



AIS IB-DIPLOMA PROGRAMME



**HANDBOOK FOR STUDENTS & PARENTS
2022-2024**

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Dear Parents,

We are poised on the threshold of a two-year journey that will sharpen the mind, stimulate the imagination, and develop the habits conducive to success in college and far beyond. This journey will not always be easy, though its rewards should be very obvious. To ensure success, it is crucial that parents actively support their children's pursuit of the IB Diploma.

You and your child must recognize that IB is a real academic commitment with real consequences in terms of time, effort, and focus. The rewards will be apparent. The Programme develops responsibility, creativity, and character. The students need to manage their other interest and hobbies successfully. Please help your child stay on an even keel; provide perspective and a patient ear over the next two years and you will see remarkable growth.

Our goal is to have every student accepted into this programme earn the IB Diploma. The school has committed considerable resources to this goal. Please assist me in this effort by offering the same kind of encouragement and balance at home that we will attempt to provide at school, confident that your family will consider the commitment to IB as one of the best educational decisions you will have ever made.

We look forward to working with you over the next two years as we move toward this common goal.

Best Regards,

Dr Anjali Sharma
Head of School



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 “life-long learning” in our pupils.

It is this SWAYAM that we seek.

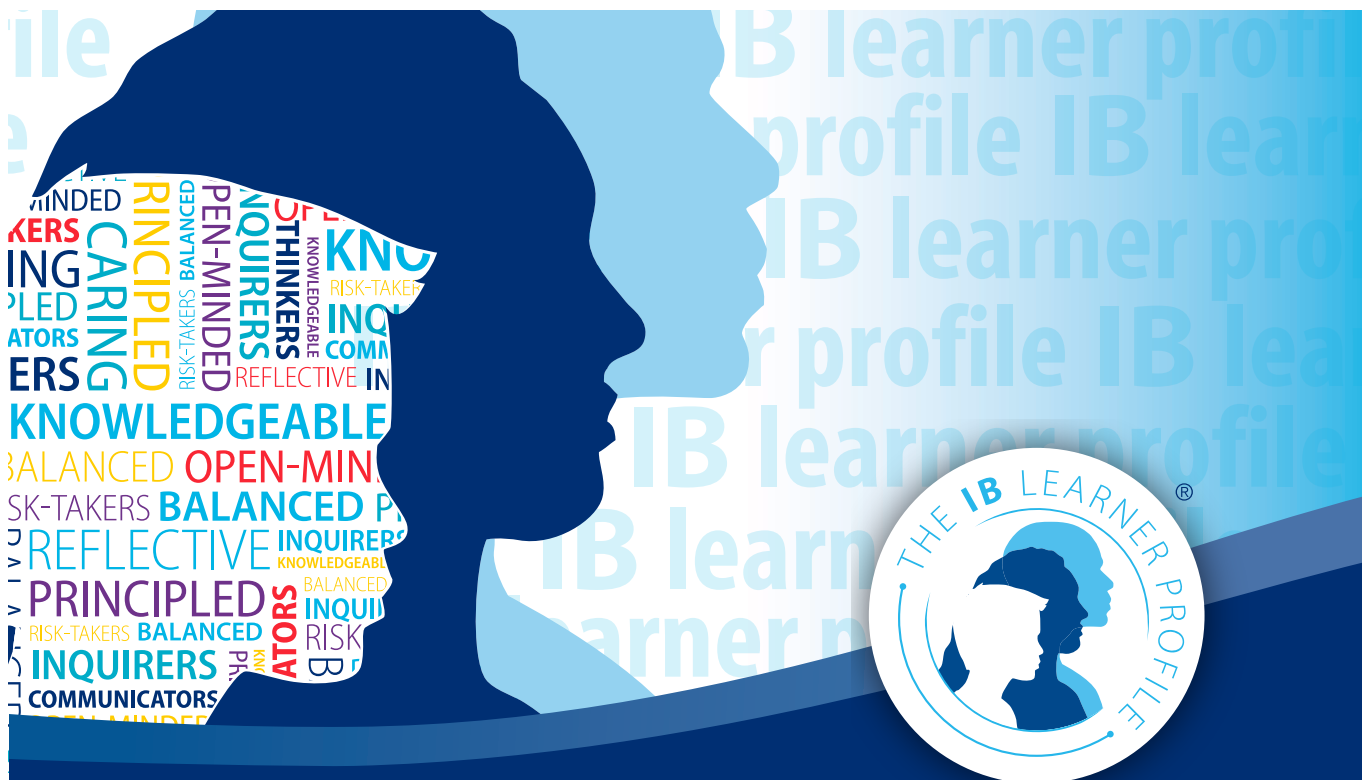


IB MISSION STATEMENT

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

To this end the organization works with schools, governments 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 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 learners we strive to be:

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 analyse 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.

The IB learner profile represents 10 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.

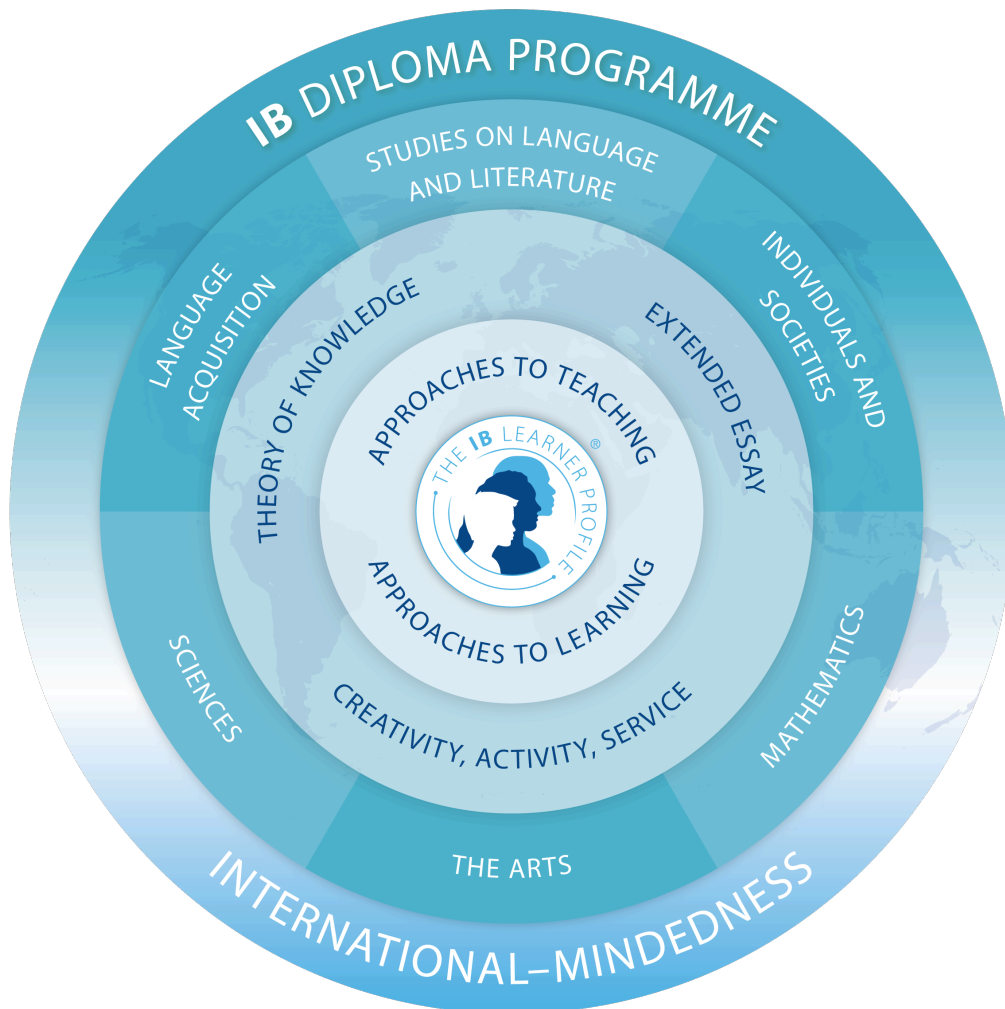
IB DIPLOMA PROGRAMME AT A GLANCE

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities. The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- develop physically, intellectually, emotionally and ethically
- acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups
- develop the skills and a positive attitude toward learning that will prepare them for higher education
- study at least two languages and increase understanding of cultures, including their own
- make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique theory of knowledge course
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- enhance their personal and interpersonal development through creativity, activity and service from other countries and cultures.

WHAT IS IN THE CURRICULUM?

The curriculum contains six subject groups together with a core made up of three separate parts.



Students study six subjects selected from the subject groups. Generally, three subjects are studied at higher level (courses representing 240 teaching hours), whereas the remaining three subjects are studied at standard level (courses representing 150 teaching hours).

All three parts of the core—extended essay, theory of knowledge and creativity, activity, service—are compulsory and are central to the philosophy of the Diploma Programme.

CORE COMPONENTS – EE, CAS & TOK

Students would be provided with more extensive information regarding the Extended Essay, CAS and TOK throughout grades 11 and 12, an overview of the same subsequently follows. All three components have to be successfully completed to be awarded the IB Diploma.

THE EXTENDED ESSAY – EE

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects – normally one of the student's six chosen subjects for the IB Diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.

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

- Compulsory for all Diploma Programme students
- Externally assessed and, in combination with the grade for Theory of Knowledge, contributes up to three points to the total score for the IB Diploma
- A piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school
- Chosen from the list of approved Diploma Programme subjects
- Presented as a formal piece of scholarship containing not more than 4,000 words
- The result of approximately 40 hours of work by the student concluded with a short interview, or viva voice, with the supervising teacher (recommended).

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

Students will be provided with copy of the guidelines and assessment criteria for the Extended Essay when the process of research and writing begins. By the month of March of the first year of IB, all students should be ready with a subject, a title and a teacher to guide them.

International dimensions:

Some extended essay subjects includes the exploration of issues of global significance and to examine links between the local and the global issues. Whatever the subject, the extended essay student should strive to find relevant information from a diverse range of sources.

THEORY OF KNOWLEDGE –TOK

TOK plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge. The task of TOK is to emphasize connections between areas of knowledge and link them to the knower in such a way that the knower can become aware of his or her own perspectives and those of the various groups whose knowledge he or she shares.

TOK, therefore, explores both the personal and shared aspects of knowledge and investigates the relationships between them.

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. TOK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyse **knowledge claims** and explore **knowledge questions**. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge

Aim

The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

Specifically, TOK aims

- To make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
- To develop an awareness of how individuals and communities construct knowledge and how this is critically examined
- To develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions

- To critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives
- To understand that knowledge brings responsibility which leads to commitment and action.

International dimensions:

The term “international-mindedness” is used by the IB to refer to a way of thinking, being and acting characterized by an openness to the world and a recognition of our deep interconnectedness to others.

The TOK course places a great deal of emphasis on elements that are central to the development of international- mindedness. For example, it encourages students to consider the diversity and richness of different perspectives, as well as exploring the interdependent influence of knowledge and culture.

CREATIVITY- ACTIVITY -SERVICE - CAS

“If you believe in something, you must not just think or talk or write, but must act.” (Peterson 2003) Creativity, activity, service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student’s Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterised as follows.

Creativity:

Arts, and other experiences that involve creative thinking.

Activity:

Physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

Service:

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

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important balance to the academic pressures of the rest of the Diploma Programme.

Successful completion of CAS is a requirement for the award of the IB Diploma. CAS is not formally assessed but students need to document their activities and provide enough evidence displaying the achievement of eight key learning outcomes.

Aim

Within the Diploma Programme, CAS provides the main opportunity to develop many of the attributes described in the IB Learner Profile. For this reason, the aims of CAS have been written in a form that highlights their connections with the IB learner profile.

The CAS Programme aims to develop students who are:

- Reflective thinkers – they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- Willing to accept new challenges and new roles.
- Aware of themselves as members of communities with responsibilities towards each other and the environment.
- Actively participants in sustained, collaborative projects.
- Balanced – they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

International dimensions:

The aim of all IB Programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Creating “a better and more peaceful world” is a large aim in itself. Working towards it should be seen as involving many small steps, which may be taken locally, nationally or internationally. It is important to see activities in a broader context, bearing in mind the maxim “Think globally, act locally”. Working with people from different social or cultural backgrounds in the vicinity of the school can do as much to increase mutual understanding as large international projects.

SUBJECTS OFFERED AT AIS

Group 1 Language A1

- English A : language and literature (SL/HL)

Group 2 Language Acquisition

- Hindi B (SL/HL)
- French B (ab initio/SL)

Group 3 Individuals and Societies

- Business Management (SL/HL)
- Economics (SL/HL)
- Environmental systems and societies (SL)

Group 4 Sciences

- Biology (SL/HL)
- Chemistry (SL/HL)
- Physics (SL/HL)
- Environmental systems and societies (SL)

Please select any 3 subjects from Group 3 & 4, but you cannot select more than 2 from each group

Group 5 Mathematics

- Analysis and Approaches (SL/HL)
- Application Interpretation (HL)

Group 6 The Arts

- Visual Arts (SL/HL)

ASSESSMENT POLICY AT AIS

Assessment at Ahmedabad International School is an integral part of the learning process; its purpose has as much to do with providing information to the student and the teacher as with forming the basis for the award of grades or a process of reporting.

Learning at AIS is well supported; students are aware of what they are trying to achieve in assignments undertaken, and through reflective marking, they gain clear insight into what they have achieved and what is the scope for further improvement.

The school understands the significance of marking and that marking should have positive impact on students' attitude, motivation and self esteem, and that students have the opportunity to respond to assessment through reflection.

The teachers use their assessments to set work which is well matched to their student's capabilities. Students are involved in the process of assessment, taking responsibilities for their own learning, developing their ability to be self critical and setting targets for subsequent work.

The aim of assessment is to:

Provide a supportive and positive mechanism that helps students to improve their learning, teachers to improve their teaching and contribute to the efficiency of the Programme.

Students should be assessed:

- To determine what students know and understand.
- To ascertain the skills and knowledge that students have acquired over a period.
- To diagnose learning problems (if any) and students need.

Assessment at school is important:

- To reinforce and achieve the standards set by the IBO.
- To check teaching objectives against learning outcomes.
- To use assessment as a measure to determine the effectiveness of the curriculum delivery.
- Motivate both teachers and learners through success in achievements.

Effective assessment should allow the students:

- To know and understand the criteria for the assessment in advance.
- To analyze their learnings and understand what needs to be improved.
- To highlight their strengths and demonstrate mastery and expertise.
- To be encouraged to be responsible for their learnings.
- To experience successful learning.
- To perform at a higher level when challenged.

ASSESSMENT PRACTICES

If teachers are aware of what students know and can do, then teaching becomes more effective. Thus, assessment may take place at the start of teaching units (pre-assessment), carry on through units (formative assessment), and take place at the end (summative assessment).

Students should be involved in assessing themselves and be allowed to identify personal targets, thus motivating them to learn as these targets are achieved. Teachers are not therefore concerned with just end-of-course tests but more with curriculum-integrated assessments, so as to provide a platform for the students to perform to the best of their ability.

All syllabuses for the international baccalaureate specify required learning outcomes in the beginning of the chapter. The learning outcomes state the milestone of achievements for the students in a chapter in then domain of knowledge and understanding of that subjects as well as the cognitive, personal and academic domain. Assessment should be aimed to measure the extent to which outcomes have been achieved.

Pre-Assessment

All teachers will assess the student's prior knowledge and understanding before embarking on new learning experience in an appropriate way.

Formative Assessment

Formative assessment is an ongoing assessment in the classroom .Through a variety of methods, ongoing and regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked and provide feedback that is responsive to students need and informs teaching practice.

Summative Assessment

Summative assessment happens at the end of a teaching and learning process or experience and is planned for in advance. The assessment is designed so that students can demonstrate their learning in authentic contexts and apply it in new ways. Summative assessments may take a variety of formats (including, for example, tests, examinations, lab reports, essays, presentation, projects, etc.).

ASSESSMENT FOR THE IB DIPLOMA PROGRAMME

Assessment in the IB Diploma Programme is strictly guided by the IBO guidelines and practices.

The assessment of student's performance will be done with variety of assessment tools, including a moderated formal examination, project work, class participation, group exercises, presentation, quiz etc.

How is the IB Programme assessed?

General and subject specific objectives of IB diploma courses focus on cognitive skills and affective capacities. Likewise, assessment procedures are designed to value both process and content and to achieve a balanced assessment of a student's performance. The assessment procedures emphasize understanding and application of knowledge, not just the student's ability to regurgitate information.

In order for students to have the opportunity to demonstrate their abilities, a variety of assessment methods, which take into account the different learning styles and cultural experiences of students, are used. All subjects are externally examined, which means that an international grading team, hired by the IBO, evaluates the students' work. Most subjects also require internal assessment, which involves an external moderation procedure to ensure that uniform standards are maintained throughout the world.

Methods of assessment

External assessment- Paper based examinations in school and final by IBO

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions – though these are rarely used.
- **EE assessment**

All students must give evidence of their ability to carry out independent work in the form of an Extended Essay of about 4,000 words in one of the main six subject areas. This essay is assessed by an external examiner but must be accompanied by a report from the teacher mentor.

- **TOK Assessment**

The assessment model in theory of knowledge (TOK) has two components, both of which should be completed within the 100 hours designated for the course. Both the essay and the presentation are assessed using global impression marking. The essay contributes **67%** of the final mark and the exhibition contributes **33%** of the final mark.

- **CAS Assessment**

CAS assessment is a continuous process and at the end of two years a proof of activities are to be submitted in the form of hard copy and soft copy. Students can make the following to present their reflections on the activities of CAS Portfolio, Magazine, Newsletters, Scrapbook, Files, etc

ASSESSMENTS AT A GLANCE 2022-2024

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

Internal assessment

Teacher assessment is also used for most courses. This includes:

- oral work in languages
- laboratory work in the sciences
- investigations in mathematics
- artistic performances.

Final written IB examinations - May, 2024.

ABSENTEEISM DURING EXAMS

If a student misses term examination because of a serious illness or medical condition, the DP Coordinator after discussion with the Head of School may at his/ her discretion conduct a re-exam provided the illness is verified. The policies set by the IB Board will be applicable.

ASSESSMENT OUTLINE FOR SUBJECTS

		External Moderation			Internal Moderation
Subjects offered at AIS	Level	P1	P2	P3	IA
		(%)	(%)	(%)	(%)
English A: language and literature	SL	35	35		30
English A: language and literature	HL	35	25		40
Hindi B	SL/HL	25	50		25
French B	Ab initio/ SL	25	50		25
Business Management	SL	35	35		30
Business Management	HL	25	20	25	20
Economics	SL	30	40		30
Economics	HL	20	30	30	20
Biology/Chemistry/Physics	SL	20	40	20	20
Biology/Chemistry/Physics	HL	20	36	24	20
Environmental systems and societies	SL	25	50		25
Mathematics: applications and interpretation	SL	40	40		20
Mathematics: analysis and approaches	HL	30	30	20	20
Visual Arts	SL/HL	60			40
TOK		Essay upload			Exhibition
EE		Essay upload			
CAS					Portfolio

MATRIX POINT TABLE FOR IBDP

		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

THE GRADING SCHEME OF IBDP

Each of the six subjects offered is graded on the following scale:

- Grade 7 = Excellent
- Grade 6 = Very good
- Grade 5 = Good
- Grade 4 = Satisfactory
- Grade 3 = Mediocre
- Grade 2 = Poor
- Grade 1 = Very poor

The number represents a student's exam score combined with the other forms of assessment methods as described in the preceding section. Up to three bonus points can be added to the student's total score based on overall performance in Theory of Knowledge and the Extended Essay.

Award of the diploma

The diploma will be awarded to a student whose total score, including any bonus points, reaches or exceeds 24 points **and** satisfies the following conditions:

- (a) **Higher Level (HL) subjects** - In principle, a student must obtain a grade 4 or above in each Higher Level subject. Nevertheless, one grade 3, but not a grade 2, will be acceptable.
- (b) **Standard Level (SL) subjects** – In principle, a student must obtain a grade 3 or above in each Standard Level subject. Nevertheless, one grade 2, but not a grade 1, will be acceptable.

*Note: Students who have completed the requirements for the diploma with only one failing condition, as set out above, but with a total score of at least **28 points**, including any bonus points, will be awarded the diploma.*

Excluding conditions

The diploma cannot be awarded, whatever the total score, to students who have:

1. Not been awarded Grades A to E for both Theory of Knowledge and the Extended Essay, with above an elementary grade in at least one of these
2. Not completed an approved programme of Creativity, Activity, and Service
3. Received a grade 1 in any Higher or Standard Level subject
4. Received a total of more than three grade 3's or below

IB Regulations for the Awarding of the IB Diploma

The IB Diploma will be awarded provided:

A. All assessment components for each of the six subjects and the additional IB diploma requirements must be completed in order to qualify for the award of the IB diploma, except under certain specific conditions as approved by IB

B. The IB diploma will be awarded to a candidate whose total score is 24-27, provided all the following requirements have been met.

- All CAS requirements have been met.
- That the grade for both TOK and the Extended Essay is not elementary.
- There is no grade 1 in any subject.
- There is no grade 2 on a higher level subject.
- There is no more than one grade 2 at standard level
- Overall, there are no more than three grades of 3 or below.
- At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level).
- At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level).
- The final award committee has not judged the candidate to be guilty of malpractice.

C. The IB diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met:

- All CAS requirements have been met.
- That the grade for both TOK and the Extended Essay is not elementary.
- There is no grade 1 in any subject.
- There is no more than one grade 2 on a higher level subject.
- There are no more than two grades of 2 on standard level subjects.
- Overall, there are no more than three grades of 3 or below.
- At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level).
- At least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level).
- The final award committee has not judged the candidate to be guilty of malpractice.

Final IB Examinations are administered in the month of May, every year.

SCHOOL EXAMS

In addition to ongoing class tests, internal school exams will be held at the end of grade 11 in all the subjects.

At the end of Grade 11 all students will have to fulfill the following conditions:

- Obtain Minimum 3 points in all subjects
- Submission of the Extended Essay research question in the first week of March of DP 1
- Submission of all internal assessments and coursework requirements
- Submission of 75-100 hours of CAS & the reports

A review committee comprising of the Diploma Coordinator, Class teacher, Curriculum Coordinator and the relevant subject teachers will review whether a student is competent to take the full Diploma or has to be converted to Certificate. The final decision will be taken by the Head of School.

Internal school deadlines:

Students are required to meet many deadlines of both a short-term and a long-term nature over the two years of the IB Diploma. These deadlines are carefully planned by the DP Staff in order to help students to distribute their workload fairly evenly. The deadlines are also set, however, in order to meet the official IB requirements for assessment. **School deadlines are of necessity and inflexible** – students who fail to meet them will be penalised in the grades awarded.

The student is committed to submit the work before deadline if he/she is aware of the absence on the day of submission/deadline for an assignment in school.

Absence due to illness

This kind of absence requires a medical certificate and/or note from parents. Students who do not meet school deadlines may be barred from entering/withdrawn from the IB Diploma. Please note that the school will not be obligated to cover topics lost due to the absence. The students can approach the teacher for remedial classes.

Please refer to the final overview of the major internal deadlines calendar**.

Internal school exams and progression from grade 11 to grade 12:

In addition to ongoing class tests, internal school exams will be held at the end of grade 11 for all the subjects. Please note that if any deadlines of Grade 11 are not met before completion of the first year, then the results/transcripts of the student will be withheld.

EXAM FEES

Students will have to pay the examination fees charged by IBO in the **third semester** for the external assessment component. Please note that the circulars are sent in Third Semester around September for which the payment has to be made by the end of October.

School Exam Schedule

Semester 1	Semester 2	Semester 3	Mock 1 & 2
September 2022	March 2023	September 2023	February 2024 March 2024

Final external IB exams:

- The final IB examinations will be taken during the first three weeks of May of Grade 12
- The examination schedule is available for students six months prior to the exam session.
- Registrations start in the second year of DP, around the month of October for the final May session.
- Registration for the IB Diploma is dependent on the student meeting pass criteria as mentioned above, in recent interims and being up-to-date with all internal assessments.
- Candidates who do not meet these criteria will be registered for IB Certificate.
- Students who do not appear for these exams will be marked absent and the same will be reflected in the calculations of their Predicted Grades.

IB DIPLOMA PROGRAMME TWO YEAR CALENDAR

JUNE 2022 - MAY 2024

Year 1	
June 2022	July 2022
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 2022	September 2022
	Semester 1 exams
October	
2022 PTM CAS Trip to Cambodia	
Diwali Vacation	
November 2022	December 2022
IBDP Festival (Literature fest)	Picnic CAS First Review meeting EE –Subject choice and proposal Second Formal Interview
January 2023	February 2023
March 2023	April 2023
EE- Finalize research question Semester 2 Exams	PTM
May 2023	
Finish EE data collection and start working on the EE writing for the Deadline for first EE draft in Aug	

Year 2

June 2023

School reopens
Work to be submitted on EE and IA (as per subject specific instructions.)
Group 4 Introduction and presentation

July 2023

CAS Second Review
Extended Essay - First Reflection

August 2023

Review of all deadlines

September 2023

TOK –Unpacking titles of the essay
TOK - Exhibition
University Applications begin
College admissions week
Semester 3 Exams (Predicted Grades)

October 2023

CAS -Third Review Meeting
At least 90 hours of CAS documented and submitted
Extended Essay - Second reflection
Extended Essay - First Draft
Recommendations from teachers

Diwali Vacation- Work on TOK/EE/CAS/ and all deadlines

November 2023

EE Week for final submission
TOK Essay –First Draft
IA to be All completed and submitted by 30th November 2022

December 2023

Picnic
Extended Essay – Final Draft
Exams Fees to be paid
*If the IA and all assignments are not submitted as per the deadlines then fees will not be accepted for enrolments.

January 2024

EE ~ Viva
TOK Essay – Final Draft
CAS –Viva and submit CAS portfolios

February 2024

Art Exhibition
Eng/Hindi/French – Individual Oral Commentary
All uploads to be done
Mock I

March 2024

Mock II exams

April 2024

Study Leave

May 2024

IB FINAL Exams

IBDP INTERNAL ASSESSMENT DEADLINE CALENDAR

2022-2024

Group 1 : Language and Literature	Deadlines
Language and Literature A1 Individual Oral Commentary(IOC)	Feb 2024
Group 2 : Language Acquisition	
Hindi B/French B- Individual Oral Commentary (IOC)	Feb/Mar 2024
Group 3 : Humanities	
Economics commentary No. 1	Jan 2023
Economics commentary No. 2	Aug 2023
Economics commentary No. 3	Nov 2023
Business Management IA (HL/SL) – Choice of topic	Feb 2023
Business Management IA (HL/SL) - First Draft	Jun 2023
Business Management IA – Final	Aug 2023
Group 4 : Science	
Group 4 Project – Introduction	Jun 2023
Group 4 Project – Presentation	Nov 2023
Investigatory project - First draft	Aug 2023
Investigatory project - Final	Nov 2023
Group 5 : Mathematics	
Mathematics SL/HL First Draft	Sept 2023
Mathematics SL/HL Final	Nov 2023
Additional Subject	
Environmental systems and societies Individual Investigation – First draft	Aug 2023
Individual Investigation – Final	Nov 2023

CAS Introduction	Jun 2022
CAS First Review with proposal forms (40% of CAS)	July 2022
CAS Second Review with reflections of each activity (65% of CAS)	Dec 2022
CAS Third Review with Log sheet and summary sheet (90% of CAS)	Oct 2023
CAS Diaries with Completion form	Dec 2023
CAS Viva Voice - Final Interview	Feb 2024
Theory of Knowledge	
TOK Introduction	Jun 2022
TOK Essay First Draft	Nov 2023
TOK Exhibition	Jan 2024
Extended Essay	
Extended Essay - Orientation	Jun 2022
Extended Essay - Introduction	Dec 2022
Extended essay - Choice of subject, topic (submit form to DPC)	Jan 2023
Extended essay - Research question (submit to the Supervisor)	Mar 2023
Extended Essay - First formal reflection session	July 2023
Extended Essay - 1 st draft (submit to the Supervisor)	Sep 2023
Extended essay - Second formal reflection session	Oct 2023
Extended Essay - Final Submission	Dec 2023
Extended Essay IB cover and Viva Voice	Jan 2024

IB TRANSCRIPTS, PREDICTED GRADES AND COLLEGE ADMISSIONS

How to submit IB scores to the college of your choice:

- Each Diploma candidate will submit their college or university of choice to the IB Coordinator in June of their second year. The IB Coordinator will submit the candidate's school of choice online through the Coordinator's website. IBO will then send transcripts to the schools after results are released in July.
- For additional transcripts (or for transcripts of a previous session) there is an additional fee per transcript and the students must order the same directly by sending an email at transcripts.ibap@ibo.org.

IB PREDICTED GRADES AND COLLEGE ADMISSIONS

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 2023 through the exams conducted together with the continuous formative assessments and assignments/course work submitted through the year. The predicted grade officially reported to colleges/universities is issued on 1st November. Predicted grades are also shared to other colleges other than CommonApp. Predicted grades 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.

There are a few things you need to know about 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. It is important that each prediction is made as accurately as possible, based on the IB published grade descriptors. Teachers should base their predicted grades 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).
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- Predicted grades are not an average of the grades you have received up to the point they are given (although sometimes they look like it), nor are they the most-recent quarter, semester, or class grades you have received. Instead, they really are predictions on behalf of the teachers as to what they believe your final results will be, based on your work to date and their predictions about your future progress. AIS teachers put a substantial amount of thought and care into predicted grades, since the accuracy is significant to both the parties - the teacher and the taught.
 - Please note that the guideline predicted grades are provided as a courtesy to students, and that not all (in fact, few) IB schools issue them to students. As a result, it's not acceptable to complain about your guideline grades to the teacher. Students can – and should – discuss with teachers any predicted grades that are a concern for them, but the discussion should be about specific ways in which then can improve their work, rather than simply asking for higher grades.
 - 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 IB DP-2 arrives on 5th July every year.

INDIAN CONVERSION TABLE FOR GRADES

Suggested Conversion for Higher Education for students applying to Indian Universities

International Baccalaureate Diploma has been recognized by the Association of Indian Universities as an entry qualification to all universities in India. With the requirement for percentage conversion by universities in India, students applying to Indian universities receive a transcript with IB grades and percentages within 1 working day from the release of results for the May and November session exams. The table below provides the range of IB grades to percentage scores. Universities in India ask for percentage conversion of the predicted grade transcript as well at the time of admission, schools may use this suggested conversion for calculating the equivalent marks on a scale of 1-100 by giving the midpoint 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

ACADEMIC HONESTY POLICY

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.

Academic Dishonesty and Malpractice:

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

1. Plagiarism: taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own.
2. Copying: taking work of another student, with or without his or her knowledge and submitting it as one's own.
3. Exam cheating: communicating with another candidate in an exam, bringing unauthorized material into an exam room, or consulting such material during an exam in order to gain an unfair advantage.
4. Duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.
5. Falsifying data: creating or altering data which has not been collected in an appropriate way.
6. Collusion: helping another student to be academically dishonest.

Procedure for Investigating Suspected Cases of Academic Dishonesty at AIS:

AIS, in line with IBO recommendations and practices, runs random or selected pieces of work in the plagiarism software e.g. Turnitin.com for verification and evaluation of sources. If a teacher, or another member of staff, suspects that a student has breached the school's standards of academic honesty, consequently will inform the IBDP Coordinator.

The matter will be investigated further, giving the student a chance to reply to the accusations. If it cannot be proven that there is work which is clearly inappropriate, the student will be found not guilty of dishonesty and no record will be kept related to the matter. If, on the other hand, it is proven that inappropriate work has been submitted, then the DP Coordinator will report to the Head of School as a case of academic dishonesty, or of an academic infringement.

The Consequences of Academic Dishonesty:

Any student who has been proven guilty of academic dishonesty in any of the above ways, or otherwise, will have a record in the student data file. The student will not only be graded a “zero” for that work and but also for conduct for that upcoming quarter.

If the work so submitted, is a part of official piece of IB coursework, then the work will be disapproved. Subsequently if there is enough time to resubmit the work as per the internal deadline, then the student will be given a chance to resubmit another piece of work.

If there is no time for the student to produce new work, then the student will be assigned a “zero”.

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

An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established.

The Responsibilities of Staff, Students and Parents:

AIS staff members, students and parents should make sure that they are aware of the contents of this document and what academic honesty and dishonesty mean. They should also make themselves aware of the consequences of academic dishonesty.

Parents should speak to their children about the need to be honest and why it is important to be so in terms of academic progress.

Teachers should explain what this policy means with respect to the specific terms of the work that they are asking students to produce. They should also speak to students regularly during the drafting of work, when the student/teacher interaction is more collaborative than evaluative. They should also model good practice.

The IB coordinator will also ensure that academic honesty and dishonesty is explained to students. He/She will investigate any suspected breaches of the standard in an open and fair way. His /her recommendations to the principal will be clear and reasoned.

The Head of School in consultation with the IB coordinator, will decide each case on its merits, and will communicate his or her decision clearly to all of those concerned with reasons for any findings.

Students should recognise that they are ultimately responsible for their own work and as well as for the consequences of any breaches of the standard of academic honesty. They are requested to speak to the teachers regularly about their work and show the drafts of their work while in the production process.

They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources.

GENERAL RULES & REGULATIONS

For Students

- The e-copies of text books will be provided by the school.
- 85% attendance is mandatory for taking the final IB Exams.
- Leave for SAT preparation or travelling for college visits will not be considered valid for lack of attendance.
- Missing Internal Assessment deadlines is not allowed. Under the circumstances, the DP Coordinator will communicate to the student on the possible outcome. Please note that it will be the subject teacher's prerogative to assign grades, mark a zero or extend the deadlines.
- Reiterating - all reminders or circulars will be issued through emails only.
- For all other administrative rules, please refer to the school handbook.
- Use of cell phones is strictly not allowed inside the school campus. If found, the cell phone will be confiscated and a fine will be charged.

For Parents

- All communication to parents will be done through emails for which the relevant email id has to be provided to the IBDP coordinator at the beginning of the program.
- A prior appointment must be sought to meet the coordinator and/or subject teachers.

School timings

7.25 am to 1.10 pm. (Monday - Friday)

Please note all Saturdays are off.

Extra classes if required will be conducted from 1.10 am to 2.30 pm (Monday to Friday)

Contact Details

ibdpcordinator.ais@gmail.com

AHMEDABAD INTERNATIONAL SCHOOL

STATEMENT OF AGREEMENT UNDERTAKING BY IB CANDIDATE

Name of the student: _____

As an IB student I agree to uphold the ideals of intercultural and respect while embracing the role of positive representative of the school community.

I, agree to commit myself for full involvement in CAS activity, adhere to deadlines for completion of course work and the Extended Essay, and actively participate in all classes inside and outside school.

I, agree to seek assistance from teachers, the IB coordinator, counselors or administration when necessary.

I, agree to take active responsibility for the completion of my course curriculum, TOK, CAS and EE. I agree to attend all the workshops, events, etc that may be held in school or in other schools.

I, agree to all the rules laid down by the AIS on malpractice and pledge not to indulge in the same.

I have seen the presentation shared by the DP Coordinator on plagiarism. The guidelines have been effectively explained and I have understood it all.

I have received a copy of the General Regulations of the IB Diploma Programme and the Academic Honesty Policy laid down by the IB. I have read the same. I understand and agree to abide by it all times.

Signature of the student: _____

Date: _____

Name of the Parents/Guardian: _____

Signature: _____

Date: _____

(Form 1 to be returned to the IBDP coordinator)

AHMEDABAD INTERNATIONAL SCHOOL IBDP SUBJECT SELECTION FORM(2022-2024)

Name of the Student: _____

Email id of the Student: _____

Following are the options available for selecting six subjects across the Six groups.

- **Option 1:**
Select one subject from each group.
- **Option 2:**
Select one subject each from Group 1, 2, 4, 5 and two subjects from group 3.
- **Option 3:**
Select one subject each from Group 1, 2, 3, 5 and two subjects from group 4.
- A combination of Physics and Biology is not allowed.
- A combination of Chemistry and Visual arts or Chemistry and Environment system and societies or Visual arts and Environment system and societies is not allowed

Please put a tick against the subject and the level.

Group 1- Studies in Language and Literature		Level			
Language A-Language and literature		SL		HL	
Group 2- Language acquisition					
Hindi		SL		HL	
French		Ab initio		SL	
Group 3- Individuals and societies					
Business Management		SL		HL	
Economics		SL		HL	
Environment system and societies		SL			
Group 4- Sciences					
Physics		SL		HL	
Chemistry		SL		HL	
Biology		SL		HL	
Environment system and societies		SL			
Group 5- Mathematics					
Analysis and Approaches		SL		HL	
Application and Interpretation				HL	
Group 6- The Arts					
Visual Arts		SL		HL	
Extended Essay(EE) , Theory of Knowledge (TOK) and Creativity Activity and Service (CAS) are the compulsory components of the Diploma Program.					

Signature of the student: _____ Signature of the parent: _____

(Form 2 to be returned to the IBDP coordinator)

AHMEDABAD INTERNATIONAL SCHOOL

STATEMENT OF AGREEMENT OF POLICIES FOR PARENTS OF IBDP STUDENTS

We, as parents agree to adhere to the policies of Ahmedabad International School - International Baccalaureate Diploma Programme.

We, as parents, agree to support the programme and our child's participation in it.

We also agree to abide by the rules and regulations laid down by the school.

In addition, we are aware that the students will be required to take active responsibility for their learnings and may be asked to attend workshops or attend events with the IBDP Students from other schools at an extra cost.

We have also read the copy(*shared with us*) of the General rules and regulation laid down by the IB as well as the Academic Honesty Policy of IB and agree to abide and follow the same at all times.

We also understand the consequences of not submitting the Internal assessment assignments as per the deadlines given.

We hereby agree to pay the school fees and exam fees on time.

Name of the Student: _____

Signature of Mother : _____

Signature of Father: _____

Date: _____

(Form 3 to be returned to the IBDP coordinator)

AHMEDABAD INTERNATIONAL SCHOOL

DECLARATION OF COMPLIANCE WITH IB REGULATIONS ON MALPRACTICE

Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and the examination. In particular candidates must avoid any form of malpractices. The IBO defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

Malpractice includes:

- a) plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own
- b) collusion: this is defined as supporting malpractice by another candidates, as in allowing one's work to be copied or submitted for assessment by another

The consequence of malpractice is presented 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 diploma will be awarded to the candidate if found guilty of malpractice.

Handbook of Procedures for the Diploma

Plagiarism is recognised worldwide as a serious academic offence. Ignorance of the working definition of plagiarism is not a valid excuse for lapses and does not prevent a penalty for being applied to work submitted as original. In order to prevent any misunderstandings about what constitutes plagiarism, information is being provided to you not only defines plagiarism, but also outlines strategies to prevent it.

Please read the following statements and kindly put in your name, sign and date in the spaces provided.

Declaration:

- I confirm that I have read, understood and agree to abide at all times - the Academic Honesty Policy laid down by both AIS and IB.
- I have received, read, understood and I accept the General Regulations of the IB Diploma Programme.
- I have read and fully understood the definition and consequence of malpractice as presented in this document.
- I fully understand the definition of plagiarism and fabrication and recognize specifically that it includes copying of assignments, paraphrasing, reusing other student's work and related acts.
- If I am unsure about whether something constitutes plagiarism I will consult my teacher before I turn in the assignment.
- I have been shown the presentation on plagiarism by school. This will apply to all works submitted for all subjects, EE, TOK and Internal Assessments.

Parents/Legal Guardian's Name: _____

Signature: _____ Date: _____

Student's Name: _____

Student's Signature: _____ Date: _____

(Form 4 to be returned to the IBDP coordinator)

References

- <https://www.ibo.org/>
- IBO, CAS guide (for students graduating in 2017 and thereafter, Published March 2015)
- IBO, Extended essay guide(first assessment 2018, published February 2018, Updated May 2022)
- IBO, Theory of knowledge guide (first assessment 2022, published February 2020)