



Curriculum Handbook

2022-2024



Cambridge Assessment
International Education



Ahmedabad International School

Behind Kiran Motors, Bodakdev, Ahmedabad, Gujarat, 380056

Email: ibdpcordinator.ais@gmail.com

Website: www.aischool.net

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IBO Mission Statement

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

To this end the organization 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.

AIS Mission Statement

We believe that education is a continuous process that has to be developmental in nature and keep pace with the changing times. We are firmly committed to change. Our objective is to develop “self-learning” which brings about the process of “lifelong learning” in our pupils.

It is this SWAYAM that we seek.

AIS Vision Statement

We believe in “SWAYAM”. The initiation of the self to seek and celebrate knowledge, raise our own bars of excellence, become lifelong learners and attain the pinnacle of success.

To achieve this, we provide a stress-free happy learning environment to become a rational and responsible citizen of tomorrow.

We groom the student to have a resilient mind, help discover the treasure within, scale new global heights and excel in life. Train them to dream and develop the immense potential, on the solid foundation of knowledge, skills and values of life, to adjust and adapt to learning that is dynamic and vibrant. We encourage students to reach the Gateway of the Global platform to make dreams come true.

What is IB Diploma Programme

The International Baccalaureate (IB) Diploma Programme (DP) is an assessed programme for students aged 16 to 19. This programme is a quality programme of education, which supports development of knowledgeable and inquiring students, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The Diploma programme helps the students in developing the 21st century skills which are must to succeed at university as well as in their future endeavors. The students are encouraged to

- drive their own learning
- think critically and solve complex problems
- Be more culturally aware through the development of a second language
- able to engage with people in an increasingly globalized, rapidly changing world

The diploma programme is an internationally accepted qualification for entry into higher education institutes and is recognised by universities all over the world.

IBDP Programme Model



In the diploma programme the students' study from the area of subjects and the three core components.

The students will study

- Three subjects at higher level
- Three subjects at standard level
- Complete the mandatory requirements of Theory of knowledge, Extended Essay and CAS.

Ahmedabad International School believes in the IB philosophy of a student being an independent and lifelong learner developing international mindedness. Students are encouraged not only to appreciate their own culture but also the culture of others. Further to this, the programme in itself develops various 21st century skills in students which are required in the university as well as their future endeavors.

Overview of the Diploma Programme

The students have to study six subjects, each from the given subject groups

The core of the IB - Compulsory to be completed

- Theory of knowledge
- Extended Essay
- Creativity, Activity & Service

Levels in the Diploma Programme

From the six subjects selected from various groups, the students have to select;

- Three subjects at SL level & three subjects at HL level or,
- Two subjects at SL level & four subjects at HL level

The difference between SL and HL subjects is in the content.

Examples include:

- Standard course in both with additional topics in HL.
- The same topics in each but covered to a different depth.
- Differing assessment requirements.

Grading in the Diploma Programme

- Each subject is graded on a scale of 1 to 7
- The EE and TOK are graded on a scale of A to E, and a maximum of 3 points can be scored for the same.

Total Grades

6 subjects X 7 points + 3 (TOK & EE) = 45 points

IB Diploma Award CONDITIONS

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for TOK, EE, or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

The Theory of Knowledge and Extended Essay Matrix

A minimum of D in both extended essay and theory of knowledge is a must for a diploma award.

Extended Essay	Theory of Knowledge						
		A	B	C	D	E	N
	A	3	3	2	2	Failing condition	Failing condition
	B	3	2	2	1	Failing condition	Failing condition
	C	2	2	1	0	Failing condition	Failing condition
	D	2	1	0	0	Failing condition	Failing condition
	E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	

IB Learner Profile Attributes

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. **As IB learner, the student strives to be:**

Attributes	Description
Inquirer	Students nurture their curiosity, develop skills for inquiry and research. Students know how to learn independently and with others. Students learn with enthusiasm and sustain the love of learning throughout life.
Communicator	Students express themselves confidently and creatively in more than one language and in many ways. Students collaborate effectively, listen carefully to the perspectives of other individuals and groups.
Thinker	Students use critical and creative thinking skills to analyse and take responsible action on complex problems. Students exercise initiative in making reasoned, ethical decisions.
Risk-taker	Students approach uncertainty with forethought and determination; students work independently and cooperatively to explore new ideas and innovative strategies. Student are resourceful and resilient in the face of challenges and change.
Knowledgeable	Students develop and use conceptual understanding, exploring knowledge across a range of disciplines. Students engages with issues and ideas that have local and global significance.
Principled	Students act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. Students take responsibility for their actions and their consequences.
Caring	Students show empathy, compassion and respect. Students have a commitment to service, and they act to make a positive difference in the lives of others and in the world around them.
Open-minded	Students critically appreciate their own culture and personal histories, as well as the values and traditions of others. Student seek and evaluate a range of points of view, and are willing to grow from the experience
Balanced	Students understand the importance of balancing different aspects of their lives-intellectual, physical, and emotional—to achieve well-being for themselves and others. Students recognize the interdependence with other people and with the world in which they live.
Reflective	Student thoughtfully consider the world and their own ideas and experience. Student work to understand their strengths and weaknesses in order to support their learning and personal development.

IBDP Recognition in India

In India the Diploma Programme is recognized by Association of Indian Universities as an entry qualification to all the universities. For admission to Indian universities, the IBO provides transcripts with grades and equivalent percentage as soon as the result is declared in July of each year. This transcript has to be requested through their IBIS portal. Some universities may ask for predicted grades for admission as the result is declared later.

Below is the table showing the conversion of calculating the equivalent marks on a scale of 1-100 by giving a mid-point of the range indicated for a particular grade.

IB Grade	Indian Equivalent Marks	
	From	To
7	96	100
6	83	95
5	70	82
4	56	69
3	41	55
2	21	40
1	1	20

Admission to the IB Diploma Programme

Admission process at AIS is comprehensive in nature. The admission process starts in the month of December every year. The admission process differs for internal and external students.

Eligibility Criteria:

For students in

- IB MYP - Must have a completion certificate from the respective school
- National or state boards - Must have a certificate of passing if final results are declared or term report of grade 10th, if results are not declared.
- Cambridge board - Must have a certificate of passing if final results are declared or term report of grade 10th, if results are not declared.
- Any other board - Must have a grade 10th or equivalent certificate of passing

Admission Process for External Students (Students from other School and Board)

Procedure for Admission

1. Complete the online application form and submit the required documents.
2. Appear for entrance exams for Science, Mathematics and English.
3. A personal interaction with the admission in charge to decide on the subjects and board.
4. A final interaction with the head of the school.
5. Finalizing the admission to AIS by giving a provision admission letter.
6. After receiving the final passed result of Grade 10 of IGCSE, GSEB or MYP the fees are to be paid after submitting the Admission acceptance form.

Charting own IBDP Time Table

He/She will then meet with the subject teachers to decide on the subject choices for IB DP. After attending a common session (about 3-4 weeks) for all subject levels, the teacher along with the DPC looks at their assessment and will help the student decide on the subject level choices. The assessments of the teacher will be based on the IBDP given criteria.

TOK and EE informative sessions are conducted to brief them on the core components of the program

Admission Process for Internal Students (students from our own school)

AIS students will automatically be given admission to the IBDP on completion of Grade 10 from any board. They will not have to go through the regular admission procedure of assessments or interviews to seek admission in the IB Diploma Program at AIS.

There will be no assessment for internal students. For admitting internal students into the DP & for subject allocation, the following points are considered:

1. Students inclination towards a particular subject,
2. College requirement for future and
3. Progress of each child for 8th, 9th and 10th std

Also, in some cases based on the needs of the students, the school may counsel the student to explore other options available outside the school for various reasons.

Subject Offered at AIS

The following are the subjects offered at AIS. For a full diploma the students have to study six subjects from each individual group and complete the requirement of the core i.e TOK/EE/CAS.

At AIS, the students are encouraged to go for a full diploma course.

Group	Subject	Level
Group 1: Studies in Language & Literature	English A: Language and Literature	SL/HL
Group 2: Language acquisition	Hindi B	SL/HL
Group 2: Language acquisition	French B	abinitio/SL
Group 3: Individual & Societies	Business Management	SL/HL
Group 3: Individual & Societies	Economics	SL/HL
Group 3 & 4: Interdisciplinary subject	Environmental systems and societies	SL
Group 4: Sciences	Biology	SL/HL
Group 4: Sciences	Chemistry	SL/HL
Group 4: Sciences	Physics	SL/HL
Group 5: Mathematics	Mathematics: Analysis and approaches	SL/HL
Group 5: Mathematics	Mathematics: Application and Interpretation	HL
Group 6: The arts	Visual arts	SL/HL
DP Core	TOK/EE/CAS	

Subject Combination at AIS

The course are selected on the basis of admission requirement at the university of a particular country

The following subject selection is recommended for the following courses

Course Name	Groups						
	1	2	3	4	5	6	Core
Libral Arts	English	Hindi/ French	BM Economics	ESS	Math	Visual Arts	TOK/ EE/ CAS
Engineering	English	Hindi/ French	BM Economics ESS	Physics Chemistry	Math	-	
Medicine	English	Hindi/ French	BM Economics ESS	Biology Chemistry	Math	-	

Subject Specific Information

Group 1: Studies in Language and Literature

English A: Language and Literature

Description

Students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Skills developed

- Ability to understand and interpret a range of texts and their meanings and implications
- Ability to analyze and evaluate the ways in which the use of language creates meaning
- Ability to evaluate uses and effects of literary, stylistic, rhetorical, visual techniques
- Ability to examine ways in which texts may offer perspectives on human concerns
- Ability to communicate ideas in clear, logical and persuasive ways employing a range of styles, registers and for a variety of purposes and situations

Assessment - SL and HL

External Assessment	SL	HL
Paper 1	35%	35%
Paper 2	35%	35%
Essay	-	20%
Internal Assessment	30%	30%

Group 2: Language Acquisition

Subject - Hindi B

Description

Language B is a language acquisition course where students have some previous experience of the target language. Furthermore, students develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

Skills developed

- Ability to communicate clearly and effectively in a range of contexts and for a variety of purposes
- Ability to understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences
- Ability to understand and use language to express and respond to a range of ideas with fluency and accuracy
- Ability to identify, organize and present ideas on a range of topics
- Ability to understand, analyze and reflect upon a range of written, audio, visual and audio-visual texts
- Ability to integrate the skills acquired with other areas of knowledge

Assessment - SL and HL

External Assessment	SL	HL
Paper 1	25%	25%
Paper 2	50%	50%
Internal Assessment	25%	25%

French B - SL

Description

Language B is a language acquisition course where students have some previous experience of the target language. Furthermore, students develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

Skills developed

- Ability to communicate clearly and effectively in a range of contexts and for a variety of purposes
- Ability to understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences
- Ability to understand and use language to express and respond to a range of ideas with fluency and accuracy
- Ability to identify, organize and present ideas on a range of topics
- Ability to understand, analyze and reflect upon a range of written, audio, visual and audio-visual texts
- Ability to integrate the skills acquired with other areas of knowledge

Assessment - SL

External Assessment	SL
Paper 1	25%
Paper 2	50%
Internal Assessment	25%

French B abinitio - SL

Description

Language B ab initio is a language acquisition course where students have no or minimum previous experience of the target language. At the language ab initio level, students develop receptive, productive and interactive communicative skills. Furthermore, students learn to communicate in the target language in familiar and unfamiliar contexts.

Skills developed

- Ability to communicate clearly in a range of contexts and for a variety of purposes
- Ability to understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences
- Ability to understand and use language to express and respond to a range of ideas with fluency and accuracy
- Ability to identify, organize and present ideas on a range of topics
- Ability to understand, analyze and reflect upon a range of written, audio, visual and audio-visual texts
- Ability to integrate the skills acquired with other areas of knowledge

Assessment - abinitio SL

External Assessment	SL	HL
Paper 2	50%	50%
Internal Assessment	25%	25%

Group 3: Individuals and societies

Business Management

Description

In the business management course, students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

Skills developed

- Demonstrates knowledge and understanding of business management tools, techniques and theories
- Ability to apply and analyze knowledge and skills to a variety of real-world and fictional business situations
- Ability to synthesize and evaluate business strategies and practices, showing evidence of critical thinking
- Ability to use a variety of appropriate skills to produce a well-structured written material using business terminology
- Ability to integrate the skills acquired with other area of knowledge

Assessment - SL and HL

External Assessment	SL	HL
Paper 1	35%	35%
Paper 2	40%	40%
Internal Assessment	25%	25%

Economics

Description

In the economics course, the students develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. Thus students do research on current real-world issues and through their own inquiry, students will appreciate both the values and limitations of economic models in explaining real-world economic behavior and outcomes.

Skills developed

- Ability to demonstrate knowledge and understanding of content, current economic issues and data
- Ability to apply and analyse knowledge and understanding of economic concepts and theories to real-world situations
- Ability to synthesize and evaluate economic concepts and theories
- Ability to use and apply a variety of appropriate skills and techniques to produce well-structured written material, using appropriate economic terminology
- Ability to integrate the skills acquired with other areas of knowledge

Assessment - SL and HL

External Assessment	SL	HL
Paper 1	30%	20%
Paper 2	40%	30%
Paper 3		30%
Internal Assessment	30%	20%

Group 4: Sciences

Biology

Description

In the biology course, the students attempt to understand the living world at all levels using many different approaches and techniques. The students investigate the interactions that make whole ecosystems function as well as try to understand the cell, its molecular construction and complex metabolic reactions.

Skills developed

- Ability to demonstrate knowledge of factual information and command over concepts
- Ability to apply concepts and principles in variety of contexts
- Ability to analyze and evaluate quantitative and/or qualitative data
- Ability to communicate logically and concisely using appropriate terminology and conventions
- Ability to use investigative techniques, with attention to safety and ability to work independently and in a team
- Ability to integrate the skills acquired with other areas of knowledge

Assessment - SL and HL

External Assessment	SL	HL
Paper 1	20%	20%
Paper 2	40%	36%
Paper 3	20%	24%
Internal Assessment	20%	20%

Chemistry

Description

In the Chemistry course, the students learn chemical principles which underpin both the physical environment as well as the biological systems. Furthermore, chemistry is an experimental science where students learn observation and the scientific process which remains essential at the very core in developing investigative skills.

Skills developed

- Ability to demonstrate knowledge of factual information and command over concepts
- Ability to apply concepts and principles in variety of contexts
- Ability to analyze and evaluate quantitative and/or qualitative data
- Ability to communicate logically and concisely using appropriate terminology and conventions
- Ability to use investigative techniques, with attention to safety and ability to work independently and in a team
- Ability to integrate the skills acquired with other areas of knowledge

Assessment - SL and HL

External Assessment	SL	HL
Paper 1	20%	20%
Paper 2	40%	36%
Paper 3	20%	24%
Internal Assessment	20%	20%

Physics

Description

In the physics course, students seek to understand and explain the universe from the very smallest particles—the quarks. Furthermore, physics is an experimental science where students develop traditional practical skills and techniques and apply the same to the real world to influence the daily lives of all human beings.

Skills developed

- Ability to demonstrate knowledge of factual information and command over concepts
- Ability to apply concepts and principles in variety of contexts
- Ability to analyze and evaluate quantitative and/or qualitative data
- Ability to communicate logically and concisely using appropriate terminology and conventions
- Ability to use investigative techniques, with attention to safety and ability to work independently and in a team
- Ability to integrate the skills acquired with other areas of knowledge

Assessment - SL and HL

External Assessment	SL	HL
Paper 1	20%	20%
Paper 2	40%	36%
Paper 3	20%	24%
Internal Assessment	20%	20%

Environmental Systems and Societies

Description

In the Environmental systems and societies course, the students will investigate how values interact with choices and actions, resulting in a range of environmental impacts. Furthermore, students develop an understanding that the connections between environmental systems and societies are diverse, varied and dynamic. Also, students will understand the challenges when faced with the guardianship of the planet and sustainable and equitable use of shared resources.

Skills developed

- Ability to appreciate and develop an awareness of the dynamic interconnectedness between environmental systems and societies
- Ability to develop a critical awareness of environmental problems caused and solved by decisions made by individuals and societies
- Ability to critically evaluate that resources are finite, and that these could be inequitably distributed and exploited, and that the management of these inequities is the key to sustainability
- Ability to engage with the controversies that surrounds a variety of environmental issues
- Ability to take action collectively and individually through social responsibility and engagement
- Ability to integrate the skills acquired with other areas of knowledge

Assessment - SL

External Assessment	SL
Paper 1	25%
Paper 2	50%
Internal Assessment	25%

Group 5: Mathematics

Mathematics: analysis and approaches

Description

In the Mathematics: analysis and approaches course, students will learn the ability to construct, communicate and justify correct mathematical arguments. Furthermore students will develop the skills to manipulate algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns.

Skills developed

- Ability to recall, select and use the knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts
- Ability to recall, select and use the knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems
- Ability to comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation
- Ability to use appropriate notation and terminology
- Ability to use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems
- Ability to construct mathematical arguments through the use of precise statements, logical deduction and inference and by the manipulation of mathematical expression
- Ability to investigate unfamiliar situations, both abstract and from the real world
- Ability to integrate the skills acquired with other areas of knowledge

Assessment - SL and HL

External Assessment	SL	HL
Paper 1	40%	30%
Paper 2	40%	30%
Paper 3	-	20%
Internal Assessment	20%	20%

Mathematics: application and interpretation HL

Description

In mathematics: application and interpretation course, the students will be focusing on topics that are often used as applications or in mathematical modeling.

Furthermore, students will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Skills developed

- Ability to recall, select and use the knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts
- Ability to recall, select and use the knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems
- Ability to comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation
- Ability to use appropriate notation and terminology
- Ability to use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems
- Ability to construct mathematical arguments through the use of precise statements, logical deduction and inference and by the manipulation of mathematical expression
- Ability to investigate unfamiliar situations, both abstract and from the real world
- Ability to integrate the skills acquired with other areas of knowledge

Assessment - SL and HL

External Assessment	HL
Paper 1	30%
Paper 2	30%
Paper 3	20%
Internal Assessment	20%

Group 6: The Arts

Visual Arts

Description

In the visual arts course, students challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition, students will explore and compare visual arts from different perspectives and in different contexts. Students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

Skills developed

- Ability to respond to and analyse critically and contextually the function, meaning and artistic qualities of past, present and emerging art
- Ability to develop and present independent ideas and practices, and explain the connections between these and the work of others
- Ability to explore and develop ideas and techniques for studio work through integrated contextual study and first-hand observations
- Ability to develop to maintain a close relationship between investigation and a purposeful, creative process in studio work
- Ability to produce personally relevant works of art that reveal evidence of exploration of ideas that reflect cultural and historical awareness
- Ability to develop and demonstrate technical competence and artistic qualities that challenge and extend personal boundaries and technical competence
- Ability to integrate the skills acquired with other area of knowledge

Assessment - SL and HL

External Assessment	SL	HL
Part 1	20%	20%
Part 2	40%	40%
Internal Assessment	40%	40%

The Core of IB

The main aim of CAS, Extended Essay and theory of knowledge is to develop a holistic understanding/approach towards learning and life.

A coherent view of the core will:

- support the interconnectedness of learning
- support concurrency of learning
- support the IB continuum of education and the IB learner profile
- support a broader view of the subject disciplines.

CAS - Creativity, Activity and Service

CAS is one of the core elements of the Diploma Programme. The main aim of CAS is to strengthen and extend students' personal and interpersonal learning from their previous learning and experiences.

CAS is organized around the three strands of **creativity, activity** and **service** defined as follows.

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. The CAS component is linked with all the other core elements as well as the subjects of the diploma programme to create a meaningful experience for the students.

Key features of the CAS

- The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service.
- All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.
- Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.
- **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.
- Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.
- There are three formal documented **interviews** students must have with their CAS coordinator/adviser.
- CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

Assessment of CAS

There is no formal assessment of CAS. But the students are expected to complete the CAS requirement for the award of the IB Diploma which is the seven **CAS learning outcomes**. Through their CAS portfolio, students will provide evidence of demonstrating achievement of each learning outcome.

Extended essay

The extended essay is an in-depth study of one of the student's six chosen subjects or combination of subjects termed as world studies extended essay. The main aim of extended essays is to promote academic research and writing skills. The process of extended essay provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. During the process of extended essay, it is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or *viva voce*, with their supervisor following the completion of the extended essay.

Key features of the Extended Essay

- The extended essay is compulsory for all students taking the Diploma Programme and is an option for course students.
- The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.
- The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.

Assessment of the Extended Essay

- The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- A student must achieve a D grade or higher to be awarded the Diploma.

Theory of Knowledge

The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking as well as empowering for students.

Key features of TOK

- Theory of knowledge is compulsory for all the students to study in the diploma programme.
- It has to be in the regular school schedule with 100 hours of teaching time in the two years.
- It is linked and connected with the other core elements as well as the extended essay.

Assessment task of TOK

- The TOK exhibition is an internal assessment component
- 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.

Assessment at AIS

The assessment at AIS is an ongoing process. The assessment pattern at AIS is in the lines of the diploma programme assessment.

Various forms of formative assessment and summative assessment are used to gauge and understand the students' learning.

Assessment at a Glance

Year I		
Assessment Cycle	Month of Assessment	Reports
Beginning of Semester 1	June 2022	Pre Assessment
1st Semester Assessment (Summative)	September 2022	October 2022 Open House, Report Card with feedback to the parents.
Beginning of semester 2	October 2022	
2nd Semester Assessment (Summative)	March 2023	April 2023 Open House, Report Card with feedback to the parents.
Year II		
Assessment Cycle	Month of Assessment	Reports
Beginning of Semester 3	April 2023	
3rd Semester Assessment (Summative)	September 2023	October 2023 Open House, Predicted Grades card with feedback to the parents .
Beginning of semester 4	November 2023	
Mock 1 Examination	February 2024	Feedback to the parents and the students
Mock 2 Examination	March 2024	Feedback to the parents and the students
FINAL IBDP Examination	May 2024	July 2024

Assessment Cycle at AIS

Semester	Assessment	Schedule dates
1	FA 1 and FA 2	July 2022 to September 2022
	Term 1 exams	September
2	FA 3 and FA 4	October 2022 to March 2023
	Final exam	March 2023
3	FA 5 and FA 6	July 2023 to September 2023
	Term 1 exams	September 2023
4	Mock 1	January 2024
	Mock 2	March 2024
	Final exam	May 2024

IB Diploma Programme Calendar at a Glance

Year 1	
June	July
Classes begin Orientation with Parents on IBDP with the complete Core elements TOK Introduction CAS Introduction EE Introduction	Final selection - Subject & Level Student Council First Formal Interview Assembly week
August	September
	Semester 1 exams
October	
PTM CAS Trip to Cambodia	
Diwali Vacation	
November	December
IBDP Festival (Literature fest)	Picnic CAS First Review meeting EE –Subject choice and proposal Second Formal Interview
January	February
March	April
EE- Finalize research question Semester 2 Exams	PTM
May	
Finish EE data collection and start working on the EE writing for the Deadline for first EE draft in Aug	

Year 2	
June	
School reopens Work to be submitted on EE and IA (as per subject specific instructions.) Group 4 Introduction and presentation	
July	August
CAS Second Review Extended Essay - First Reflection	Review of all deadlines
September	October
TOK –Unpacking titles of the essay TOK - Exhibition University Applications begin College admissions week Semester 3 Exams (Predicted Grades)	CAS -Third Review Meeting At least 90 hours of CAS done Extended Essay - Second reflection Extended Essay - First Draft Recommendations from teachers
Diwali Vacation- Work on TOK/EE/CAS/ and all deadlines	
November	December
EE Week for final submission TOK Essay –First Draft IA to be All completed and submitted by 30th November 2022	Picnic Extended Essay – Final Draft
January	February
EE ~ Viva TOK Essay – Final Draft CAS –Viva and submit CAS portfolios Mock I	Art Exhibition Eng/Hindi/French – Individual Oral All uploads to be done
March	April
Mock II exams	Study Leave
May	
IB FINAL Exams	

IBDP Internal Assessment Calendar

Subject Groups	
Group 1: Language and Literature Deadlines	
Language and Literature A1 Individual Oral	February 2024
Commentary (IOC)	
Group 2: Language Acquisition	
Hindi B/French B- Individual Oral Commentary (IOC)	February/March 2024
Group 3: Humanities	
Economics commentary No. 1	January 2023
Economics commentary No. 2	August 2023
Economics commentary No. 3	November 2023
Business Management IA (HL/SL) - First Draft	June 2023
Business Management IA – Final Draft	October 2023
Group 4: Science	
Group 4 Project – Introduction	June 2023
Group 4 Project – Presentation	November 2023
Investigatory project - First draft	August 2023
Investigatory project - Final Draft	November 2023
Group 5: Mathematics	
Mathematics SL/HL - First Draft	September 2023
Mathematics SL/HL - Final Draft	November 2023
Additional Subject	
Environmental systems and societies Individual	
Investigation – First draft	August 2023
Individual Investigation – Final Draft	November 2023
Group 6: The Arts	
Visual Arts SL/HL	
Exhibition	February 2024

DP Core	
CAS	
CAS Introduction	June 2022
CAS First Review with proposal forms (40% of CAS)	March/April 2023
CAS Second Review with reflections of each activity (90 % of CAS)	September 2023
CAS Diaries with Completion form	December 2023
CAS Viva Voice - Final Interview	February 2024
Theory of Knowledge	
TOK Introduction	June 2022
TOK Essay First Draft	November 2022
TOK Essay Final draft	January 2024
TOK Exhibition	September 2023
Extended Essay	
Extended Essay - Introduction	June 2022
Extended Essay - Detail orientation	December 2022
Extended essay - Choice of subject, topic (submit form to DPC)	January 2023
Extended essay - Research question (submit to the Supervisor)	March 2023
Extended Essay - First formal reflection session	June 2023
Extended Essay - 1st draft (submit to the Supervisor)	September 2023
Extended essay - Second formal reflection session Oct 2023	October 2023
Extended Essay - Final Submission	December 2023
Extended Essay IB cover and Viva Voice	January 2024

Reporting System at AIS

At the end of each term exams/semester exam, the results are released 24 hours before the parent teacher meeting. A hard copy of the same is issued to the parent on the day of the parent teacher meeting. These report cards are comprehensive in nature and communicate a wide range of information like grades achieved, skills developed, and so on.

Also, there is a section in the report card where the students' are given an opportunity to reflect on their learning experiences by asking them to add their reflection for each subject. A link is shared with each student and they are expected to complete the same before the end of each exam.

The final exam will be held in the month of May of every year and the results will be declared on 5th July. After 24 hours, the same result will be available to the student on their own IB student login.

Grading System at AIS				
Semester	Percentage weightage			
	FA	Exams		
Semester 1	20%	80%		
Semester 2	20%	80%	80% of Final term	20% of first term
Semester 3	20%	80%		
Mock 1	20%	80%		
Mock 2	20%	80%		

IBDP Predicted Grades and College Admission

Applications to colleges/Universities are done using Predicted Grades given by your teachers in the Diploma Program. The respective student grade is determined by the faculty at the end of October in the second year of the programme. The predicted grade is based on the IB published grade descriptors and officially reported to colleges/universities is issued on 1st November.

The predicted grade is a culmination of the grades achieved in the term exams and the assessments carried throughout the year through the year. These grades are also shared to other colleges other than CommonApp and help the colleges/universities facilitate the admission.

Students who plan to apply to Oxford, Cambridge, or UK medical or veterinary school need to complete their UCAS applications by October 2023. Students applying to Oxford University or Cambridge University need to have a guideline predicted grade of 38 or above.

Important points for predicted grades

- IB guidance states that the predicted grade should be based on:
- All evidence of the candidate's work;
- The teacher's knowledge of their IB standards.
- Predicted grades are based on the expected overall performance of an individual in a subject.
- The predicted grade should reflect a candidate's overall understanding and their likely performance in the subject as a whole, not just on coursework tasks(s) or term end exams.
- There is a guideline predicted grades which are provided as a courtesy to students.
- Predicted grades are not negotiable. They are the result of careful consideration on the part of teachers. This is ultimately done to help them make realistic college application choices.

Colleges and Universities

- For information on recognition of the IB Diploma for admissions or college credit you can visit the IBO website www.ibo.org/country/US/index.cfm.
- Select different Universities that recognize the IB Diploma Programme.

The final result of IBDP-2 arrives on 5th July every year.

Academic Integrity at AIS

AIS is committed to academic honesty and will ensure that all students in the IB Diploma programme are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

Why do we need academic integrity?

Academic integrity policy is linked with assessment policy as it mentions different forms of academic misconduct related to internal and external assessment. Additionally, academic integrity policy mentions the consequences of academic misconduct in various forms of assessment.

Therefore, the key educational reasons to take such a strong line on academic integrity are:

- To maintain fairness. School assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement. Any act that undermines this fairness by students engaging in academic misconduct will create a disadvantage for those who have complied with the rules.
- To maintain trust and credibility. Trust in academic qualifications is fundamental. When a student contravenes the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.
- To develop respect for others. Students that understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged.

Students' Academic Misconduct

The IB defines academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination, both paper-based and on-screen.

Categories of Student Academic Misconduct

- When a student seeks and receives assistance from others such as teachers, peer students and parents, beyond what is recommended in the subject guidelines during the completion of a piece of work, that student is receiving assistance that, in the first place, not everyone has at their disposal. This also affects the assessment process since the work is not entirely produced by the student in question.
- Trying shortcuts and duplicating work is also considered as academic disintegrity.
- Possession of banned items such as notes, mobile phones and other IT equipment, to the exhibition of disruptive behaviour.
- Writing offensive or obscene and/or irrelevant comments. Assisting other students in the same or a different school to commit academic misconduct.
- Avail support through a variety of resources available on the internet without giving due credit.
- Students share examination materials, that is, live examination content or coursework that has reached the internet through fraudulent practices. Thus, the students should be reminded about the responsible use of social media.

Consequences of Academic Misconduct

Academic disintegrity is treated as a learning opportunity. Instances of verbatim copying or lack of citation are considered first draft material, and students are taught or re-taught the skills needed to rework the material in their own words and to cite quotations. Self-evaluation and teacher explanations of rubrics provide methods for reflection on a student's ability to do academically honest work, and goals will be set by the student or together with the student and teacher to improve skills and attitudes leading to academic Integrity. Malpractice is generally considered to be the result of a lack of language and/or research skills and is addressed accordingly. In the event that a student with proficient language skills willfully and deliberately continues malpractice, the following can occur:

- The student may be asked to redo the work, but he/she may not receive full credit for the work.
- The student may have a meeting called between the teacher, parents and student, and ultimately between the principal and parents.
- In extreme cases the student may be placed on an academic contract or receive in-school/off-campus suspension.

External Consequence of Malpractice

The IB coordinator informs the IBO if he/she suspects any malpractice in relation to a candidate's work after the work or an internal assessment mark has been submitted to the IBO. In such cases, or when an examiner suspects malpractice, the school conducts an investigation and provides the IBO with relevant documentation concerning the case. Candidates suspected of malpractice will be invited, through the Coordinator, to present a written explanation or defense. Cases of suspected malpractice will be presented to the final award committee. After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it, or ask for further investigation to be made.

- If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed and a grade will be awarded in the normal way.
- If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No IB Diploma qualification will be awarded to the candidate, but certificates will be awarded for other subject(s) in which no malpractice has occurred. The candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established.
- If a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the final award committee is entitled to decide that the candidate will not be permitted to register for examinations in any future sessions.
- An IB qualification may be withdrawn from a candidate at any time if malpractice is subsequently established.

Any student who has been found to be academically dishonest in any of the above ways, or otherwise, will have a record of this put into his or her student file, the student will take a grade "zero" for that work and a grade "zero" in conduct for the quarter. If the work has been submitted as an official piece of IB coursework, it will not be accepted, but, if there is time for him or her to do so before the school's internal deadline for this work, the student will be allowed one chance to resubmit another piece of work in its place.

If there is no time for the student to produce new work, he or she will normally receive a grade of zero for that subject work.

If a student submits work to the IB which is later recognized as having been produced dishonestly, then the IBO will take action as mentioned in the IBO academic Integrity booklet given at the time of admission

Process followed in the School

Academic integrity is discussed in the school since PYP and it is expected that the entire school community will follow it. Apart from regular discussion the AIP is reinforced during the introduction to the EE around the month of December of semester 1 of diploma programme. Special sessions are organised and implemented for citation; where the first session is taken to explain the process of citation while the second and third sessions are for practice and implementation for students.

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