to generate hypotheses, alternative ideas and possible solutions in response to knowledge issues continues throughout life. Given the present political climate of the world, Theory of Knowledge serves as a valuable moderating influence, especially because of the sense of inquiry that it initiates and sustains.

IB Assessments:

Each of these courses has internal and external assessments that are spread over two years. At TISB, students are trained to learn and prepare for these challenging assessments continuously. The IB diploma is a very demanding course and requires a careful time management. Students should strictly follow the internal deadlines to maximize their grades. The IB grades in individual subjects are on a scale of 1-7. A student can score a maximum of
7 X 6 = 42 points in the subjects and additional 3 points are for the Extended Essay and Theory of Knowledge combination.

The diploma points matrix

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

The combined result of the Theory of knowledge presentation and the essay is expressed in terms of a letter grade (A to E), and this grade, together with the letter grade that the student scores on the extended essay, is expressed in terms of a number grade that ranges from 0 to 3. Thus the maximum number of points that a student can score in the extended essay and Theory of Knowledge is 3. These three points make up the remainder of the 45 diploma points, 42 of these coming from the six subjects that the students study. For a guide on how the letter grades of the extended essay and Theory of Knowledge are combined, please look at the matrix above. A student needs to score 24 points to get a diploma. However, if a student gets F*, 28 points overall will be required to be eligible for the diploma.

A grade ‘A’ in one of the requirements earns an extra point even if the other is a grade ‘E’.
Attaining a grade ‘E’ in both the extended essay and theory of knowledge continues to represent an automatic failure.

Creativity, Action and Service [CAS]

CAS is an integral part of the IB curriculum and a Diploma requirement for every IB student. We at TISB follow a dynamic CAS program, which comprises of co-curricular activities, sports activities, voluntary CAS activities off-campus, helping out the primary school students and teachers in various ways, being a part of educational trips, school assemblies, talent shows and VIVUM.

From the year 2010, IB students will not be assessed on the number of hours they have accumulated in CAS activities, rather the stress will now be on experiential learning.

CAS helps IB students to develop into mature and better individuals who are aware of their own strengths, who are capable of working in a group and of taking new challenges; who are concerned about global problems and understand the importance of ethics, perseverance and commitment in their actions.

PICTURES TAKEN AT SWANTHANA [CENTRE FOR MENTALLY CHALLENGED ORPHANs]

SIMS (School Information Management System)

At TISB, we have continuous tests and end of term examinations that are similar in format to the main assessments. The duration may be different from the final examinations to suit the scheme of work of the particular subject in that term. In IB, grade-boundaries change from one examination session to another. However, to ensure higher standards and uniformity, all the class assessments and examination marks are monitored using the SIMS. The following grade boundaries are used for all the assessments.

% of marks	XI&XII
85 or above	7
75 – 84	6
65 – 74	5
50 – 64	4
35 – 49	3
20 – 34	2
Less than 20	1

Predicted Grades for the universities are based upon the performance in the first year and in the first term of year 2.

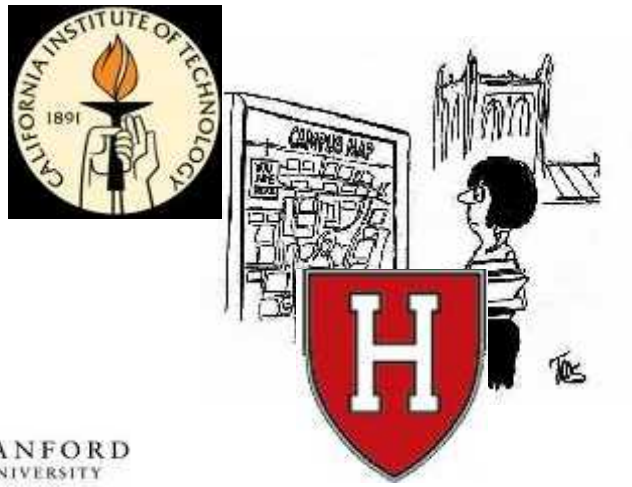
Academic Honesty

It is extremely important that a student submits his/her own work for all the assessments. Students must provide references to any work which is cited in their assessment. The standard formats of citations are provided to the students so that they can write footnotes and bibliographies appropriately. At TISB, every piece of assignment is checked for plagiarism/collusion using the 'turnitin' software. There is a zero tolerance policy as far as plagiarism and collusion is concerned.

How is the diploma programme done at TISB?

The IB diploma programme is a rigorous and demanding course which requires a lot of preparation. Going by our school motto, "Learning is for life and life is for learning", teachers and students are constantly engaged in active teaching and learning. A stringent calendar of deadlines is followed throughout the two year programme. We have time allotted for extended essay and theory of knowledge on Saturday mornings and there are special writing/research sessions on every working Monday afternoon till 4:30 pm.

Two preliminary examinations are held in the second term of year 2. A Special Revision Course for every subject is run in the month of March so that students can get a thorough revision. This course includes every subject being taught for a continuous period of two days. Students are given a thorough exposure to the IB pattern of Question papers with continuous assessments and immediate feedback sessions during these courses.



COLLEGE COUNSELLING

COLLEGE COUNSELLING

The International School Bangalore has a team of 4 full time counselors, headed by a coordinator. Each counselor has 20 – 25 students and is in charge of all their application procedures. The college counseling team works meticulously in order to attain remarkable success for the students.

The college counseling team ensures that students get accepted into universities of their choice. The peak season begins as soon as the school re-opens after the summer break. We start by giving a presentation to the grade 11 students in the month of April, giving them an overall idea of the various steps in their application process, students' responsibilities, test dates and dead lines to be adhered to in the next academic year. The principal delivers a presentation on the personal statements to be written to UK universities, college admission and on essays to be written to US universities. The grade 11 students are asked to submit their resume' before their summer break. To improve their chances of getting into a good university, students are advised to do internships, voluntary community service and course-related projects. Over the summer break the students have a relatively fair idea about the university that they want to go to. So, it is an action-filled and purposeful summer break for the grade 11 students.

The fresh academic year gets things rolling at a great speed. The following are the various steps involved in the application process:

UCAS PROCESS –Students seeking admission in UK

Oxbridge registration and UCAS registration – students register by using their school buzzword.

Counselors forward the names of the students to their respective teachers, who write their recommendations for UCAS.

Students applying to UCAS are expected to submit their personal statements, which are checked by the counselors and returned to them.

As soon the teachers' recommendations and personal statements are ready, counselors start the application process where we meet the students in helping them to shortlist the universities, based on entry requirements. We guide them to choose among high, reach and safety colleges. Students choose a maximum of 5 universities.

Counselors collate data (students' application section, personal statements, predicted grade, teachers' recommendations and referee's comments) and send the application to UCAS online.

Students get their tracking number and use it to check their status through UCAS website.

Oxbridge applicants take their required tests (TSA, BMAT etc) which are held at school.

The telephonic interviews with the universities are arranged by the school. Any personal interviews are the sole responsibility of the candidate. Later we guide the students for Route B course (Art and Design) and to get admission through clearing as well.

Early Action / Early Decision

Students who have been performing consistently well and evince a desire to go to a specific university apply through early decision. This is both advantageous and binding as their application will be processed before others. Early action is not binding but advantageous as their application is processed before others.

Simultaneous with the UCAS applications, we process the EA /ED applications since the deadline for these is earlier.

For the regular US applicants, we schedule an interview with them to short list the universities based on the entry requirements and to write their recommendations. We inform them that they can apply only to 12 US universities if they are applying exclusively to US universities. They can apply to 8 universities (inclusive of US, Canada, Australia, Singapore etc.) if they have already applied to UCAS. We will familiarize them again with various application procedures at this time. This starts with writing recommendation letters for them based on their resumes and the interview conducted.

The initial online process of the application is done by the students, but counselors compile the required documents containing the counselor's form and recommendation letter, teachers' forms and recommendation letters, principal's recommendation letter, transcripts (grade 9 and above), attested certificates and school profile.

Towards the end of November, Canadian and Australian applications will start. Similar procedures follow for these also. Singapore and Indian universities applications come much later since both the countries offer their admissions only after the final results have come out. However, for Indian Universities, we do the conversion of the IB points. We also provide the universities with the mid-year reports to update them about the students' recent performances.

PHYSICAL EDUCATION

The Importance of Physical Education

Physical Education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skillfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes a positive attitude towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances, to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

Our aims should be to encourage children so that the maximum number will wish to take part in physical activity long after they leave school. In order to achieve this overall aim we must fulfill a number of objectives. These objectives can be met by encouraging pupils to become more skillful, by experiencing and understanding gross motor skills, to become knowledgeable about physical activities by being made aware of the opportunities for sport outside school, or to foster personal attributes by being given confidence through opportunities to make decisions, to act independently, to accept limitations and to be selective.

PROGRAMMES OF STUDY

MORNING ACTIVITY:

Emphasis is given on the Physical fitness of the students, developing all aspects of fitness like strength, stamina, speed, skills and coordination. Playful methods are adopted to improve the same, so that the fullest involvement of the students is achieved.

PHYSICAL EDUCATION CLASSES:

These classes involve teaching the basics of various games and sports, ways to do the warming up exercises, marching, technical aspects of track and field events, minor games, conducting physical fitness tests etc.

APPENDIX 1

IB COURSE SELECTION SHEET GRADE 11 & 12 2009 – 2011

Name_____
Curriculum studied in Grade 10_____
Nationality_____
IB Diploma candidate____/Certificate candidate_____[CHECK ONE]

IB DIPLOMA SUBJECT REQUIREMENTS

a. 3 subjects at Higher Level (HL) and 3 subjects at Standard Level (SL) + Theory of Knowledge
b. 1 language A1 (English)
c. 1 Modern Language
d. Mathematics
e. At least one experimental science
f. At least one social science
g. A sixth subject, which may be one of the Arts, a second experimental science, a second social science or computer science.

BLOCKS 1, 2 AND 3 ARE COMPULSORY. PICK ONE FROM EACH

Block 1 (PICK ONE)	Block 2 (PICK ONE)	Block 3 (PICK ONE)
English	Modern Languages	Mathematics
English A: Literature(HL)	____French Ab Initio (SL)	
English A : Literatur(SL)	____German Ab Initio (SL)	____Mathematics (HL)
English A : Lang&Lit(HL)	____Spanish Ab Initio (SL)	____Math (SL)
English A : Lang &Lit(SL)	____French B (SL)	____Math Studies (SL)
	____Hindi B (SL)	
	____Hindi B (HL)	
	____Mandarin Chinese Ab Initio (SL)	

GUIDELINES FOR CHOOSING FROM BLOCKS 4, 5, 6, AND 7

1. PICK A TOTAL OF 3 SUBJECTS FROM THESE BLOCKS, BUT ONLY ONE FROM EACH BLOCK
2. YOU MUST HAVE AT LEAST ONE SOCIAL SCIENCE
3. YOU MUST HAVE AT LEAST ONE EXPERIMENTAL SCIENCE

[Environmental Systems and Societies can be chosen as an experimental science or as a social science] NOTE: BECAUSE OF THESE GUIDELINES IT IS NOT POSSIBLE TO CHOOSE THREE EXPERIMENTAL

Block 4	Block 5
____Biology (HL) [Experimental science]	____Biology (HL) [Experimental science]
____Biology (SL) [Experimental science]	____Biology (SL) [Experimental science]
____Economics (HL) [Social science]	____Physics (HL) [Experimental science]
____Economics (SL) [Social science]	____Physics (SL) [Experimental science]
	____Environmental Systems and Societies (SL)*
Block 6	**Block 7**
_____Art (HL) [Art]	_____Business & Management (HL) [Social science]
_____Art (SL) [Art]	____Business & Management (SL) [Social science]
____Theatre Arts (HL) [Art]	____History (HL) [Social science]
____Theatre Arts (SL) [Art]	____History (SL) [Social science]
____Chemistry (HL) [Experimental science]	_____Computer Science (HL)
_____Chemistry (SL) [Experimental science]	____Computer Science (SL)
_____Music (HL) [Art]	
_____Music (SL) [Art]	

	HL		SL
1		1	
2		2	
3		3	

Student's signature _____ Parent's Signature_____
IB Coordinator's Signature_____

APPENDIX 2

A NOTE TO STUDENTS

It is important to note that many subjects in the International Baccalaureate Diploma Programme function on the basis of prior reading. This list of books is meant to ease your transition to the diploma programme and to help you perform well.

English is a compulsory subject for all diploma candidates. If you intend to take English at standard level it is advisable that you read some or all of the following books.

1. William Shakespeare Julius Caesar
2. William Shakespeare Macbeth
3. Christopher Marlowe Doctor Faustus
4. Charlotte Bronte's Jane Eyre
5. Jean Rhys' Wide Sargasso Sea
6. Laura Esquivel's Like Water for Chocolate

You have eleven texts to study in all; this list consists of only six. You will be expected to remember exact words and phrases from these books and to analyse them critcally.

If you take English at higher level you will have to study a substantial number of texts. Try to read as many of these works as you can before the commencement of school.

1. William Shakespeare's Anthony and Cleopatra [16th and 17th century drama]
2. William Shakespeare's Othello [16th and 17the century drama]
3. Albert Camus' The Plague [20th century fiction]
4. Patrick Leigh Fermor's A Time of Gifts [20th century non-fiction]
5. Some poems of John Donne [17th century poetry]
6. Books 1 and 9 from John Milton's Paradise Lost [17th century poetry]
7. Some sonnets of William Shakespeare [17the century poetry]
8. Some essays by Samuel Johnson [18th century non-fiction]
9. Some short stories by Nathaniel Hawthorne [19th century fiction]
10. Gustave Flaubert's Madame Bovary [19th century French fiction]
11. August Strindberg's Miss Julie [19th century Swedish drama]
12. Anton Chekhov's The Seagull [19th century Russian drama]
13. Charlotte Bronte's Jane Eyre [19th century fiction]
14. Jane Austen's Emma [18th century fiction]
15. Yasunari Kawabata's Snow Country [20th century Japanese fiction]
16. Henry James' Portrait of a Lady [20th century fiction]
17. The Oxford Book of Twentieth Century English Verse [Read as many poems as you can]
18. The Oxford Book of English Prose [Read as many extracts as you can]