CHOITHRAM INTERNATIONAL

IBDP DIARY 2024-26

Diploma Programme

Messages from the HOS

Greetings to Parents and Students,

I am delighted to welcome you to a new academic session at Choithram International. This is the beginning of an exciting journey of learning and growth for all of us.

At Choithram International, we aim to provide a supportive and inclusive environment that fosters academic excellence, character development, and holistic growth. Our devoted team of educators is dedicated to guiding and inspiring each student to achieve their full potential.

Parents, I thank you sincerely for your trust and support. Your active participation in your child's education is essential, and we hope to work collaboratively with you to create a fruitful learning experience.

To our students, welcome this new academic year with eagerness and a hunger for knowledge. Take every opportunity to explore, discover, and grow. Remember, you have the power to shape your future.

I wish you all a successful and fulfilling academic journey at Choithram International!

Rajesh awasthi
Head of School

Message from the DPC

Dear Parents and Students,

Greetings!

I would like to extend a very warm welcome to the new academic year to the whole Choithram International community.

The IB Diploma Programme at Choithram International helps students get ready for college by providing them with the skills and experiences they'll need to succeed in post-secondary education.

Students and their parents may gain a thorough knowledge of what the IB DP entails by carefully reading the content in this handbook.

These two years of the Diploma Program undoubtedly transform students into strong, determined and confident learners ready to tackle the ever-changing world. The IBDP is intended for students who like learning, exploring, and being challenged. In addition to a broad curriculum, IB students acquire time management, work ethic, and, most significantly, critical thinking. The IBDP Curriculum is rigorous, challenging, and demanding, and each individual needs to maintain a positive attitude at all times.

As the IB Diploma Programme coordinator, I express my joy and enthusiasm for having been given the chance to supervise such outstanding and exceptionally motivated IB students. As a professional learning community, we are committed to working tirelessly to provide challenging educational opportunities for children each day.

Our goal is to provide a secure, peaceful and academically demanding environment for our learners. We strive to meet all of our children's educational needs through collaborative efforts and a desire to bring out the best in each of them.

As always, I am confident that this new academic year will bring in a period of immense learning, diverse experiences, and outstanding accomplishments.

Amit Puranik
Diploma Program Coordinator

Our Vision

“Creating learning experiences that foster intellectual curiosity, confidence and compassion in individuals and nurture them into balanced, resilient and responsible citizens who celebrate diversity ”

School Mission Statement

“We aim to create a joyful, friendly atmosphere in a stimulating environment, where learning is a pleasurable activity and the flame of positivism is kindled to bring about an integrated individual who has a strong belief in himself. ”

Values

- **Education Excellence**: A commitment to providing high-quality education and promoting academic achievement.
- **Diversity and Inclusion:** Fostering a welcoming and inclusive environment that respects and celebrates diversity.
- **Respect and Integrity:** Promoting honesty, integrity, and respect for all members of the school community.
- **Responsibility and Accountability:** Encouraging a sense of responsibility for one's actions and their impact on the community.
- **Teamwork and Collaboration:** Promoting collaboration, teamwork, and a sense of community among students, staff, and parents.
- **Lifelong Learning**: Instilling a love of learning and a belief in the importance of continuous personal and intellectual growth.
- **Citizenship and Social Responsibility:** Encouraging students to be active, engaged citizens who contribute positively to society.
- **Innovation and Creativity:** Fostering a culture of innovation, creativity, and critical thinking.
- **Environmental Stewardship:** Promoting sustainability and an awareness of environmental issues.

- **Health and Well-Being:** Prioritising the physical and mental well-being of students and staff.
- **Community Engagement:** Building strong connections with the local and global community through service and outreach.
- **Cultural and Ethical Awareness:** Instilling an understanding and appreciation of various cultures and ethical principles.
- **Personal Growth and Empowerment:** Fostering an environment where students can discover and develop their unique talents and potential.
- **Safety and Security:** Ensuring a safe and secure environment for everyone within the school.
- Parental Involvement: Encouraging parents to be actively engaged in their child's education and the school community.
- **Transparency and Communication:** Maintaining clear and open communication channels between the school and its stakeholders.

Accreditation

The school is the first IB World School in Madhya Pradesh. The school registration Number is 002328.

The International Baccalaureate (IB)

The IB is a non-profit organisation established in 1963 with its headquarters in Geneva, Switzerland and the examination office in Cardiff, Wales. In addition, there are regional offices and representatives around the world. The IB public website www.ibo.org has details on the various IB programmes and services.

IB Mission Statement

“The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IB works with schools, governments and international organizations to develop challenging programmes of

international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

IB Learner Profile

The IB learner profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. (IB, 2013)

Disposition	Description
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment

	to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

School Timings

Grade DP1 & DP2	Monday to Friday 8.00 a.m. to 2:30 p.m.
Saturday [1st and 3rd Saturday of the month]	8.00 a.m. to 11.30 a.m. (For Students)
Saturday	8.00 a.m. to 2.00 p.m. (For Teachers)

- **Winter timings are as per Collector's order in Indore. The dates are communicated to the entire school community by email.**

Visiting Hours

Head Of School	All days by prior appointments only
Deputy Head of School	Tuesday, Thursday, Saturday by prior appointments only
Coordinator	Monday, Wednesday and Saturday by prior appointments only
Teachers	1st and 3rd Saturday by prior appointments only

Channels of Communication

We believe that the challenges are resolved at the point of the origin, using the following procedure:

- Speak to the person closest to the problem (the pastoral facilitator/Tutor)
- Speak to the coordinator
- Speak to Deputy Head of school
- Communicate with the Head of School only if the matter has not been resolved by the respective teacher.
- Communicate with the Head of School only if the matter has not been resolved by the respective teacher.
- If the concern relates to the general school matters, administrative decisions or the school policies you should contact the Head of Senior School first and thereafter the Head of School.

Parent Teacher Meeting

Parent- Teacher meetings will be held after every summative assessment. Occasionally, the parents might schedule meetings through prior appointments with the DP coordinator as well as DP Teachers.

The Formative Assessments are aimed to prepare the students for Summative Assessments, and include specially designed tasks/tests to monitor students' learning. Formative Assessments include a minimum of two tests per semester and one open ended task to develop the Learner Profiles and **ATL skills**: The performance in the tests will be recorded and reported to the student by subject teachers with proper feedback. If a student is not meeting the minimum achievement level in the tests, then the parents of the student are called in school to get notified.

Assignment and homework

Homework is a vital component for practicing and mastering the skills and knowledge learnt in the class. The day to day work that is completed after the lessons provides both formative learning and evaluation.

Homework is an integral part of the learning and is given at the discretion of the teachers and may vary from time to time and subject to subject.

Staying after school

The school is scheduled to close at 2:00 pm for the students. A close supervision is required for the students who wish to stay back after the prescribed departure time. Prior permission from the parent, Head of School and Programme Coordinator is required, so that the arrangements can be made.

Attendance

1. Parents should ensure that their ward comes to school regularly as 85% attendance is compulsory for every student.
2. No student should remain absent from school without a pre-approved application for leave.
3. Please avoid calling your child home before the school time, except in case of an emergency.
4. Please do not send a student to school if he/she is suffering from a contagious disease, till he/she is completely free from infection.
5. If a student turns up late, he/she must have the late coming application signed by the parents before he/she reports to school.
6. Whenever the student is absent or on leave due to medical reasons the certificate of doctor should be provided along with the application.

School Uniform

Boys

Pattern	Full pants with side pockets, one hip pocket. **No low waist trousers to be worn**.
Colour	Navy Blue trousers with White shirt [with school logo] and Navy blue Tie
Sweater	Navy blue sweater with 'V' neck/ Navy blue Blazer with school logo / Navy blue Hoodie with school name
Turban or head gear	Navy blue (Only for Sikhs)
Sports dress	White collared T shirt [As per the house] and Navy blue track pants **with school logo** and black sports shoes

Girls

Pattern	Pleated skirts, shirt with cape collar scarf. **The skirts need to be of knee length.**
Colour	Navy blue skirts with white shirts and red scarf.
Sweater	Navy blue sweater with 'V' neck/ Navy blue Blazer with school logo / Navy blue Hoodie with school name
Sports dress	White collared T shirt and Navy blue track pants **with school logo** and black sports shoes. Sports shorts can be carried to school and worn as per the sports schedule only.

Rules for Uniform:

- Uniforms should be properly ironed and shoes should be polished regularly.
- Students must come to school in school uniform on all days including vacations; whatever is the purpose.
- The uniform for the boys and the girls should be comfort fit, so as not to cause any inconvenience.

Code of conduct

The school Code of Conduct comprises principles, standards of behaviour, identification of disruptive behaviour and consequences of non-compliance. Its purpose is to create a safe and productive learning environment by outlining an expected behaviour code amongst students. In order to develop a sense of responsibility for their actions and an awareness of the need to care for and value the rights of others a code of conduct has been developed in our school and any deviations from the same will be dealt with strictly by the authorities.

1. Students should demonstrate respect for others irrespective of racial, gender, cultural and religious differences.
2. Students should demonstrate self-discipline and come to school on time.
3. Students should follow the established rules and take responsibility for their own actions.
4. Students should exhibit a positive and cooperative attitude towards school and learning
5. Students should avoid use of profane and obscene languages and gestures.
6. Students should keep school equipment and books in good condition.
7. Students should return borrowed property in good condition.
8. Students should return the lost items to the school office.
9. Students should deposit litter and waste in appropriate containers
10. Students should leave others' property alone.
11. Students should maintain a safe, clean environment for others.
12. Students should refrain from bringing any harmful substance to school that may compromise the safety of others.
13. Committing an act of Vandalism that causes damage to school property would be a punishable offence.
14. Students are not allowed to leave the school premises without obtaining prior permission from concerned school authorities and parents.
15. Any improper display of affection towards other students or engaging in inappropriate social behaviour is a punishable offence.
16. Any other electronic device, other than the calculator, like handycams, cell phones, CDs should not be brought to school.

School Transport

This facility is provided to all desiring students on payment. It is the responsibility of the parent to ensure that their children are made to board the bus and escorted home on return from their respective bus stops. No request from parents to drop their children at a bus stop other than the one allotted will be entertained. In case you need to change the bus stop a formal letter addressed to the administrative in charge must be sent stating the reason for change.

Telephone Calls

Parents should not call students while the classes are going on. They are requested to leave a message at the school reception unless it is an emergency. Also, students can make phone calls only during the break time, if the matter is urgent and requires immediate attention. Phone calls should not be made for calling assignments or homework to school, which is a part of a student's responsibility.

Emergency Procedures

In the event of an emergency at school due to any untoward accident during play, the student is driven to Choithram hospital, which is inside the Choithram premises. The parent of the student is contacted by the school at the emergency numbers.

School Leaving Certificate

To obtain a school leaving certificate/transfer certificate, the school requires at least one week’s written notice.

Pastoral Care and wellbeing

Pastoral care forms an integral element of the philosophy and mission statement at Choithram International and all staff members have a responsibility to care for the well-being of our students. Its significance is reflected in our structures, leadership roles, procedures and curriculum. It also underpins the daily interactions between and amongst both staff and students.

Each grade level is supported by two tutors, the university guidance counsellor, and the IE Coordinator for student learning support. The tutor is the first point of contact for students and parents. Pastoral care involves regular one-to-one tracking and mentoring of students. It focuses on the well-being and progression of each student on an individual basis. Our pastoral curriculum is comprehensive, age appropriate and addresses the students' social and emotional development. It equips them with the skills they will need to face the challenges in an ever-changing world. Everyday, students interact with their tutors and classmates on several issues of global importance which helps in generating awareness among the young learners. The main aim of the pastoral curriculum is to inculcate and strengthen the learner profile attributes in students.

CLUBS AND HOUSES AT CI

At CI, the DP students are given an opportunity to run any of the CI clubs as the Creativity aspect for CAS.

Clubs provide students with opportunities to learn in ways that may not be an option by simply concentrating on academics. Clubs often provide students with the chance to spend time and make friends with those who have the same interests. Once students have something in common, school becomes a more positive place to be. At Choithram we offer various clubs like the instrument club, dance club, creative writing club, drama club, etc. These club activities serve as a positive outlet for students to socialise and expand their horizons.

The House system is of great importance to school life. Its function is to inculcate a feeling of belongingness and the spirit of fair competition among the students and encourage it within the school. The inter - House activities give all students the opportunity to participate in representative sport, music and other activities with the aim of raising self-esteem, developing self-confidence and giving opportunities for leadership and teamwork beyond those already available within school.

A school is divided into our houses and each student is allocated to one house. Houses may compete with one another at sports and maybe in other ways, thus providing a focus for group loyalty or teamwork.

At Choithram International we have four Houses named Gandhi, Lincoln, Mandela and Tagore; these names represent certain qualities and attributes which are personified in these iconic figures.

SPORTS AT CI

Sports play an important role in a child's growth and development. Sports not only have health benefits but also increase concentration, develop a sense of self, bring individuals together. At Choithram International we offer various sports activities i.e Football, Basketball, Lawn tennis, Table tennis, Badminton and Cricket.

LIBRARY AT CI

The library at Choithram International aspires to make every aspect of the library experience appealing and enjoyable for the student as well as the teachers. We are accoutred with a wide range of resources such as books, encyclopaedias, magazines, newspapers and ebooks, ibooks that are available to support children's study. We encourage reading for pleasure by providing access to the electronic resources and cultivate children's research and enquiry skills during our DEAR (Drop Everything And

Read) lessons. We also make the library a fun and exciting place to be by conducting lots of activities.

REFLECTION BY ALUMNI

The diploma program was the most advanced and transforming program I have attended. This program required a high level of time management and focus. In the two years DP, time is the most crucial element. There were multiple things to balance and every single one required almost the same level of effort. At times I was not the most efficient at managing time but throughout this program, I feel I have really improved upon that skill. The level Internal assessments and research involved in this program provided a high in-depth practical knowledge of the chosen subject. In my opinion this program is an introduction to the working of the world and skills needed to survive and thrive in the future. The EE and TOK assessments truly pushed my boundaries of understanding and belief beyond my existing knowledge and belief. This program advanced and formulated a different perspective of the world and helped me to view the world from the lens of open mindedness and understanding. The rigour of the IBDP program has also helped me to skip the introductory classes in my university and instilled the habit of reflecting on my actions, understanding my mistakes and observing the behaviour of people around me.

As an alumni of this rigorous program, I am really thankful for the teachers and school who really made me familiar with my real potential and transformed me to who I am today. I came as a student who was so engulfed in arts as my only career but thanks Neeta Mishra ma'am I realized my potential in the subject of mathematics and now I'm pursuing BA Actuarial Science and studio arts as a minor. This program has helped me overcome my fear of failure and made me realize that when you fail you have to bounce back in the game with double the force

Gaurvi Loungani (Alumni IBDP 2023)

REFLECTION BY ALUMNI

Home is where the heart is. And I am so grateful to say that I was a part of Choithram International, an institution that opened its heart to me and so endearingly took a piece of mine. CI truly recognises the power of attention, intention and perseverance, as the brilliant faculty consistently tries to bring out that "spark" in each student. The level of personal attention and efforts teachers put into the development of each student is unmatched, which again inevitably leads to the most heartfelt and unforgettable connections and memories echoing through the school hallways. I will always be indebted to CI for making school a joy and fostering a supportive and encouraging environment for all its students, just like a home that it has so graciously been.

Aanya Hingorani

IBDP batch 2024

THE IB DIPLOMA PROGRAMME

Overview of Diploma Programme

The International Baccalaureate® (IB) Diploma Programme (DP) is for students aged 16-19. Research suggests that there are many benefits to choosing the DP. The Programme aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically. The DP curriculum has six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay. Through the DP core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service. The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses.

Eligibility for Full Diploma

The Diploma Programme at Choithram International is available to all candidates who:

- Are able to cope with the demanding schedule of rigorous courses offered by the Programmes.
- Are willing to develop time management skills and appropriate study habits.
- Have a broader canvas to accept international perspectives and opinions.
- Are ready to go through brainstorming sessions which instil critical and creative thinking.
- Admission to the IB Diploma Programme in Choithram International is governed by the following criteria based on Class X (MYP/IGCSE/ CBSE) results of the candidate. Eligibility to opt for a Higher or Standard level in the Diploma subject will solely depend on the levels or grades achieved in each subject by the candidate in the passing examination.
    - **MYP -** Minimum level 4 in all subjects
        - Above Level 4 HL
        - Level 4 SL
    - **IGCSE -** Minimum 5 Cs
        - Above C HL
        - C SL
    - **CBSE** - Minimum 8 CGPA in all subjects
        - Above 8 HL
        - 8 SL

DIPLOMA PROGRAMME

SUBJECTS OFFERED AT CHOITHRAM INTERNATIONAL

In CI the curriculum in DP1 and DP2 is designed by teachers following the IBDP aims and objectives. Teachers design the curriculum by backward planning from DP2 and also taking into consideration the global requirements. The subjects offered at CI fall into 6 groups which are:

Group 1	English A Lang and Lit HL/SL
Group 2	Hindi Language B HL/SL, French Language B HL/SL/Ab Initio.
Group 3	(Individuals & Societies) Economics HL/SL, Business Management HL/SL, Digital Societies HL/SL, Psychology HL/SL
Group 4	(Sciences) Biology HL/SL, Chemistry HL/SL, Physics HL/SL, Environmental Systems and Societies HL/SL, Computer Science HL/SL, Design Technology HL/SL
Group 5	Mathematics: Application and Interpretations HL/SL Mathematics: Analysis and Approaches HL/SL
Group 6	(Arts and Electives) Visual Arts HL/SL, Dance HL/SL

The students have two options for subject choice:

Option 1	The student can select one subject from each of the six groups or select the 6th subject from Group 3 Or Group 4.
Option 2	Students who aspire for Medical or Engineering fields have to opt for all the three sciences from Group 4. These students will have to study 7 subjects.

Subject clusters offered at CI:

Cluster 1 – Biology/ Business Management

Cluster 2 – Physics/ Visual Arts/ Dance

Cluster 3 – Chemistry/ ESS/ Computer Science/ Design Technology

Cluster 4 – Economics/ DS/ Psychology

Diploma Core

Creativity, Activity, Service	Students complete project(s) related to these three strands.
Extended Essay	An independent, self-directed piece of research, finishing with a 4,000-word essay.
Theory of Knowledge	Theory of knowledge (TOK) explores questions about knowledge and the process of knowing.

The availability of subject choices for the students will be based on the previous academic record and their future prospects.

It is a rule that once the subject choices have been made with the discretion of the student and the parents, no changes will be accepted. Special cases will be entertained by the DP coordinator and the Head of the school.

University Recognition

The IB diploma is widely recognized by the world's leading universities.

The IB works closely with universities in all regions of the world to gain recognition for the IB diploma. To aid this process, university admissions officers and government officials have direct online access to all syllabi and recent examinations.

To assist IB diploma students in making appropriate subject choices, the school conducts planned Psychometric tests to identify the fields of students' aptitude. The school connects

its students to **IB Student Registry** offered by the IB as a strong database containing details of universities around the world, together with up-to-date information about their requirements for admission. *IB Student Registry* helps students to showcase their portfolio including CAS, Extended essay and other IB experiences, thereby opening doors for direct communication with other IB students and the admission officers of various universities across the globe. It is the students' responsibility to build their own profile to attract the attention of universities that interest them.

The school regularly conducts scheduled sessions with parents and students to generate awareness about studying abroad and in India. University visits are arranged and all necessary help is furnished to the students at appropriate time to help in their university applications based on their Predicted Grades.

The All India University (AIU) also rates the IB Diploma Programme at par with class XII CBSE or ICSE. IB issues mark sheets in addition to their grades, so as to make the admission process in any Indian University straightforward and trouble-free. The minimum requirement for the AIU certification is to have 3 HL and 3 SL subjects with a score of minimum 24 points in the IBDP final examination.

University Applications: School Calendar

DP Year I

Year I	
Dates	Actions
July	First Student-Counsellor Meeting on Right subject choices
September	Parent- Counsellor Meeting(Discuss College Major)
November- May	Take Tests IELTS, SAT/ACT
November - January	Statement of Purpose for summer course/ Practice SOP
November	Request for LOR for summer program
February	Student & Parent-Counsellor Meeting(First discussion on short listing of universities as per career goals) , Monitoring academic progress, Evaluating test scores.
May	AP Exam/ SAT subject test/ SAT improvement

DP Year II

Dates	Actions
August Week 1 and 2,	Student-Counsellor Meeting
August Week 3 and 4	Parent- Counsellor Meeting
September	Short Listing Universities
October	Statement of Purpose
September – October	Request for LOR
November – December	Student & Parent-Counsellor Meeting
October	Collect LOR from Teachers
Week 3-4 October	Collect Predicted Grades for EA
December , Week 1,	Collect Predicted Grades for Regular Admission
December	Prepare Application Documents
December- January,	Register & Apply to UCAS , Common App, All individual applications
January – March,	Apply Indian Colleges for other than Engineering courses
March	Predicted Grades for Indian Universities

Core Components:

TOK (THEORY OF KNOWLEDGE)

Theory of knowledge (TOK) explores questions about knowledge and the process of knowing. TOK emphasises comparisons and connections between areas of knowledge and encourages students to become more aware of their own perspectives and the perspectives of others.

The course centres on the **exploration of knowledge questions**, which are a key tool for both teachers and students. The TOK curriculum is made up of three deeply interconnected parts.

- **The core theme—Knowledge and the knower:** This theme encourages 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.

TOK also provides coherence for the student, by linking academic subject areas as well as transcending them. It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

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.

EE (EXTENDED ESSAY)

The Extended Essay (EE) is a piece of personal research of about 4000 words supervised by a teacher at Choithram International in accordance with the guidelines published by the IB. The EE must be done in one of the DP subjects, must meet the assessment criteria and follow subject-specific details. All Extended Essays are externally graded on a scale from 0 to 34. The supervisor submits a predicted grade for the student's EE to the IB.

A detailed handbook will be shared at the time of the commencement of the EE process.

CAS (CREATIVITY, ACTIVITY, SERVICE)

CAS requires students to take part in a range of activities and projects. These should always involve:

- real, purposeful activities, with significant outcomes
- personal challenge
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning.
- The IB doesn't prescribe specific projects or activities to students.
- However, the IB does recommend that students take part in at least one project involving teamwork. All students should be involved in activities they've initiated themselves.

GROUP WISE SUBJECT DETAILS

GROUP 1: ENGLISH A -LANGUAGE and LITERATURE:

Subject: Language and Literature English SL				
IB Assessment Outline				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	**Guided textual analysis** The paper consists of two non-literary passages, from two different text types, each accompanied by a guiding question. Students choose one passage and write an analysis of it. (20 marks)	**1 hour 15 minutes**	**20**	**35%**
Paper 2	**Comparative essay** The paper consists of four general questions. In response to one of the questions students write a comparative essay based on two literary works studied in the course. (30 marks)	**1 hour 45 minutes**	**30**	**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 present a prepared response of 10 minutes, followed by a 5 minutes question answer session with the examiner based on the student's presentation/relevant issue/choice of texts etc.

Marks- 40
Weightage- 30%

Syllabus Outline

Semester I	
Unit Title	**Topics**
Unit 1 **Gender Equality**	**Literary Text** A Doll's House by Henrik Ibsen Women at point zero by El Saadawi(Extended choice)
	Non Literary Texts Liza Donnelly's cartoons Role reversal advertisements Catherine Pain cartoon Samsia Hassani's artwork
	Concepts : Identity Culture Transformation **AOE:** Readers, writers and texts ; intertextuality
Unit 2 **The futility of war**	**Literary Texts-**; Poems by Wilfred Owen The things they carried by Tim O'Brien (Extended choice) Maus by Art Spiegelman Graphic Novel (Extended choice**)**
	Non Literary Texts Propaganda posters Ernest Brooks photographs Political speeches by Winston Churchill WWI Infographics

	WW1 military recruitment posters from the Parliamentary Recruiting Committee in Great Britain (Non literary BOW to be revised as per the students' choice)
	Concepts: Creativity Perspective Representation **AOE:** Intertextuality : Connecting Texts ; Readers,Writers and Texts
Semester II	
Unit Title	**Topics**
Unit 3 Our environment	**Literary Text-** 'The Hungry Tide' by Amitava Ghosh The Butterfly Effect by Rajat Chaudhari (Extended choice)
	Non Literary Texts- 'On the brink' by Malaika Vaz WWF posters Talks by Dr. Vandana Shiva
	Concepts : Communication Representation **AOE:** Intertextuality : Connecting Texts; Time and space
Mini Unit Masculinity	**Non literary texts** What is a man - articles by Tom Chiarella Advertisements on masculinity- Nivea men creme, Old Spice, Brut, Gillette **Literary texts-** 'If' by Rudyard Kipling 'Digging' by Seamus Heaney 'The fathers' by Siegfred Sasson Concept- Representation

Semester III	
Unit Title	**Topics**
Unit 4 **The divisive world**	**Literary Text-** Students' free choice The bluest eye by Toni Morrison Othello the moor of Venice- William Shakespeare (Extended Choice)
	Non literary texts Oliviero Toscani Benetton advertisements When they see us - mini series on Netflix Fruitvale station movie Dove advertisement campaign

	Concepts : Identity Culture Communication **AOE:** Intertextuality : Connecting Texts; Time and space
Semester IV	
	The last semester is dedicated to enhancing writing skills and preparing for mock exams.

The course is designed fulfilling IB requirements. There may be changes in texts of study as per common consensus of students and teachers to accommodate students' choice.
Non literary Body of Works may be further compiled for different units by the students.

Subject: Language and Literature English HL				
IB Assessment Details:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**

Paper1	**Guided textual analysis** The paper consists of two non-literary passages, from two different text types, each accompanied by a guiding question. Students write an analysis of each of the passages. (40 marks)	**2 hours** **15 minutes**	**40**	**35%**
Paper 2	**Comparative essay** 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)	**1 hour** **45 minutes**	**30**	**25%**

HL essay	Students submit an essay on a literary work or a non-literary body of work by the same author, studied during the course. The essay must be 1,200-1,500 words in length.		**20 marks**	**20 %**
Internal Assessment				

Individual oral (15 minutes)

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 both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by a 5 minutes question answer session with the examiner based on the student's presentation/relevant issue/choice of texts etc.

Marks- 40
Weightage- 20%

Syllabus Outline

Semester I	
Unit Title	**Topics**
Unit 1 **Gender Equality**	**Literary Text** A Doll's House by Henrik Ibsen Women at point zero by El Saadawi(Extended choice)
	Non Literary Texts Liza Donnelly's cartoons Role reversal advertisements Catherine Pain cartoon Samsia Hassani's artwork **Concepts :** Identity Culture Transformation **AOE:** Readers, writers and texts; intertextuality
Unit 2 **The futility of war**	**Literary Texts-** ; Poems by Wilfred Owen The things they carried by Tim O'Brien (Extended choice) Maus by Art Spiegelman Graphic Novel (Extended choice)

	Non Literary Texts Propaganda posters Ernest Brooks photographs Political speeches by Winston Churchill WWI Infographics WWi military recruitment posters from the Parliamentary Recruiting Committee in Great Britain Non literary BOW to be revised as per the students' choice
	Concepts: Creativity Perspective Representation **AOE:** Intertextuality : Connecting Texts ; Readers,Writers and Texts
Semester II	
Unit Title	**Topics**
Unit 3 **Our environment**	**Literary Text-** 'The Hungry Tide' by Amitava Ghosh/The Butterfly Effect by Rajat Chaudhari (Extended choice)
	Non Literary Texts- 'On the brink' by Malaika Vaz WWF posters Talks by Dr. Vandana Shiva
	Concepts : Creativity Communication Representation **AOE:** Intertextuality : Connecting Texts; Time and space
Mini Unit Masculinity	**Literary texts-** 'If' by Rudyard Kipling 'Digging' by Seamus Heaney 'The fathers' by Siegfred Sasson

	Non literary texts What is a man - articles by Tom Chiarella Advertisements on masculinity- Nivea men creme, Old Spice, Brut, Gillette Concept- Representation AOE- Intertextuality

Unit 4 **Refuge for refugees**	**Literary Text** Exit West by Mohsin Hamid
	Non Literary Texts Humans of New York Refugee Stories Photographs by Muhammed Muheisen Tell me how it ends an essay in 40 questions by Valeria Luiselli **Concepts :** Identity Perspective Representation **AOE:** Readers, Writers and Texts
Semester III	
Unit Title	**Topics**
Unit 5 **The divisive world**	**Literary Text-** Students' free choice The fire next time by James Baldwin/ The bluest eye by Toni Morrison/ Othello the moor of Venice- William Shakespeare
	Non Literary Texts Oliviero Toscani Benetton advertisements When they see us - mini series on Netflix Fruitvale station movie Dove advertisement campaign **Concepts :** Identity Culture Communication

	AOE: Intertextuality : Connecting Texts; Time and space

Semester IV	
Unit Title	**Topics**
Unit 6 **Identity quest**	**Literary Text** Persepolis by Marjane Satrapi
	Non Literary Texts I have a dream- Children's dream-Photographs by Chris De Bode- Lens Culture Mads Nissen PhotoJournalism Talks and interviews of Sadhguru Calvin and Hobbes- comic strips **Concepts :** Identity Culture Transformation **AOE:** Readers, Writers and Texts ; Time and Space

The course is designed fulfilling IB requirements. There may be changes in texts of study as per the common consensus of students and teachers to accommodate students' choices.

Non literary Body of Works may be further compiled for different units by the students.

GROUP 2: HINDI B

Subject: Hindi HL				
IB Assessment Outline:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**

Paper1	**Productive skills—writing**	**1 hour 30 minutes**	**30 marks**	**25%**
Paper 2	**Receptive skills—Listening comprehension** **Reading comprehension**	**1 hour** **1 hour**	**25 marks** **40 marks**	**25%** **25%**
Internal Assessment - IOA (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)		**12- 15 minutes**	**30 marks**	**25%**
Subject: HINDI SL				
IB Assessment Details:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	**Productive skills—writing**	**1 hour 15 minutes**		**25%**
Paper 2	**Receptive skills—Listening comprehension** **Reading comprehension**	**45 minutes** **1 hour**	**25 marks** **40 marks**	**25%** **25%**

Internal Assessment- IOA **12- 15 minutes** **30 marks** **(A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme)**		**25%**

Syllabus Outline

Semester I	
Unit Title	Topics Here the curriculum is divided into 5 themes 1. पहचान (Identities) , 2. अनुभव (Experiences), 3. मानवीय कुशलताएँ (Human Ingenuity), 3. मानवीय कुशलताएँ (Human Ingenuity), 5. वैश्विक साझेदारी (Sharing the planet)
Themes **1.** पहचान **(Identities)** **5.** वैश्विक साझेदारी**(Sharing the planet)**	उपविषय (Sub themes) · जीवन शैली · स्वास्थ्य और कल्याण · जीवन -मूल्य और विश्वास · उपसंस्कृति · भाषाई पहचान . पर्यावरण . शहरी और ग्रामीण परिवेश . रचनात्मक लेखन - लेख, ब्लॉग . कहानियाँ – यशपाल (एच॰एल॰)
Semester II	

Unit Title	Topics
Themes **2.** अनुभव **(Experiences)** **3.** मानवीय कुशलताएँ **(Human Ingenuity)**	उपविषय (Sub themes) . छुट्टियों के क्षण और यात्राएँ . फुर्सत के समय की गतिविधियाँ . मनोरजंन एवं कलात्मक अभिव्यक्ति . संचार एवं संप्रेषण , सोशल मीडिया . तकनीकी . वैज्ञानिक अन्वेषण रचनात्मक लेखन- रिपोर्ट, प्रचार पत्रिका कहानियाँ – यशपाल (एच॰एल॰) उपन्यास - दौड़ (ममता कालिया) (एच॰एल॰)
Semester III	
Unit Title	**Topics**
Themes **2.** अनुभव **(Experiences)** **4.** सामाजिक संगठन **(Social Organization)**	उपविषय (Sub themes) . संस्कृति और परम्पराएँ . प्रवासन . जीवन की कहानियाँ, . जीवन यात्रा संस्कार . समाज व सामाजिक सम्बंध (व्यक्ति, परिवार) . शिक्षा, . कामकाजी दुनिया, . क़ायदा क़ानून रचनात्मक लेखन- भाषण, प्रस्ताव लेखन , सूचना उपन्यास - दौड़ (ममता कालिया) (एच॰एल॰)
Semester IV	

Unit Title	**Topics**
5. वैश्विक साझेदारी **(Sharing the planet)**	उपविषय (Sub themes) ● शांति एवं द्वंद्व ● समानता ● वैश्वीकरण (भारत में वैश्वीकरण प्रभाव) ● आचार-नीति (आधुनिक युग के नैतिक मुद्दे रचनात्मक लेखन- साक्षात्कार, पत्र उपन्यास - दौड़ (ममता कालिया) (एच॰एल॰)

GROUP 2: FRENCH B

Subject: Group 2 - French B SL				
IB Assessment Details:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	Productive skills—writing 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.	**1 hr 15 min**	**30**	**25%**
Paper 2	Receptive skill- Separate sections for listening and reading Listening comprehension (45 min) (25 mks) Reading comprehension (1hr) (40 mks)	**1 hr 45 min**	**65**	**50%**

	Comprehension exercises on three audio passages and three written texts, drawn from all five themes.			
Internal Assessment				**25%**
A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)				
Subject: Group 2 - French B HL				
IB Assessment Details:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	Productive skills—writing 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.	**1 hr 30 min**	**30**	**25%**

Paper 2	Receptive skill- Separate sections for listening and reading Listening comprehension (45 min) (25 mks) Reading comprehension (1hr) (40 mks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	**1 hr 45 min**	**65**	**50%**
Internal Assessment				**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)				

Syllabus Outline: French B SL/HL

Semester I	
Unit Title	**Topics**
Identities	A. Who am I?
	B. Well being

	C. Health
Experiences	A. Leisure
	B. Travels
	C. Migrations
HL: Literature Component for Internal Assessment	Play: Cyrano de Bergerac by Edmond Rostand
Semester II	
Unit Title	**Topics**
Human ingenuity **Social Organisation**	A. Ingenious ideas and innovations
	B. Expressing in a creative way
	C. Interactive ingenuity A. Social relations A. The Community B. The Social Engagement
Sharing of the Planet	A. Eco-citizenship A. World Environment B. Great Ecological Challenge
HL: Literature Component for Internal Assessment	Play: Cyrano de Bergerac by Edmond Rostand
Semester III	
Unit Title	**Topics**

Identities - - -	A. Beliefs and Values
	B. Subcultures
	C. Language and Identity
Experiences	A. Narratives
	B. Rites and Rituals
	C. Traditions
HL: Literature Component for Internal Assessment	Novel: Le Petit Prince, by, Antoine de Saint-Exupéry
Semester IV	
Unit Title	**Topics**
Human ingenuity - - -	A. Communication and Media
	B. Technology
	C. Scientific Innovation
Social Organisation	A. Learning and Perfecting
	B. The World of Work
	C. Crimes and Punishments
Sharing of the Planet	A. Universal Rights
	B. Equality
	C. Liberty

HL: Literature Component for Internal Assessment	Novel: Le Petit Prince, by, Antoine de Saint-Exupéry

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Subject: Group 2 - French Ab Initio				
IB Assessment Outline:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	Productive skills—writing 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.	1 hour	30 marks	25%
Paper 2	Receptive skills—separate sections for listening and reading	1 hour 45 mins	65 marks	50%

	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.			
Internal Assessment				25%
A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)				

Syllabus Outline

Semester I	
Unit Title	**Topics**
Identities	● Personal attributes
	● Personal relationships
	● Eating and drinking
	● Physical well- being
Experiences	● Daily routine
	● Leisure
	● Holidays

	• Festivals and celebrations
Semester II	
Unit Title	**Topics**
Human ingenuity	• Transport
	• Entertainment
	• Media
	• Technology
Semester III	
Unit Title	**Topics**
Social organization	• Neighbourhood
	• Education
	• The workplace
	• Social issues
Semester IV	
Unit Title	**Topics**
Sharing the planet	• Climate
	• Physical geography
	• The environment
	• Global issues

Literary works for HL:

1. Cyrano de Bergerac by Edmond Rostand (Year 1)

2. Le petit prince by Antoine de Saint-Exupéry (Year 2)

GROUP 3: ECONOMICS

Subject: Economics HL				
IB Assessment Outline				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	**Extended Response**	**1 Hour 15 Mins.**	**25**	**20%**
Paper 2	**Data Response**	**1 Hour 45 Mins.**	**40**	**30%**
Paper 3	**Policy Paper**	**1 hour 45 Mins.**	**60**	**30%**
Internal Assessment - A portfolio of three commentaries, based on different sections 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 the student analyses the published extracts. Maximum 800 words for each commentary (45 marks)				**20%**
Subject: Economics SL				
IB Assessment Details				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	**Extended Response**	**1 Hour 15 Mins.**	**25**	**30%**

Paper 2	**Data Response**	**1 Hour 45 Mins.**	**40**	**40%**
Internal Assessment - A portfolio of three commentaries, based on different sections 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 the student analyses the published extracts. Maximum 800 words for each commentary (45 marks)				**30%**

Syllabus Outline

Semester I	
Unit Title	**Topics**
Unit 1 - Introduction to Economics	Economics as a Social Science
	The problem of choice
	The Production Possibility curve Model
	Modelling The Economy
	How do economists approach the world
	Economic Thoughts and Thinkers
Semester II	
Unit Title	**Topics**
Unit 2 - Microeconomics	Competitive Market Equilibrium-Demand & supply
	Elasticities
	Government Intervention in Microeconomics

	Market Failure and socially desirable outcomes:- 1.Negative externalities and common pool resources
	Market Failure and socially desirable outcomes:- 2.Positive externalities,public goods,asymmetric information and inability to achieve equity.
	Market Failure and socially desirable outcomes: 3.Market power (HL Only)
Semester III	
Unit Title	**Topics**
Unit 3 - Macroeconomics	The level of overall economic activity
	Aggregate demand and aggregate supply
	Macroeconomic objectives:1.Unemployment and Inflation
	Macroeconomic objectives:2.Economic growth,sustainable level of debt
	Macroeconomic objectives:3. Economics of inequality and poverty
	Demand and Supply side policies
Semester IV	
Unit Title	**Topics**
Unit 4 - The Global economy	International Trade
	Exchange rates and balance of payments

	Current account and exchange rates
	Understanding economic development
	Barriers to economic growth and development
	Strategies to promote economic growth and development

GROUP 3: BUSINESS MANAGEMENT

Subject: Business Management HL				
IB Assessment Outline:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	**Section A, B**	**1 hour and 30 minutes**	**30**	**25**
Paper 2	**Section A, B**	**1 hour and 45 minutes**	**50**	**30**
Paper 3	**Section A**	**1 hour 15 minutes**	**25**	**25**
Internal Assessment **Research project** **Students produce a research project about a real business issue or problem faced by a particular organization using a conceptual lens. Maximum 1,800 words and 20 hours. (25 marks)**				**20**

Subject: Business Management SL				
IB Assessment Details:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	**Section A and B**	**1 hour and 30 minutes**	**30**	**35**
Paper 2	**Section A, B**	**1 hour and 30 minutes**	**40**	**35**
Internal Assessment **Research project** **Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens. Maximum 1,800 words and 20 hours. (25 marks)**				**30**

Syllabus Outline

Semester I	
Unit Title	**Topics**

Unit 1: Introduction to Business Management	1.1 What is Business 1.2 Types of Business entities 1.3 Business objectives 1.4 Stakeholders 1.5 Growth and evolution 1.6 Multinational Companies
Unit 2 Human Resource Management	2.1 Introduction to Human Resource Management 2.2 Organisational Structure 2.3 Leadership and Management 2.4 Motivation and Demotivation
Semester II	
Unit Title	**Topics**
Unit 2: Human Resource Management	2.5 Organisational (Corporate) Culture (HL Only) 2.6 Communication 2.7 Industrial/Employee Relations (HL Only)
Unit 3: Finance and accounts	3.1 Introduction to finance 3.2 Sources of Finance 3.3 Costs and revenues 3.4 Final accounts (some HL only) 3.5 Profitability and liquidity ratio analysis 3.6 Debt / Equity ratio analysis (HL only) 3.7 Cash flow

	3.8 Investment appraisal (some HL only) 3.9 Budgets (HL only)
Semester III	
Unit Title	**Topics**
Unit 4: Marketing	4.1 Introduction to Marketing 4.2 Marketing Planning 4.3 Sales Forecasting (HL Only) 4.4 Marketing Research 4.5 The 7P's of the marketing mix 4.6 International Marketing (HL Only)
Unit 5: Operations management	5.1 Introduction to operations management 5.2 Operation methods 5.3 Lean production and quality management (HL only) 5.4 Location
Semester IV	
Unit Title	**Topics**
Unit 5: Operations management	5.5 Break-Even Analysis 5.6 Production planning (HL only) 5.7 Crisis management and contingency planning (HL only) 5.8 Research and Development (HL Only) 5.9 Management Information systems (HL only) Revision and IA's

GROUP 3 : DIGITAL SOCIETY (DS)

Subject: DS HL				
IB Assessment Outline:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	**Section A , B structured questions**	**2 hr 15 minutes**	**52**	**35%**
Paper 2	**Section A source-based questions**	**1 hr 15 minutes**	**24**	**20%**
Paper 3	**Section A Case Study**	**1 hr 15 minutes**	**30**	**25%**
Internal Assessment			**24**	**20 %**
Subject: DS SL				
IB Assessment Details:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**

Paper1	**Section A**	**1 hr 30 minutes**	**40**	**40%**
Paper 2	**Section A**	**1 hr 15 minutes**	**24**	**30%**
Paper 3	**-**	**-**	**-**	**-**
Internal Assessment:			**24**	**30%**

Syllabus Outline

Semester I	
Unit Title	**Topics**
What is digital society?	1.1A Digital society has multiple names • Information age, computer age, post-industrial society, network society, fourth industrial revolution 1.1B Digital society is characterized by uneven access to digital systems • Digital divide(s) 1.1C Milestones in the development of digital society • Integrated circuit, microprocessor, personal computer, the internet, online social networks, mobile and cloud computing 1.1D Digital systems use binary digits to represent data and information • Binary, bits, bytes 1.1E The digital is different from the analogue • Analogue- Continuous physical qualities and signals • Digital- Discrete signals with finite set of values

	1.1F Digitization changes data and information from analogue to digital • Digital preservation, digital archives, digital reformatting 1.1G Digitalization is the use of digital systems to change the structure and/or operation of an organization • Digitalization and disruption in education, businesses and organizations
Change	2.1A Change is the evolution, transformation, adaptation or movement from one form, state or value to another. 2.1B Change involves understanding and evaluating people, ideas, objects and forces that shape the world: past, present and future. 2.1C The nature and importance of change is debated. 2.1D Change may indicate continuity or discontinuity with prior established ways of understanding or doing things
Data	3.1A Data as distinct from information, knowledge and wisdom 3.1B Types of data 3.1C Uses of data 3.1D Data life cycle 3.1E Ways to collect and organise data 3.1F Ways of representing data 3.1G Data security 3.1H Characteristics and uses of big data and data analytics 3.1I Data dilemmas
Algorithms	3.2A Characteristics of an algorithm 3.2B Components of an algorithm

	3.2C Ways of representing algorithms 3.2D Uses of algorithms 3.2E Algorithmic dilemmas
Economic	**4.2A Business** • Operation and organization of businesses • Diversity in businesses and corporations **4.2B Employment and labour** • Working practices, for example, office design, remote working, digital nomadism and employee organizations • Crowd work, microwork and gig economies • Automation and employment **4.2C Goods, services and currencies** • E-commerce, e-trading and online marketplaces • Personalized and targeted marketing • Cryptocurrency, non-fungible tokens (NFTs), cashless society and micro-transactions • Additive manufacturing **4.2D Globalization** • Borderless selling and global sourcing • Offshoring, outsourcing, reshoring, inshoring, and insourcing
Global well-being	**5.1A Local and global inequalities** • Economic inequality and stratification • Food insecurity and access to safe, nutritious and sufficient food • Access to healthcare and medicine **5.1B Changing populations** • Population growth • Shifting demographics, for example aging and youth populations

	• Migration and the movement of people **5.1C The future of work** • Automation and employment • Ensuring meaningful and secure employment • Addressing the collective needs of workers
Social	**4.7A Social components of identity** • Aspects related to international-mindedness and/or common humanity • Age and demographic components • Gender, gender expression and sexuality • Race and ethnicity • Ability status • Religious beliefs and practices **4.7B Social class** • Organisation, role and impacts of social class
Semester II	
<u>Unit Title</u>	**Topics**
Systems	2.6A Systems provide one way to think about structure and order in human, natural and built environments. 2.6B Systems involve sets of interacting, interdependent and/or interconnected elements. 2.6C Changes within a system of interdependent connections may generate intended and unintended consequences. 2.6D Models, maps and visualizations can help us understand connections within and between systems

Computers	3.3 Computers 3.3A Types of computers 3.3B Components of a computer 3.3C Uses and forms of computer coding 3.3D Evolution of computing
Networks and the internet	3.4A Types of computing networks 3.4B Components of computing networks 3.4C Characteristics of computing networks 3.4D Computing network providers and services 3.4E The world wide web 3.4F Evolution of the internet and the web 3.4G Internet dilemmas
Political	**4.6A Political processes** • Voting and campaigning • Formal and informal forms of political participation, such as lobbying, political movements and activism • Political advertising and propaganda **4.6B Governing bodies** • Organization and role of local, regional, national and global governing institutions • Non-governmental organizations (NGOs) • Non-state political actors 4.6C Conflicts and war • Warfare and terrorism **4.6D Laws, regulations and policies** • Crime and lawbreaking • Surveillance and monitoring • Pollution and waste monitoring • Pollution and waste prevention

	• Pollution and waste reduction • Public and private policy, including professional codes, rules and regulations
Values and ethics	2.7A Values and ethics are ways to determine possible distinctions between right and wrong,fair and unfair, just and unjust, legal and illegal, proper and improper. 2.7B Values and ethics guide human action in the world, including individual and group conduct, and decision-making. 2.7C Values and ethics may be personal, shared, collective and/or professional. 2.7D Values and ethics are expressed through frameworks, codes, rules, policies and laws. 2.7E Values and ethics influence and shape ideas, objects, practices, systems and spaces.
Artificial intelligence	3.6A Types of AI 3.6B Types and uses of machine learning 3.6C Uses of artificial neural networks 3.6D Evolution of AI 3.6E AI dilemmas
Governance and human rights	5.2A Conflict, peace and security • Wars and civil conflicts • Regional, national and global security 5.2B Participation and representation • Political speech and activism • Access and representation in governing bodies and institutions

	5.2C Diversity and discrimination • Gender equality • Racial and ethnic discrimination • Ability, access and inclusion • Tolerance for religions and cultural differences
Semester III	
<u>Unit Title</u>	**Topics**
Identity	2.3A Identity helps define a person, group, social entity and/or community. 2.3B Identity is not static but changes over time and according to context and the perspectives of others. 2.3C Identities are intersectional and may include aspects related to age, nationality, religion, culture, gender, sexuality, race, ethnicity as well as social and economic class.
Power	2.4A Power is a feature of all social relations that involves a person's or group's capacity to influence or control the actions of others. 2.4B Power is structural and embedded within institutions, organizations and governments. 2.4C Power is not equally distributed
Media	3.5A Types of digital media 3.5B Characteristics of digital media 3.5C Immersive digital media 3.5D Digital media dilemmas

Cultural	4.1A Arts, entertainment and popular culture • Genres, techniques and forms • Ways to experience art and entertainment, such as online galleries and exhibitions, streaming platforms • Memes, online forums, internet celebrities and influencers 4.1B Home, leisure and tourism • Home appliances, services and technologies • Sports, gaming and hobbies • Travel, sharing platforms and tourism 4.1C Heritage, customs and celebrations • Rites of passage • Expression and preservation of cultural heritage, customs and celebrations 4.1D Subcultures • Youth cultures • Online communities and forums
Expression	2.2A Expression is the act, process or instance of representing ideas, emotions and/or experiences using different modes and media. 2.2B Expression serves many functions, including storytelling, world-building, artistic innovation and political activism. 2.2C Expression brings people and communities together while also introducing significant dilemmas.

Robots and autonomous technologies	3.7A Types of robots and autonomous technologies 3.7B Characteristics of robots and autonomous technologies 3.7C Evolution of robots and autonomous technologies 3.7D Robots and autonomous technology dilemmas
Sustainable development	**5.3A Climate change and action** • Global efforts to address climate change • National, regional and local efforts to address climate change **5.3B Use of resources** • Responsible consumption, production and distribution of products and services • Designing for responsible use of shared infrastructures and resources, for example, energy, transportation and built spaces **5.3C Managing pollution and waste** Pollution and waste monitoring • Pollution and waste prevention • Pollution and waste reduction
Semester IV	
Unit Title	**Topics**
Health	**4.4A Medicine and health** • Approaches to the design and delivery of medical diagnostics and care • Medical research and development • Health and wellness records, monitoring and tracking **4.4B The human body** • Technological augmentation, bio-hacking, implanted technology,

	exoskeletons and organ printing • Accessibility approaches for differently abled people and communities • Ergonomic design **4.4C Mental health** • Approaches to understanding and ensuring mental health • Intersections of digital systems and mental health, for example, attention, addiction and anxiety
Space	2.5A Humans organize, construct and represent space based on physical, geographic, cultural and/or social features (for example, into locations, regions, borders, zones). 2.5B Different spaces often serve distinct functions for people and communities. 2.5C Access, movement and flows are significant considerations involving space. 2.5D Space can be understood using multiple scales and dimensions, including local,regional, national and global as well as virtual.
Human knowledge	4.5A Learning and education • Design and delivery of formal education, for example, in schools and remote learning • Approaches to non-formal and post-formal education, for example, skill training, competency development and self-directed learning • Digital pedagogies 4.5B Science and technology innovation • Approaches to scientific and technology research and development

GROUP 3: PSYCHOLOGY

Subject: Psychology HL				
IB Assessment Outline:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	**Section A:** Three short-answer questions on the Core units (biological, cognitive, and sociocultural approaches to behaviour) **(27 marks)** **Section B:** One essay response question from a choice of three on the core units (biological, cognitive and sociocultural approaches to behaviour). One, two or all of the essays may	**2 Hours**	**49 marks**	**40%**

	reference the additional HL topic **(22 marks)**			
Paper 2	[HL] Two essay-response questions; one from a choice of three on each of two Option units chosen. (**44 marks)**	**2 Hours**	**44 marks**	**20%**
Paper 3	Three short-answer questions from a list of six static questions (published in the guide) on approaches to research.	**1 Hour**	**24 Marks**	**20%**
Internal Assessment				**20%**
Experimental study : **A report on an experimental study undertaken by the student in groups (22 marks)** **This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.**				
Subject: Psychology SL				
IB Assessment Details:				
External Assessment				

Written components	Details	Duration	Maximum Marks	Weightage
Paper1	**Section A:** Three short-answer questions on the Core units (biological, cognitive, and sociocultural approaches to behaviour) **(27 marks)** **Section B:** One essay-response question from a choice of three of the Core units (biological, cognitive and sociocultural approaches to behaviour). **(22 marks)**	**2 Hours**	**49 marks**	**50%**
Paper 2	[SL] One essay-response question; one from a choice of three of one Option unit chosen. (**22 marks)**	**1 Hour**	**22 Marks**	**25%**

Paper 3	**NA**	**NA**	**NA**	**NA**
Internal Assessment				**25%**
Experimental study : A report on an experimental study undertaken by the student in groups (22 marks) **This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.**				

Syllabus Outline

Semester I	
Unit Title	**Topics**
Unit 1 : Research and Methodology	**Includes all topics of Research Methodology (included in Paper 3)** ● Introduction to Psychology ● Purpose of research in psychology ● Quantitative vs. Qualitative Methods of Research ● Quantitative Methods ● Qualitative Methods ● Sampling, Biases, Generalizability in various methods ● Ethics in psychological research
Unit 2 : Biological Level of Analysis	**Includes all topics from Biological Approach**

	● Principles of Biological Approach to psychology ● Localization ● Neuroplasticity ● Neurotransmitters and behaviour ● Techniques to study the brain in relation to behaviour ● Hormones and behaviour ● Pheromones and behaviour ● Genes and behaviour ● Evolutionary explanation for behaviour ● [HL topic] The role of animal research in understanding human behaviour
Semester II	
Unit Title	**Topics**
Unit 3 : Cognitive Level of Analysis	**Includes all topics of Cognitive Approach** ● Concepts and principles of cognitive approach to behaviour ● Models of memory ● Schema theory ● Thinking and decision-making ● Reliability of cognitive processes : reconstructive memory ● Biases in thinking and decision-making ● Emotion and cognition ● [HL topic] Cognitive processing in the digital world

Unit 4 : Socio-Culture Level of Analysis	**Includes all topics of Socio-Cultural Approach** ● Concept of culture and culture norms ● Cultural influences on individual attitudes, identities and behaviour ● Cultural origins of behaviour and cognition - cultural dimensions ● The individual and the group - social cognitive theory ● The individual and the group - social identity theory and stereotyping ● [HL topic] The influence of globalization on individual behaviour
Semester III	
Unit Title	**Topics**
Unit 5 : One Optional unit (out of 4 Options) (Options : Abnormal psychology, Developmental psychology, Health psychology, Psychology of Human Relationships)	**Includes all topics from the Option selected**
Semester IV	

Unit Title	Topics
Unit 6 : Second Optional unit (out of 4 Options) (Options : Abnormal psychology, Developmental psychology, Health psychology, Psychology of Human Relationships)	**Includes all topics from the Option selected**

GROUP 4: PHYSICS

Subject: Physics HL				
IB Assessment Outline:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	Paper 1 A Multiple Choice Questions Paper 1 B Data based questions	2 hr	60	36%
Paper 2	Short answer and extended response questions on core and AHL material	2 hour 30 min	90	44 %
Internal Assessment Duration 10 hrs				20%
Subject: Physics SL				

IB Assessment Details:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	Paper 1 A Multiple Choice Questions Paper 1 B Data based questions	1 hour 30 min	45	36%
Paper 2	Short answer and extended response questions on core	1 hour 30 min	55	44%
Internal Assessment duration 10 hr				20 %

Syllabus Outline

Semester I	
Unit Title	**Topics**
A. Space, time and motion	A.1 Kinematics A.2 Forces and momentum A.3 Work, energy and power D1. Gravitational fields
B. The particulate nature of matter	B.1 Thermal energy transfers B.2 Greenhouse effect B.3 Gas laws
Semester II	
Unit Title	**Topics**

B. The particulate nature of matter D. Fields	B.5 Current and circuits D.2 Electric and magnetic fields D.3 Motion in electromagnetic fields D.4 Induction
Wave behaviour	C.1 Simple harmonic motion C.2 Wave model C.3 Wave phenomena
Group 4 Project	Field work, Science labs
Practical (IA)	Experiments from different topics covering the whole physics curriculum
Semester III	
Unit Title	Topics
Wave behaviour	C.4 Standing wave and resonance C5 Doppler effect
E. Nuclear and quantum physics	E.1 Structure of the atom E.2 Quantum physics E.3 Radioactive decay E.4 Fission E.5 Fusion and stars
Semester IV	
Unit Title	Topics
A. Space, time and motion	A.4 Rigid body mechanics A.5 Galilean and special relativity
B. The particulate nature of matter	B.4 Thermodynamics

Practical activities /IA in year 2	Experiments from different topics covering the physics curriculum

GROUP 4: CHEMISTRY

Subject: Chemistry-HL				
IB Assessment Outline:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	Paper 1 A Multiple Choice Questions Paper 1 B Data based questions	2 hr	75	36%
Paper 2	Short answer and extended response questions on core and AHL material	2 hour 30 min	90	44 %
Internal Assessment Duration 10 hrs				20%
Subject: Chemistry SL				
IB Assessment Details:				
External Assessment				

Written components	Details	Duration	Maximum Marks	Weightage
Paper1	Paper 1 A Multiple Choice Questions Paper 1 B Data based questions	1 hour 30 min	55	36%
Paper 2	Short answer and extended response questions on core	1 hour 30 min	50	44%
Internal Assessment duration 10 hr				20 %

Syllabus Outline

Semester I	
Unit Title	Topics
Models of the particulate nature of matter	Introduction to the particulate nature of matter. The nuclear atom, Electronic configuration , The nuclear atom ,Electron configuration ,"In an emission spectrum, the limit of convergence at higher frequency corresponds to the first ionization energy." The mole concept, Reacting masses and volumes gas law, idealgs.
Models of bonding and structure	Ionic model, Covalent model, the metallic model, Forms models to materials
Semester II	

Unit Title	Topics
Classification of matter	Periodic table classification of elements, Functional group
Reactivity 1 - What drives chemical reactions?	Measuring enthalpy changes :The standard enthalpy change for a chemical reaction, Hess's LawBond enthalpies An application of Hess's law. Energy from fuels, Entropy and spontaneity.
Semester III	
Unit Title	Topic
Reactivity 2. How much, how fast and how far?	The mole ratio of an equation can be used to determine: • the masses and/or volumes of reactants and products • the concentrations of reactants and products for reactions occurring in solution. limiting reagent,The percentage yield is calculated from the ratio of experimental yield to theoretical yield. How fast? The rate of chemical change, rate of reaction , collision theory, Factors that influence the rate of a reaction. Activation energy activation energy and transition state of the rate-determining step in a multistep reaction. mechanism of the reaction, Arrhenius equation uses the temperature dependence of the rate constant to determine the activation energy. Le Châtelier's principle enables the prediction of the qualitative effects of changes in concentration, temperature and pressure to a system at equilibrium
Semester IV	
Unit Title	Topics

What are the mechanisms of chemical change?	Proton transfer reactions :Bronsted–Lowry acid base concept, pH and pOH , pK_w,pK_a,pK_b, ,pH curves for neutralization, buffer solution , Electron transfer reactions, Redox reacion ,—A primary (voltaic) cell is an electrochemical cell, primery and secondary cell,oxidation of organic compound, Electron-pair sharing reactions nucleophilic substitution reaction, a electrophile

GROUP 4: BIOLOGY

Subject:Biology HL				
IB Assessment Outline:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
1A	40 multiple-choice questions on SL and AHL material	120 min	40	(36%)
1B	Four data-based questions related to experimental work and the syllabus		35	
2 – Section A	Data-based question and short-answer questions on SL and AHL material	150 min	48	(44%)
2 – Section B	Extended-response questions on SL and AHL material (two of three options)		32	

Internal Assessment- 24				**20%**
Subject: Biology SL				
IB Assessment Details:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
1A	30 multiple-choice questions on standard level material	90 min	30	(36%)
1B	Four data-based questions related to experimental work and the syllabus		25	
2 – Section A	Data-based question and short-answer questions on standard level material	90 min	34	(44%)
2 – Section B	Extended-response questions on standard level material (one of two options)		16	
Internal Assessment- 24				**20%**

Biology HL

Semester I	
Unit Title	**Topics**
Unity in diversity	A1: **Molecules-** A1.1 Water A1.2 Nucleic Acids
	A2: **Cells**- A2.1 Origins of Cells, A2.2 Cell Structure, A2.3 Viruses
	A3: **Organisms**- A3.1 Diversity of organisms , A3.2 Classification and cladistics
	A4: **Ecosystems**- A4.1 Evolution and speciation, A4.2 Conservation of biodiversity
Form and function	B1: **Molecules**- B1.1 Carbohydrates and lipids, B1.2 Proteins B2: **Cells**- B2.1 Membranes and Membrane Transport B2.2 Organelles and Compartmentalisation B2.3 Cell specialization
Semester II	
Unit Title	**Topics**

Form and function	B3: **Organisms** B3.1 Gas exchange B3.2 Transport B3.3 Muscle and motility
	B4: **Ecosystems** B4.1 Adaptation to environment B4.2 Ecological niches
Interaction and Interdependence.	C1: **Molecules** C1.1 Enzymes and metabolism C1.2 Cell respiration C1.3 Photosynthesis
	C2: **Cells** C2.1 Chemical signalling C2.2 Neural signalling
Semester III	
Unit Title	**Topics**
Interaction and Interdependence.	C3: **Organisms** C3.1 Integration of body systems C3.2 Defence against disease
	C4: **Ecosystems** C4.1 Populations and communities C4.2 Transfers of energy and matter

Continuity and change	D1: **Molecules** D1.1 DNA replication D1.2 Protein synthesis D1.3 Mutations and gene editing
	D2: **Cells** D2.1 Cell and nuclear division D2.2 Gene expression D2.3 Water potential
Semester IV	
Unit Title	**Topics**
Continuity and change	D3: **Organisms** D3.1 Reproduction D3.2 Inheritance D3.3 Homeostasis
	D4: **Ecosystems** D4.1 Natural selection D4.2 Stability and change D4.3 Climate change

BIOLOGY SL

Semester I	
Unit Title	**Topics**
Unity in diversity	A1: **Molecules**- A1.1 Water A1.2 Nucleic Acids
	A2: **Cells**- A2.2 Cell Structure
	A3: **Organisms**- A3.1 Diversity of organisms
	A4: **Ecosystems**- A4.1 Evolution and speciation, A4.2 Conservation of biodiversity
Form and function	B1: **Molecules**- B1.1 Carbohydrates and lipids, B1.2 Proteins B2: **Cells**- B2.1 Membranes and Membrane Transport B2.2 Organelles and Compartmentalisation B2.3 Cell specialisation
Semester II	
Unit Title	**Topics**

Form and function	B3: **Organisms** B3.1 Gas exchange B3.2 Transport
	B4: **Ecosystems** B4.1 Adaptation to environment B4.2 Ecological niches
Interaction and Interdependence.	C1: **Molecules** C1.1 Enzymes and metabolism C1.2 Cell respiration C1.3 Photosynthesis
	C2: **Cells** C2.2 Neural signalling
Semester III	
Unit Title	**Topics**
Interaction and Interdependence.	C3: **Organisms** C3.1 Integration of body systems C3.2 Defence against disease
	C4: **Ecosystems** C4.1 Populations and communities C4.2 Transfers of energy and matter
Continuity and change	D1: **Molecules** D1.1 DNA replication D1.2 Protein synthesis D1.3 Mutations and gene editing

	D2: **Cells** D2.1 Cell and nuclear division D2.3 Water potential
Semester IV	
Unit Title	**Topics**
Continuity and change	D3: **Organisms** D3.1 Reproduction D3.2 Inheritance D3.3 Homeostasis
	D4: **Ecosystems** D4.1 Natural selection D4.2 Stability and change D4.3 Climate change

GROUP 3 & 4: ESS ENVIRONMENTAL SYSTEMS AND SOCIETIES

Subject: ESS HL				
IB Assessment Details:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	**Case Study**	**2 hours**	**70**	**30%**

Paper 2	**Structured**	**2.5 Hours**	**80**	**50%**
Internal Assessment (30 marks)				**20%**

Subject: ESS SL				
IB Assessment Details:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	**Case Study**	**1 hour**	**35**	**25%**
Paper 2	**Structured**	**2 Hours**	**60**	**50%**
Internal Assessment (30 marks)				**25%**

ESS HL	
Semester I	
Unit Title	**Topics**
Unit Name	**Unit Topics**
1. Foundation	1.1 Perspectives
	1.2 Systems
	1.3 Sustainability

2. Ecology	2.1 Individuals, populations, communities, and ecosystems
	2.2 Energy and biomass in ecosystems
	2.3 Biogeochemical cycles
	2.4 Climate and biomes
	2.5 Zonation, succession and change in ecosystems
Semester II	
3. Biodiversity and conservation	3.1 Biodiversity and evolution
	3.2 Human impact on biodiversity
	3.3 Conservation and regeneration
4. Water	4.1 Water systems
	4.2 Water access, use and security
	4.3 Aquatic food production systems
	4.4 Water pollution
5. Land	5.1 Soil
	5.2 Agriculture and food
Semester III	
6. Atmosphere and climate change	6.1 Introduction to the atmosphere
	6.2Climate change—causes and impacts
	6.3 Climate change—mitigation and adaptation
	6.4 Stratospheric ozone

7. Natural Resources	7.1 Natural resources—uses and management
	7.2 Energy sources—uses and management
	7.3 Solid waste
Semester IV	
8. Human populations and urban systems	8.1 Human populations
	8.2 Urban systems and urban planning
	8.3 Urban air pollution
HLa	Environmental law
HLb	Environmental economics
HLc	Environmental ethics

ESS SL	
Semester I	
Unit Title	**Topics**
Unit Name	**Unit Topics**
1. Foundation	1.1 Perspectives
	1.2 Systems
	1.3 Sustainability
2. Ecology	2.1 Individuals, populations, communities, and ecosystems
	2.2 Energy and biomass in ecosystems

	2.3 Biogeochemical cycles
	2.4 Climate and biomes
	2.5 Zonation, succession and change in ecosystems
3. Biodiversity and conservation	3.1 Biodiversity and evolution
	3.2 Human impact on biodiversity
	3.3 Conservation and regeneration
Semester II	
4. Water	4.1 Water systems
	4.2 Water access, use and security
	4.3 Aquatic food production systems
	4.4 Water pollution
5. Land	5.1 Soil
	5.2 Agriculture and food
Semester III	
6. Atmosphere and climate change	6.1 Introduction to the atmosphere
	6.2Climate change—causes and impacts
	6.3 Climate change—mitigation and adaptation
	6.4 Stratospheric ozone
7. Natural Resources	7.1 Natural resources—uses and management
	7.2 Energy sources—uses and management
	7.3 Solid waste

Semester IV	
8. Human populations and urban systems	8.1 Human populations
	8.2 Urban systems and urban planning
	8.3 Urban air pollution

GROUP 4: COMPUTER SCIENCE

Subject:CS HL				
IB Assessment Outline:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	short answer questions and structured questions,	**2 hour 10 min**	**100**	**40%**
Paper 2	questions in relation to the option chosen and	**1 hour 20 min**	**65**	**20%**
Paper 3	questions based on pre-seen case study produced annually by the IB.	**1 hour**	**30**	**20%**
Internal Assessment				**20%**
Subject:CS SL				
IB Assessment Details:				

External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	short answer questions and structured questions,	**1 hour 30 mins**	**70**	**45%**
Paper 2	questions in relation to the option chosen and	**1 hour**	**45**	**25%**
Internal Assessment				**30%**

Syllabus Outline

Semester I	
Unit Title	**Topics**
Computer Organization	• Computer architecture • Secondary memory • Operating systems and application systems • Binary representation • Simple logic gates
System Fundamentals	• Planning and system installation • User focus • System backup • Software deployment • System design basics

	• Components of a computer system • System design and analysis • Human interaction with the system
Semester II	
Unit Title	**Topics**
Computational thinking, problem-solving and programming	• Thinking procedurally • Thinking logically • Thinking ahead • Thinking concurrently • Thinking abstractly • Connecting computational thinking and program design • Introduction to programming • Use of programming languages
Abstract data structures	• Thinking recursively • Stack • Queue • Linked lists • Trees • Applications
Options - Part One	• Database • Modelling and Simulation • Web Science • Object Oriented Programming
Case study	Additional subject content introduced by the annually issued case study

Semester III	
Unit Title	**Topics**
Options - Part Two	• Database • Modelling and Simulation • Web Science • Object Oriented Programming
Networks	• Network fundamentals • Data transmission • Wireless networking
Case study	Additional subject content introduced by the annually issued case study
Semester IV	
Unit Title	**Topics**
Resource Management	• System resources • Role of the operating system
Control	• Centralized control systems • Distributed systems
Case study	Additional subject content introduced by the annually issued case study

GROUP 4: Design Technology

Subject: Design Technology HL

IB Assessment Outline:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper 1	**MCQ**	**1 hr**	**50**	**20**
Paper 2	**Structured**	**1.30 hr**	**50**	**20**
Paper 3	**Structured**	**1.30 hr**	**40**	**20**
Internal Assessment				**40**
Subject: Design Technology SL				
IB Assessment Details:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper 1	**MCQ**	**45 min**	**50**	**30**
Paper 2	**Structured**	**1.30 hr**	**50**	**30**
Internal Assessment				**40**

Syllabus Outline

Semester I	
Unit Title	**Topics**
Human Factors and ergonomics	1.1 Anthropometrics 1.2 Psychological Factors 1.3 Physiological Factors
Resource management and sustainable production	2.1 Resources and reserves 2.2 Waste mitigation strategies 2.3 Energy utilization, storage and distribution 2.4 Clean technology 2.5 Green design 2.6 Eco-design
Modelling	3.1 Conceptual modelling 3.2 Graphical modelling 3.3 Physical modelling 3.4 Computer-aided design (CAD) 3.5 Rapid prototyping
Innovation and Design	5.1 Invention 5.2 Innovation 5.3 Strategies for innovation 5.4 Stakeholders in invention and innovation 5.5 Product life cycle 5.6 Rogers' characteristics of innovation and consumers 5.7 Innovation, design and marketing specifications

Semester II	
Unit Title	**Topics**
Classic Design	6.1 Characteristics of classic design 6.2 Classic design, function and form
Final Production	4.1 Properties of materials 4.2 Metals and metallic alloys. 4.3 Timber 4.4 Glass 4.5 Plastics 4.6 Textiles 4.7 Composites 4.8 Scales of production 4.9 Manufacturing processes 4.10 Production Systems 4.11 Robots in automated production
User Centred Design	7.1 User-centred design (UCD) 7.2 Usability 7.3 Strategies for user research 7.4 Strategies for UCD 7.5 Beyond usability—designing for pleasure and emotion
Semester III	
Unit Title	**Topics**
Sustainability	8.1 Sustainable development 8.2 Sustainable consumption 8.3 Sustainable design

	8.4 Sustainable innovation
Innovation and markets	9.1 Corporate strategies 9.2 Market sectors and segments 9.3 Marketing mix 9.4 Market research 9.5 Branding
Commercial Production	10.1 Just in time (JIT) and just in case (JIC) 10.2 Lean production 10.3 Computer-integrated manufacturing (CIM) 10.4 Quality management 10.5 Economic viability
Semester IV	
Unit Title	**Topics**
Revision of Chapters 1 to 10	

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Collaborative Sciences Project

The collaborative sciences project is an interdisciplinary sciences project, providing a worthwhile challenge to Diploma Programme (DP) and Career-related Programme (CP) students, addressing real-world problems that can be explored through the sciences. Throughout the project, the emphasis is on the experience of collaborative problem-solving, the focus being the process rather than the product. The 10 hours allocated to the CSP, which are part of the teaching time set aside for IA, can be divided into three stages: planning, action and evaluation.

GROUP 5: Mathematics - Analysis and Approaches HL /SL

Subject: Mathematics (Analysis and approaches) HL				
IB Assessment Outline:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	Section A: Compulsory short-response questions based on the compulsory core of the syllabus. Section B: Compulsory extended-response questions based on the compulsory core of the syllabus. No calculator allowed	**2 Hours**	**110**	**30%**
Paper 2	Section A: Compulsory short-response questions based on the compulsory core of the syllabus. Section B: Compulsory extended-response questions based on the compulsory core of the syllabus. Graphic display calculator (GDC) required	**2 Hours**	**110**	**30%**
Paper 3	Two compulsory extended response problem-solving questions. Graphic display calculator (GDC) required	**1 Hour**	**55**	**20%**

Internal Assessment: Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.	**20%**

Subject: Mathematics (Analysis and approaches) SL				
IB Assessment Details:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	Section A: Compulsory short-response questions based on the compulsory core of the syllabus. Section B: Compulsory extended-response questions based on the compulsory core of the syllabus. No calculator allowed	**1 ½ Hours**	**80**	**40%**
Paper 2	Section A: Compulsory short-response questions based on the compulsory core of the syllabus. Section B: Compulsory extended-response questions based on the	**1 ½ Hours**	**80**	**40%**

	compulsory core of the syllabus. Graphic display calculator (GDC) required			
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%**

Syllabus Outline

Semester I	
Unit Title	**Topics**
Number and Algebra	Numbers and Approximation, Sequence and Series, Exponents and Logarithms, Algebraic Proofs and Identities, Binomial Expansion, Permutations and Combinations, Complex Numbers, Mathematical Induction and Proofs, System of linear equations.
Functions	Equation of line in two dimensions, Functions – Domain and range, inverse and composite functions. Rational Functions, Polynomial Functions and equations, Solutions of modulus equations and inequalities. Transformations of functions.
Semester II	
Unit Title	**Topics**

Geometry and Trigonometry	Geometry, Trigonometric functions and equations, Reciprocal trigonometric functions, graphs, compound and multiple angle identities. Vectors
Calculus (Differential Calculus)	Meaning of derivative, differentiation using first principle, differentiation of algebraic, exponential, trigonometric, logarithmic functions, concept of tangent normal, maxima and minima, Application of derivative, Kinematics.
Semester III	
Unit Title	**Topics**
Calculus (Integral Calculus)	Integration and its applications, First order differential equations. Euler's method. Variables separable. Homogeneous differential equation Linear Differential equation: Maclaurin series to obtain expansions for e^x, sin x, cos x, ln(1+x), $(1+x)^p$, $p \in \mathbb{Q}$. Use of simple substitution, products, integration and differentiation to obtain other series. The Maclaurin series developed from differential equations.
Statistics and Probability	Statistics, Bivariate data, Probability, Use of Bayes' theorem for a maximum of three events. Discrete Probability distributions, Binomial Distribution.
Semester IV	
Unit Title	**Topics**
Statistics and Probability	Continuous Probability distributions, Normal distribution.

GROUP 5: Mathematics applications and interpretation (HL)

Subject: Mathematics (Application and Interpretation) HL

IB Assessment Outline:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	Graphic display calculator (GDC) required Compulsory short-response questions based on the syllabus.	**2 Hours**	**110**	**30%**
Paper 2	Graphic display calculator (GDC) required Compulsory Extended-response questions based on the syllabus.	**2 Hours**	**110**	**30%**
Paper 3	Two compulsory extended response problem-solving questions. Graphic display calculator (GDC) required	**1 Hour**	**55**	**20%**
Internal Assessment: Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.				**20%**

Syllabus Outline

Semester I	
Unit Title	**Topics**

Number and Algebra	Sequence and series Laws of exponents, Laws of logarithms exponents and logarithm, Approximations, Amortization and annuities, Systems of linear equations in up to 3 variables, Polynomial equations, Complex numbers and complex planes. Matrices and Matrix algebra, Eigenvalues and eigenvectors.
Functions	The equation of a straight line, Concept of a function, domain, range and graph, Linear models, quadratic model, Exponential growth and decay models, Direct/inverse variation, Cubic models, Sinusoidal models, Modelling skills Composite functions, Transformations of graphs, Natural logarithmic models, Logistic models, Piecewise models
Semester II	
Unit Title	**Topics**
Geometry and Trigonometry	The distance between two points in three- dimensional space, and their midpoint, Volume and surface area of solids, sine, cosine and tangent ratios, sine rule and cosine rule, Pythagorean identity,Application of trigonometry, The circle: length of an arc; area of a sector, Using radians to calculate area of sector, length of arc, Equations of perpendicular bisectors. Voronoi diagrams Geometric transformations of points in two dimensions using matrices Vectors, Graph theory, Adjacency matrices. Tree and cycle algorithms with undirected graphs, Eulerian trails and circuits.Hamiltonian paths and cycles. Minimum spanning tree (MST) graph algorithms, Kruskal's and Prim's algorithms for finding minimum spanning trees. Chinese postman problem, Travelling salesman problem.

Statistics and probability	Concepts of population, sample, random sample, discrete and continuous data. Histograms, Cumulative frequency, box and whisker diagrams, mean, median and mode, Linear correlation of bivariate data, Scatter diagrams, Equation of the regression line probability of an event, Venn diagrams, tree diagrams, Combined events, Conditional probability, Independent events, Probability distribution, Binomial distribution, Normal distribution, Spearman's rank correlation coefficient $\chi 2$ test, The t -test
Semester III	
Unit Title	**Topics**
Statistics and probability	Reliability tests.Validity tests.Non-linear regression.Linear transformation of a single random variable.A linear combination of n independent normal random variables, Central limit theorem, Poisson distribution, Critical values and critical regions. Transition matrices.
Calculus	concept of a limit, Derivative, Increasing and decreasing functions, Tangents and normal, Optimisation integration, Approximating areas using the trapezoidal rule. The chain rule, product rule and quotient rules. Derivatives of trigonometric, logarithmic and exponential functions, second derivative, definite and indefinite integration, Area of the region enclosed by a curve,
Semester IV	
Unit Title	**Topics**
Calculus	Volumes of revolution, Setting up a model/differential equation from a context. Euler's method, Numerical solution of the coupled system, Phase portrait.

GROUP 5: MATHS APPLICATION AND INTERPRETATION SL

Subject: Mathematics (Application and Interpretation) SL				
IB Assessment Outline:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	Graphic display calculator (GDC) required Compulsory short-response questions based on the syllabus	**1 Hour 30 Minutes**	**80**	**40%**
Paper 2	Graphic display calculator (GDC) required Compulsory Extended-response questions based on the syllabus.	**1 Hour 30 Minutes**	**80**	**40%**
Internal Assessment: Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.				**20%**

Syllabus Outline

Semester I	
Unit Title	**Topics**
Number and Algebra	Sequence and series Laws of exponents, Laws of logarithms exponents and logarithm, Approximations, Amortization and annuities, Systems of linear equations in up to 3 variables, Polynomial equations,
Functions	The equation of a straight line, Concept of a function, domain, range and graph, Linear models, quadratic model, Exponential growth and decay models, Direct/inverse variation, Cubic models, Sinusoidal models, Modelling skills Natural logarithmic models, Logistic models, Piecewise models
Semester II	
Unit Title	**Topics**
Geometry and Trigonometry	The distance between two points in three- dimensional space, and their midpoint, Volume and surface area of solids, sine, cosine and tangent ratios, sine rule and cosine rule, Pythagorean identity,Application of trigonometry, The circle: length of an arc; area of a sector, Using radians to calculate area of sector, length of arc, Equations of perpendicular bisectors. Voronoi diagrams
Statistics and probability	Concepts of population, sample, random sample, discrete and continuous data. Histograms, Cumulative frequency, box and whisker diagrams, mean, median and mode, Linear correlation of bivariate data, Scatter diagrams, Equation of the regression line probability of an event, Venn diagrams, tree diagrams, Combined events, Conditional probability, Independent events, Probability distribution, Binomial

	distribution, Normal distribution, Spearman's rank correlation coefficient $\chi 2$ test, The t -test
Semester III	
Unit Title	**Topics**
Statistics and probability	.Reliability tests,Validity tests.Non-linear regression.Linear transformation of a single random variable.A linear combination of n independent normal random variables,
Calculus	concept of a limit, Derivative, Increasing and decreasing functions, Tangents and normal, Optimisation integration, Approximating areas using the trapezoidal rule.
Semester IV	
Unit Title	**Topics**
Calculus	second derivative, definite and indefinite integration, Area of the region enclosed by a curve,

GROUP 6: VISUAL ARTS

Subject: Visual Art HL				
IB Assessment Outline:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	**Comparative Study**	**NA**	**42**	**20%**

Paper 2	**Process portfolio**	**NA**	**34**	**40%**
Paper 3	**Exhibition (IA)**	**NA**	**30**	**40%**
Internal Assessment				
Subject:Visual art SL				
IB Assessment Details:				
External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	**Comparative Study**	**NA**	**30**	**20%**
Paper 2	**Process portfolio**	**NA**	**34**	**40%**
Paper 3	**Exhibition (IA)**	**NA**	**30**	**40%**
Internal Assessment				

Syllabus Outline

Semester I	
Unit Title	**Topics**

Process portfolio - 2d art forms	Elements of art-Indian and Western
	Composition and colour theory
	2d art practices - Materials, skills, techniques and process
	Presentation and subject specific language
	Communication, Aesthetics and Critical investigation
	Visual Arts Journal
	Basic introduction to sculpture and mural
Semester II	
Unit Title	**Topics**
Comparative Study	Formal analysis
	Function and purpose
	Cultural context
	Compare and contrast
	Connection to own art making practices
	Art-Making - Developing and experimenting previously learned mediums, skills and techniques
Semester III	
Unit Title	**Topics**

Process portfolio - 3d art forms	Learning 3D Three-dimensional Forms and mural
	Familiarisation with various art genres, styles, regional schools and associations, Art criticism or responding to art
	Communicating through visual and written means.
	Presentation and Producing a body of artwork through a process of reflection and evaluation
Semester IV	
Unit Title	**Topics**
Exhibition - curatorial practices, Site Specific/ Ephemeral: Land Art, Installation and Lens media	Understanding Land Art, Installation. Introduction of Lens-based, electronic and screen-based forms - photography, Presentation of resolved works for exhibition with explanation.
	Curatorial practices- Exhibition of students' own work
	Studio work
	Art criticism or responding to art via various models Individual presentations
	Exhibition text - compilation of written material students identify, contextualise and justify their selections for exhibition.

GROUP 6: Dance

Subject:Dance SL
IB Assessment Details:

External Assessment				
Written components	**Details**	**Duration**	**Maximum Marks**	**Weightage**
Paper1	**Composition and analysis**	**60 hours**	**20 marks**	**40%**
Paper 2	**Dance Investigation**	**30 hours**	**20 marks**	**20%**
Internal Assessment				
Paper 1	**Performance**	**60 hours**	**22 marks**	**40%**

Syllabus Outline

Semester I	
Unit Title	**Topics**
Unit 1 Techniques of dance	Composition - Introduction about the composition. Using dance elements and dynamics. Techniques of choreographing / composing small pieces of dances using the different dance forms – familiar and unfamiliar dance forms. Learning of the concept of choreographing dance - 'Composition', 'Arrangement' and Structured improvisation' Writing small pieces of analytical statements on the choreographies/ compositions.
Dance forms and their historical backgrounds	World dance studies – Learn and appreciate the diversity of dance practices throughout the world by investigating different dance forms. Theoretical knowledge and practical understanding about the selected / chosen dance forms (one needs to be familiar and another unfamiliar). Find out the similarities and differences between them.

	Identify the elements of dances based on the culture and tradition of the dance forms / styles.
Crafting dance	Performance - Specializing in one dance form. Learning a dance form, artistry in it and the journey from classroom practices through to the performance of the dance for the audience. Learning the technical skills – · Control · Body strength · Dynamic content · Rhythm · Coordination
Semester II	
Unit Title	**Topics**
Unit 2 Compositional contrasts Connections	Composition – Create / compose a 2 minutes dance using the theme. Developing creative thinking skills and using the elements of dance. Write an analytical statement about the choreography showcasing following points- Different ways of structuring dance. · Use of elements of dance and its application in the choreography · Idea, purpose and viewpoint of the theme/ choreography. · Inter-relation of Form, Function and Content.

Comparative discussion of short excerpts	World dance studies – Choose a 2 dance styles and analyse its excerpts on the bases on following point – · Analyse the differences and similarities in the dance elements of two dance cultures / traditions · Analyse the theme and the techniques used in the two dance performances.
Technical skills of the Performance	Performance – Create a two performance of 3 minute of the learnt dance (1 familiar and 1 unfamiliar) form showcasing underwritten skills – · Performance should be stylistic and expressive · Showcasing technical ability of the chosen dance form. Filming the performance with proper set-up One of the choreographies should be duet performance (using any other student from the school).
Semester III	
Unit Title	**Topics**
Unit 3 Connections	Composition – Composing /choreographing dances and analysing them, focusing on the connections of the dance creations.Sourcing and referencing Reflecting on the self-choreographed workIntentions and planning of the work
Current context	World dance studies –Theoretical and practical learning of different dance forms in Historical and contemporary context. Investigating the theme and comparative study of them.
Interpretation	Performance –

	Learning the techniques of the unfamiliar dance form. Creating a new choreography by using the techniques. Interpretation - Watching the performance of the other artists and interpretation of the idea and the theme of the performance. Reflecting and enhancing one's own performance. Finally creating the final choreography for the final performance.
Semester IV	
Unit Title	**Topics**
Unit 4 Recording and Filming	Composition – Compiling, recording and filming the 3 Compositions, of 8 to 15 minutes Two contrasting choreographies out of 3 And writing the final draft of the analytical statement of 10000 words. Connection across the 3 component studies and got influences in choreographing their own dance. Performance – Compiling the 3 choreographies / dance performances of 6 to 9 minutes. This performances will be supported by the programme notes with following point – · The title of the dance · The choreographer of the performance and also the collaborators. · A brief statement - about the motivation and interpretation (in one or two paragraphs). · Any other / additional information World dance studies – Final compilation and completion of the Dance Investigation in 2500 words. This should also include in-depth comparison of 2 excerpts from the dance chosen from different cultures / traditions.

IA Calendar DP 2024-26

DP Year I			
DATE	**SUBJECT**	**IA DETAIL**	**WEIGHTAGE**
September, 2024			
05/08/24	CAS	Interview	
06/09/24	Business Management	Introduction to BM IA	20% HL/ 30%SL
23/09/24	Economics	Sample Microeconomics Commentary - First Draft	20% HL 30% SL
October,2024			
19/10/24	Economics	Sample Microeconomics Commentary - Final submission	20% HL 30% SL
14/10/24	Business Management	Introduction + Methodology - Submission	20% HL/ 30%SL
November, 2024			
Semester I Examination: 4th Nov to 14th Nov 2024			
December, 2024			
Eng L & L	EE Introduction	Introduction	
January, 2025			
18/1/25	Collaborative Sciences project (CSP)	Session 7,8,9 Action Phase - mini conference)	Full day
next tutor lesson after 18th Jan (after time table confirmation)	Collaborative Sciences project (CSP)	Session 10-Reflection Phase	Tutor time
10/12/24	Economics	Final Microeconomics Commentary - First Draft	20% HL 30% SL
February, 2025			

08/01/25	Economics	Final Microeconomics Commentary - Final Draft	20% HL 30% SL
13th Feb, 2025	Eng L & L(HL)	First Meeting	20%%
March, 2025			
3/3/25	Business Management	50%(Two Tools)	20% HL/ 30%SL
20/03/25	TOK	TOK Exhibition	33%
April, 2025			
1th April to 18th April, Semester II Examination			
DP Year II			
July, 2025			
5/7/25	EE (1st meeting)	Checking progress of EE	
August, 2025			
20/8/25	EE (follow up meeting)	Checking progress of EE	
05/08/24	CAS	Interview	
Monday 18 Aug 2025	Math	Finalize the IA topic	20%
7th August 2025	English L&L (HL Essay)	HL Essay- 2nd draft	20%
21st August 2025	English L&L (HL Essay)	Final Meeting	20%
30/08/25	Economics	Macroeconomics Commentary - First Draft	20% HL 30% SL
September, 2025			
11/9/25	Extended Essay	First Draft EE	Core
24/09/25	Economics	Macroeconomics Commentary - Final Draft	20% HL 30% SL
29th Sep 2025	English L&L (HL Essay)	Final Submission	20%
October, 2025			
30th September to 9th October, Semester III Examination			

Monday 13 Oct 2025	Mathematics	First Draft of Math Exploration	20%
15/10/25	ESS	Investigation - First Draft submission	SL- 20%
10/10/25	DS	Inquiry Project - First Draft Submission	SL- 30% HL-20%
31/10/25	Psychology	Simple experimental study -First Draft	SL-25%, HL-20%
20/10/25	Business Management	BM IA - First Draft	20% HL/ 30%SL
Monday 3 Nov 2025	Mathematics	Exploration - Final Submission	20%
31/10/25	ESS	Investigation - Final submission	25%
30/10/25	DS	Inquiry Project- Final Submission	20% HL 30% SL
31/10/24	Economics	International Commentary - First Draft	20% HL 30% SL
November,2025			
24/11/25	Design Technology	Design Project - First Draft	40%
	Psychology	Simple experimental study- Final Submission	20%HL /25%SL
29/11/25	Economics	International Commentary - Final submission	20% HL 30% SL
25/11/25	Extended Essay	Final Submission	Core
20/11/25	CS	Final product - First Draft Submission	SL- 30% HL-20%
December,2025			
22/12/25	Business Management	BM IA - Final Submission	20% HL/ 30%SL
16/12/2025	CS	Project -Final Submission	SL 30% / HL 20%
15/12/25	ESS	First Draft	20%
9/12/2025	Biology	Investigation - First Draft	

		submission	
18/12/25	Physics	Investigation - First Draft submission	
20/12/25	TOK	First Draft TOK essay submission	
20/12/2025	Chemistry	Investigation - First Draft submission	
22/12/25	Design Technology	Design Project - Final Submission	40%
January,2026			
08/01/26	CAS	Interview	
20/1/26	Biology	Investigation - Final submission	20 %
5/1/26	ESS	Investigation - Final submission	25%
10/1/2026	Physics	Investigation - Final submission	20%
23/01/26	Chemistry	Investigation - Final submission	20%
28/1/2026	TOK	Final TOK essay submission	67%
15/01/26	Economics	Final Portfolio Submission	20% HL 30% SL
	Visual Arts	Comparative Study First Draft	20%
20/1/26 21/1/26	English L&L	IO	HL-20% SL-30%
28 /01/2026 29 /01/2026	French Ab initio SL / French B SL/HL/ Hindi B SL/HL	IOA	Ab initio 25% SL 25% / HL 25%
February 2026			
	Visual Arts	Comparative Study - Final Submission	

March,2026			
27th February -10th March Mock Examination			
	Visual Arts	Process portfolio - First Draft	
	Visual art	Final Exhibition	40%
	Visual art	Process portfolio- Final Submission	40%
31/01/26	CAS	Final portfolio Submission	

SUBJECT GRADE BOUNDARY FOR DP 2023-25

May 2022								
English A LAL HL	Grade	7	6	5	4	3	2	1
	Lower Limit	80	66	54	40	26	13	0
	Upper Limit	100	79	65	53	39	25	12
English A LAL SL	Grade	7	6	5	4	3	2	1
	Lower Limit	79	65	53	38	25	11	0
	Upper Limit	100	78	64	52	37	24	10
French Ab	Grade	7	6	5	4	3	2	1
	Lower Limit	80	68	55	43	26	12	0
	Upper Limit	100	79	67	54	42	25	11
French B SL	Grade	7	6	5	4	3	2	1
	Lower Limit	82	67	51	36	22	10	0
	Upper Limit	100	81	66	50	35	21	9

French B HL	Grade	7	6	5	4	3	2	1
	Lower Limit	85	72	60	47	27	13	0
	Upper Limit	100	84	71	59	46	26	12
Hindi B SL	Grade	7	6	5	4	3	2	1
	Lower Limit	84	68	51	35	26	12	0
	Upper Limit	100	83	67	50	34	25	11
Hindi B HL	Grade	7	6	5	4	3	2	1
	Lower Limit	84	73	62	51	36	18	0
	Upper Limit	100	83	72	61	50	35	17
BM HL	Grade	7	6	5	4	3	2	1
	Lower Limit	69	59	50	41	31	16	0
	Upper Limit	100	68	58	49	40	30	15
BM SL	Grade	7	6	5	4	3	2	1
	Lower Limit	73	62	49	37	26	13	0
	Upper Limit	100	72	61	48	36	25	12
Economics HL	Grade	7	6	5	4	3	2	1
	Lower Limit	74	62	48	36	25	12	0
	Upper Limit	100	73	61	47	35	24	11
Economics SL	Grade	7	6	5	4	3	2	1
	Lower Limit	73	62	51	40	26	13	0
	Upper Limit	100	72	61	50	39	25	12
Psychology HL	Grade	7	6	5	4	3	2	1
	Lower Limit	74	61	49	35	22	10	0

	Upper Limit	100	73	60	48	34	21	9
Psychology SL	Grade	7	6	5	4	3	2	1
	Lower Limit	74	61	48	36	24	11	0
	Upper Limit	100	73	60	47	35	23	10
Biology HL	Grade	7	6	5	4	3	2	1
	Lower Limit	77	64	50	36	25	15	0
	Upper Limit	100	76	63	49	35	24	14
Biology SL	Grade	7	6	5	4	3	2	1
	Lower Limit	74	62	50	38	26	15	0
	Upper Limit	100	73	61	49	37	25	14
Chemistry HL	Grade	7	6	5	4	3	2	1
	Lower Limit	76	64	51	39	27	16	0
	Upper Limit	100	75	63	50	38	26	15
Chemistry SL	Grade	7	6	5	4	3	2	1
	Lower Limit	72	60	49	38	28	15	0
	Upper Limit	100	71	59	48	37	27	14
Physics HL	Grade	7	6	5	4	3	2	1
	Lower Limit	69	58	47	37	24	14	0
	Upper Limit	100	68	57	46	36	23	13
Physics SL	Grade	7	6	5	4	3	2	1
	Lower Limit	65	55	45	35	22	12	0
	Upper Limit	100	64	54	44	34	21	11
CS HL	Grade	7	6	5	4	3	2	1
	Lower Limit	73	62	52	41	30	15	0
	Upper Limit	100	72	61	51	40	29	14
CS SL	Grade	7	6	5	4	3	2	1

	Lower Limit	74	64	54	44	30	15	0
	Upper Limit	100	73	63	53	43	29	14
DT HL	Grade	7	6	5	4	3	2	1
	Lower Limit	69	58	47	36	27	13	0
	Upper Limit	100	68	57	46	35	26	12
DT SL	Grade	7	6	5	4	3	2	1
	Lower Limit	73	63	51	41	28	16	0
	Upper Limit	100	72	62	50	40	27	15
ESS	Grade	7	6	5	4	3	2	1
	Lower Limit	65	55	45	35	23	11	0
	Upper Limit	100	64	54	44	34	22	10
Mathematics AISL	Grade	7	6	5	4	3	2	1
	Lower Limit	77	63	48	33	22	11	0
	Upper Limit	100	76	62	47	32	21	10
Mathematics AI HL	Grade	7	6	5	4	3	2	1
	Lower Limit	68	57	44	32	23	12	0
	Upper Limit	100	67	56	43	31	22	11
Mathematics AA SL	Grade	7	6	5	4	3	2	1
	Lower Limit	75	57	42	29	17	9	0
	Upper Limit	100	74	56	41	28	16	8
Mathematics AA HL	Grade	7	6	5	4	3	2	1
	Lower Limit	70	57	43	30	21	13	0
	Upper Limit	100	69	56	42	29	20	12
VA HL	Grade	7	6	5	4	3	2	1

	Lower Limit	81	66	53	39	22	11	0
	Upper Limit	100	80	65	52	38	21	10
VA SL	Grade	7	6	5	4	3	2	1
	Lower Limit	81	65	51	34	22	11	0
	Upper Limit	100	80	64	50	33	21	10

DIPLOMA PROGRAM BONUS MATRIX

		Theory of knowledge					
		Grade **A**	Grade **B**	Grade **C**	Grade **D**	Grade **E**	No grade **N**
Extended essay	Grade **A**	3	3	2	2	Failing condition	Failing condition
	Grade **B**	3	2	2	1	Failing condition	Failing condition
	Grade **C**	2	2	1	0	Failing condition	Failing condition
	Grade **D**	2	1	0	0	Failing condition	Failing condition
	Grade **E**	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade **N**	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Changes from *The diploma points matrix (May 2010 - November 2014)*:

- B + C combination now results in 2 additional points (previously 1 point).
- A + E combination now results in zero points and a failing condition (previously 1 point).

List of holidays in session 2024-25		
Date	**Day**	**Event**
July 17	Wednesday	Muharram
August 15	Thursday	Independence Day
August 19	Monday	Rakshabandhan
August 26	Monday	Janmashtami
September 7	Saturday	Ganesh Chaturthi
September 16	Monday	Milad-un-Nabi or Id-e-Milad
September 17	Tuesday	Next day of Anant Chaturdashi
October 2	Wednesday	Mahatma Gandhi's Birthday
11th - 13th October	Friday- Sunday	Dussehra Break
29th Oct- 3rd Nov	Tuesday- Sunday	Diwali Break
Nov 15	Friday	Birsa Munda Jayanti
November 15	Friday	Guru Nanak's Birthday
Dec 25-Jan 1, 2025	Wednesday-Wednesday	Christmas Break
January 26	Sunday	Republic day
Feb 12	Wednesday	Ravidas Jayanti
Feb 26, 2025	Wednesday	Maha Shiv Ratri
Mar 14, 2025	Friday	Holi
March 18, 2025	Tuesday	Rang Panchami
Mar 31, 2025	Monday	Eid ul-Fitr

Apr 06, 2025	Sunday	Ram Navami
April 10	Thursday	Mahavir Jayanti
April 14	Monday	Ambedkar's Birthday
April 18	Friday	Good Friday

WELLBEING POLICY

Aims and Objectives

The concept of wellbeing is deeply rooted in positive psychology. Instead of focusing on what students don't know or can't do, positive psychology focuses educational approaches towards identifying and nurturing students' strengths rather than weaknesses (Seligman, 2002).

Choithram International is committed to provide a safe, healthy and happy environment to the school community.

Health and education are strongly interconnected. While healthy individuals are more likely to have better education outcomes, right education can improve the health status of a household.

Objectives:

Our school aims to represent a commitment to an integrated approach to school community wellbeing that creates:

- A sense of belonging
- An environment and culture based on shared values and trust
- An environment where students, staff and parents wellbeing is integrated into day-to-day practices

- An environment that recognises skills and encourages personal development
- Continue to build school routine and shared practices that foster emotional safety and trust in the changing process.
- Increase staff job satisfaction and reduce staff stress.
- Improve safety, connectedness, and relationships among students and staff and also within the whole school community
- To develop learner profiles to become more responsible global citizens.
- To link Well Being policy with the other IB mandate policies in order to achieve optimum results.
- Building Curriculum(Teaching & Learning) with Extra-curricular learning, Co-curricular learning, Planning supports and Monitoring.

School Practices to develop Well -being

1. **Physical Health**

   Physical Health PHE

   - Practicing 30 minutes of moderate exercise routine for physical fitness.
   - Including PHE/Common Sports/CAS (Activity) lessons as a part of curriculum in all classes for all age groups of students.
   - Organising fun filled physical activities for staff also.
   - Including Yoga and meditation in tutor lessons for mental fitness.
   - Organising sports events on a regular basis.

Annual Health Checkups: Eye and Dental Checkups: Organising annual BMI, dental and eye check ups for all the students.

Providing First Aid and Treatment in case of Medical Emergency

Vaccination Facilities
As per the policy of Government of India, providing vaccination facility in school. Making vaccination compulsory for all the students and staff members (as applicable).

Healthy Eating Habits
- Spreading awareness about healthy eating habits; including pulses, vegetables, fruits and nuts in the routine diet.
- Avoiding Junk food to avoid obesity.
- Making students and staff aware about healthy diet plans.

Vaping and Tobacco Prevention

Adolescents and young adults are especially vulnerable to social and environmental influences to use tobacco, especially vaping. School communities are uniquely positioned to support the prevention and cessation of any drug/tobacco use in youth.

2. **Mental Health**

   The pressures of modern life, the complexity of our social networks and relationships, even our early childhood experiences can give rise to high levels of stress, emotion, and challenges to our mental health that are felt in our individual lives and in our communities. Having the support and insight to safely navigate these dynamics is part of what makes up our overall well-being.

   Choithram International is committed to take care of the mental well- being of students and teachers by creating a stress free and healthy environment.

   - Develop early intervention services for students
   - Develop early intervention services for students in need of additional support to deal with grief, anger, anxiety, sadness, and so on.
   - Develop a school environment that is barrier free for students with special needs.
   - Develop treatment programs and services that address the various mental health needs of students.
   - Develop student and family support and resources.

3. **Social and Emotional Health**

   - Help them learn and practice positive self-talk ("I can handle this." "I can do this.")
   - Clean, declutter, and organize
   - Do a puzzle
   - Cook or bake
   - Schedule FaceTime dinner parties with friends and family
   - Host a virtual show-and-tell or talent show
   - Take virtual field trips to museums or foreign countries
   - Create fun themed dress-up days

- Training students in mindfulness and social and emotional learning into classroom curriculum.
- Exploring resilience in school Environments
- Classroom activities to support emotional wellbeing ; Gratitude to nature, relatives and friends, Virtual trips, Fun filled theme parties
- Clubs to learn new activities and develop social skills.
- Teaching breathing techniques.

Well-Being Committee: The members of the committee lay out the plans for the students, teachers and parents to create healthier and happier learning and working environments. The committee works under the direction of the Head of school. The committee includes, Parent representatives, student representatives, teacher representatives and parent representatives. The function of the committee is to provide awareness about physical and mental well being and develop a culture of mindfulness,

Functions of well-being Committee

- Spreading awareness about physical fitness with the help of PHE teachers and including physical education in the curriculum.
- Sensitizing the school community about the importance of mindfulness, meditation and Yoga, through talks by experts.
- Training the teachers , parents and students about Social and emotional Learning engagements.
- Giving out Healthy and Nutritious Meals
- Inculcating healthy eating habits
- Preparing calendar for health check ups
- Special and separate plans for students with chronic health disease
- Preparing plan for physical activities
- Arranging health and hygiene talks from nutritionists
- Preparing physical and mental fitness routines for teachers, staff members and parents.
- Preparing fun filled activities to develop a habit of consuming adequate water, nuts and fruits.
- Reviewing and revising the policy on a regular basis.

CI Well- being Committee

Name	Position
Ms. Arohi Kalele	Whole school Wellbeing Coordinator

LANGUAGE POLICY

LANGUAGE PHILOSOPHY:

Choithram International (CI) has English as the language of instruction, and surveys and statistical analysis have identified Hindi as the Mother Tongue for over 80% of the student population.

CI language policy allows students to strengthen their Mother Tongue, acquire proficiency in the Language of Instruction and aspire towards multilingualism. For this, French is offered in LOTE (Language other than English) - PYP, Language -B -MYP & DP. The school is committed to providing as much opportunity for bilingual/multilingual language learning as possible, across all three programmes.

CI works on the IB ideology of “all teachers are language teachers”. Every teacher strives to develop a conducive environment to guide the student towards developing communication as well as introspection, from the Mother Tongue towards the language of instruction.

LANGUAGE LEARNING AT CI:

Language learning is a part of all subject areas for gaining expertise in subject-specific terminology, specific demands of different types of questions, making connections from classroom experiences to the tasks / exams, and in written and oral expression. Home Room Teachers (HRTs)/ Tutors and subject teachers provide the students with opportunities to develop effective communication skills in their disciplines. The six skills of language learning: Listening, Speaking, Reading, Writing, Viewing and Presenting are firmly entrenched in the curriculum from PYP to DP.

All CI teachers provide opportunities for prior understandings to be shared in order for background knowledge to be built upon; to scaffold meaning; to extend language and to affirm identity. It is accepted and understood that new learning and understanding is constructed upon previous experiences and conceptual understandings in a developmental continuum. The ongoing language development of our students is the shared responsibility of teachers, parents and students.

Language learning is enhanced when parents and members of the wider community are supportive of the learning process and are involved in it. The school promotes community awareness, involvement and support by promoting and utilising positive community links, especially parents and teachers share the major responsibility for the education of the children.

BELIEFS AND AIMS:

The CI language philosophy aims to:

- Enable students to learn and use language effectively, appropriately, accurately, and confidently.
- Extend active Mother Tongue support to all students to facilitate optimum learning.
- Develop students' aural, oral, reading, writing, viewing and presenting skills.
- Enable students to develop and use language skills in a variety of contexts and purposes.
- Promote the appreciation, understanding and analysis of language and literature, from diverse cultural and ethnic backgrounds, and varied perspectives of people belonging to different cultures.
- Understand the specific vocabulary and terms used in different subject areas.
- Encourage students to employ Basic Interpersonal Communicative Skills (BICS) in and out of the classroom to aid in student-teacher and student-peer relationships, and effectively move towards developing Cognitive Academic Language Proficiency (CALP)1. 1 Guidelines *for developing a school language policy.* International Baccalaureate Organization

CI LANGUAGE PROFILE:

Statistical analysis reveals that over 80% students come from families where the Mother Tongue and the preferred language of communication at home is Hindi or its dialects, or a combination of both.

In PYP, after admission of a student, parents are required to fill in the form for Language Profiling.

For MYP and DP, Language Profiling Form, made available at the Front Desk, is a part of the admission procedure and is to be filled by both parents and students together. Admission Counselor and Front Office Executive provide Google Form for the purpose. This is done to establish the student's language background and proficiencies. Entrance evaluation tests for new admissions are conducted in English to gauge the proficiency and identify any specific language needs of the students.

LANGUAGE ASSESSMENTS:

All assessments across the programmes are formulated as per the CI Assessment Policy. Formative and Summative Assessments for all languages are planned periodically.

Students are observed and assessed in the classrooms through oral presentations, written assessments, student-led classes, peer assessments, group activities etc. All such activities are planned keeping specific learners' needs, learning outcomes, task specific clarifications and assessment criteria in mind.

MOTHER TONGUE DEVELOPMENT:

CI ensures the Mother Tongue (established as Hindi) is appropriately developed and maintained. We have a well-structured curriculum and strong faculty members across all the three programmes to aid the Mother Tongue development. The Mother Tongue Coordinator monitors the Mother Tongue maintenance across the different Programmes.

In MYP and DP, for the small percentage of students for whom the Mother Tongue is neither English nor Hindi, we counsel the parents regarding the importance of Mother Tongue development and make the option of a self-taught course available for such students. (Appendix -4).

If a student of foreign origin expresses an interest in learning Hindi, the school offers it as an option for Language Acquisition.

PROGRAMME-SPECIFIC POLICY IMPLEMENTATION:

PRIMARY YEARS PROGRAMME:

Apart from English and Hindi, the programme offers French as LOTE (Language other than English), which is offered PYP 3 onwards.

Language Learning at CI PYP is aimed at promoting students' capacity to use language to:

- Fulfil their everyday needs
- Develop, maintain and express their own sense of identity
- Establish and maintain relationships with others
- Organise their thoughts and learn about the world
- Reflect upon their experiences, thoughts and feelings and share these with others
- Obtain information to direct and advice others
- Make decisions and solve problems involving themselves and others
- Participate in recreational and imaginative activities
- Appreciate and contribute towards their cultural heritages
- Interrelate the skills of listening, speaking, reading, writing, viewing and presenting
- Students in PYP are represented by a wide range of personal and social backgrounds. To cater to this range of students we believe the lifelong process of learning language is best developed through:
- Scaffolding and monitoring of learning experiences.
- Recognition of individual learning styles and rates.
- Provision of purposeful learning experiences.
- Fostering of the learner profile attributes.
- Recognition and valuing of prior learning experiences.

- Valuing diversity of cultural, intellectual and physical aspects
- Students making the transition from PYP to MYP should be able to use the languages to express themselves effectively. In French, the learner is expected to be able to develop an elementary understanding and vocabulary for use. (Appendix -1).

MIDDLE YEARS PROGRAMME:

- CI MYP offers Language and Literature - English and Hindi to its learners.
- Language Acquisition (Language B) - English/Hindi/French is offered, depending on the Language pathways a student has covered previously.
- Language Acquisition is structured in phases to acknowledge a student's proficiency level in the language. The phases do not correspond to the learners' age groups or MYP years.
- If a student consistently scores Level 4 or more than that throughout an academic session, he/she will be promoted to the next phase, otherwise he/she continues in the same phase as before.
- A student with no prior exposure to any Language B options available, can acquire the language from Phase 1.
- The appropriate phase for a newly admitted student is determined through Language Proficiency Tests.
- EAL/Language support lessons are provided, depending on the student's language needs.
- The language pathway for a student continuing from MYP to DP is according to the table given in Appendix-2.
- MYP students continuing into the DP will have developed an enquiring and reflecting approach to language learning.
- They will have bilingual skills to be applied to and extended in DP language courses.

DIPLOMA PROGRAMME:

- CI offers English A: Language and Literature and Hindi A: Literature to its learners in DP.
- The DP language courses endeavour to make students observe and analyze the crucial role language plays in shaping an individual's culture and identity and the impact language has on society through mass communication, along with aspects of literary analysis, appreciation and literary criticism.
- Language B offered in English, Hindi and French is aimed at gaining sufficient proficiency in these languages at *Ab initio*, SL or HL Levels
- The curriculum is aimed towards preparing the students for university admissions at national and international levels.

PROGRAMME SPECIFIC LANGUAGE SUPPORT:

PRIMARY YEARS PROGRAMME:

Language Teaching (by the year level teacher, subject teacher or support/enrichment teacher) is recommended:

- As a language inquiry to directly support the collaboratively planned programme of inquiry.
- As a connected experience within the transdisciplinary unit of inquiry.
- As a standalone teaching to directly support a specific need in a transdisciplinary unit of inquiry.
- As part of the agreed upon knowledge and skills to indirectly support the programme of inquiry.

MIDDLE YEARS AND DIPLOMA PROGRAMME:

- At the beginning of the session, language teachers identify students in need of language support based on their performance in previous year/Language Proficiency Tests (as per relevance) given to them.
- After term/semester end assessments, language teachers, subject teachers and Tutors together analyze the result.

- Those students, who struggle in written or oral expressions in the languages, are assigned support classes under the guidance of language teachers, which include writing and oral practice based on academic content and moving towards gaining efficiency.

REVIEW PROCESS: The language policy is reviewed every two years by the Language Steering Committee as a part of the CI curriculum review cycle, or if any special requirement arises. The Language Steering Committee is also responsible for overseeing effective implementation of the CI Language Policy.

INCLUSIVE EDUCATION POLICY

The Inclusive Education Policy of CI is directly aligned with the motto of the organization "*because every child deserves the best*". It recognizes all students in spite of their wide variety of cultural backgrounds and believes that children possess a range of academic, physical, emotional and social needs. We believe in the inclusion of all students by responding positively to their unique needs. We aim to maximize the potential of all students through the removal of barriers and increase their learning opportunities. The policy ensures that curriculum, planning and assessment for children with inclusive educational needs takes account of the type and extent of the difficulty experienced by the child. It also provides a safe place to the students to come and share their personal problems as well.

The information shared by or about the student will be kept confidential and will be shared with the teachers responsible for the education of the child only through consultation with parents. Policy aims to create an environment to meet the Inclusive educational needs of every child, it ensures that the diverse learning needs of children are identified, assessed and catered, and enables all learners to have full access to all elements of the school curriculum removing all barriers to learning. It also states the role and responsibility of staff in providing for a child's Inclusive Educational needs, and ensures that parents are able to play their part actively in supporting their child's education.

Inclusive Education Policy is aligned with the schools admission policy, it expects all parents to confide the diverse learning needs of their child (if any) at the time of admission so that the intervention may be planned right from the admission. The students have to go through a strategically designed psychometric test to reveal their diverse learning needs. IE policy caters to diverse learning needs ranging from ADHD, specific learning disabilities, High abilities & multiple intelligences as well as different learning styles of learners, physical disabilities or speech disorders, Social, emotional and behavioural difficulties and language difficulties in children. [Refer IE policy document for details]

Homeroom teachers coordinate with subject tutors and to identify a student with diverse learning needs/ emotional needs and report it to the concerned coordinator, then through a proper referral procedure the student is referred to I.E. coordinator/school counsellor, further plan of action is decided by the I.E. coordinator [Refer IE policy document]

CI ensures adequate in-house support to overcome behavioural and learning issues in children. The school supports the students at two levels namely school action plan and school action plus plan and an IEP will be written in both the cases. [Refer IE policy document for details]

School may make separate arrangements for assessments of students with learning difficulty as per the norms of IB. All Access arrangements will be catered to for these students during all formative, summative and formal examinations for MYP and DP as per IB's assessment access requirement. [Refer IE policy document for details].

The policy clearly states the role and responsibilities of program coordinators, teachers, parents and students as well. [Refer IE policy document for details]

ASSESSMENT POLICY

The primary purpose of assessment and evaluation at Choithram International is to support and improve the process of teaching and learning. As all students have different learning styles, experiences and abilities, the assessment and evaluation of their learning

must be fair to all students, be varied in nature and allow students to demonstrate the full range of their learning.

Teaching, learning and Assessment, are intertwined and interdependent and should be focused on the habits of mind, critical thinking skills, 21st century skills, knowledge, concept and attitudes that will provide for success within the IB program, in school, and beyond.

Assessment is a vital part of the learning process. The purpose of assessment is the holistic development of the learners which helps them to understand their capabilities and enables them to overcome their shortcomings.

Assessment reflects learning and is a process involving *diagnostic assessment* at the beginning of each learning cycle, f*ormative assessment* throughout and *summative assessment* generally at the end. Summative assessment provides periodic snapshots of a student's academic progress while formative assessment essentially provides feedback during the learning process to help teachers plan appropriate next steps for students, and for students to understand what is required of them in the learning process. Learning and assessment at CI is criterion- related and has educational and pedagogical value.

Assessments in DP:

Assessments of the DP are criterion-related, based on the following aims, which are elaborated in the remainder of this section.

Assessment practices:

There are three types of assessments in DP.

Formative Assessments

Formative assessments are aimed to prepare the students for summative assessments and include especially designed tasks to monitor student learning. They may be formal or informal(Observation, Open ended tasks, Performance, Process journals,Portfolio assessments, quizzes/class tests). The formative assessments will include at least **two**

mark based assessments and one open ended task per semester to identify the learning needs and to give detailed feedback on teaching and learning.

Summative Assessment

At CI, Diploma programme is comprised of semesters and at the end of each semester a mark based summative assessment is held. The weighting for the written examination and Internal assessments is different in subjects.The four semester exams are as follows:

Sem I Examination

Sem II Examination also known as **End of Year Exam**

Sem III Examination

Sem IV Examination also known as **Mock Exam**

Final Summative Assessments (Formal Assessments)

The final summative exam includes:

1. IBDP examinations (Including some externally assessed components)
2. Internal Assessment - The Internal assessments for all subjects are marked by the subject teacher and moderated externally.
3. Assessments of Core components

TOK assessments consist of a combination of internally *assessed TOK Presentation with a weightage of 33% and externally assessed essays* with a weightage of 67%. These two components finally contribute to a grade from A-E. Extended essays are externally assessed and graded on the scale of A-E. The alphabetical grades of EE & TOK, fetch a numerical grade on a scale of 3 from the diploma point matrix. Completion of CAS requirements is mandatory for Diploma candidates. Different DP subjects have different weightage for external and internal assessments in all examinations as per the subject guides.

“Formal assessments in DP is the *assessment directly contribute* to final qualification, represents the final summative assessment in IB continuum of education.”[1]

Formal examination of the DP includes some multiple-choice tests for a few subjects, structured and unstructured examination for most subjects, intended to be taken at the end of the two-year course and some internal assessments to be completed by students at various times under various conditions (as per the internal deadline planner) during their course which will be externally moderated. The student performance is marked and graded as per IB’s subject-specific grade boundaries on a scale of 1 to 7. The final DP score is given out of 45, of which a total of 42 come from 6 subjects of 7 points each and 3 from a combination of TOK and EE grades. The final diploma score and the individual subject points including the core component grades and completion of CAS requirements determine whether the student secures a diploma or a course.

All summative assessments are assessed using latest subject-specific grade boundaries on a scale of 1-7 given by IB so that students have a clear understanding of expectations and thereby find scope of improvement. This will give a truly comprehensive feedback to students.

Internal standardisation of assessment is a regular feature of DP at CI. Internal standardisation is done for the internal assessments, TOK essays & extended essays in collaboration within the department for IAs & EEs where more than one teacher is involved in teaching the course and with all the teachers for TOK Essays. This helps the teachers to produce authentic & reliable pieces of work from students.

CI plans its Internal Assessment submission deadlines in the form of an IA Deadline Calendar and publishes the same in the beginning of the academic year. This calendar is strictly followed by the students, with an increasing degree of penalties in place for lackadaisical students, who miss deadlines.

Conducting Examination:

The school has a strong Examination department and experienced faculty who take care of conducting the summative and formal examinations from time to time as per IB regulation. The examination is conducted under the vigilance of trained teachers.

Recording and Reporting:

Recording and reporting of summative assessments will be done to the parents and students at the end of each semester through a PTM. The report card is itself a comprehensive

document which gives detailed progress about a student's academic performance throughout the two years in each discipline and core components after summative assessments. The performance of the student is recorded in the form of an Achieved grade and an Effort grade. The achieved grade is based on the student's performance in the summative assessments and the effort grade portrays the level of effort a student has put in during each semester.

At the end of each semester the tutors share the report card with the parents through mails and then face to face reporting is done in **parent teacher meetings**.

Student-led conferences mark the part of the first PTM where the students take initiative in demonstrating their understanding through a variety of different learning situations. They share assessment data about their learning with their parents, supported with a portfolio of achievement and also **reflect on the development of ATL skills**. The student identifies strengths and areas for improvement. It enables parents to gain a clear insight into the kind of work their child is doing and offers an opportunity for them to discuss it with their child. Thereafter the tutors and subject teachers communicate the performance of students in the form of assessment data openly and transparently, supported by the student's work.

After every summative assessment result is analysed to identify the students who need extra learning support. The school has an intervention plan to help the students who secure a grade 3 or less at SL and 4 or less at HL, in assessments in the form of remedial/support classes which are planned as per the free lessons of the students.

Predicted Grades:

Predicted grades for each subject are given to the Diploma students which serve for the university admission. The same are also uploaded on the official IB site which helps in moderation. Predicted grades are given on the basis of teachers' judgement and student's performance/responses in Formative and Summative Assessments.

Assessment access to students with different learning needs:

Tasks and the time duration will be defined keeping in mind the individual learning needs of students. Extra time and additional support will be extended to students who have trouble keeping up with classroom teaching and learning and assessments as per the report of the Inclusive education coordinator. Inclusive education coordinator will be regularly updated about the progress of students with learning difficulty so as to refine assessment roadmaps.

All Access arrangements will be catered to for students with learning difficulty during final summative assessment of DP as per IB mandate. All further accommodations provided by school for students with learning difficulty are mentioned in the Inclusive Education Policy.

NOTE: *May 2018 grade boundaries will be followed for all summative assessments.*

ACADEMIC HONESTY POLICY

Academic honesty and integrity is an indispensable part of the International Baccalaureate Organization and an essential part of Choithram International. The Academic Honesty Policy of CI closely follows the IB publication, Academic Honesty: Guidance for Schools. The purpose of this policy is to clearly state the expectations that the faculty has from the students and role and responsibilities of the teachers and parents, to ensure that the learners present authentic work. Academic Honesty should be viewed positively by all the stakeholders and act with integrity and honesty taking responsibility for our actions and their consequences. Thus striving to be "Principled".

Academic Misconduct includes the following:

1. Plagiarism
    - Not acknowledging the original source of information or ideas
    - Not using Proper In-text citations
    - Closely Paraphrased material that is too similar to original source should also be in-text cited
2. Collusion
3. Duplication of work
4. Faking websites in citations

Malpractice also includes any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate like taking unauthorised material into an exam room or misconduct during an examination or taking undue advantage from external tutor while performing home assignments.

Responsibilities of students:

Candidate must bear the consequences if he/she submits any work that is not his/her own, regardless of whether the plagiarism was unintentional or deliberate.

Students are expected

- Not to indulge in any kind of academic collusion, plagiarism, duplication of work and all other forms of cheating.
- Inform the staff when any other student has committed any of the above mentioned academic dishonesty.
- Present authentic work by ensuring that they have used proper citations and using authentic websites by evaluating the resources.
- Present work that acknowledges all the sources used in the work submitted without faking the websites or missing any references.
- Submit all the work/ tasks along with the checklist to ensure proficient research skills practiced and academic honesty policy implemented as signed. The candidate

is ultimately responsible for ensuring that all work submitted for assessment is authentic, with work or ideas of others fully and correctly acknowledged.

Responsibilities of parents:

- To develop a sense of academic honesty in their child and be viewed positively.
- To guide their child to an extent rather than helping beyond limit.
- To always ensure and encourage their child to present authentic work.
- To encourage their child to acknowledge all the sources referred to for the completion of the work and to use proper in-text citations.
- To guide their child in evaluating authentic resources or identifying quality resources.
- To support the school staff in developing a sense of responsibility in their child to become principled.

Enforcement of the policy : The school reserves all rights to check the student-submitted work for authenticity. The method of checking can range from use of external websites to other methods which the teacher deems fit in order to verify the originality of student work.

Consequences of violation of academic honesty policy: The students need to be principled and maintain the norms of Academic honesty. Malpractice incidents will be discussed with the student and then reported to parents, counsellors, and Coordinators.

The action against malpractice will be taken in three phases from MYP1 onwards:

1. First violation of norms will call for no grades (0) in the assignment / assessment under consideration. Parents would be called to the school and intimated verbally about the same.
2. Second violation of norms will call for no grades (0) in the assignment / assessment under consideration. Parents would be called to the school and intimated about a written warning issued to their wards.
3. Third violation of norms calls for expulsion from school.

ICT POLICY

At CI we believe that well-integrated use of technology resources makes twenty-first-century learning possible. Students are often more actively engaged in projects when technology tools are a seamless part of the learning process. iPads are used as a teaching and learning tool at CI.

ICT rules and regulations:

Using the computer network is a privilege and shall be governed by the Choithram International's policies and discretion. This code of practice is to be adhered by all. Strict action will be taken against those students who fail to follow these policies and rules. Choithram International and the School's Management by Authority have a duty to ensure that all users are safe and shall not be exposed to any illegal or inappropriate content. To this effect, from time to time, the School's Authority shall be exercised to ensure that no such illegal or inappropriate content is stored in electronic devices within the School campus. These restrictions are not intended to interfere with the students' education. Should students feel the need to understand these policies better, they may talk to an authorised member of the IT Department to discuss their queries.

Internet and email use are subject to monitoring by the School and its approved Software and Firewall systems. No personal Internet media (JIO Wifi device, SIM, dongle etc), and storage devices are allowed to be used by students on campus. All students have to use only the school WiFi or LAN. The cost of damaging or losing any school's ICT equipment has to be borne by the student/user to whom it has been issued.

The mobile phones and iPads with SIM cards must not be used on the School campus and must be deposited at the School reception. Students are not allowed to use their laptops/iPads during a lesson without specifically being asked to do so by the teacher taking the lesson.

Students should not, under any condition, share photos or any property of the school with any person or third party. Nor should students share any photo taken in the school

premises on any social media, without prior permission. Social networking sites and all kinds of online chatting tools are prohibited for use during school hours and daily reports would be sent to the Head of School for all kinds of breach attempts.

The School logo and name, in fact, any organisation's logo and name, are the intellectual properties of the concerned organisations and using them without their permission is an infringement of DPA (Data Protection Act) 2011, Information Technology Act 2008 and Copyrights Act. Students indulging in putting up strongly-worded posts against the School

community or any engagement on social media that goes against the discipline and decorum of Choithram International will be dealt with severely.

Sound, Music, Games, or Apps

- The School protocol involves installing profiles/restrictions on the student's iPad. Due to this practice, the APP STORE will be blocked. Students will be allowed to download all the curriculum-relevant apps at the beginning of the term and then the profiles will be installed. Profiles will be removed during vacations.
- The School is not responsible for any type of loss, damage or theft of hardware, software and data from the student’s iPad/laptop.
- Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.
- The iPad name should be the student’s name and his/her grade. The students are not allowed to give any random name to their iPads/laptops.
- Music related to the curriculum is allowed on the iPad and can be used at the discretion of the teacher and discrete policies.
- The students are not allowed to carry earphones and any other media storage devices (Pendrive, External harddisk. MP3 Player) unless permission is given by the Programme Coordinator.
- Apps can be used at the discretion of the teacher. These apps need to be directly related to the curriculum and approved by the subject teacher.
- Educational games can be used, with prior permission from the coordinator and the subject teacher.

- No games, movies and any kind of videos (TV Shows) should be found in any iPads/laptops as they are not allowed in School premises. If these are found in the student's iPads/laptops, that device will be confiscated and a case against the student will be forwarded to the respective coordinator and HOS and returning the device to the student shall be at the discretion of the coordinator or HOS.

Use of the Internet:

The internet is provided to help students with learning activities such as research, online activities, online educational games and many other things. The internet is not to be used to access anything which is illegal or anything that someone else may find offensive. This includes pornography, discrimination, and racial or religious hatred. If the student is unsure about this rule, or comes across anything that the student feels is inappropriate, the student should turn his/her computer monitor off and inform the teacher immediately.

The Internet is a vast world and the student, as a responsible user of the Internet, should respect others' sentiments, emotions, beliefs and culture. The student should not, by any means, involve himself/herself in any kind of cyber-bullying or sending/sharing offensive or disrespectful comments about the school and others.

In general, when using the Computers/iPads the student shall:

- always use his/her own device, not anybody else. (The students are suggested to stick a label which carries their names and grades.)
- always behave in a sensible, mature way, respecting others at all times.
- keep their password secret.
- report any suspected breach of network security (whether by myself or others) to the IT teacher, the School's Network Manager or the Programme Coordinator.
- not damage the computer, computer systems or network. If the student discovers any methods of causing such damage he/she will report them to the IT Department.

When using the Internet and email the student shall:

- refrain from accessing any newsgroups, links, web pages or other areas of cyberspace that would be considered offensive in the judgement of the IT Department because of pornographic, racist, violent, illegal, illicit or other content.
- take responsibility for monitoring and appropriately reject any newsgroups, links, web pages or other areas of cyberspace accessed by him/her.
- never use valuable computer time playing non-educational games or accessing information which is not part of my school work.
- never try to bypass any of the security systems in place. This security is in place to protect the student from illegal sites and to stop people from hacking into other people's accounts.
- always be respectful of others and use appropriate language both to those around him/her and those the student is in contact with through the network. The student will refrain from using obscene, harassing or abusive language and will report any cases of such usage against him/her or others to his/her Tutor and IT Department.
- not download software, games, music, graphics or video without first asking the ICT teacher and obtaining permission from the copyright holder if required.
- use any downloaded material in an appropriate manner in his/her work, listing its source in a bibliography and clearly specifying any directly quoted material.
- never reveal personal information, including passwords, names, addresses, credit card details, telephone numbers and photographs of himself/herself and others. If the student is uncertain as to the need to reveal any of this information, the student should ask his/her teacher/parent.

References

1. ***Language A: Language and Literature guide First examinations 2015 © International Baccalaureate Organization 2011***
2. ***Language A: Literature guide First examinations 2015 © International Baccalaureate Organization 2011***
3. ***French Ab initio guide First examinations 2020 © International Baccalaureate Organization 2018***
4. ***Language B guide First examinations 2020 © International Baccalaureate Organization 2018***
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6. ***Business and Management guide First examinations 2016 © International Baccalaureate Organization 2012***
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9. ***Environment Systems and Society guide First examinations 2011 © International Baccalaureate Organization 2012***
10. ***Physics guide First examinations 2016 © International Baccalaureate Organization 2014***
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12. ***Biology guide First examinations 2025 © International Baccalaureate Organization 2023***

13. *Computer Science guide First examinations 2014 © International Baccalaureate Organization 2012*
14. *Mathematics HL guide First examinations 2014 © International Baccalaureate Organization 2012*
15. *Mathematics SL guide First examinations 2014 © International Baccalaureate Organization 2012*
16. *Mathematics Studies SL guide First examinations 2014 © International Baccalaureate Organization 2012*
17. *Visual Arts guide First examinations 2014 © International Baccalaureate Organization 2012*
18. *Grade descriptors (For use from December 2017)*

ANNEXURE1:

GRADE DESCRIPTORS:

Group 1 (Studies in language and literature)

Grade 7

Demonstrates excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

*Demonstrates refined appreciation of literary style and a full engagement with the act of transforming literature into performance; the personal qualities necessary to work with others in a purposeful and effective manner.

Grade 6

Demonstrates very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

*Demonstrates clear appreciation of literary style and a solid engagement with the act of transforming literature into performance; willingness to work with others in a constructive manner.

Grade 5

Demonstrates good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and / or evaluation; good levels of expression, both orally and in writing; adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s).

*Demonstrates an appreciation of literary style and an engagement with the act of transforming literature into performance; recognizable involvement to work with others in a cooperative manner.

Grade 4

Demonstrates adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and / or synthesis; satisfactory powers of expression, both orally and in writing; only some lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/ reader; a basic structure within which the thoughts and feelings of the work(s) are explored.

*Demonstrates some appreciation of literary style and some commitment in the act of transforming literature into performance; an acceptance of the need to work with others.

Grade 3

Demonstrates some knowledge and some understanding of the question or task; responses that are only sometimes valid and / or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored.

*Demonstrates little appreciation of literary style and modest commitment to the act of transforming literature into performance; little apparent attempt to work with others effectively.

Grade 2

Demonstrates superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in accuracy and clarity; little awareness of context and appreciation of the effect on the audience/reader; rudimentary structure within which the thoughts and feelings of the work(s) are explored.

*Demonstrates very little appreciation of literary style and little commitment to the act of transforming literature into performance; sparse evidence of involvement in working with others effectively.

Grade 1

Demonstrates very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally

and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; very rudimentary structure within which the thoughts and feelings of the work(s) are explored.

*Demonstrates very little appreciation of literary style and negligible involvement with the ac t of transforming literature into performance; inability to work with others.

* Applies to literature and performance only

Group 2 (language acquisition)

Language B (HL)

Grade 7

Students speak with clarity and fluency; use a richly varied and idiomatic range of language very accurately; handle ideas effectively and skillfully with active and complex interaction; demonstrate a thorough understanding of the meaning and purpose of written texts; have little difficulty with the most difficult questions; recognize almost all the subtleties of

specific language usage; write detailed and expressive texts demonstrating an excellent command of vocabulary and complex structures with a consistently high level of grammatical accuracy; demonstrate clarity of thought in the organization of their work and an ability to engage, convince and influence the audience.

Grade 6

Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; recognize most of the subtleties of specific language usage; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

Grade 5

Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; recognize some subtleties of specific language usage; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work coherently.

Grade 4

Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the

meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; recognize a few subtleties of specific language

usage; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show some ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

Grade 3

Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; produce an identifiable text type; make some attempt at expressing their ideas and organizing their work.

Grade 2

Students speak hesitantly and generally unclearly; use a limited range of language often incorrectly; handle ideas with difficulty with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; make some attempt at basic organization; content is rarely convincing.

Grade 1

Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is unconvincing.

Language B (SL)

Grade 7

Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing effectively to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

Grade 6

Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively, with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently.

Grade 5

Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

Grade 4

Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty with fairly limited interaction; demonstrate

some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; show some ability to adapt their writing to suit the intended audience and purpose; make some attempt at expressing their ideas and organising their work.

Grade 3

Students speak hesitantly and generally unclearly; use a limited range of language often incorrectly; handle ideas with difficulty with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type; make some attempt at basic organization; content is rarely convincing.

Grade 2

Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; lack organization to an extent that content is unconvincing.

Grade 1

Students speak very hesitantly and unclearly; use a very limited range of language incorrectly; handle ideas unsuccessfully with very restricted interaction; demonstrate a very limited understanding of the meaning and purpose of written texts; have difficulties with almost all questions; write texts demonstrating a very limited command of vocabulary and very little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is confusing.

Language ab initio (SL)

Grade 7

Receptive skills: students respond clearly and effectively to all simple and most complex information and ideas.

Interactive skills: students respond accurately, communicate effectively and demonstrate comprehension; pronunciation and intonation always facilitate the understanding of the message; students sustain participation and make good independent contributions. The message is always clear.

Productive skills: students develop ideas well using an effective, logical structure; they successfully use a range of simple and complex cohesive devices; they use both basic and complex grammatical structures accurately. However, they may make occasional errors in complex structures; they use varied and effective vocabulary and appropriate register; they demonstrate clear evidence of intercultural understanding where required.

Grade 6

Receptive skills: students respond clearly to all simple and most complex information and ideas.

Interactive skills: students respond mostly accurately, communicate almost always effectively and demonstrate comprehension; pronunciation and intonation almost always facilitate the understanding of the message; students almost always sustain participation and make independent contributions. The message is almost always clear.

Productive skills: students develop ideas well using a logical structure; they successfully use a range of simple and complex cohesive devices; they use both basic and complex grammatical structures accurately. However, they may make several errors in complex structures; they use varied vocabulary and appropriate register; they almost always demonstrate clear evidence of intercultural understanding where required.

Grade 5

Receptive skills: students generally respond clearly to simple and some complex information and ideas.

Interactive skills: students respond accurately and generally demonstrate comprehension; pronunciation and intonation often facilitate the understanding of the message; students generally sustain participation and make some independent contributions. The message is often clear.

Productive skills: students develop some ideas using a logical structure; they often use a range of simple and some complex cohesive devices; they use basic grammatical structures accurately. However, complex structures are rarely accurate; they use a range of basic vocabulary and appropriate register; they often demonstrate evidence of intercultural understanding where required.

Grade 4

Receptive skills: students respond clearly to most simple information and ideas.

Interactive skills: students respond accurately and demonstrate comprehension in simple exchanges; pronunciation and intonation usually facilitate the understanding of the message; students sustain participation in simple exchanges. The message is usually clear.

Productive skills: students develop basic ideas using a logical structure; they use a range of simple cohesive devices successfully; they use most basic grammatical structures accurately; they use basic vocabulary and appropriate register successfully; they usually demonstrate evidence of intercultural understanding where required.

Grade 3

Receptive skills: students sometimes respond clearly to simple information.

Interactive skills: students sometimes respond accurately and sometimes demonstrate comprehension in simple exchanges; pronunciation and intonation sometimes facilitate the understanding of the message; students sometimes sustain participation in simple exchanges. The message is sometimes clear.

Productive skills: students sometimes develop basic ideas; they sometimes use simple cohesive devices successfully; they sometimes use basic grammatical structures accurately; they sometimes use basic vocabulary and appropriate register successfully; they sometimes demonstrate evidence of intercultural understanding where required.

Grade 2

Receptive skills: students rarely respond clearly to simple information.

Interactive skills: students rarely respond accurately or demonstrate comprehension; pronunciation and intonation rarely facilitate the understanding of the message; students rarely sustain participation in simple exchanges. The message is rarely clear.

Productive skills: students rarely develop basic ideas; they rarely use simple cohesive devices; they rarely use simple grammatical structures accurately; they rarely use basic vocabulary or appropriate register successfully; they rarely demonstrate evidence of intercultural understanding where required.

Grade 1

Receptive skills: students very rarely respond clearly to simple information.

Interactive skills: students very rarely respond accurately or demonstrate comprehension; pronunciation and intonation very rarely facilitate the understanding of the message; students very rarely sustain participation in simple exchanges. The message is very rarely clear.

Productive skills: students very rarely develop ideas; they very rarely use simple cohesive devices; they very rarely use basic grammatical structures accurately; they very rarely use basic vocabulary or appropriate register successfully; they very rarely demonstrate evidence of intercultural understanding where required.

Group 3 (individuals and societies)

Grade 7

Demonstrates conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

Grade 6

Demonstrates detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.

Grade 5

Demonstrates a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative although some ability is demonstrated to present and develop contrasting points of view; some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

Grade 4

Demonstrates a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or "common sense" points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

Grade 3

Demonstrates some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

Grade 2

Demonstrates a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

Grade 1

Demonstrates very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

Group 4 (sciences)

Grade 7

Displays comprehensive knowledge of factual information in the syllabus and a thorough command of concepts and principles. Selects and applies relevant information, concepts and principles in a wide variety of contexts. Analyses and evaluates quantitative and/or qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Solves most quantitative and/or qualitative problems proficiently. Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality.

Demonstrates personal skills, perseverance and responsibility in a wide variety of investigative activities in a very consistent manner. Works very well within a team and approaches investigations in an ethical manner, paying full attention to environmental impact. Displays competence in a wide range of investigative techniques, pays considerable attention to safety, and is fully capable of working independently.

Grade 6

Displays very broad knowledge of factual information in the syllabus and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts. Analyses and evaluates quantitative and/or qualitative data with a high level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or familiar problems and most new or difficult quantitative and/or qualitative problems. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality.

Demonstrates personal skills, perseverance and responsibility in a wide variety of investigative activities in a very consistent manner. Works well within a team and approaches investigations in an ethical manner, paying due attention to environmental impact. Displays competence in a wide range of investigative techniques, pays due attention to safety and is generally capable of working independently.

Grade 5

Displays broad knowledge of factual information in the syllabus. Shows sound understanding of most concepts and principles and applies them in some contexts. Analyses and evaluates quantitative and/or qualitative data competently. Constructs explanations of simple phenomena. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. Communicates clearly with little or no irrelevant material.

Demonstrates personal skills, perseverance and responsibility in a variety of investigative activities in a fairly consistent manner. Generally, works well within a team and approaches investigations in an ethical manner, paying attention to environmental impact. Displays competence in a range of investigative techniques, pays attention to safety and is sometimes capable of working independently.

Grade 4

Displays reasonable knowledge of factual information in the syllabus, though possibly with some gaps. Shows adequate comprehension of most basic concepts and principles but with limited ability to apply them. Demonstrates some analysis or evaluation of quantitative or qualitative data. Solves some basic or routine problems but shows limited ability to deal with new or difficult situations. Communicates adequately although responses may lack clarity and include some repetitive or irrelevant material. Demonstrates personal skills, perseverance and responsibility in a variety of investigative activities, although displays some inconsistency. Works within a team and generally approaches investigations in an ethical manner, with some attention to environmental impact. Displays competence in a range of investigative techniques, pays some attention to safety although requires some close supervision.

Grade 3

Displays limited knowledge of factual information in the syllabus. Shows a partial comprehension of basic concepts and principles and a weak ability to apply them. Shows

some ability to manipulate data and solve basic or routine problems. Communicates with a possible lack of clarity and uses some repetitive or irrelevant material.

Demonstrates personal skills, perseverance and responsibility in some investigative activities in an inconsistent manner. Works within a team and sometimes approaches investigations in an ethical manner, with some attention to environmental impact. Displays competence in some investigative techniques, occasionally pays attention to safety, and requires close supervision.

Grade 2

Displays little recall of factual information in the syllabus. Shows weak comprehension of basic concepts and principles with little evidence of application. Exhibits minimal ability to manipulate data and little or no ability to solve problems. Offers responses which are often incomplete or irrelevant. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Works within a team occasionally but makes little or no contribution. Occasionally approaches investigations in an ethical manner, but shows very little awareness of the environmental impact. Displays competence in a very limited range of investigative techniques, showing little awareness of safety factors and needing continual and close supervision.

Grade 1

Recalls fragments of factual information in the syllabus and shows very little understanding of any concepts or principles. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Does not work within a team. Rarely approaches investigations in an ethical manner, or shows an awareness of the environmental impact. Displays very little competence in investigative techniques, generally pays no attention to safety and requires constant supervision.

Computer science

Grade 7

Displays comprehensive knowledge of computer science factual information and a thorough command and understanding of concepts and principles. Selects, applies and analyses relevant information, concepts and principles in a wide variety of contexts to solve most problems proficiently. Able to interpret and construct fairly complex algorithms and produce workable and mostly efficient solutions. Communicates logically and concisely using appropriate terminology. Shows insight and initiative in extended responses. Able to produce a complete plan and provide a fully consistent design overview. The product developed completely matches the plan and works. The documentation is complete and the product is fully tested and evaluated. The use of techniques in solving problems demonstrates high levels of complexity and ingenuity.

Grade 6

Displays very broad knowledge of computer science factual information and an understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts, to solve basic or familiar problems and most new or difficult problems. Able to interpret and construct fairly complex algorithms with few errors to produce workable solutions. Communicates effectively using appropriate terminology. Shows occasional insight or initiative in extended responses. Able to produce a plan and design overview. The product matches the plan and works. The documentation is complete and the product has been tested and evaluated. The use of techniques in solving problems demonstrates a very good level of complexity and ingenuity.

Grade 5

Displays broad knowledge of computer science factual information. Shows sound understanding of most concepts and principles and applies them in some contexts, to solve most basic or familiar problems and some new or difficult problems. Able to interpret and construct fairly complex algorithms and produce a partially workable or inefficient solution. Communicates clearly, using appropriate terminology, with little or no irrelevant

material. Able to produce a partial plan and a design overview that meets plan requirements. The product works but does not fully match the plan. The testing and documentation is complete, but evaluation is incomplete. The use of techniques in solving problems demonstrates a good level of complexity and ingenuity.

Grade 4

Displays reasonable knowledge of computer science factual information, though with some gaps. Shows adequate comprehension of most basic concepts and principles but with limited ability to apply them. Solves some basic or routine problems but shows limited ability to deal with new or difficult situations. Able to interpret and construct simple algorithms. Communicates adequately, using mostly correct terminology, although responses lack clarity and include some repetitive or irrelevant material. Able to produce a basic plan and a design overview. The product mostly works but does not match all aspects of the plan. The documentation is complete and there is evidence of testing but the evaluation is incomplete. The use of techniques in solving problems demonstrates an adequate level of complexity and ingenuity.

Grade 3

Displays limited knowledge of computer science factual information. Shows a partial comprehension of basic concepts and principles and limited ability to apply them. Able to interpret or construct simple algorithms. Communicates, using basic terminology, with a lack of clarity and some repetitive or irrelevant material. Produces an incomplete plan and design overview. The product matches some aspects of the plan and there is some evidence of testing or evaluation in the documentation. The use of techniques in solving problems demonstrates a limited level of complexity and ingenuity.

Grade 2

Displays little recall of computer science factual information. Shows limited comprehension of basic concepts and principles and little evidence of application. Some evidence of being able to interpret or construct simple algorithms. Offers responses which are often incomplete or irrelevant. Produces a weak and incomplete plan. The design overview is

poor and does not match the plan. The product is poor and does not work. There is limited evidence of testing, poor documentation, and limited or no evaluation. The use of techniques in solving problems demonstrates a low level of complexity and ingenuity.

Grade 1

Recalls fragments of computer science factual information and shows very little understanding of any concepts or principles. Little or no ability at algorithm construction and interpretation. Their design overview and plan are not attempted. There is little or no evidence of a working product and little or no evidence of testing, documentation or evaluation. The use of techniques in solving problems fails to demonstrate any level of complexity or ingenuity.

Group 5 (mathematics)

Grade 7

Demonstrates a thorough knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments at a sophisticated level in a wide variety of contexts; successfully uses problem-solving techniques in challenging situations; recognizes patterns and structures, makes generalizations and justifies conclusions; understands and explains the significance and validity of results, and draws full and relevant conclusions; communicates mathematics in a clear, effective and concise manner, using correct techniques, notation and terminology; demonstrates the ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in challenging situations—makes efficient use of calculator's functionality when required.

Grade 6

Demonstrates a broad knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments in a variety of contexts; uses problem-solving techniques in challenging situations; recognizes patterns and structures, and makes some generalizations; understands and explains the significance and validity of

results, and draws relevant conclusions; communicates mathematics in a clear and effective manner, using correct techniques, notation and terminology; demonstrates some ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in routine situations—makes efficient use of calculator's functionality when required.

Grade 5

Demonstrates a broad knowledge and good understanding of the syllabus; applies mathematical arguments in performing routine tasks; successfully uses problem-solving techniques in routine situations; successfully carries out mathematical processes in a variety of contexts, and recognizes patterns and structures; understands the significance of results and draws some conclusions; communicates mathematics effectively, using appropriate techniques, notation and terminology; demonstrates an awareness of the links between different areas of the course; makes use of calculator's functionality when required—may occasionally be inefficient.

Grade 4

Demonstrates a satisfactory knowledge of the syllabus; applies mathematical arguments in performing some routine tasks; uses problem-solving techniques in routine situations; successfully carries out mathematical processes in straight forward contexts; shows some ability to recognize patterns and structures; has limited understanding of the significance of results and attempts to draw some conclusions; communicates mathematics adequately, using some appropriate techniques, notation and terminology; makes some use of calculator's functionality, but perhaps not always when required—may be inefficient at times.

Grade 3

Demonstrates partial knowledge of the syllabus and limited understanding of mathematical arguments in per forming some routine task s; attempts to carry out mathematical processes in straight forward contexts; makes an attempt to use problem-solving techniques in routine situations; communicates some mathematics, using

some appropriate techniques, notation or terminology; occasionally uses calculator's functionality, but often inefficiently; does not always use it when required and may use an inefficient analytic approach.

Grade 2

Demonstrates limited knowledge of the syllabus; attempts to carry out mathematical processes at a basic level; communicates some mathematics, but often uses inappropriate techniques, notation or terminology; unable to use calculator correctly when required—questions exclusively requiring the use of the GDC are generally not attempted.

Grade 1

Demonstrates minimal knowledge of the syllabus; demonstrates little or no ability to use mathematical processes, even when attempting routine tasks; communicates only minimal mathematics and consistently uses inappropriate techniques, notation or terminology; is unable to make effective use of technology.

Group 6 (arts)

Grade 7

Demonstrates in-depth and comprehensive knowledge and understanding of the media used with precise use of terminology to communicate this understanding. Highly effective use of research, investigation and technical skills. In-depth understanding of artistic intention and engagement with the artistic process demonstrated in consistent development of ideas, creativity and critical reflection.

Grade 6

Demonstrates detailed knowledge and understanding of the media used with appropriate and consistent use of terminology to communicate this understanding. Effective use of research, investigation and technical skills. Understanding of artistic intention and engagement with the artistic process demonstrated in development of ideas, creativity and critical reflection.

Grade 5

Demonstrates sound knowledge and understanding of the media used, with appropriate use of terminology to communicate this understanding. Research, investigation and technical skills are evident and sometimes well developed. Evidence of understanding of artistic intention and the artistic process and development of ideas, creativity and critical reflection.

Grade 4

Demonstrates secure knowledge and understanding of the media used, with appropriate use of terminology to communicate this understanding. Research and/or investigation skills are evident but not well developed. Some understanding of artistic intention and the artistic process, that is, understanding of the work of others, the student's own work and the connections between these. Some evidence, through the student's own work, of understanding of the artistic process. Technical skills are evident but not necessarily well developed. There is some evidence of development of ideas and some evidence of creativity and critical reflection.

Grade 3

Demonstrates basic knowledge and understanding of the media used with some use of terminology to communicate this understanding. There is evidence of research and/or investigation but this remains undeveloped. Partial understanding of artistic intention, that is, understanding of the work of others and the student's own work. Evidence in the student's own work of limited artistic process and technical skills. Creativity and critical reflection emerge occasionally in the work.

Grade 2

Demonstrates little knowledge and understanding of the media used with limited use of terminology. There is evidence of superficial research and/or investigation. The student's own work demonstrates very limited artistic process, technical skills, creativity and critical reflection.

Grade 1

Demonstrates very little knowledge and understanding of the media used, with inadequate use of terminology. Irrelevant research and/or investigation. The student's own work demonstrates almost no artistic process, technical skills, creativity or critical reflection.

Diploma Programme core grade descriptors

Extended essay grade descriptors

Grade A

Demonstrates effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope ofthe chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application

of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further supports the reading of the essay; and present and correctly applied structural and layout elements.

Engagement with the process is conceptual and personal, key decision- making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.

Grade B

Demonstrates appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the

topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; and a clear presentation of all structural and layout elements, which further supports the reading of the essay.

Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.

Grade C

Demonstrates evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and

sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; and some structural and layout elements that are missing or are incorrectly applied.**Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.**

Grade D

Demonstrates a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding ofthe topic in the wider context of the discipline, which are at times irrelevant; the attempted application of source material, but with inaccuracies in the use of,

or underuse of, terminology and/or concepts; irrelevant analysisand inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; and structural and layout elements that are missing.**Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.**

Grade E (Failing condition)

Demonstrates an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider contextof the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; and a layout that generally lacks or incorrectly applies several layout and structural elements.

Engagement with the process is limited, with limited factual or decision- making information and no personal reflection on the process.

Theory of knowledge grade descriptors

Grade A

Pertinent knowledge issues are explored thoroughly and linked effectively to areas of knowledge and/ or ways of knowing. There is strong evidence of a personal exploration of knowledge issues, including consideration of different perspectives. Arguments are clearly developed and well supported by effective concrete examples; counterclaims and implications are explored.

Grade B

Pertinent knowledge issues are explained and linked to areas of knowledge and/or ways of knowing. There is some evidence of a personal exploration of knowledge issues, including consideration of different perspectives. Arguments are partially developed and supported by effective concrete examples; counterclaims are explored and some implications identified.

Grade C

Some pertinent knowledge issues are described and linked to areas of knowledge and/or ways of knowing. There is limited evidence of a personal exploration of knowledge issues; some different perspectives are described but not explored. Arguments are developed to a limited extent and supported by examples; counterclaims are identified.

Grade D

Some pertinent knowledge issues are identified with only superficial links to areas of knowledge and/or ways of knowing. There is simplistic personal exploration of knowledge issues and minimal reference to different perspectives. Arguments are not developed and not supported by effective examples.

Grade E

Demonstrates little or no evidence of knowledge issues.