



# Ahmedabad International School

**International Baccalaureate Diploma Programme**

**Information Handbook 2017-2019**

**For Parents and Students**



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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 program 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 Tarulata  
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.*

## The Student Learner profile

The aim of all programmes is to develop internationally minded people, who recognizing their common humanity and shared guardianship of the planet help to create a better and peaceful world.

All IB Students strive to be:

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## Diploma Programme at a glance

The International Baccalaureate (IB) Diploma Programme is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by 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, action 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. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and 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, action, service—are compulsory and are central to the philosophy of the Diploma Programme.

## CORE COMPONENTS – EE, CAS & TOK

Students will be provided with more extensive information regarding the Extended Essay, CAS and TOK throughout grades 11 and 12, although an overview of these three central components of the IB is detailed below. All three components must 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 no more than 4,000 words
- The result of approximately 40 hours of work by the student concluded with a short interview, or viva voce, 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 those countries where it is the norm for interviews to be required prior to acceptance for employment or for a place at university, the extended essay has often proved to be a valuable stimulus for discussion.

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 March of their grade 11 all students must have found a subject, a title and a teacher to guide them.

## **International dimensions:**

Some extended essay subjects include cross-cultural questions within them. Others invite such an approach. 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

### **Aims**

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, the aims of the TOK course are for students to:

1. make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
2. develop an awareness of how individuals and communities construct knowledge and how this is critically examined
3. develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions
4. critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives
5. understand that knowledge brings responsibility which leads to commitment and action.

**International dimensions:**

Knowledge can be seen as the shared legacy of mankind, a legacy which has been shaped and influenced by a wide range of cultures. This era of increased global interconnectedness promises unprecedented possibilities for interaction and enhancement of mutual understanding arising from the nurturing of international-mindedness.

The Chinese anticipated a period of “Tai”, a time when communication between individuals and the world at large is totally open and people are receptive to new ideas. The TOK course provides an ideal vehicle for such global exchange and beneficial action through its examination of shared and personal knowledge in an atmosphere of critical and reflective inquiry.

Students and teachers today are the inheritors of this grand journey. The path ahead, as usual, presents us with both opportunities and challenges. The TOK classroom invites a unique partnership of learning, for global controversies often rest on significant knowledge questions that can provide useful starting points for TOK exploration and TOK, in turn, can contribute significantly to the understanding of these large questions. The IB vision of internationally minded individuals implies a global engagement, embodying a commitment to address these 21st century challenges. TOK exists at the very core of the quest, as we strive toward an enlightened and fulfilled humanity.

**CREATIVITY-ACTION-SERVICE - CAS**

“If you believe in something, you must not just think or talk or write, but must act.” (Peterson 2003)

Creativity, action, 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 characterized as follows.

**Creativity:**

Arts, and other experiences that involve creative thinking.

**Action:**

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 evidence that they have achieved eight key learning outcomes.

**Aims:**

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
- Active 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, recognizing 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. 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 : 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)

**Group 5      Mathematics**

- Math (SL/HL)

**Group 6      The Arts**

- Visual Arts (SL/HL)

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

## Assessment Policy

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 particular pieces of work, and through reflective marking they gain clear insight into what they have achieved and where they can improve.

The school knows, it is important, 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 assessment 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 our 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 learning and understand what needs to be improved.
- To highlight their strengths and demonstrate mastery and expertise.
- To be encouraged to be responsible for their learning.
- To experience successful learning.
- To perform at a higher level when challenged.

## **ASSESSMENT PRACTISES**

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 assessment, which provides a platform on which students can 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 student's prior knowledge and experience 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 Program 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 presentation 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

## **Internal assessment**

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

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

**Final written examinations** held in May of Year 2.

## School Plan for Assessment 2017-2019

Assessment Cycle	Month of Assessment	Reports
<b>Year -I</b>		
<b>Beginning of Semester 1</b>	June 2017	Pre Assessment
1st Semester Assessment (Summative)	September 2017	October 2017 Open house. Report card with feedback to parents.
<b>Beginning of semester 2</b>	November 2016	
2nd Semester Assessment (Summative)	March 2018	April 2018 Open house, Report cards to parents.
<b>Year –II</b>		
<b>Beginning of Semester 3</b>	April 2018	
3rd Semester Assessment (Summative).	September 2018	October2018 Open house Predicted Grades card with feedback to parents .
<b>Beginning of semester 4</b>	November 2018	
Mock 1 Examination	February 2019	Feedback to parents and students
Mock 2 Examination	March/April 2019	Feedback to parents and students
<b>FINAL IBDP Examination</b>	<b>May 2019</b>	<b>July 2019</b>

### **ABSENTEEISM DURING EXAMS**

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

## Assessment Outline

		External Moderation				Internal Moderation
Subjects offered at AIS	Level	P1	P2	P3	Written Assignment	IA
		(%)	(%)	(%)	(%)	(%)
English A1	SL/HL	20	25		25	30
Hindi/French	SL/HL	25	25		20	30
French	ab initio	30	25		20	25
French	SL	25	25		20	30
Business and Management	SL	35	40			25
Business and Management	HL	35	40			25
Economics	SL	40	40			20
Economics	HL	30	30	20		20
Biology/Chemistry/Physics	SL	20	20	40		20
Biology/Chemistry/Physics	HL	20	36	24		20
Environmental systems and societies	SL	25	50			25
Mathematics	SL	40	40			20
Mathematics	HL	30	30	20		20
Visual Arts	SL/HL	60				40
TOK		Essay upload				Presentation
EE		Essay upload				
CAS						Portfolio

## The diploma points matrix

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not Submitted
Extended Essay	Excellent A	3	3	2	2	1 + Failing condition*	N
	Good B	3	3	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not Submitted	N	N	N	N	N	N

## The Grading Scheme

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 the 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 4 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 program of Creativity, Action, 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, 25, 26, or 27 points, 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 May of each 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
- Being up to date with all internal assessment and coursework requirements
- Submission of 75-100 hours of CAS & the reports

There will be a review committee comprising of the Diploma Coordinator, Class teacher, Curriculum Coordinator and the relevant subject teachers who will review on whether a student is competent to take the full Diploma or would be converted to Certificate. The decision will be in the hands of 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 school 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 may be penalized in the grades awarded. If a student knows that he or she will be absent when an important piece of work must be handed in then he/she should consign the work before, not after the deadline.

### **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 in all the subjects. Please note that if any deadlines of Grade 11 are not met before completion of the year, then the results/transcripts of the student will not be handed over.

## 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 September for payment by the end of October in the third semester

### School exam schedule

Semester 1	Semester 2	Semester 3	Mock 1&2
October 2017	March 2018	October 2018	Feb & March 2019

### 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.
- Registration takes place in the October before the May session.
- Registration for the IB Diploma is dependent on the student meeting pass criteria (see 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 will be reflected in the calculations of their Predicted Grades.

**Ahmedabad International School**  
**IB Diploma Program Two-Year Calendar**  
**From July 2016 to Exam Session May 2018**

**Year 1**

<b>June 2017</b>	<b>July 2017</b>
<i>Classes begin Orientation with Parents on IBDP with the complete Core elements TOK Introduction CAS Introduction EE Introduction</i>	<i>Final selection - Subject &amp; Level Student Council</i>
<b>August 2017</b>	<b>September 2017</b>
<i>Eng –Written Assignment 1–First draft IBDP Festival</i>	<i>Semester 1 exams</i>
<i>October 2017 Assembly week PTM CAS Trip to Cambodia</i>	
<b>Diwali Vacation</b>	
<b>November 2017</b>	<b>December 2017</b>
<i>Eng –Written Assignment 1 –Final draft</i>	<i>Picnic CAS First Review meeting EE –Subject choice and proposal</i>
<b>January 2018</b>	<b>February 2018</b>
<i>Economics Commentary -1 Science &amp; Math Exhibition Art Exhibition</i>	
<b>March 2018</b>	<b>April 2018</b>
<i>EE- Finalize research question Semester 2 Exams</i>	<i>Eng –Written Assignment 2–First draft ESS - Individual Investigation – first draft  PTM</i>
<b>May 2018</b>	
<i>Finish EE data collection and start working on the EE writing for the Deadline for first EE draft in Aug</i>	

Year 2

	<b>June 2018</b>
	<b>School reopens Business Management IA-First Draft Work to be submitted on EE and IA (as per subject specific instructions.) Group 4 Introduction and presentation</b>
<b>July 2018</b>	<b>August 2018</b>
<b>Eng –Written Assignment 2 –Final draft CAS Second Review Review of all deadlines</b>	<b>Extended Essay - first draft Economics Commentary -2 Investigatory project-First draft</b>
<b>September 2018</b>	<b>October 2018</b>
<b>Mathematics Exploration - First Draft TOK –Unpacking titles of the essay University Applications begin College admissions week Business Management IA-Final Draft Semester 3 Exams (Predicted Grades)</b>	<b>CAS -Third Review Meeting At least 90 hours of CAS documented and submitted Recommendations from teachers Eng IOC TOK Week</b>
<b>Diwali Vacation- Work on TOK/EE/CAS/ and all deadlines</b>	
<b>November 2018</b>	<b>December 2018</b>
<b>EE Week for final submission TOK Essay –First Draft Economics Commentary -3 Investigatory project-Final draft Mathematics Exploration - Final Draft ESS - Investigatory project - Final draft IA to be All completed and submitted by 30<sup>th</sup> November 2016</b>	<b>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. Hindi/French - written assignment – first draft</b>
<b>January 2019</b>	<b>February 2019</b>
<b>EE ~ Viva TOK - Final presentations TOK Essay – Final Draft CAS –Viva and submit CAS portfolios Hindi/French - written assignment – final draft Hindi/French – Individual Oral Commentary All uploads to be done</b>	<b>Mock I Art Exhibition Visual Arts – IWB &amp;CRB to be submitted</b>
<b>March 2019</b>	<b>April 2019</b>
<b>Mock II exams</b>	<b>Study Leave</b>
<b>May 2019</b>	
<b>IB Exams</b>	

## IBDP Internal Assessment Deadline Calendar 2017-2019

<b>Group 1 : Languages</b>	<b>Deadlines</b>
Language A1- Individual oral commentary (IOC)	Oct 2018
Language A1 Written assignment -1 first draft	Aug 2017
Written assignment -1 final draft	Nov 2017
Language A1 Written assignment -2 first draft	April 2018
Written assignment -2 final draft	July 2018
Language A1 Individual oral presentation (IOP)	April 2018
<b>Group 2 : Language Acquisition</b>	
Hindi B/French - Written Assignment - first draft	Dec 2018
Hindi B/French - Written Assignment - first draft	Jan 2019
Hindi B/French - Individual Oral Commentary (IOC)	Jan 2019
<b>Group 3 : Humanities</b>	
Economics commentary No. 1	Jan 2018
Economics commentary No. 2	Aug 2018
Economics commentary No.3	Nov 2018
Business Management IA (HL/SL) – choice of topic	Feb 2018
Business Management IA (HL/SL) - First Draft	June 2018
Business Management IA – Final Draft	Aug 2018
<b>Group 4 : Science</b>	
Group 4 Project	June 2018
Investigatory project - First draft	Aug 2018
Investigatory project - Final draft	Nov 2018
<b>Group 5 : Mathematics</b>	
Mathematics SL/HL Exploration First Draft	Sept 2018
Mathematics SL/HL Final Draft	Nov 2018
<b>Additional Subject</b>	
Environmental systems and societies	
Individual Investigation – first draft	April 2018
Individual investigation – final draft	Nov 2018
<b>Creative, Action and Service</b>	
CAS First Review with proposal forms (40% of C,A,S )	Dec 2017
CAS Second Review with reflections of each activity(65% of C,A,S )	July 2018
CAS Third Review with Log sheet and summary sheet(90% of C,A,S )	Oct 2018
CAS Diaries with Completion form	Jan 2019
CAS Viva Voce	Jan 2019
<b>Theory of Knowledge</b>	
TOK Introduction	June 2017
TOK Essay First Draft	Nov 2018
TOK Presentation & Essay Final copy	Jan 2019
<b>Extended Essay</b>	
Extended Essay Introduction	June 2017
Extended essay - choice of subject, topic (submit form to DPC)	Dec 2017
Extended essay - research question (submit to the Supervisor)	March 2018
Extended Essay – 1st draft (submit to the Supervisor)	Aug 2018
Extended Essay -Final Submission with Abstract	Dec 2018
Extended Essay IB cover and Viva Voce( 2 copies to DPC)	Jan 2019

## IB Transcripts, Predicted Grades and Admissions

How to submit IB scores to your college of choice:

- Each Diploma candidate will submit their college or university of choice to the IB Coordinator in June of their senior 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 a additional fee per transcript and must be ordered directly also.
- You can email your request to [transcripts.ibap@ibo.org](mailto:transcripts.ibap@ibo.org).

### IB PREDICTED GRADES AND COLLEGE ADMISSIONS

Most of the time when you apply to a college with your IB results, you use predicted grades that have been given by the faculty.

Your grade is determined by the faculty at the end of October 2018 through the exams conducted and also the continuous formative assessments and assignments submitted through the year. The predicted grade that is officially reported to colleges is issued on 1<sup>st</sup> November. Predicted grades are also sent to other colleges where students apply, including those in the US. American colleges find it helpful to know what predicted grades a student has received.

Students who plan to apply to Oxford, Cambridge, or UK medical or veterinary school need to complete their UCAS applications by 15<sup>th</sup> October 2018. As a result, these students receive their final predicted grades on 10<sup>th</sup> October. To apply to Oxford or Cambridge, you need to have a guideline predicted grade of 38 or above.

### **There are a few things you need to know about predicted grades:**

- 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 their accuracy with them is important both to them and to you. If you feel a predicted grade is not what you expected it to be (particularly a guideline grade), it's a good idea to have a conversation with your teacher about it.
- Please remember that 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 a teacher. You can – and should – discuss with teachers any predicted grades that are a concern for you, but your discussion should be about specific ways in which you can improve your work, rather than simply asking for higher grades.
- Similarly, please remember that predicted grades are not negotiable. They are the result of careful consideration on the part of teachers, and it's just not the way we do things at AIS to try to negotiate for higher predicted grades based on promises to, for example, work harder in the future. Your predicted grades reflect your work levels up to the point they are issued. This is ultimately done to help you 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](http://www.ibo.org/country/US/index.cfm).
- You can then select different Universities that recognize the IB Diploma Program.

**The IBDP final results arrive on 5<sup>th</sup> July of the Grade 12<sup>th</sup>.**

November 2010

**Indian Conversion Table required for Higher Education for students applying to  
Indian Universities**

**To whom it may concern**

International Baccalaureate Diploma has been recognized by the Association of Indian universities as an entry qualification to all universities in India. The IBO produces and issues for universities a document detailing percentage equivalency along with the transcript of results. Upon declaration of results, the IBO gives the exact percentage for each subject on the transcript for the student. Given below is the range of IB grades to marks scheme

**IB Grade to Marks Scheme**

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

This is the official conversion scheme, when giving predicted or provisional grades schools can use this for calculating the equivalent marks on a scale of 1 to 100 by giving the midpoint of the range indicated for a particular grade.

Yours sincerely,



**John Switzer**



**Priyamvada Taneja**

## ACADEMIC HONESTY POLICY

AIS is committed to academic honesty and will ensure that all students in the IB Diploma program 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 have 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 practice, runs random or selected pieces of work in the plagiarism software e.g. Trunitin.com for verification and evaluation of sources. If a teacher, or another member of staff, suspects that a student may have breached the school's standards of academic honesty, he or she will inform the IB coordinator. Together they will investigate the matter, and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it cannot be shown that there is work which is clearly inappropriate the student will be found not guilty of dishonesty and no record will be kept of the matter. If, on the other hand, it can be shown that inappropriate work has been submitted, the Coordinator will make a recommendation to the Principal as to whether or not the case is one of academic dishonesty, or of an academic infringement.

### **The Consequences of Academic Dishonesty:**

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 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:

All AIS staff, students and parents should make sure that they are aware of the contents of this document and what academic honesty and dishonesty both 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 to students in 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 should ensure that academic honesty and dishonesty is explained to students. He should investigate any suspected breaches of the standard in an open and fair way. His recommendations to the principal should be clear and reasoned.

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

Students should recognize that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone. They should speak to teachers regularly about their work and show drafts of it at various stages 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 and Regulations

- The text books will be provided by the school.
- Parent's to meet the coordinator and teachers on the 1st Saturday between 12.00 to 1.30 pm
- Use of mobiles phones will not be allowed in the school campus
- If the student has less than 90% attendance then he/she will not be allowed to sit for the final exam.
- Leave for SAT preparation or travelling for college visits will not be accepted for lack of attendance
- If any student has skipped the Internal Assessment deadline then, he/she will be informed through email of the possible outcomes. The respective subject teachers will have the onus of extending the deadline or awarding a zero for the submission in consultation with the IBDP coordinator.
- Deadlines warnings will be issued through emails only
- **All communication to students and parents will be communicated through emails for which the correct emails must be submitted to the IB coordinator.**
- For all other administrative rules, please refer to the school handbook

### **School timings**

**8.00 a.m. to 2.00 p.m. (Mon-Fri)**

1st and 3rd Saturday as per schedule for CAS/Academics

2nd and 4th Saturday holiday

### **Contact Details**

[ibdpcordinator.ais@gmail.com](mailto: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. We have seen the presentation on plagiarism by school ,they have explained it in detail and have understood it.

I have received, read, understand and accept the General Regulations of the IB Diploma Program and the Academic Honesty policy laid down by the IBO and given to us at the beginning of the program agree to abide by it all times.

Signature of the student: \_\_\_\_\_ Date: \_\_\_\_\_

Name of the Parents/Guardian Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Form 1 to be returned to the IBDP coordinator)

**AHMEDABAD INTERNATIONAL SCHOOL**  
**SUBJECT CHOICE FORM**  
**2017-2019**

Name of the student \_\_\_\_\_

Please circle the selected level

**Group 1 Language A1**

- English A SL / HL

**Group 2 Language Acquisition**

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

**Group 3 Individual & Societies**

- Business and 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

**Group 5 Mathematics**

- Mathematics SL / HL

**Group 6 The Arts**

- Visual Arts SL / HL

**Note:**

- The core requirements –TOK, CAS and EE are compulsory
- Group 1, 2, and 5 are compulsory.
- Select any three subjects from Group 3 and 4 –Minimum one from each group is compulsory
- Final selection of levels in subjects will be made only after the school has begun its program and has finished 4 weeks of teaching. This will be done in consultation with the teachers, student and parents.

Signature of the student: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Parent: \_\_\_\_\_ Date: \_\_\_\_\_

(Form 2 to be returned to the IBDP coordinator)

# AHMEDABAD INTERNATIONAL SCHOOL

## STATEMENT OF AGREEMENT

### POLICIES FOR PARENTS OF IB CANDIDATES

Students and their parents agree to adhere to the policies of Ahmedabad International School - International Baccalaureate Diploma Program.

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

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

In addition, students and parents are aware that student will be required to take active responsibility for their learning and may be asked to attend workshops or attend events with IB candidates from other schools at an extra cost.

We have read and have been given a copy of the General rules and regulation laid down by the IBO as well as the Academic Honesty Policy of IBO and agree to abide and follow the same.

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 Program and examination. In particular candidates must avoid any form of malpractice. 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 Programme 2011

Plagiarism is recognized 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, if you agree, write your name, sign and date in the spaces provided.

**Declaration:**

- I confirm that I have read, understand and agree to abide by the Ahmedabad International School Academic Honesty Policy.
- I have received, read, understand and accept the General Regulations of the IB Diploma Program.
- I have read and fully understand 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 work and related acts.
- If I am unsure about whether something constitutes plagiarism I will consult my teacher before I turn in the assignment.
- We have been shown the presentation on plagiarism by school. I have received, read, understand and accept the General regulations of the IB Diploma Program.
- I have read the Academic Honesty policy of the school and of the IBO and agree to abide by it all times.
- 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)