

SANSKAR SCHOOL

The Revival of Tradition



IB DIPLOMA PROGRAMME HANDBOOK 2021-23

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School Vision Statement:

Our endeavor is to bring up Global Citizens utilizing International curriculum and principles of student-centered learning. We believe in and impart education that fosters excellence, physical fitness, psychological and spiritual health, a consciousness of social obligations and concern for environment in each student. Our students cherish their Indian culture and at the same time respect the culture of people from other parts of the world. We believe in education that teaches not only to make a living but how to live.

School Mission Statement:

Sanskar School aims to:

- *equip its pupil with a critical and global outlook which will make them committed citizens of the world*
- *recognize and channelize the potential of the pupil and develop thinking, communication, social, scientific and inter-personal skills*
- *foster cognitive, affective and psycho-motor development and enable the pupil to make connections with the acquired knowledge in his/her everyday life*

IBO Mission Statement:

The international baccalaureate Organisation aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with school, governments and international Organisation to develop challenging programmes of international Education and rigorous assessment.

These Programmes encourage students across the world to become Active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Subjects Offered at Sanskar School

Group 1

Studies in Language and Literature

English A Literature and Language

Hindi A Literature and Language

Group 2

Language Acquisition

Subject: English B HL/SL

Subject: Hindi B HL/SL

Subject: French B HL/ SL

Subject: French ab initio SL

Group 3

Individuals and Societies

Subject: Economics HL/SL

Subject: Business and Management HL / SL

Subject: Psychology HL/ SL

Subject: Information Technology in a Global Society HL/ SL

Group 4

Experimental Sciences

Subject: Biology HL/SL

Subject: Chemistry HL/SL

Subject: Physics HL/SL

Subject: Computer Science HL/SL

Group 5

Mathematics

Subject: Mathematics Applications and Interpretations HL/ SL

Mathematics: Analysis and approaches HL/ SL

Group 6

Arts

Subject: Visual Arts HL/SL

The Core –

The Extended Essay

Theory of Knowledge

Creativity, Activity & Service

THE IB LEARNER PROFILE

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

The International Baccalaureate Diploma Programme:

The International Baccalaureate Diploma Programme is a rigorous pre-university course of studies, leading to examinations that meet the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfil requirements of various national education systems, the Diploma Programme model is based on the pattern of no single country but incorporates the best elements of many. The Diploma Programme is available in English, French and Spanish. Cathedral Vidya School offers IB Diploma in English as the medium of instruction.

The International Baccalaureate® (IB) Diploma Programme (DP) curriculum sets out the requirements for study of the DP. The curriculum is made up of the DP core and six subject groups.



The IB Diploma Programme Structure

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

The three core elements are:

Theory of knowledge, in which students reflect on the nature of knowledge and on how we know what we claim to know.

The extended essay, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.

Creativity, Activity, Service (CAS), in which students complete a project related to those three concepts.

Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences. Diploma Programme candidates are required to select one subject from each of the six subject groups. At least three and not more than four are taken at higher level (HL), the others at standard level (SL). Higher level courses represent 240 teaching hours; SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period; this is a deliberate compromise between the early specialization preferred in some national systems and the breadth found in others.

Distribution requirements ensure that the science-orientated student is challenged to learn a foreign language and that the natural linguist becomes familiar with science laboratory procedures. While overall balance is maintained, flexibility in choosing higher level concentrations allows the student to pursue areas of personal interest and to meet special requirements for university entrance.

Successful Diploma Programme candidates meet three requirements in addition to the six subjects. The interdisciplinary Theory of Knowledge (TOK) course is designed to develop a coherent approach to learning which transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The extended essay of some 4000 words offers the opportunity to investigate a topic of special interest and acquaints students with the independent research and writing skills expected at university. Participation in the Creativity, Activity, Service (CAS) requirement encourages students to be involved in creative pursuits, physical activities and service projects in the local, national and international contexts.

School Academic Honesty Policy:

Honor Code:

Being part of Sanskar School, we are committed to highest standards of ethics and academic integrity. We understand that students must produce authentic academic work based on their own original ideas and acknowledge (in the form acceptable by academic community) the work of others being used.

We promise that we will never commit or condone any act of academic malpractice, defined as behaviour that seeks to gain unfair advantage for ourselves or others. We hope that by committing ourselves to this code of academic honesty, we will become responsible individuals who are dedicated to academic excellence providing equal opportunity to everyone.

Policy on Academic Honesty

The IB General Regulations define malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. Academic honesty is part of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty” as we question, inquire and act.

Malpractice includes:

Plagiarism: This is defined as the representation of the ideas or work of another person as the candidate’s own.

Collusion: This is defined as supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another.

Duplication of work: This is defined as the presentation of the same work for different assessment components and/or diploma requirements.

Further examples of malpractice:

- *paraphrasing another person’s work without acknowledging the source fabricating data for an assignment*
- *taking unauthorized material into an examination room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone)*
- *misbehaving during an examination, including any attempt to disrupt the examination or distract another candidate*
- *exchanging or in any way supporting, or attempting to support, the passing on of information that is related to the examination*
- *copying the work of another candidate*
- *referring to, or attempting to refer to, unauthorized material that is related to the examination*
- *failing to comply with the instructions of the invigilator or other member of the school’s staff responsible for the conduct of the examination*
- *impersonating another candidate*
- *including offensive material in a script for reasons other than analysis or intellectual inquiry*
- *stealing examination papers*
- *disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination*

All teachers will do their utmost to prevent academic malpractice by:

- *Educating students about importance of academic honesty and actively making them aware of and discouraging malpractice.*
- *Instructing students on proper methods of using and acknowledging sources.*
- *Making effective arrangements during all tests and exams.*
- *Regularly checking students' work for plagiarism*
- *If a teacher detects academic malpractice in formative or summative assessment (e.g. homework, quiz, project, lab, etc.), the teacher should not grade the work. They must escalate the matter to academic committee for appropriate action.*
- *The teacher should also inform the Diploma Programme Coordinator and the Principal for further action (e.g. counselling and/or informing parents).*
- *In most cases the student will be required to redo the assignment within stipulated time.*
- *Teacher will not pardon students multiple times for academic malpractice. Third instance of academic malpractice could result in academic suspension which may include deferring examination session and counselling.*

Proven malpractice in IBDP exams and work submitted for evaluation will result in no grade awarded and denial of the IB Diploma. Detailed policies related to malpractice in IBDP work can be found in the following documents: "Academic Honesty: Guidance for Schools" and "Diploma Programme General Regulations."

IB General Regulations

I. General

Article 1: Scope

- 1.1 The International Baccalaureate Organization (hereinafter, together with its affiliated entities, the “IB”) is a foundation that has developed and offers four programmes of international education: the Primary Years Programme (“PYP”), the Middle Years Programme (“MYP”), the Diploma Programme (“DP”) and the International Baccalaureate Career-related Programme (“CP”). It authorizes schools (known as IB World Schools and hereinafter “schools”) to offer one or more of these programmes to their students (hereinafter “candidates”).
- 1.2 This document describes the regulations that apply to those schools that have been authorized as IB World Schools to offer the DP and is intended for schools, candidates and their legal guardians. When used herein the term “legal guardians” encompasses parents and individuals with legal guardianship of any candidate enrolled in the DP. If a candidate is of legal age, the school’s duties towards legal guardians specified herein also apply towards the candidate.
- 1.3 The IB has developed the DP as a pre-college/pre-university programme aimed at candidates in the 16–19 age range. It is implemented in the last two years of secondary education. The DP is designed to lead to “The Diploma of the International Baccalaureate” (hereinafter “IB Diploma”) or “Diploma Programme Course Results” (hereinafter “DP Course Results”) for subjects/elements forming part of the DP.
- 1.4 These regulations are intended as guidance for schools about their roles and responsibilities, and as information for candidates and legal guardians about the IB and the DP.

Article 2: Role and responsibilities of schools

- 2.1 In addition to articles in these General regulations: Diploma Programme schools must comply with the Rules for IB World Schools: Diploma Programme, available in a separate document, as well as with the administrative requirements detailed in the Handbook of procedures for the Diploma Programme (hereinafter “handbook”), which is the handbook for DP coordinators and teachers and is supplied to schools by the IB.
- 2.2 Because the IB is not a teaching institution and does not provide teaching services to candidates, the DP is implemented and taught by IB World Schools. The schools are entirely independent from the IB and are responsible for the implementation and quality of teaching of the DP, whether courses are provided solely in the classroom or by means of a combination of classroom-based and online courses offered by an IB-approved online course provider.
- 2.3 Schools are responsible for informing candidates and legal guardians about the general characteristics of the DP and how the school implements it. Additionally, schools must inform candidates and legal guardians of the assessment services offered by the IB and any restrictions or prohibitions that apply to the DP.
- 2.4 The IB cannot guarantee that a school will remain capable and willing to implement the DP.

Consequently, schools bear sole responsibility towards candidates and legal guardians if, for any reason, a school's authorization to implement the DP is withdrawn by the IB or a school decides to terminate its authorization.

- 2.5 The IB sets the curriculum and assessment requirements leading to the award of the IB Diploma or DP Course Results and is the sole organization entitled to award them. The IB Diploma or DP Course Results is awarded to candidates who have satisfied the assessment requirements in accordance with these general regulations and the administrative requirements detailed in the handbook. Schools must comply with the details, deadlines and procedures stated in the handbook for the relevant examination session.
- 2.6 Schools are responsible for ensuring that candidates comply with all assessment requirements for the DP. If candidates do not comply with these requirements, then no grade will be awarded in the subject(s)/element(s) concerned.
- 2.7 To qualify for the award of the IB Diploma a candidate must follow the course of study and undertake assessment for the DP at a school authorized to offer the DP or via an IB-approved online course provider. In addition to subject requirements, the IB Diploma has three further requirements (collectively known as the "core"): an extended essay and theory of knowledge, which are both assessed, as well as creativity, activity, service (hereinafter "CAS"), a programme of activities that must be successfully completed.
- 2.8 A candidate will be awarded DP Course Results if they follow the course of study and assessment for the selected subject(s) and/or one or more core elements. Subjects of the DP normally include both internal and external assessment.
- 2.9 Schools are responsible for appointing a DP coordinator to manage the implementation of the DP in the school. This person will be available during the written examinations in May/November and when results are issued to ensure that all candidates receive their results. Additionally, schools must ensure that an appropriate contact person, who may or may not be the coordinator, is available after results have been issued to candidates to request the enquiry upon results service on their behalf and/or register them for the forthcoming examination session, if appropriate.
- 2.10 Schools are responsible for the secure storage of IB examination stationery and examination papers for a forthcoming examination session and for the conduct of the examinations according to the procedures described in The conduct of IB Diploma Programme examinations. The school must immediately notify the IB via IB Answers of any breach in the procedure for the secure storage of such material. The school must provide the IB with statements and other relevant information concerning the breach and reasonably cooperate with the IB in investigating and addressing such a breach.

Article 3: Candidates and their legal guardian(s)

- 3.1 Except where provided otherwise in these general regulations or the handbook, candidates and their legal guardian(s) must use the school's DP coordinator as the intermediary for any communication with the IB. If either a candidate or his or her legal guardian(s) has a question about the general characteristics of the DP, its administration or how the school implements it, they must raise the matter with the school's DP coordinator.
- 3.2 Candidates, whether studying for the IB Diploma or DP Course Results, must complete all requirements within the two-year period of the programme or within an extended period of

study if a candidate retakes one or more subjects.

- 3.3 Candidates are required to act in a responsible and ethical manner throughout their participation in the DP, as determined by the IB at its sole discretion, which includes not engaging in academic misconduct (as defined in article 20), and must be in good standing at the school at the time of the examinations.
- 3.4 The IB is entitled to refuse to mark or moderate assessment submissions if a candidate has acted in an irresponsible or unethical manner in connection with that part of assessment for the DP, or if a candidate submits inappropriate material that is unrelated to the content of the assessment. In such cases the Final Award Committee (defined in article 16) is entitled to take action.

Article 4: Equal opportunities statement

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

Article 5: Recognition of the IB Diploma

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

Article 6: Property and copyright in materials produced by candidates

- 6.1 Candidates produce materials in a variety of forms that are submitted to the IB as part of the assessment requirements. These assessment materials (hereinafter "materials") include all forms of written work, audio and visual materials, computer programs and data and, in certain cases, may contain images or voices of the candidates.
- 6.2 Candidates retain copyright in all materials submitted for assessment purposes, but by submitting those materials, subject to article 6.4, candidates and their legal guardians

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

- 6.3 Where the IB uses these materials for purposes other than assessment, it may modify, translate or otherwise change them to meet particular needs and will, in most cases, anonymize them before publication in print or in electronic form. If the purpose of the publication is to focus on work of a particularly high standard, then the candidate and school may be identified. In such cases, the IB will inform the school beforehand and the school will inform the candidate.
- 6.4 Under exceptional circumstances a candidate and/or a candidate's legal guardian may withdraw the aspects of the licence relating to use of a candidate's work outside an assessment context as referred to in article 6.2 for a specific piece of work. In such cases, the IB must be notified in accordance with the procedure described in the handbook. The candidate must submit a written notification to the school's DP coordinator who has the duty to inform the IB by the due date set forth in the handbook. In these cases, the IB will use the material only for assessment purposes as defined in article 6.5.
- 6.5 Under the licence granted upon submission for assessment purposes, the IB can electronically scan, store or reproduce submitted materials in any medium in order to allow the materials to be communicated to examiners, moderators and any other persons involved in the assessment process or any subsequent appeals (including third-party vendors and/or services providers). The materials may also be used in the training of examiners. Materials for which a candidate has withdrawn the aspects of the licence relating to use of candidate work outside an assessment context will not be placed in any IB publications or used for any commercial or promotional purposes.
- 6.6 Materials submitted for assessment, or reproductions of them, are either internally assessed by teachers in the schools (whose marks are moderated) or externally assessed by IB examiners. Wherever the materials or reproductions are held during their assessment, for example, by the school or a third party, they are always held on behalf of the IB and in a manner that is compliant with applicable privacy regulations.
- 6.7 All materials submitted to the IB for assessment, and reproductions of such materials, become the property of the IB. Once the materials have been assessed, the IB is entitled to retain the materials for record-keeping purposes or to eventually destroy them according to its needs and legal obligations.
- 6.8 Candidates are entitled to request the return of a copy of their externally assessed work, provided such application is made for a May session by 15 September in the same year and for a November session by 15 March of the following year. In all cases, to be valid the application must be submitted to the IB by the school's DP coordinator according to the procedures stated in the handbook.

Article 7: Use of candidate data

- 7.1 “Candidate data” under these general regulations is any information or data relating to a candidate that can identify the candidate or make the candidate identifiable, whether by itself or in combination with other information, such as name, address, email address(es), date of birth, phone number(s), financial information, assessment results, materials, image, voice, and/or mental and physical health information.
- 7.2 The IB operates globally and is subject to a variety of legal requirements about personal data, personal information and privacy; therefore, it manages protecting candidate data on a global basis. Schools are based all over the world and are subject to data protection and privacy laws and regulations regarding candidate data in their respective countries. Each school hereby represents and warrants to the IB that it complies with the applicable data protection and privacy laws in its respective country with regard to candidate data, and will fully cooperate with the IB in complying with any such laws.
- 7.3 The IB shall not be responsible for schools’ compliance with any data protection or privacy law applicable to them, and schools undertake to hold the IB harmless with regard to any legal action taken by candidates, their legal guardians or other third parties with respect to any data protection or privacy law.
- 7.4 Each school hereby represents and warrants to the IB that any collection, processing and/or sharing of candidate data with the IB is done in accordance with all data protection and privacy laws that may be applicable to them. To the extent required under data protection or privacy law applicable to them, each school undertakes to seek express consent from candidates and/or their legal guardians for processing of candidate data for the purposes listed in article 7.6.
- 7.5 Each school hereby undertakes, to the extent required under the applicable law of its respective country, to only use or process the candidate data as necessary for the purpose for which it was collected as defined in article 7.6. Each school further hereby undertakes that, to the extent required under applicable law, they have implemented appropriate technical and organizational measures to protect candidate data against unauthorized or unlawful processing and against accidental loss, destruction, damage, alteration or disclosure, and that they have taken reasonable measures to ensure the reliability of, and compliance by, any employees who have access to candidate data.
- 7.6 Candidate data may be used:
- a. to register candidates in the DP and administer the DP and its requirements for the candidate and school, including sensitive personal data if making determinations about assessment accommodations
 - b. to provide DP support and services for the candidate and school, including website services and online forums, assessment services and accommodations, delivery of courses online to the candidate and assisting candidates and their school with providing information to institutions of higher education (such as universities and colleges or governmental authorities related to admission to institutions of higher education)
 - c. for use in research and statistical analysis related to the IB’s mission, including research on assessments and results and the effectiveness of the DP

- d. for advertising and promotional purposes for the IB (such as student and/or alumni networks and social media platforms)
 - e. for educational, training, commercial and other compatible purposes
 - f. to engage in and process transactions with the candidate or school
 - g. to fulfill statutory, regulatory, reporting and/or legal obligations.
- 7.7 To the extent required under data protection or privacy law applicable to them, schools undertake to fully and duly inform, and obtain the consent of, each candidate and/or their legal guardian, that the schools and/or the IB may transfer candidate data outside the country in which it was initially collected and to a country that may not have sufficient and adequate or comparable levels of data protection, in some cases to third parties, for the purposes discussed above. To the extent required under applicable law, the schools shall inform candidates about third parties to whom their candidate data may be transferred. With regard to the IB, such third parties include schools, approved online course providers, institutions of higher education (such as colleges and universities or governmental authorities related to admission to institutions of higher education), ministries and departments of education, assessment service providers (such as examiners, moderators, third-party vendors, and other persons involved in the assessment process or any subsequent appeals), and other contractors of the IB. Each school shall ensure that any transfers are done in compliance with requirements governing international and onward data transfers. Each school represents and warrants to the IB that any candidate data transferred to the IB by the school may be further transferred as described above without violating the privacy or data protection rights of any candidates.
- 7.8 Candidates or their legal guardians may inquire as to the nature of the candidate data processed about them by their schools to the extent permitted under data protection or privacy law applicable to the candidate and his or her respective school.
- Each school undertakes that a candidate or his or her legal guardian may direct their requests to the school in accordance with their local legal requirements. Schools may not generally make requests from the IB for candidate data on behalf of a candidate. In the event that the IB receives a request regarding candidate data from a candidate or his or her legal guardian, each school undertakes to provide the IB with full cooperation and assistance.

II. The Diploma Programme

Article 8: Content and requirements of the IB Diploma

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

the programme.

- 8.2 The six subjects must be selected from six groups as described in the relevant handbook for the examination session, with at least three and not more than four subjects being offered at higher level and the others at standard level. Recommended teaching time is 240 hours for higher level courses and 150 hours for standard level courses.
- 8.3 In addition to the six subjects, candidates for the IB Diploma must complete the core requirements of:
- a. a course in theory of knowledge including the required assessment, for which the IB recommends at least 100 hours of teaching over the two-year period of the DP
 - b. CAS activities, for which the IB recommends at least 18 months for the required combination of experiences
 - c. an extended essay in a subject available for this purpose to be submitted for assessment, for which the IB recommends approximately 40 hours of work by candidates.
- 8.4 A subject or subjects (or core requirement) taken by a candidate in addition to the six subjects for the IB Diploma cannot contribute to the award of an IB Diploma.
- 8.5 It is the school's responsibility to ensure that each candidate submitting an extended essay is supervised by a teacher at the school with appropriate qualifications and/or experience in the subject chosen by the candidate and is familiar with the DP. The supervisor may not be a relative of the candidate nor a person who is not a teacher at the school.
- 8.6 An IB Diploma candidate must be registered for an extended essay in one of the DP subjects listed in the handbook as available for the relevant examination session. The extended essay does not have to be written in a subject that has been selected as one of that candidate's six diploma subjects, subject to the advice and approval of the school.
- 8.7 Extended essays in group 2 are intended for language acquisition learners. Candidates are not permitted to submit a group 2 extended essay in their group 1 language.
- 8.8 Retake candidates wanting to improve the grade for their extended essay may submit either a revised or a new extended essay. If a higher grade is not obtained, the grade from the original essay will stand. A new extended essay can be registered in the same or in a different DP subject.
- 8.9 The IB may develop new subjects on a pilot basis which a limited number of schools may offer on the understanding that the syllabus content and assessment methods may change during the lifetime of the syllabus. A pilot subject must be taught over the two years of the programme and therefore cannot be taken as an anticipated subject. A pilot subject in groups 1, 2, 3 or 4 can contribute to the award of a Bilingual IB Diploma.
- 8.10 An interdisciplinary subject meets the requirements of two groups through a single subject. In accordance with article 8.4, a further subject must then be chosen to meet the requirement of six subjects for the IB Diploma. The additional subject may be chosen from any group, including one already covered by the interdisciplinary subject. An interdisciplinary subject can contribute to the award of a Bilingual IB Diploma.
- 8.11 If the conditions of entry into an institution of higher/further education require an IB Diploma Candidate to have completed subjects different from that specified in the current handbook, a candidate may be allowed to make a reasonable substitution on presentation of

appropriate university admissions documentary evidence to the IB by the DP coordinator at the candidate's school. This is referred to as a "non-regular" diploma and the combination of subjects must be authorized by the IB.

Article 9: Diploma Programme Course Candidates

- 8.12 Candidates who study and are assessed for subjects, but choose not to take the entire IB Diploma, are referred to as Diploma Programme Course Candidates ("DP Course Candidates"). The subjects chosen are referred to as DP courses and may include the core requirements of theory of knowledge, the extended essay and/or completion of a CAS programme. DP Course Candidates receive DP Course Results. The grades for theory of knowledge and the extended essay will be recorded on the DP Course Results as well as the completion of CAS, if appropriate.
- 8.13 With regard to DP core requirements, a DP Course Candidate may register for more than one extended essay in the same session. An IB Diploma Candidate may register for a second extended essay as a DP Course Candidate, if this is required for exceptional reasons. No candidate, regardless of his or her registration category, is permitted to register for theory of knowledge or the CAS programme more than once in the same session.
- 8.14 Any subject or core requirement taken by a DP Course Candidate cannot subsequently contribute to the award of an IB Diploma.
- 8.15 The regulations and procedures that apply to IB Diploma Candidates in respect of theory of knowledge, the extended essay and CAS also apply to DP Course Candidates.

Article 10: Response languages

- 10.1 In groups 1 and 2 candidates must complete their examinations and other forms of assessment in the target language. For subjects in groups 3 to 6, and theory of knowledge, candidates must use English as their response language. An extended essay in groups 1 and 2 must be written in the language of the subject chosen and for subjects in groups 3 to 6 an extended essay must be presented in English.

III. Assessment

Article 11: Candidate registration

- 11.1 Candidate registration is an application by a candidate to take DP assessments. The registration process is conducted using the IB information system (IBIS), a secure web-based service used by DP coordinators. Registration must be undertaken by the school's DP coordinator. No other method is available to register candidates. Candidates cannot register themselves for an examination session or make amendments to an existing registration. This cannot be done on their behalf by their legal guardian(s) either.
- 11.2 A candidate for the IB Diploma or DP Course Results must be registered by a school for each intended examination session and must take the requisite courses and assessments at that school. The school must complete the registration requirements on behalf of the candidate and pay the related fees by the relevant deadlines. It is the sole responsibility of the school to ensure that candidates are registered correctly for an examination session.
- 11.3 A school may accept an external candidate from another IB World School authorized to offer the DP if the school the candidate normally attends does not offer a particular IB subject. However, all academic and administrative responsibility for that candidate will remain with the school that has registered or will register that candidate for a DP examination session. The candidate must not be registered by both schools, unless advised to do so by the IB. Similarly, in the case of a retake candidate, the school at which he or she is registered must accept all academic and administrative responsibility for that candidate and cannot be delegated elsewhere. Candidates taking online courses with an IB-approved online provider are subject to the conditions specified in the current handbook.
- 11.4 The following categories of registration are available.
- a. Diploma: for candidates intending to complete the requirements for the award of an IB Diploma
 - b. Course: for candidates taking one or more subjects and/or core requirements who are not seeking the award of the IB Diploma
 - c. Retake: for previous IB Diploma Candidates who are seeking to improve on their results.
- 11.5 If an IB Diploma Candidate retakes a subject to improve his or her results, the highest grade for the subject/core requirement will contribute to the award of the IB Diploma.

Article 12: Grades

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

Article 13: Award of the IB Diploma

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

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

CAS requirements have been met.

The candidate's total points are 24 or more.

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

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

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

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

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

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

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

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

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

Article 14: Form of the results

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

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

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

Article 15: Enquiry upon results

- 15.1 A candidate’s assessment material may be re-marked, returned to the school (in electronic format or as a photocopy) and/or subject to re-moderation (for internal assessment) as part of the enquiry upon results service, the details and fees for which are specified in the handbook. The categories and conditions of this service are subject to change and therefore are in accordance with the details given in the handbook for the examination session concerned. All enquiries upon results must be submitted by the school on behalf of the candidate.
- 15.2 Re-marking a candidate’s assessment material may lead to a higher or a lower grade for the subject. Therefore, before submitting a request for an enquiry upon results service that may result in a change of grade, the school must obtain the written consent of the candidate or his or her legal guardian ensuring that the candidate and/or the legal guardian are aware that the grade may go up or down.
- 15.3 If the school’s DP coordinator believes the process leading to the grade upon re-marking or re-moderation did not respect the procedures defined in these general regulations and/or the handbook, the coordinator may request, on behalf of the candidate, a report on the re-mark. Before requesting a report, the school must obtain the consent of the candidate(s) or his or her legal guardian(s).

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

Article 16: IB DP Final Award Committee

- 15.4 The IB DP Final Award Committee is the body that formally awards the IB Diploma and DP Course Results on the basis of the grades determined by grade award procedures. The award is made by the committee on behalf of the IB Board of Governors.
- 15.5 The Final Award Committee consists of representatives of the IB Board of Governors, of the Examining Board and senior IB assessment staff, and is chaired by the chair of the Examining Board. The IB Board of Governors established the Examining Board, which comprises senior IB examiners, with the principal aim of safeguarding and enhancing the academic standards of the DP.
- 15.6 The Final Award Committee may delegate decisions on cases of alleged academic misconduct to a sub-committee, but the Final Award Committee is the body that has authority to make the final decision in all special cases (as defined in section IV) with respect to the award of the IB Diploma and DP Course Results.

IV. Special cases

Article 17: Candidates with assessment access requirements

- 17.1 A learning support requirement(s) is any permanent or temporary requirement(s) that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate his or her skills and knowledge adequately or as may otherwise be defined by law.
- 17.2 The IB is able to offer minimal guidance on the teaching of candidates with learning support requirements. However, it is the responsibility of the school to identify and meet the individual needs of candidates enrolled in the school.
- 17.3 A learning support requirement(s) often necessitates assessment access arrangements. The IB is able to authorize inclusive assessment arrangements for a candidate with assessment access requirements.
- 17.4 If a candidate needs inclusive assessment arrangements, the DP coordinator must make such arrangements and, where appropriate, request authorization for inclusive assessment arrangements from the IB according to procedures stated in the handbook.
- 17.5 If the inclusive assessment arrangements authorized by the IB are considered inappropriate for a candidate by a school, a candidate or the candidate's legal guardian(s), the DP coordinator may request a re-evaluation of the candidate's needs to decide whether the authorized arrangements are appropriate. A first re-evaluation of the arrangements will be undertaken by the IB staff who authorized the arrangements. If the first re-evaluation does not then meet with agreement from the school, a second re-evaluation will be undertaken jointly by persons with appropriate qualifications, one who is an IB employee not involved in the original decision and one who is not an employee of the IB. No further re-evaluations are possible after the second re-evaluation. The IB must receive any re-evaluation request from the DP coordinator within one month of the coordinator having received initial confirmation of the authorized inclusive assessment arrangements or the result of the first re-evaluation request, as appropriate.

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

Article 18: Candidates affected by adverse circumstances

- 17.7 Adverse circumstances are defined as those beyond the control of the candidate that might be detrimental to his or her assessment performance, including severe stress, exceptionally difficult family circumstances, bereavement or events that may threaten the health or safety of candidates. The same circumstances may affect a group of candidates or all candidates within a school. Adverse circumstances do not include:
- 17.8 shortcomings on the part of the school at which the candidate is registered, including, but not limited to, errors, mistakes, or negligence of a school with respect to registration of candidates, timeliness of requests for inclusive assessment arrangements or consideration of adverse circumstances, implementation of authorized inclusive assessment arrangements, and requests for extensions under article 18.2
- 17.9 the failure of candidates to improve performance despite receiving authorized inclusive assessment arrangements.
- 17.10 Where a candidate or group of candidates is affected by adverse circumstances prior to the submission of early components (for example, the extended essay, theory of knowledge essay or internal assessment marks/sample work), an extension to the submission deadline may be authorized by the IB upon receipt of the required documentation (available in the handbook) from the school. An extension must be formally authorized by the IB and is the only possible accommodation that can be offered.
- 17.11 Any application for special consideration in cases of adverse circumstances must be submitted to the IB by the school's DP coordinator on behalf of the candidate(s). The application must be received within 10 calendar days of the completion of the final assessment component of the subject concerned and must be supported by a statement written by the DP coordinator as well as by appropriate evidence.
- 17.12 If the IB accepts that the performance of a candidate has been affected by adverse circumstances, the IB may, at its discretion, give special consideration to the case, provided that this would not give an advantage in comparison with other candidates. If a candidate's circumstances are deemed "adverse" and qualify for special consideration, an adjustment will be made to the candidate's total mark in the affected subject(s) and/or IB Diploma requirement(s). If the candidate is within one or two scaled marks of the next higher grade boundary, the candidate's grade in the affected subject(s) (and only in such affected subjects) will be raised; in the case of theory of knowledge and the extended essay, one mark away from the next higher grade boundary is required for a grade adjustment to be made. This is the only possible accommodation for candidates in the event of adverse circumstances. If a candidate's marks are not within the required range, then no adjustment will be made.

Article 19: Candidates with incomplete assessment

- 19.1 "Incomplete assessment" means that a candidate has not submitted one or more components of the assessment requirements in a subject.
- 19.2 Any application for special consideration in cases of incomplete assessment must be submitted to the IB by the school's DP coordinator on behalf of the candidate. The

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

- 19.3 In cases of incomplete assessment in a subject, the IB may, at its discretion, award a grade for the subject if both of the following circumstances are established.
- a. An acceptable reason is provided by the school for the incomplete assessment being beyond the candidate's control, such as illness or injury, the death or funeral of a close relative, unavoidable attendance at a hospital or court of law.
 - b. The candidate has submitted sufficient work, leading to at least 50 per cent of the total marks available in that subject and including an externally assessed component.
- 19.4 If both of the foregoing conditions are fulfilled, marks for the missing component will be calculated using an established procedure and based on the candidate's marks for completed components as well as on the distribution of marks of other candidates in the same subject. If more than one examination is missed, it will be at the discretion of the Final Award Committee whether grades are issued to the candidate in the subjects concerned. The determination of a mark for a missing component by statistical means and "consideration" (as described in article 18.4) will not be applied to the same subject/level being assessed.
- 19.5 The grounds for incomplete assessment, such as forced school closure during the written examinations in May or November, may affect a group of candidates or all candidates in the school. In a case where more than one candidate is affected, the Final Award Committee will give the same consideration to all candidates.

Article 20: Candidates suspected of academic misconduct

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

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

information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

Article 21: Investigating cases of suspected academic misconduct

- 21.1 If questions arise about the authenticity of a candidate's work before submission for assessment, the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate's work has been submitted to the IB for assessment, the school's DP coordinator must inform the IB as soon as possible.
- 21.2 When a school, an examiner or the IB establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB with statements and other relevant documentation concerning the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the candidate in the subject(s) concerned.
- 21.3 If the IB notifies a school that a candidate is suspected of academic misconduct and that the IB has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the candidate to be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. However, at the discretion of the IB the investigation into the suspected academic misconduct by the candidate may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct. If a candidate is withdrawn from a subject no mark for that subject may contribute to the award of a grade in a future examination session.
- 21.4 Candidates suspected of academic misconduct must be invited, through the school's DP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.
- 21.5 The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee. The sub-committee will normally comprise IB staff, school representatives, and chief/deputy chief examiners, but any group or combination of these persons may make decisions on cases subject to the approval of the Final Award Committee. The sub-committee will be chaired by the chair or vice-chair of the Final Award Committee, or a chief examiner nominated by the vice-chair.
- 21.6 Decisions of the sub-committee are made on behalf of and under the supervision of the Final Award Committee. After reviewing all statements and evidence collected during the investigation, the sub-committee will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made. If the sub-committee is unable to reach a decision, then the case will be referred to the Final Award Committee.
- 21.7 If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the sub-committee, be proportionate with the severity of the misconduct.
- 21.8 If no grade is issued for a subject that contributes to a candidate's IB Diploma, no IB Diploma will be awarded to the candidate. DP Course Results will be awarded for other subjects in which no academic misconduct has occurred. Except in cases of serious or

repeated misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an IB Diploma Candidate, if the session in which the academic misconduct has been established is the candidate's third examination session towards achieving the award of the IB Diploma, no further IB examination sessions will be permitted.

- 21.9 If the candidate has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.
- 21.10 If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a candidate's results have been issued. If academic misconduct is subsequently established by the Final Award Committee, or its sub-committee, the candidate's grade for the subject(s) concerned may be withdrawn from the candidate which will also result in the withdrawal of his or her IB Diploma where applicable.

V. Appeals

Article 22 Admissibility of an appeal

- 22.1 The IB accepts appeals in relation to five areas of decision-making during an examination session. Appeals are possible against:
- a. results—when a school has reason to believe that a candidate's results are inaccurate after all appropriate enquiry upon results procedures have been completed
 - b. a decision upholding academic misconduct, but not the penalties imposed for misconduct
 - c. a decision in respect of special consideration—following a decision not to give special consideration to a candidate as a consequence of alleged adverse circumstances
 - d. a decision in respect of inclusive assessment arrangements
 - e. an administrative decision not covered by one or more of the foregoing circumstances that affects the results of one or more candidates.
- 22.2 The appeals process is divided into two stages. Each stage will usually require the payment of a fee. The fee will be refunded if the decision being appealed changes.
- 22.3 A stage one appeal can only be requested by the head of school or by the DP coordinator from the school at which the candidate (known as the appellant) was registered.
- 22.4 A stage one appeal is a review of the case by senior assessment officers of the IB who were not directly involved in making the original decision.
- 22.5 A stage two appeal can be requested directly by a candidate or his or her legal guardian(s) in addition to the head of school and DP coordinator if the outcome of a stage one appeal is not satisfactory.
- 22.6 The stage two process grants the candidate a formal hearing by a constituted panel with one- m e m b e r independent from the IB. A request for appeal at either stage must be

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

Article 23: Stage one appeal

- 23.1 A stage one appeal is a reconsideration of the case by senior assessment officers of the IB Organization who were not directly involved in making the original decision. The reconsideration will take into account information given in the written submission from the school acting on behalf of the candidate. The reconsideration will determine whether procedures were correctly applied when arriving at the decision or result(s) awarded. After the reconsideration is complete, the head of school will be notified whether the stage one appeal has been denied (disallowed) or upheld (allowed), with summary reasons for the decision.
- 23.2 In order to be considered for a stage one appeal, the request for appeal must:
- a. have the support of the head of school
 - b. be submitted by the head of school (or the DP coordinator) on behalf of the candidate
 - c. be received by the IB Organization within two months from the issue of results or the date when the decision being appealed was made, whichever is the later
 - d. contain a full description of the grounds for appeal and any new facts invoked
 - e. include an account of how these regulations and/or the procedures defined in the handbook may not have been correctly applied by the IB Organization.
- 23.3 If the senior officers accept the stage one appeal, the head of school may be asked for any information or evidence that is deemed useful. Neither the candidate nor a representative of the candidate is permitted to be present during a stage one appeals process. The senior officers will render their decision, in principle, within one month from the date the IB Organization receives the request for appeal.

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

- 24.1 Permission to appeal will only be granted where the candidate was found in breach of regulations and new evidence has been brought to the attention of the IB Organization. Appeals are only granted in relation to the decision on academic misconduct; no appeals against the level of penalty applied are permitted. New evidence must be outlined in detail in the appeal request form. The form is available from and must be returned to the IB Answers service.
- 24.2 On receipt of the appeal, senior IB Organization officers and the chair (or vice-chair) of the Final Award Committee will determine, using only the information in the appeal request form and any accompanying documents, whether there are sufficient grounds for appeal. If a stage one appeal is not permitted, no further appeal is possible.
- 24.3 If a stage one appeal is determined to be necessary, the case will be heard by members of the sub-committee of the Final Award Committee. No person determining whether there are sufficient grounds for a stage one appeal or members of the sub-committee will have been involved in making the original decision.

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

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

- 25.1 A stage one appeal must precede a stage two appeal. The stage two procedure for appeals against a decision on academic misconduct is described in detail in a separate document available upon request from the IB Answers service.
- 25.2 If the head of school, a candidate and/or their legal guardian is dissatisfied with the outcome of the stage one appeal, a request can be made to the IB Organization to escalate the appeal to stage two. A stage two appeal does not need to have the support of the head of school. A fee is payable by the candidate or their legal guardian(s) before a stage two appeal is heard; this is refunded if the appeal is upheld.
- 25.3 In order for the stage two appeal to be considered, the request for appeal must be received by the IB Organization within one month of the head of school being officially notified of the outcome of the stage one appeal.
- 25.4 The stage two process grants the candidate a formal hearing by a constituted panel. The attendance of the candidate and/or their representative is not required for the hearing to proceed, though they will be notified of the time and date and may attend if they wish.
- 25.5 The stage two appeals panel has three members:
- one-member independent from the IB Organization
 - the chair or vice-chair of the Examining Board
 - a chief examiner who was not present at the Final Award Committee or its sub-committee for the relevant examination session and who did not render a decision at any previous level regarding the candidate for the relevant examination session.
- Prior knowledge by the chair or vice-chair of the Examining Board of the case under appeal will not exclude that person from the panel.
- 25.6 The independent member is appointed by the IB Organization and will not have been a DP coordinator, teacher or examiner, or an employee of the IB Organization at any time during the past five years. The independent member will serve as chair to the appeals panel for no longer than three years.
- 25.7 The appeals panel makes its decisions based on a majority vote of the three members of the stage two appeals panel. The appeals panel has the power to uphold or dismiss the previous decision in the event that they believe that the procedures or regulations that led to the previous decision being appealed were not respected. The appeals panel does not hold the power to render any other form of decision.
- 25.8 The decision of the stage two appeals panel will be officially communicated to the candidate and/ or their legal guardian(s) in writing in principle within 10 working days of the hearing. A copy of the decision will be communicated to the head of school.

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

Article 26: Governing law

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

Article 27: Arbitration

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

Article 28: Entry into force and transitory rules

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

Group 1: Studies in Language & Literature:

1. Course Outline ENGLISH/ HINDI A: Language and Literature (HL/SL)

Course Description

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

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

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

Teachers should be aware while constructing the course that the focus underpinning the approach to texts sees the study of the formal elements of each text as only one among several means of establishing a reading. As noted above, a wide range of factors, including the circumstances of production and reception, and the role of culturally determined reading practices, are seen as being equally important. A wider aim of the course is the development of an understanding of “critical literacy” in students.

In view of the international nature of the IB and its commitment to intercultural understanding, the language A: language and literature course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity.

Distinction between SL and HL

The model for language A: language and literature is the same at SL and HL, but there are significant quantitative and qualitative differences between the levels.

In the literature sections the number of texts prescribed is greater at HL than at SL. In the language sections students are generally expected to cover many more texts of all kinds at HL than at SL.

Aims

The aims of all subjects in studies in language and literature are to enable students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and

performing

- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature

EXTERNAL & INTERNAL ASSESSMENT:

ASSESSMENT OUTLINE SL

First assessment
2021

Assessment component	Weighting
External assessment (3 hours)	70%
Paper 1: Guided textual analysis (1 hour 15 minutes) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	35%
Paper 2: Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)	35%
Internal assessment This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes) Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied. (40 marks)	30%

ASSESSMENT OUTLINE HL

First assessment 2021	
Assessment component	Weighting
<p>External assessment (4 hours)</p> <p>Paper 1: Guided textual analysis (2 hours 15 minutes)</p> <p>The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)</p>	<p>80%</p> <p>35%</p>
<p>Paper 2: Comparative essay (1 hour 45 minutes)</p> <p>The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)</p> <p>HL essay</p> <p>Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. (20 marks)</p> <p>The essay must be 1,200-1,500 words in length.</p>	<p>25%</p> <p>20%</p>
<p>Internal assessment: Individual oral (15 minutes)</p> <p>This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral (15 minutes)</p> <p>Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p>Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)</p>	<p>20%</p>

SCHOOL Assessment Outline

Formative Assessment:

Development of skills in the student's day to day learning has to be assessed continuously and effectively. This will be in the form of Journal entries, small writing tasks, making charts, discussions, debates, presentations, and other such activities.

Summative Assessment:

Task given for summative assessment are for the purpose of assessment of learning. These tasks form the course work which include, worksheets, comprehension/analysis tests (text based), projects and Comprehensives. In order for students to secure good grades, these tasks are announced in advance. Performance report will have the following components:

Continuous Assessment: (average of Unit test & Course work)	25%
• Course Work	25marks
• Unit Test (conducted during regular classes)	25marks
Comprehensive (Examination twice in a year)	75%

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

Group 1 - Language A grade descriptors

Grade 7 Excellent performance

Demonstrates: excellent knowledge and understanding of works and tasks; very strong and detailed appreciation of the effects of technique and style; very strong evidence of independent and/or original perspectives on the works studied, where appropriate; consistently focused, carefully developed and persuasive presentation of ideas or argument; use of language that is varied, clear, concise, precise and convincingly adapted to tasks.

Grade 6 Very good performance

Demonstrates: very good knowledge and understanding of works and tasks; strong and detailed appreciation of the effects of technique and style; strong evidence of a personal engagement with the works studied, where appropriate; clearly focused, well-developed and purposeful presentation of ideas or argument; use of language that is varied, clear, concise and effectively adapted to tasks.

Grade 5 Good performance

Demonstrates: sound knowledge and understanding of works and tasks; good appreciation of the effects of technique and style; good evidence of a relevant personal response to the works studied, where appropriate; clearly focused and effective presentation of ideas or argument; use of language that is clear, concise and appropriately adapted to tasks.

Grade 4 Satisfactory performance

Demonstrates: adequate knowledge and understanding of works and tasks; adequate awareness of the effects of technique and style; adequate evidence of a relevant personal response to the works studied, where appropriate; generally focused and satisfactory development/presentation of ideas or argument; use of language that is generally clear, accurate, fluent and appropriate to tasks.

Grade 3 Mediocre performance

Demonstrates: some knowledge but superficial understanding of works and tasks; some awareness of the effects of technique and style; some evidence of a relevant personal response to the works studied, where appropriate; some evidence of a focus but ideas are neither appropriately developed nor presented; use of language that is limited in clarity, accuracy, fluency and appropriateness to tasks.

Grade 2 Poor performance

Demonstrates: basic knowledge and/or understanding of works and tasks; basic awareness of the elements of technique and style; basic structure to the presentation of ideas; use of language that is lacking in clarity, accuracy and coherence.

Grade 1 Very poor performance

Demonstrates: rudimentary knowledge and/or understanding of works and tasks; presentation without clarity or relevance; use of language that is barely intelligible.

Group 2 Language Acquisition:

1. Course Outline *FRENCH AB INITIO*

COURSE DESCRIPTION:

The IB DP language ab initio course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing those opportunities to respond and interact appropriately in a defined range of everyday situations. Language ab initio is available at standard level only.

OBJECTIVE:

There are five assessment objectives for the language ab initio course. Students will be assessed on their ability to:

- demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics
- communicate clearly and effectively in a range of situations
- understand and use accurately the basic structures of the language
- understand and use an appropriate range of vocabulary
- use a register and a format that are appropriate to the situation.

AIMS:

The aims of the language ab initio course are to:

- develop students' intercultural understanding
- enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- develop students' awareness of the role of language in relation to other areas of knowledge
- develop students' awareness of the relationship between the languages and cultures with which they are familiar
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Course Content:

The language ab initio course is organized into three themes.

- Individual and Society
- Leisure and Work
- Urban and Rural Environment

Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

Assessment Outline:
FIRST ASSESSMENT 2020

Assessment component	Weighting
External assessment (2 hours 45 minutes) Paper 1 (1 hour) Productive skills—writing (30 marks) Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	75% 25%
Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50% 25% 25%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)	25%

School Assessment:

Formative Assessment:

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

Summative Assessment:

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

Continuous Assessment: (average of Unit test & Course work)	25%
• Course Work	25marks
• Unit Test (conducted during regular classes)	25marks
Comprehensive (Examination twice in a year)	75%

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

Subject: English HL/SL, Hindi HL/SL and French HL/ SL

Recommended Background Knowledge

Successful completion of 2-4 years (SL) or 4-5 years (HL) of HINDI/ FRENCH language by Grade 10.

Course Description:

Language B is a foreign language learning course designed for students with some previous experience of the language. It may be studied at either higher level or standard level. The main focus is on language acquisition and development in the 4 language skills: listening, speaking, reading and writing.

Although the nature of the language B course is the same for both levels, they differ in the number of types of texts that students are expected to write and, more generally, in the depth and breadth of the language used. These differences are reflected in the objectives and the assessment criteria

Course Outline:

The language B syllabus approaches the learning of language through meaning. Through the study of the core and the options at SL and HL, plus two literary works at HL, students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive and interactive skills. SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.

What are the main aims of this subject? (Adapted from IB Subject Guide)

The aim of the Hindi/ French Language B course is to give the students the opportunity to reach a higher degree of competence in the language. The course is designed to encourage students to acquire a language system and learn to apply it through listening, speaking, reading and writing. It should allow students to exchange ideas and communicate effectively in a number of situations and within the culture(s) where the language is spoken.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject?

Although the nature of the language B is the same for both higher and standard level, the two levels differ in the number of types of texts that students are expected to write and, more generally, in the depth and breadth of the language used. Usually HL students' study two extra pieces of literature.

Main Course Objectives: (adapted from IB Subject Guide)

Higher Level

- communicate clearly and effectively in a wide range of situations
- understand and use a wide range of vocabulary
- select a register and style that are appropriate to the situation
- express ideas with general clarity and fluency
- structure arguments in a clear, coherent and convincing way
- understand and analyze moderately complex written and spoken material
- show an awareness of, and sensitivity to, the culture(s).

Standard Level

- communicate clearly and effectively in a range of situations
- understand and use accurately oral and written forms of the language that are commonly encountered in a range of situations
- express ideas with general clarity and some fluency
- structure arguments in a generally clear, coherent and convincing way
- understand and respond appropriately to written and spoken material of average difficulty
- show an awareness of, and sensitivity to, some elements of the culture(s) related to the language studied.

Assessment Information:**French B/ Hindi B SL****First assessment 2020**

Assessment component	Weighting
External assessment (3 hours)	75%
Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks)	50%
Listening comprehension (45 minutes) (25 marks)	25%
Reading comprehension (1 hour) (40 marks)	25%
Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%
Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	

Assessment component	Weighting
External assessment (3 hours 30 minutes)	75%
Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks)	50%
Listening comprehension (1 hour) (25 marks)	25%
Reading comprehension (1 hour) (40 marks)	25%
Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%
Individual oral assessment A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	

School Assessment:

Formative Assessment:

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

Summative Assessment:

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

Continuous Assessment: (average of Unit test & Course work)	25%
• Course Work	25marks
• Unit Test (conducted during regular classes)	25marks
Comprehensive (Examination twice in a year)	75%

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

Group 2 - Language grade descriptors

Grade 7 Excellent performance

Demonstrates understanding of most of the subtleties in speech and writing. Communicates with sophistication, with very few errors and using a range of advanced language.

Grade 6 Very good performance

Demonstrates understanding of some of the subtleties in speech and writing. Communicates with ease and fluency, with few errors and using some advanced language.

Grade 5 Good performance

Demonstrates competent understanding of all essential meaning in speech and writing. Consistently communicates coherently, with some errors and some range.

Grade 4 Satisfactory performance

Demonstrates competent understanding of basic meaning in speech and writing. Generally communicates coherently but with regular errors and little range.

Grade 3 Mediocre performance

Demonstrates some understanding of speech and writing. Communicates effectively at times.

Grade 2 Poor performance

Demonstrates limited understanding of speech and writing. Shows limited ability to communicate.

Grade 1 Very poor performance

Demonstrates very limited understanding of speech and writing. Shows very limited ability to communicate.

Group 3: Individuals & Societies:

1. *Course Outline Economics HL/SL*

Course description and aims

Economics is a dynamic social science. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The DP economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not studied in a vacuum—rather; they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

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

The economics course requires no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or required. The specific skills of the economics course are developed within the context of the course itself. The ability to understand and explain abstract concepts and the ability to write in a logically structured manner are distinct advantages in economics.

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

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

SYLLABUS OUTLINE

Syllabus Component
<p>Unit 1: Introduction to economics</p> <p>1.1 What is economics?</p> <p>1.2 How do economists approach the world?</p>
<p>Unit 2: Microeconomics</p> <p>2.1 Demand (includes HL only sub-topics)</p> <p>2.2 Supply (includes HL only sub-topics)</p> <p>2.3 Competitive market equilibrium</p> <p>2.4 Critique of the maximizing behaviour of consumers and producers</p> <p>2.5 Elasticity of demand (includes HL only sub-topics)</p> <p>2.6 Elasticity of supply (includes HL only sub-topics)</p> <p>2.7 Role of government in microeconomics (includes HL only calculation)</p> <p>2.8 Market failure—externalities and common pool or common access resources (includes HL only calculation)</p> <p>2.9 Market failure—public goods</p> <p>2.10 Market failure—asymmetric information (HL only)</p> <p>2.11 Market failure—market power (HL only)</p> <p>2.12 The market's inability to achieve equity (HL only)</p>
<p>Unit 3: Macroeconomics</p> <p>3.1 Measuring economic activity and illustrating its variations</p> <p>3.2 Variations in economic activity—aggregate demand and aggregate supply</p> <p>3.3 Macroeconomic objectives (includes HL only calculation)</p> <p>3.4 Economics of inequality and poverty (includes HL only calculation)</p> <p>3.5 Demand management (demand side policies)—monetary policy (includes HL only sub-topics)</p> <p>3.6 Demand management—fiscal policy (includes HL only sub-topics)</p> <p>3.7 Supply-side policies</p>

Unit 4: The global economy

4.1 Benefits of international trade (**includes HL only subtopics and calculation**)

4.2 Types of trade protection (**includes HL only calculations**)

4.3 Arguments for and against trade control/protection

4.4 Economic integration

4.5 Exchange rates (**includes HL only sub-topic**)

4.6 Balance of payments (**includes HL only sub-topics**)

4.7 Sustainable development (**includes HL only sub-topic**)

4.8 Measuring development

4.9 Barriers to economic growth and/or economic development

4.10 Economic growth and/or economic development strategies

Internal assessment

Portfolio of three commentaries

ASSESSMENT OBJECTIVES

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

1. Demonstrate knowledge and understanding of specified content
 - Demonstrate knowledge and understanding of the common SL/HL syllabus
 - Demonstrate knowledge and understanding of current economic issues and data
 - **At HL only:** Demonstrate knowledge and understanding of the higher-level extension topics
2. Demonstrate application and analysis of knowledge and understanding
 - Apply economic concepts and theories to real-world situations
 - Identify and interpret economic data
 - Demonstrate the extent to which economic information is used effectively in particular contexts
 - **At HL only:** Demonstrate application and analysis of the extension topics
3. Demonstrate synthesis and evaluation
 - Examine economic concepts and theories
 - Use economic concepts and examples to construct and present an argument
 - Discuss and evaluate economic information and theories
 - **At HL only:** Demonstrate economic synthesis and evaluation of the extension topics
4. Select, use and apply a variety of appropriate skills and techniques
 - Produce well-structured written material, using appropriate economic terminology, within specified time limits
 - Use correctly labelled diagrams to help explain economic concepts and theories
 - Select, interpret and analyses appropriate extracts from the news media
 - Interpret appropriate data sets
 - **At HL only:** Use quantitative techniques to identify, explain and analyse economic relationships

ASSESSMENT AT A GLANCE

Assessment component Weighting

External assessment (3 hours) 70%

Paper 1 (1 hour and 15 minutes) 30%

An extended response paper (25 marks)

Assessment objectives: AO1, AO2, AO3, AO4

Syllabus content (excluding HL extension material)

Students answer one question from a choice of three. (25 marks)

Paper 2 (1 hour and 45 minutes) 40%

A data response paper (40 marks)

Assessment objectives: AO1, AO2, AO3, AO4

Syllabus content (excluding HL extension material). Includes some quantitative questions.

Students answer one question from a choice of two. (40 marks)

Internal assessment (20 teaching hours) 30%

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

Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts.

Maximum 800 words for each commentary (45 marks)

Assessment component Weighting

External assessment (4 hours and 45 minutes) 80%

Paper 1 (1 hour and 15 minutes) 20%

An extended response paper (25 marks)

Assessment objectives: AO1, AO2, AO3, AO4

Syllabus content including HL extension material.

Students answer one question from a choice of three. (25 marks)

Paper 2 (1 hour and 45 minutes) 30%

A data response paper (40 marks)

Assessment objectives: AO1, AO2, AO3, AO4

Syllabus content including HL extension material. Includes some quantitative questions.

Students answer one question from a choice of two. (40 marks)

Paper 3 (1 hour and 45 minutes) 30%

A policy paper (60 marks)

Assessment objectives: AO1, AO2, AO3, AO4

Syllabus content including HL extension material. Includes both quantitative and qualitative questions.

Students answer two compulsory questions. (30 marks per question)

Internal assessment (20 teaching hours) 20%

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

Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts.

Maximum 800 words for each commentary (45 marks)

Economics

Paper 1 – (SL/HL)

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

Paper 2 – (SL/HL)

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

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

Paper 3 – HL only

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

School Assessment:

Formative Assessment:

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

Summative Assessment:

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

1. Continuous Assessment: (average of Unit test & Course work)	25%
• Course Work	25marks
• Unit Test (conducted during regular classes)	25marks
2. Comprehensive (Examination twice in a year)	75%

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

2. Course Outline Business & Management HL/SL

Course description and aims

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management.

Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies. The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long-term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

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

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

Curriculum model overview (consult respective subject guide detailed HL/SL topics)

Unit 1: Business organization and environment 1.1 Introduction to business management 1.2 Types of organizations 1.3 Organizational objectives 1.4 Stakeholders 1.5 External environment 1.6 Growth and evolution 1.7 Organizational planning tools HL	Unit 2: Human resource management 2.1 Functions and evolution of human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation 2.5 Organizational (corporate) culture HL 2.6 Industrial/employee relations HL
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Unit 3: Finance and accounts
 3.1 Sources of finance
 3.2 Costs and revenues
 3.3 Break-even analysis
 3.4 Final accounts
 3.5 Profitability and liquidity ratio analysis
 3.6 Efficiency ratio analysis HL
 3.7 Cash flow
 3.8 Investment appraisal (some HL only)
 3.9 Budgets HL

Unit 4: Marketing
 4.1 The role of marketing
 4.2 Marketing planning (including introduction to the four Ps)
 4.3 Sales forecasting HL
 4.4 Market research
 4.5 The four Ps (product, price, promotion, place)
 4.6 The extended marketing mix of seven Ps HL
 4.7 International marketing HL
 4.8 E-commerce

Unit 5: Operations management
 5.1 The role of operations management
 5.2 Production methods
 5.3 Lean production and quality management HL
 5.4 Location
 5.5 Production planning HL
 5.6 Research and development HL
 5.7 Crisis management and contingency planning HL

Assessment outline for HL/SL :

Formative Assessment:

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

Type of Assessment	Format of Assessment	Time (hours)	Weighting of final grade (%)
External		4.5	75
Paper 1	Structured and extended response questions (HL) 60 marks	2.25	35
	Structured questions (SL) 40 marks	1.25	
Paper 2	Structured and extended response questions 70 marks HL	2.25	40
	50 marks SL	1.75	
Internal		30 (HL)	25
		15(SL)	

Research Project (HL)	Students research and report on an issue facing an organization (or several organizations) Maximum 2,000 words 25 marks	30	25
Written Commentary (SL)	Students produce written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1500 words 25 marks	15	

School Assessment:

Summative Assessment:

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

- | | |
|---|------------|
| 1. Continuous Assessment: (average of Unit test & Course work) | 25% |
| • Course Work | 25marks |
| • Unit Test (conducted during regular classes) | 25marks |
| 2. Comprehensive (Examination twice in a year) | 75% |

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

3. Course Outline ITGS HL/SL

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

Although ITGS shares methods of critical investigation and analysis with other social sciences, it also considers social and ethical considerations that are common to other subjects in group 3. Students come into contact with IT on a daily basis because it is so pervasive in the world in which we live. This increasingly widespread use of IT inevitably raises important questions with regard to the social and ethical considerations that shape our society today. ITGS offers an opportunity for a systematic study of these considerations, whose range is such that they fall outside the scope of any other single discipline.

The nature of the subject is defined by the use of fundamental ITGS terms. For the purpose of the ITGS syllabus the following definitions apply.

- *Information technology* (IT) is the study, design, development, implementation, support or maintenance of computer-based information systems.
- *Social and ethical significance* refers to the effects that the development, implementation and use of information technology has on individuals and societies. Social impacts and ethical considerations are not mutually exclusive and are therefore categorized as a single entity. However, in general:
 - *social impacts* tend to refer to the effects of IT on human life
 - *ethical considerations* tend to refer to the responsibility and accountability involved in the design and implementation of IT.
- An *information system* is a collection of people, information technologies, data, processes and policies organized to accomplish specific functions and solve specific problems.

ITGS has links with subjects not included in group 3, notably computer science, but it should be noted that there are clear differences between the subjects.

ITGS	Computer science
In ITGS, people are central to the study of the subject. This is underpinned by a secure knowledge of the technology within the specified IT system. This technical knowledge ensures that the discussion of the effects of a new IT system on people will not be superficial.	In computer science, the emphasis is on a detailed knowledge of the computer system, followed by an awareness of its effects on people.

ITGS considers the internal workings of an IT system only to the extent of how it contributes to the understanding of a social impact or ethical issue.

Computer science emphasizes a detailed understanding of the logic and internal workings of a system.

ITGS

Computer science

ITGS is concerned with the development of IT systems, with particular emphasis on the effects on clients and end-users.

Computer science is concerned with algorithmic thinking and the ways in which a real-world problem can be decomposed in order to construct a working computable solution.

ITGS looks to implement a new IT system based on the use of currently available software.

Computer science looks to develop a new system using existing building blocks or by creating a totally novel approach as appropriate. This may involve the writing of new code in an appropriate programming environment.

ITGS is concerned with activities such as choosing and using a spreadsheet, finding ways of using it more effectively, and educating other people about its use. It is concerned with the effects of using the software and obtaining reliable results that are beneficial to all who are affected by it.

Computer science examines real-world problems and produces algorithms from which useful software can be derived. The computer scientist creates the initial concepts and designs to produce appropriate and novel solutions to problems or by adapting existing solutions.

The main difference between ITGS and computer science relates to the focus of study. ITGS is about how people are affected by systems already in use and those planned for the future. Computer science looks first at the technology and then later at its interaction with those affected by it.

Some degree of overlap between the two subjects is intentional, inevitable and desirable.

Distinction between SL and HL

Students at standard level (SL) and higher level (HL) in ITGS are presented with a syllabus that has a common core consisting of three strands: social and ethical significance, application to specified scenarios, and IT systems. Higher level students also study the HL extension.

The HL course in ITGS differs from the SL course in ITGS as follows.

- The HL course has 240 hours devoted to teaching, compared with 150 hours for the SL course.
- HL students study the following as part of the HL extension, which consists of two additional topics in the IT systems strand:
 - IT systems in organizations

— robotics, artificial intelligence and expert systems.

- The HL course has an additional externally assessed component that comprises a pre-seen case study based on a fictitious organization; this allows students to research various aspects of the subject, which may include new technical concepts and additional subject content, in greater depth.
- The HL topic “IT systems in organizations” requires a study of the theoretical frameworks behind the development of IT-based products and the management of IT projects. This builds on the “Introduction to project management” topic in the SL/HL core, which provides students with the skills and knowledge necessary to develop the work for the internal assessment (the project).

Prior learning

No particular background in terms of specific subjects studied for national or international qualifications is expected or required, and no prior knowledge of ITGS is necessary for students to undertake this course.

Group 3 aims

The aims of all subjects in **group 3, individuals and societies** are to:

1. encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions
2. develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
3. enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material
4. promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies
5. develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
6. enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

ITGS aims

In addition, the aims of the **information technology in a global society (ITGS)** course at SL and HL are to:

1. enable the student to evaluate social and ethical considerations arising from the widespread use of IT by individuals, families, communities, organizations and societies at the local and global level
2. develop the student’s understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders
3. enable students to apply their knowledge of existing IT systems to various scenarios and to make informed judgments about the effects of IT developments on them
4. encourage students to use their knowledge of IT systems and practical IT skills to justify IT solutions for a specified client or end-user.

Assessment objective:

There are four assessment objectives for the SL and HL Diploma Programme ITGS course. Having followed

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

Assessment objective 1: Knowledge and understanding of specified content

- Demonstrate an awareness of IT applications and developments in specified scenarios
- Demonstrate an awareness of the social and ethical significance of specified IT applications and developments
- Demonstrate technical knowledge of ITGS terminology, concepts and tools
- Demonstrate technical knowledge of IT systems
- Demonstrate knowledge and understanding of topics related to the annually issued case study (**HL paper 3 only**)

Assessment objective 2: Application and analysis

- Explain the impacts of IT applications and developments in specified scenarios
- Analyse the social and ethical significance of specified IT applications and developments
- Transfer IT knowledge and make connections between specific scenarios
- Apply technical knowledge of IT systems acquired through independent research to provide supporting evidence in possible decisions relating to future courses of action related to the annually issued case study (**HL paper 3 only**)

Assessment objective 3: Synthesis and evaluation

- Evaluate local and global impacts of specified IT developments through individually researched studies
- Evaluate a solution involving IT to a specified problem using knowledge of IT systems
- Discuss the social and ethical implications of specified IT policies and developments
- Evaluate, formulate and justify possible strategic courses of action related to the annually issued case study (**HL paper 3 only**)

Assessment objective 4: Use of ITGS skills

- Demonstrate evidence of project management in the development of a well-organized product to resolve a specific issue
- Use IT tools and the product development life cycle (PDLC) to create an original product in consultation with a client

• Demonstrate evidence of the use of appropriate techniques to develop an original IT product

The following tables show the percentage weighting for each of the assessment objectives across each of the components. This may differ from the allocation of time devoted to each of the assessment objectives in class.

Standard level

Assessment objective	Paper 1	Paper 2	Internal assessment	Overall
1. Knowledge and understanding of specified	20	10	8	38

content				
2. Application and analysis	14	10	5	29
3. Synthesis and evaluation	6	10	4	20
4. Use of ITGS skills	n/a	n/a	13	13
Component weighting	40%	30%	30%	100%

Higher level

Assessment objective	Paper 1	Paper 2	Paper 3	Internal assessment	Overall
1. Knowledge and understanding of specified Content	18	7	10	5	40
2. Application and analysis	12	7	8	3	30
3. Synthesis and evaluation	5	6	7	3	21
4. Use of ITGS skills	n/a	n/a	n/a	9	9
Component weighting	35%	20%	25%	20%	100%

At either level (SL or HL) the ITGS course consists of three compulsory interconnected strands that reflect the integrated nature of the course.

- **Strand 1:** Social and ethical significance
- **Strand 2:** Application to specified scenarios
- **Strand 3:** IT systems

Syllabus component	Suggested teaching hours	
	SL	HL
Strand 1: Social and ethical significance		
SL/HL core	40	40
Social and ethical considerations linked to specified IT developments.		
Students must study the following 12 issues.		
1.1 Reliability and integrity		
1.2 Security		

1.3	Privacy and anonymity		
1.4	Intellectual property		
1.5	Authenticity		
1.6	The digital divide and equality of access		
1.7	Surveillance		
1.8	Globalization and cultural diversity		
1.9	Policies		
1.10	Standards and protocols		
1.11	People and machines		
1.12	Digital citizenship		
HL extension		—	20
Social and ethical considerations linked to the two HL extension topics and the issues raised by the annually issued case study.			
Syllabus outline			
		Suggested teaching hours	
Syllabus component			
		SL	HL
Strand 2: Application to specified scenarios			
SL/HL core		40	40
Scenarios based on real-life situations must be used when addressing specified IT developments.			
Students must study the following 6 themes.			
2.1	Business and employment		
2.2	Education and training		
2.3	Environment		
2.4	Health		
2.5	Home and leisure		
2.6	Politics and government		
HL extension		—	35
Scenarios based on real-life situations must be used when addressing specified IT developments in the two HL extension topics and the annually issued case study.			
Strand 3: IT systems			
SL/HL core		40	40
The terminology, concepts and tools relating to specified IT developments.			
Students must study the following 9 topics.			
3.1	Hardware		

3.2	Software		
3.3	Networks		
3.4	Internet		
3.5	Personal and public communications		
3.6	Multimedia/digital media		
3.7	Databases		
3.8	Spreadsheets, modelling and simulations		
3.9	Introduction to project management		
HL extension		—	35
Students must study the following topics.			
3.10	IT systems in organizations		
3.11	Robotics, artificial intelligence and expert systems		
3.12	Information systems specific to the annually issued case study		

Syllabus component	Suggested teaching hours	
	SL	HL
The project (practical application of IT skills) The application of skills and knowledge to develop an original IT product for a specified client.	30	30
Total teaching hours	150	240

School Assessment:

Formative Assessment:

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

Summative Assessment:

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

- | | |
|---|------------|
| 1. Continuous Assessment: (average of Unit test & Course work) | 25% |
| • Course Work | 25marks |
| • Unit Test (conducted during regular classes) | 25marks |
| 2. Comprehensive (Examination twice in a year) | 75% |

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

5. *Course Outline Psychology HL/SL*

Course Description

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

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

Psychology and the International Dimension:

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

Distinction between HL and SL:

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

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

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

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

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

3. Both SL and HL students will be expected to show their understanding of approaches to research in the internal assessment and for criterion D (critical thinking) in paper 1 section B and paper 2 responses. Additionally, HL students will be directly assessed on their understanding of approaches to research in paper 3 of the external assessment. This will cover both qualitative and quantitative research methods.

Prior Learning:

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

Assessment Objectives:

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

Syllabus Outline:

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

1. Knowledge and comprehension of specified content

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

2. Application and analysis

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

3. Synthesis and evaluation

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

4. Selection and use of skills appropriate to psychology

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

Course Requirements:

The student is expected to meet the following requirements:

Standard level

The course of study must include:

- All three approaches to behaviour
- One option from a choice of four
- One simple experimental study

Higher level

The course of study must include:

- All three approaches to behaviour
- Two options from a choice of four
- Qualitative research methodology
- One simple experimental study

Assessment in Psychology:

There are two types of assessment identified by the IB.

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

Assessment Outline- SL

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

Assessment Outline- HL

Assessment Component	Weighting
External Assessment (3 hours)	80%
Paper 1: (2 hours) Section A: Three Compulsory questions on part 1 of the syllabus. Section B: Three questions on part 1 of the syllabus. Students choose one question to answer in essay form (49 marks)	40%

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

School Assessment:

Formative Assessment:

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

Summative Assessment:

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

3. Continuous Assessment: (average of Unit test & Course work)	25%
• Course Work	25marks
• Unit Test (conducted during regular classes)	25marks
4. Comprehensive (Examination twice in a year)	75%

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

Group 3 – Individuals and Societies grade descriptors

Grade 7 Excellent performance

Demonstrates understanding of most of the subtleties in speech and writing. Communicates with sophistication, with very few errors and using a range of advanced language.

Grade 6 Very good performance

Demonstrates understanding of some of the subtleties in speech and writing. Communicates with ease and fluency, with few errors and using some advanced language.

Grade 5 Good performance

Demonstrates competent understanding of all essential meaning in speech and writing. Consistently communicates coherently, with some errors and some range.

Grade 4 Satisfactory performance

Demonstrates competent understanding of basic meaning in speech and writing. Generally communicates

coherently but with regular errors and little range.

Grade 3 Mediocre performance

Demonstrates some understanding of speech and writing. Communicates effectively at times.

Grade 2 Poor performance

Demonstrates limited understanding of speech and writing. Shows limited ability to communicate.

Grade 1 Very poor performance

Demonstrates very limited understanding of speech and writing. Shows very limited ability to communicate.

Group 4 Sciences:

1. Course Outline Physics HL/SL

1. COURSE DESCRIPTION:

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

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

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

2. TOPICS:

2.7 Core Topics:

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

2.8 Additional Higher Level (AHL)

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

2.9 Options:

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

2.10 Practical Scheme of Work

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

3. Assessment:

External Assessment

a. External Assessment Details – SL

Paper 1

Duration: 45 Minutes

Weightage: 20 % Marks: 30

30 Multiple choice questions on core, about 15 of which are common with HL
The use of Calculator is not permitted
No marks are deducted for incorrect answers
A physics data booklet is provided

Paper 2

Duration: 1 Hour 15 Minutes

Weightage: 40 % Marks: 50

Short answered and extended response questions on core material
The use of calculators is permitted
A physics data booklet is provided

Paper 3

Duration: 1 Hour

Weightage: 20 % Marks: 35

This paper will have questions from both Core and SL Option Material
Section A – One data-based question and several short answer questions on experimental work
Section B – Short answer and extended response questions from one option
the use of calculators is permitted
A physics data booklet is provided

b. External Assessment Details – HL

Paper 1

Duration: 1 Hour

Weightage: 20 %

Marks: 40

40 Multiple choice questions on Core and AHL, about 15 of which are common with SL
The use of calculator is not permitted
No marks are deducted for incorrect answers
A physics data booklet is provided

Paper 2

Duration: 2 Hour 15 Minutes

Weightage: 36 %

Marks: 95

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

The use of calculators is permitted

A physics data booklet will be provided

Paper 3

Duration: 1 Hour 15 Minutes

Weightage: 24 % Marks: 45

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

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

Section B: Short answer and extended response questions from one option the use of calculator is permitted

A physics data booklet is provided

3.1.1 Internal Assessment (SL & HL)

Individual Investigation

Duration: 10 Hours

Weightage: 20 %

Marks: 24

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

SCHOOL ASSESSMENT:

Formative Assessment:

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

Summative Assessment:

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

1. Continuous Assessment: (average of Unit test & Course work)	25%
• Course Work	25 marks
• Unit Test (conducted during regular classes)	25 marks
2. Comprehensive (Examination twice in a year)	75%

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

2. Course Outline Chemistry HL/SL

COURSE DESCRIPTION:

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

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

Topics:

CORE TOPICS

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

AHL (Additional Higher Level) Topics

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

Options (HL/SL)

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

Practical Scheme of Work

1. Practical Activities

2. Individual Investigation
3. Group 4 Project

Assessment:

External Assessment

80%

External Assessment Details – SL

Paper 1

Duration: 45 Minutes

Weightage: 20 %

Marks: 30

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

The use of Calculator is not permitted

No marks are deducted for incorrect answers

Paper 2

Duration: 1 Hour 15 Minutes

Weightage: 40 %

Marks: 50

Short answered and extended response questions on core material

The use of calculators is permitted

A Chemistry data booklet is provided

Paper 3

Duration: 1 Hour

Weightage: 20 %

Marks: 35

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

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

Section B – Short answer and extended response questions from one option the use of calculators is permitted

A Chemistry data booklet is provided

External Assessment Details – HL

80%

Paper 1

Duration: 1 Hour

Weightage: 20 %

Marks: 40

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

The use of calculator is not permitted

No marks are deducted for incorrect answers

Paper 2

Duration: 2 Hour 15 Minutes

Weightage: 36 %

Marks: 95

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

The use of calculators is permitted

A Chemistry data booklet will be provided

Paper 3

Duration: 1 Hour 15 Minutes

Weightage:

24 %

Marks: 45

This paper will have questions from both Core, AHL and Option Material
Section A: One data-based question and several short answer questions on Experimental work
Section B: Short answer and extended response questions from one option
The use of calculator is permitted
A Chemistry data booklet is provided

Internal Assessment (SL & HL)

20%

Individual Investigation

Duration: 10 Hours

Marks: 24

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

School Assessment:

Formative Assessment:

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

Summative Assessment:

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

- | | |
|---|------------|
| 1. Continuous Assessment: (average of Unit test & Course work) | 25% |
| • Course Work | 25marks |
| • Unit Test (conducted during regular classes) | 25marks |
| 2. Comprehensive (Examination twice in a year) | 75% |

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

3. Course Outline Biology HL/SL

COURSE DESCRIPTION:

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

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

TOPICS:

HL	SL
Component	Component
Core 1. Cell Biology 2. Molecular Biology 3. Genetics 4. Ecology 5. Evolution and Biodiversity 6. Human Physiology	Core 1. Cell Biology 2. Molecular Biology 3. Genetics 4. Ecology 5. Evolution and Biodiversity 6. Human Physiology
Additional higher Level 4. Nucleic acids 5. Metabolism, cell respiration and photosynthesis 6. Plant biology 7. Genetics and evolution 8. Animal physiology	Option (Choice of 1 out of 4) 1. Neurobiology and behavior 2. Biotechnology and Bioinformatics 3. Ecology and conservation 4. Human Physiology
Option (Choice of 1 out of 4) 1. Neurobiology and behavior 2. Biotechnology and Bioinformatics 3. Ecology and conservation 4. Human Physiology	Practical scheme of work Prescribed and other practical activities Individual investigation Group 4 project
Practical scheme of work Prescribed and other practical activities Individual investigation Group 4 project	

Assessment at a glance

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

Internal		10	20
Individual investigation	Investigation and write-up of 6 to 12 pages	10	20

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

Assessment:

External Assessment

80%

External Assessment Details – SL

Paper 1

Duration: 45 Minutes

Weightage: 20 %

Marks: 30

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

The use of Calculator is not permitted

No marks are deducted for incorrect answers

Paper 2

Duration: 1 Hour 15 Minutes

Weightage: 40 %

Marks: 50

Short answered and extended response questions on core material

The use of calculators is permitted

Paper 3

Duration: 1 Hour

Weightage: 20 %

Marks: 35

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

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

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

The use of calculators is permitted

External Assessment Details – HL

80%

Paper 1

Duration: 1 Hour

Weightage: 20 %

Marks: 40

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

The use of calculator is not permitted
No marks are deducted for incorrect answers

Paper 2

Duration: 2 Hour 15 Minutes

Weightage: 36 %

Marks: 72

Short answer and extended response questions on the Core and AHL material.
The use of calculators is permitted

Paper 3

Duration: 1 Hour 15 Minutes

Weightage: 24 %

Marks: 45

This paper will have questions from both Core, AHL and Option Material
Section A: One data based question and several short answer questions on
Experimental work
Section B: Short answer and extended response questions from one option
The use of calculator is permitted

Internal Assessment (SL & HL)

20%

Individual Investigation

Duration: 10 Hours

Marks: 24

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

Internal Assessment (SL & HL)

Individual Investigation

Duration: 10 Hours

Weightage: 20 %

Marks: 24

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

School Assessment:

Formative Assessment:

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

Summative Assessment:

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

1. Continuous Assessment: (average of Unit test & Course work)	25%
• Course Work	25marks
• Unit Test (conducted during regular classes)	25marks
2. Comprehensive (Examination twice in a year)	75%

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

4. Course Outline Computer Science HL/SL

COURSE DESCRIPTION:

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

Distinction between SL and HL

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

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

- Students at SL and HL in computer science study a common core consisting of:
- four topics (system fundamentals; computer organization; networks; and computational thinking, problem-solving and programming)
- one option (chosen from databases; modelling and simulation; web science; or object-oriented programming)
- one piece of internally assessed work, which includes a computational solution.
- The HL course has three additional elements:
- three further topics (abstract data structures; resource management; control)
- additional and more demanding content for the option selected
- an additional externally assessed component based on a pre-seen case study of an organization or scenario; this requires students to research various aspects of the subject—which may include new technical concepts and additional subject content—in greater depth.

Prior learning

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

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

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

Subject Outline

Syllabus Component

Core Syllabus content SL / HL core

The topics that must be studied, including some practical work, are:

- Topic 1: System fundamentals (20 hours)
- Topic 2: Computer Organization (6 hours)
- Topic 3: Networks (9 hours)
- Topic 4: Computational thinking, problem-solving and programming (45 hours)

HL Extensions

The topics that must be studied, including some practical work, are:

- Topic 5: Abstract data structure (23 hours)
- Topic 6: Resource management (8 hours)
- Topic 7: Control (14 hours)

Case Study

Additional subject content introduced by the annually issued case study

Option SL/HL core HL

Extension

Students study one of the following options:

Option A: Databases

Options B: Modelling and simulation Option C:

Web Science

Option D: Object oriented programming (OOP)

Internal Assessment Solution

Practical application of skills through the development of a product and associated documentations

Group 4 Project

It is essential that teachers are allowed the prescribed minimum number of teaching hours necessary to meet the requirements of the computer science course. At SL the minimum prescribed number of hours is 150 hours and at HL it is 240 hours.

Assessment outline – SL

Assessment component	Weighting
<p>External Assessment (2hours 30 minutes)</p> <p>Paper 1 (1 hour 30 minutes) Paper 1 is an examination paper consisting of two compulsory sections.</p> <ul style="list-style-type: none"> • Section A (30 minutes approximately) consists of several compulsory short answer questions. The maximum mark for this section is 25. • Section B (60 minutes approximately) consists of three compulsory structured questions. The maximum mark for this section is 45. <p style="text-align: right;">(70Marks)</p> <p>Paper 2 (1hour) Paper 2 is an examination paper linked to the option studied The paper consists of between two and five compulsory questions. (45 Marks)</p> <p>Calculators: The use of calculators is not permitted in any computer science examination</p>	<p>70%</p> <p>45%</p> <p>25%</p>
<p>Internal Assessment (40 Hours)</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Solution (30 Hours) The development of a computational solution. Students must produce:</p> <ul style="list-style-type: none"> • A cover page that follows the prescribed format • A product 	<p>30%</p>
<ul style="list-style-type: none"> • Supporting documentation (word limit 2,000 words) <p style="text-align: right;">(34 Marks)</p> <p>Group 4 project (10 hours) To be assessed using the criterion personal skills.</p> <p style="text-align: right;">Total (34 Marks)</p>	

Assessment outline – HL

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

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

The Case Study

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

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

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

Internal Assessment

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

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

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

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

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

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

School Assessment:

Formative Assessment:

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

Summative Assessment:

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

1. Continuous Assessment: (average of Unit test & Course work)	25%
• Course Work	25marks
• Unit Test (conducted during regular classes)	25marks
2. Comprehensive (Examination twice in a year)	75%

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

Group 5: Mathematics

Course Outline Mathematics HL/SL

COURSE DESCRIPTION:

Mathematics: Analysis and Approaches

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches have a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Mathematics: Analysis and Approaches: Distinction between SL and HL

Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

Mathematics: Applications and Interpretation

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Mathematics: Applications and Interpretation: Distinction between SL and HL

Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

Aims

The aims of all DP mathematics courses are to enable students to

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power.
- develop an understanding of the concepts, principles and nature of mathematics.
- communicate mathematics clearly, concisely and confidently in a variety of contexts.
- develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics.
- employ and refine their powers of abstraction and generalization.
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influence each other.
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics.
- appreciate the universality of mathematics and its multicultural, international and historical perspectives.
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.
- develop the ability to reflect critically upon their own work and the work of others independently and collaboratively extend their understanding of mathematics.

Assessment Objectives

Problem solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems. Having followed a DP mathematics course, students will be expected to demonstrate the following:

- **Knowledge and understanding:** Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- **Problem solving:** Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.
- **Communication and interpretation:** Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology.
- **Technology:** Use technology accurately, appropriately and efficiently both to

explore new ideas and to solve problems.

- **Reasoning:** Construct mathematical arguments through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions.
- **Inquiry approaches:** Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.

Assessment Objectives in practice

Mathematics: Analysis and Approaches

Assessment objectives	Paper 1 %	Paper 2 %	Paper 3 % HL only	Exploration %
Knowledge and understanding	20-30	15-25	10-20	5-15
Problem solving	20-30	15-25	20-30	5-20
Communication and interpretation	20-30	15-25	15-25	15-25
Technology	0	25-35	10-30	10-20
Reasoning	5-15	5-10	10-20	5-25
Inquiry approaches	10-20	5-10	15-30	25-35

Syllabus Outline

Syllabus component	Suggested teaching hours	
	SL	HL
Topic 1—Number and algebra	19	39
Topic 2—Functions	21	32
Topic 3— Geometry and trigonometry	25	51
Topic 4—Statistics and probability	27	33
Topic 5 —Calculus	28	55
The toolkit and the mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30	30
Total teaching hours	150	240

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

Assessment Outline SL(First Assessment 2021)

Assessment component	Weighting
<p>External assessment (3 hours) Paper 1 (90 minutes) No technology allowed. (80 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus.</p>	<p>80% 40%</p>
<p>Paper 2 (90 minutes) Technology required. (80 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus</p>	<p>40%</p>
<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	<p>20%</p>

Assessment Outline HL (First assessment 2021)

Assessment component	Weighting
<p>External assessment (5 hours) Paper 1 (120 minutes) No technology allowed. (110 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus.</p>	<p>80% 30%</p>
<p>Paper 2 (120 minutes) Technology required. (110 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus.</p>	<p>30% 20%</p>
<p>Paper 3 (60 minutes) Technology required. (55 marks) Two compulsory extended response problem-solving questions.</p>	

<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Mathematical exploration</p> <p>Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	20%
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Assessment Objectives in practice

Mathematics: Application and Interpretation

Syllabus component	Suggested teaching hours—SL	Suggested teaching hours—HL
Topic 1—Number and algebra	16	29
Topic 2—Functions	31	42
Topic 3—Geometry and trigonometry	18	46
Topic 4—Statistics and probability	36	52
Topic 5—Calculus	19	41
<p>The “toolkit” and Mathematical exploration</p> <p>Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.</p>	30	30
Total teaching hours	150	240

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

Assessment Outline SL

First assessment 2021

Assessment component	Weighting
External assessment (3 hours) Paper 1	80%
(90 minutes) Technology required. (80 marks)	40%
Compulsory short-response questions based on the syllabus. (80 marks)	

Paper 2 (90 minutes) Technology required. (80 marks) Compulsory extended-response questions based on the syllabus. (80 marks)	40%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%

Assessment Outline HL

First assessment 2021

Assessment component	Weighting
External assessment (5 hours) Paper 1 (120 minutes) Technology required. (110 marks) Compulsory short-response questions based on the syllabus.	80% 30%
Paper 2 (120 minutes) Technology required. (110 marks) Compulsory extended-response questions based on the syllabus.	30%
Paper 3 (60 minutes) Technology required. (55 marks) Two compulsory extended response problem-solving questions.	20%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%

School Assessment for Mathematics (HL/SL):

Formative Assessment:

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

Summative Assessment:

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

1. Continuous Assessment: (average of Unit test & Course work)	25%
• Course Work	25marks
• Unit Test (conducted during regular classes)	25marks
2. Comprehensive (Examination twice in a year)	75%

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

Group 6 The Arts:

1. Course Outline Visual Arts HL/SL

COURSE DESCRIPTION:

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

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

ASSESSMENT:

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

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

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

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

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

Part 1: Comparative study

20%

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

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

SL / HL - submit a list of sources used

Part 2: Process portfolio

40%

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

HL students submit 13–25 screens or pages which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table.

Part 3: Exhibition

40%

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

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

Syllabus & Assessment at a glance:

Component	HL Requirements	SL Requirements	Points	Weightage and Assessment type
Art Journal: An on-going document that supports the work for all three components	-	-	0	Not Assessed
Comparative Study: Compare 3 different Art Works by at least 2 different artists, from at least 2 different cultural backgrounds	10 - 15 PPT Screens of analysis and comparison plus 3 to 5 screens which reflect on the influence analyzed work had on personal art work.	10 - 15 PPT Screens of analysis and comparison	30 (SL) 42 (HL)	20% External

Process Portfolio: Presentation of the various media practice and experimentation completed during the 2 year course.	13-25 PPT Screens of at least 3 different forms	9-18 PPT Screens of at least 2 different forms	34	40% External
Exhibition: A selection of artworks that have been presented together which share a stylistic and/or thematic unity that have been exhibited in a way that best demonstrates these attributes.	8-11 Exhibited artworks each with exhibition texts, (Max 500 characters) plus a curatorial statement. (Max 700 words.)	4-7 Exhibited artworks each with exhibition texts, (Max 500 characters) plus a curatorial statement. (Max 400 words.)	30	40% Internal

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

Exhibition-40%

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

Comparative study -20%

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

Process portfolio-40%

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

Grade in VA is worked out based on application of these criteria on the work available at the time of school assessment. Dates of submission are published at the back of this handbook.

Core Requirements:

1. Course Outline - THEORY OF KNOWLEDGE (TOK)

Course Description:

The Theory of Knowledge (TOK) course, a flagship element in the Diploma Programme, encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content is questions like these: How do we know what we know? What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?

What makes TOK unique, and distinctively different from standard academic disciplines, is its process. At the centre of the course is the student as knower. Students entering the Diploma Programme typically have 16 years of life experience and more than 10 years of formal education behind them. They have accumulated a vast amount of knowledge, beliefs and opinions from academic disciplines and their lives outside the classroom. In TOK they have the opportunity to step back from this relentless acquisition of new knowledge, in order to consider knowledge issues. These include the questions already mentioned, viewed from the perspective of the student, but often begin from more basic ones, like: What do I claim to know about X? Am I justified in making that claim? How?

Course Objectives:

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

The TOK curriculum is made up of three deeply interconnected parts.

The core theme—

- **Knowledge and the knower:** This theme encourage students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong.
- **Optional themes:** This element provides an opportunity to take a more in-depth look at two themes of particular interest to teachers and students. The given themes all have a significant impact on the world today and play a key role in shaping people’s perspectives and identities. Teachers select two optional themes from a choice of five: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies.
- **Areas of knowledge:** The areas of knowledge (AOK) are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining knowledge. In TOK, students explore five compulsory areas of knowledge: **History; The Human Sciences; The Natural Sciences; Mathematics; and The Arts.**

There are two assessment tasks in the TOK course.

- **The TOK Exhibition** assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB.
- **The TOK Essay** engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

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.

Assessment objectives

Having completed the TOK course, students should be able to:

- demonstrate TOK thinking through the critical examination of knowledge questions
- identify and explore links between knowledge questions and the world around us
- identify and explore links between knowledge questions and areas of knowledge
- develop relevant, clear and coherent arguments
- use examples and evidence effectively to support a discussion

- demonstrate awareness and evaluation of different points of view
- consider the implications of arguments and conclusions.

Optional themes

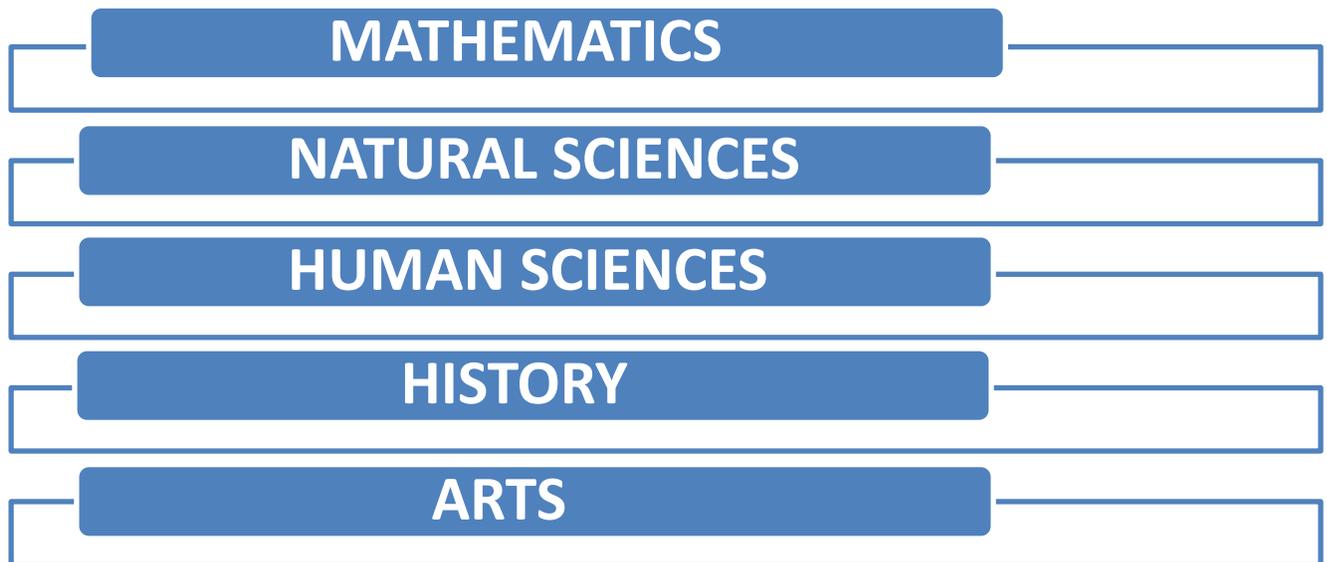
The optional themes allow for a more in-depth look at two themes that are of particular interest to the TOK teacher and students.

- Knowledge and technology
- Knowledge and language
- Knowledge and politics
- Knowledge and religion
- Knowledge and indigenous societies

Areas of knowledge

Areas of knowledge are structures within which much human knowledge is organized. In these areas there are often socially established methods for producing knowledge, as well as norms for what counts as a fact or a good explanation.

Students are required to study all five of the following areas of knowledge.



TOK assessment outline

Theory of knowledge: First assessment 2022

Assessment component	Weighting
<p>Internal assessment</p> <p><u>Theory of knowledge exhibition (10 marks)</u></p> <p>For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p>	<p>1/3 (33%)</p>
<p>External assessment</p> <p><u>TOK essay on a prescribed title (10 marks)</u></p> <p>For this component, students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.</p>	<p>2/3 (67%)</p>

School Assessment:

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

Students would be provided ample training on writing TOK essay through practice essay writing. Similarly, students would go through training on TOK presentations and would also undergo a practice session with different topics to gain expertise.

IB TOK Assessment Criteria is used consistently for the Predicted Grade Report.

2. Course Outline for Extended Essay:

Course Description:

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student's six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or *viva voce*, with their supervisor following the completion of the extended essay.

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject. The extended essay is:

- compulsory for all Diploma Programme students
- externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB diploma
- a piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school
- chosen from the list of approved Diploma Programme subjects, published in the Handbook of Procedures
- presented as a formal piece of scholarship containing no more than 4,000 words accompanied by utmost 500 words reflection form.
- the result of approximately 40 hours of work by the student
- three compulsory reflections after meeting with supervisor (as mentioned in the school assessment calendar).
- The third compulsory reflection is the *viva voce* in the form of a short interview.

In the Diploma Programme, the extended essay is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice. In those countries where it is the norm for interviews to be required prior to acceptance for employment or for a place at university, the extended essay has often proved to be a valuable stimulus for discussion.

Aims

The aims of the extended essay are for students to:

- engage in independent research with intellectual initiative and rigour
- develop research, thinking, self-management and communication skills
- reflect on what has been learned throughout the research and writing process.

Assessment Objectives

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

Assessment objectives	
Knowledge and understanding	<ul style="list-style-type: none">• To demonstrate knowledge and understanding of the topic chosen and the research question posed.• To demonstrate knowledge and understanding of subject specific terminology and/or concepts.• To demonstrate knowledge and understanding of relevant and/or appropriate research sources and/or methods used to gather information.
Application and analysis	<ul style="list-style-type: none">• To select and apply research that is relevant and appropriate to the research question.• To analyse the research effectively and focus on the research question.
Synthesis and evaluation	<ul style="list-style-type: none">• To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question.• To be able to critically evaluate the arguments presented in the essay.• To be able to reflect on and evaluate the research process.
A variety of (research) skills	<ul style="list-style-type: none">• To be able to present information in an appropriate academic format.• To understand and demonstrate academic integrity.

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

Topic covered during the classes:

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

- Selection of research topic
- Review of secondary literature
- Secondary and Primary sources
- Data Collection
- Organisation and analysis of data
- Evaluation of sources
- Drawing inference and arguments
- Making conclusion
- Structure of the Extended Essay
 - Writing the essay
 - Length of the Essay
 - Title
 - Abstract
 - Main Text
 - Subject presentations by teachers

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

IB Assessment

Marking Criteria Overview

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

Total marks available: **34**

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

Performance is graded on a scale of A-E; students must earn grades A-D to qualify for a IB Diploma.

Up to 3 bonus points are earned according to a matrix of Extended Essay and TOK grades

Matrix TOK/EE bonus grades:

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

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

Course Description:

As a part of the International Baccalaureate (IB) diploma, students must complete a program called CAS, which stands for Creativity, Activity and Service. The CAS program aims to provide the student with challenges in three areas:

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

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

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

The CAS program aims to extend your child/ward's educational experience beyond the classroom and complement their academic studies. CAS programs are designed to provide a challenge for each student. CAS is a compulsory requirement for any student working towards obtaining the IB diploma.

CAS requirements:

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

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

CAS Learning Outcomes:

LO 1	Identify own strengths and develop areas for growth
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO 2	Demonstrate that challenges have been undertaken, developing new skills in the process
Descriptor	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
LO 3	Demonstrate how to initiate and plan a CAS experience
Descriptor	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and

	awareness by building on a previous experience, or by launching a new idea or process.
LO 4	Show commitment to and perseverance in CAS experiences
Descriptor	Students demonstrate regular involvement and active engagement in CAS.
LO 5	Demonstrate the skills and recognize the benefits of working collaboratively
Descriptor	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
LO 6	Demonstrate engagement with issues of global significance
Descriptor	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
LO 7	Recognize and consider the ethics of choices and actions
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

Procedure for approval of Project:

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

School run CAS projects:

- School conducts CAS activities both inhouse as well as outside the campus on Saturdays.
- Students engage in Creative activities during the school term like, dance, drama, debate, singing, artwork, sculpture, gardening, handicraft, club activities etc.
- School Sports department with the help of staff and teachers conduct various sporting events, trekking, adventure camps etc.
- Students engage in Service activities like regular visits to orphanages, old age homes, conducting awareness programme in and around the school, conducting summer camp in government school and ICT skills etc.

Student Personal Projects:

- All students are expected to carryout personal projects of their choice which includes Creativity, Activity and or Service.
- These personal projects are carried out during student vacations with help of family

members and/or friends.

- Supervisor for personal projects need to be a person other than relatives who has directly supervised the student during the project.
- Approval of CAS Coordinator is required prior to commencement of the personal project.
- Personal projects are only given a maximum of 20 hours CAS credit.

Completion of CAS Programme:

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

Career Guidance & College Counselling:

Introduction:

College Counselling is an integral part of the IB Diploma programme at Sanskar School. The school provides end to end support from identifying area of interest, to guiding and supporting application process, helping with all document upload. Predominantly IB diploma students apply to overseas universities, however recently many IB diploma students are staying back in India to complete their first degree.

Subject Selection Assistance:

Once of the first steps towards College planning is to opt for the correct pre-requisite courses while at school. The College counselor and DP Coordinator assist both students and parents in understanding the various requirements both in India and abroad for various career choices. Parents need to take prior appointment with the College Counsellor to discuss the subject choices. Ideally parents and students start planning as early as grade 10, however it is never too late to get the correct subject choice counselling. DP Coordinator also helps IB Diploma students in identifying the Higher Level (HL) and Standard Level (SL) subjects.

Assistance in College Selection:

Choice of colleges may depend on factors like student and parent preferences, career choice, aspiration, priority, affordability, country, region and ranking. The department is always willing to spare time to meet parents to discuss these issues in pre-arranged counselling sessions. Since September to January of every academic year is a busy time with college applications, we request parents to schedule counselling appointment during the lean period of February to August.

Students fill a requisition form providing details of their academics, extracurricular and their field of

interest. After studying the requisition form through mutual consultation, colleges shortlisted are classified as, "Safe Universities", "Reach Universities" and "Dream Universities".

A dream university is a tertiary institute which takes students well above your standardized scores (SAT or ACT), academic and overall credentials. There is a good possibility that you may not be selected in these colleges. Students usually pick two dream universities.

A Reach university would have their average students below your standardized scores (SAT or ACT), academic and overall credentials, hence there is a fair chance of you making it to these institutions. Ideally two to three of these universities could be opted.

A safe university is one where you would definitely get admission as their top student's credentials are below your standardized scores (SAT or ACT), academic and overall credentials. Two or three of these universities are safe option.

Document Preparation:

The College Counselor helps students in preparing all required documents on time, every time. As a huge volume of requisitions are being processed during the peak period, the counselor would require **ONE MONTH** prior request by means of a completely filled requisition form. For example: As student wanting to process a regular admission in end of December would submit the requisition form by end of November. The date is counted from the first submission of application, in case a student is apply during multiple admission cycles. School provides the original copy of the transcripts (report card) after every major summative assessment. Often students request school to prepare another original copy and multiple copies for attestation.

All the university related documents are provided by the school. From attestation to giving Predicted Grades are done through school only. We do not give any documents to the outside agency or to the student. All the documents processed through school are sent directly to the university by courier or through mail.

Documents required for University application:

- Online Application form (either through Common App or directly on college website)
- Academic Records from Grade IX to Grade XII
- Predicted Grades
- Letter of Recommendation – minimum three (Counselor/ IB Coordinator/Principal, two subject teachers)
- Essay / Statement of Purpose
- Test Scores (SAT/ ACT / IELTS / TOEFL)
- Financial Documents
- Extracurricular activities certificates

Issuing of Predicted Grades

School issues a Predicted Grade Report for College Admission purpose at any period of time based on the requirement of the Universities. Predicted Grades are worked out on the basis of the grades attained thus far. The simple rule of thumb followed in the process is that the grades will never be more that the highest grade attained thus far in the summative assessments conducted by the school.

- a) **Predicted Grade Report for use in India:** Indian Universities or colleges require the school to issue a PG report with Indian equivalent percentage. School uses the AIU prescribed conversion and used the mid-range as the percentage for a particular grade.
- b) **Predicted Grade Report for use outside India:** Foreign Universities or Colleges require the school to issue a PG report with only the closes IB grade the student would attain in the final examinations. The predictions are deemed to be more accurate as the date of issue of PG report is closer to the Final Examinations.

School does not issue the PG report directly to the parents or their representative. Instead the PG reports are directly posted to the Universities as instructed by parent or student.

Letter of Recommendation (LOR)

LOR are issued only after submitting the application to the school counselor/ DP Coordinator.

The documents & LOR will take following time period:

- Transcripts 1 week
- Predicted Grades 1 week
- Letters of Recommendation 4 weeks

Please DO NOT make urgent, last minute requests. Please check your university deadlines before requesting for documents

Entrance preparation

Every university has its own entrance and test requirements and scores with respect to standardized tests. So, check out the requirements of the universities and shortlist the ones that will accept your scores.

University Fairs

We also organise universities fair where students interact directly to university officer. This helps students to choose university and the course, understand the admission procedure in detail, scholarship & financial aid offered by the university. In year 2018-19, the school had more than 35 overseas universities visiting from countries like US, UK, Switzerland, Australia, New Zealand, Canada, Singapore, Hong Kong etc.

Summer Programmes

We encourage students to go for summer programmes. School display and sends various summer programme details to parents from time to time. Students ideally do the summer programme at universities abroad and within India in the month of May-June.

University Deadlines

Application for universities starts from August every year. The peak period for application for fall starts from August to December.

There are 2 College intakes:

Fall Intake – starting September	Spring Intake – starting January
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University have different deadlines & decision cycles which are as following:

Early Decision (ED) - Apply to 1 college / university Deadline around November of the year. If you get accepted, you will have to attend the college/university you applied (legally binding). Decision Released around Mid-December	Regular Decision (RD) - Apply to more than 1 college/university. (As many as 20) Deadline around January of the next year. You may choose not to attend if even if you get accepted. Decision Released around Mid-April/May
Differences between ED 1 and ED 2	
Early Decision 1 (ED1) Deadline around November Decision around December	Early Decision 2 (ED 2) Deadline around January Decision around April

Differences between Early Decision (ED1) and Early Action (EA 1)	
Early Decision (ED1) You must attend if you get accepted. Quite many colleges have ED	Early Action (EA 1) You may choose not to go despite being accepted. Not many colleges have EA. Example: Yale has EA
Rolling Admission: - Rolling admission can be applied anytime of the year. Very few colleges / universities have rolling admissions.	

IB Diploma Recognition INDIA

All universities in India accept the IB Diploma as equivalent to Class 12 qualification from an Indian board. However, acceptance alone does not guarantee entry into a course. Entry is based on competition as places may be limited and some courses may have additional selection requirements. It is advisable to check with the institution of interest to determine the entry requirements for particular courses of study.

Admission to most university courses in India is based on the academic achievement in Class 12 or an entrance exam. Entry requirements vary between universities and courses. Some courses will require applicants to sit the for-entrance examinations, others will not. Most of the professional institutes in India prefer to conduct entrance exams for selecting candidates, usually April – June and admissions are confirmed by July/August when the results are declared. While some institutes participate in a common entrance exam, others conduct their own individual exams. Admissions are mostly decided after the results of Central Board of Secondary Education (CBSE), Council for the Indian School Certificate Examinations (CISCE), and state boards are declared in June.

The IB Diploma has been recognized by the AIU as an entry qualification to all universities in India since 1983 and renewed in 2010. According to AIU: “The International Baccalaureate Diploma...has been equated with +2 stage (Grade 12) qualification of an Indian Board since 1983. Students intending to join Indian Universities after completion of their IB qualifications are eligible to pursue Bachelor’s degree programme at Indian Universities. Those intending to join Professional Degree programmes...are required to have studied the subjects of Physics, Chemistry, Biology/Mathematics and English at the qualifying level.” (AIU, Dec, 2010).

Upon release of their results, DP students can apply for an equivalence certificate from AIU or apply directly to the eligibility department of the university they wish to attend. Prior to commencing the DP, students and parents should make direct contact with the college or university he or she would like to attend to check specific course and entry requirements and become familiar with the required subject and levels combination for that course.

As universities in India require a hard copy of the AIU document detailing percentage equivalency, the IB forwards these documents to the school’s DP coordinator upon request. To request this service; students must notify their DP coordinator of their intention to gain entrance into an Indian university. The coordinator will then submit the request using the Request for results service on IBIS (IB Information System website for IB coordinators).

Following the issue of results for the session in which a candidate has taken their examinations, the candidate must submit their transcript requests directly to the IB. Each request will incur a transcript request fee.

The IBDP India specific recognition website url is:

<http://www.ibo.org/about-the-ib/the-ib-by-country/i/india/>

Contact of IB Diploma Facilitators:

Facilitators Name	Subjects Taught	Email id's
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Ms. Manisha Chandra	IBDP Coordinator Coordinator & Mathematics Facilitator	dpc@sanskarjaipur.com
Mr. Alok Saxena	IGCSE Coordinator & Mathematics Facilitator	saxena.alok2010@gmail.com
Ms. Mansi Shekhawat	CAS Coordinator, EE Coordinator & Economics Facilitator	mansishekhawat@gmail.com
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Ms. Manju Nirwan	Librarian	manjunirvan@gmail.com

Reference:

Carroll, J. July 2012. *Academic honesty in the IB. IB Position Paper*. <http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf>.

Academic honesty in the IB educational context August, 2014. <http://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>.

Websites:

International Baccalaureate Organization www.ibo.org

IB Recognition in Indian Universities: <http://www.ibo.org/university-admission/ib-recognition-resources-and-document-library/#briefs>

Rules for IB world Schools: <http://www.ibo.org/globalassets/publications/become-an-ib-school/rules-for-ib-world-schools-dp-en.pdf>

General Regulation: IB Diploma Programme: <http://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulatioin-2014.pdf>