

THE ESSENTIALS OF THE IB DIPLOMA PROGRAMME

An academically challenging and balanced two-year programme prepares students for university education.

- ❑ The IB Diploma Programme includes six subject areas; an extended essay of 4000 words, experiential learning through creativity, action, services (CAS); and theory of knowledge (TOK), a course that fosters critical thinking.
- ❑ Assessment in each of the six subject areas is based on student performance against set standards rather than each student's positioning in the overall class ranking.
- ❑ External assessments include a variety of tasks that emphasize higher-order cognitive and may take the form of written essays and examinations. Internal assessments, marked by teachers and moderated by the IB, are factored into the students' final grades.
- ❑ Ongoing and regular reviews of the curriculum ensure that the latest developments in research and theory are incorporated into what students are learning.

IB EXAM RESULTS

The IB results are issued in early July to candidates via internet with the issue of PIN codes, which candidates will be provided with prior to sitting their May examinations.

The IB sends results directly to universities in many countries. kindly make sure you make a request to the IB DP Coordinator by March of Year I.

EQUIVALENCE OF IB GRADES IN INDIA

A revised recognition and acceptance agreement was approved in January, 1999 for the IB Diploma as an entry qualification to all universities in India by IB and the Association of Indian Universities. This is agreed in terms of the IB grades and the equivalence to the marks by the Indian Higher Education Certification examinations, as per the table given below:



IB Grade	Equivalence of Class XII marks	Description
7	93-100	Excellent
6	80-92	Very good
5	60-79	Good
4	40-59	Satisfactory
3	30-39	Mediocre
2	< 30	Poor
1	< 30	Very poor

UNIVERSITY COUNSELING

At IIS we have appointed a full time University Counselor guided by the IB DP Coordinator. The University Counselor will be in charge of the applications of students who will work meticulously to attain remarkable success for the students.

The telephonic interviews with the universities will be arranged by the school. Any personal interviews are the sole responsibility of the candidate.

SPECIAL EDUCATION NEEDS

IIS does not offer special education needs provision outside the normal classroom teacher's responsibility. However, needs will be assessed and discussed at the point of admission, and the decision of admission will be made based on the ability to serve the child and meet his or her needs.

CONTACTS

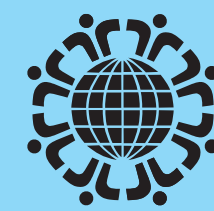
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INDIA INTERNATIONAL SCHOOL

A Heritage of Vision • A Legacy of Innovation

now offers again

IB DIPLOMA PROGRAMME

Co-Educational

*Commitment towards
excellence in education*



INTERNATIONAL
BACCALAUREATE





IB MISSION

- ❑ The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- ❑ To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
- ❑ These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The learner profile is the embodiment of the IB mission statement in 10 attributes and aims to define the type of learner the IB aspires to develop in all three of its programmes. It is intended to provide a focus for reflection on what is most important in IB World Schools and the IB teaching profession, which is why it is located at the heart of the programme.

OUR MISSION

The IIS, in its endeavor to cater to the global need of today's youth, aims to promote and sustain high academic principles while retaining the strong value systems and ethics, beliefs in the rich culture of the motherland with an emphasis laid on global standards of education.

The institution aims at uncompromising commitment towards excellence in education. This mission would allow us to accomplish and promote the existing vision of the School 'A Heritage of Vision, A Legacy of Innovation' and groom globally ethical citizens.

21ST CENTURY EDUCATION

Recognized as a leader in international education, the International Baccalaureate (IB) Diploma Programme cultivates the knowledge, skills and attitudes that enable students to excel at the university.

Through the IB Diploma Programme, students gain rigorous and balanced academic preparation, an ability to draw on knowledge and understanding of various cultures and histories, and the experience of learning to think critically and apply what they have learned in different contexts and across disciplines.

The IB understands that success in higher education and beyond involves thinking critically and creatively. The IB Diploma Programme's challenging curriculum educates the whole student, developing the capacity for inquiry, research and problem solving as well as essential skills for communication and collaboration.

Success in the 21st century requires intercultural understanding and respect. At its heart, the IB is motivated by a desire to create a better world through education, as embodied in the IB mission statement.

"IB is well known to us as excellent preparation. Success in an IB programme correlates well with success at Harvard. We are pleased to see the credential of the IB Diploma Programme on the transcript."

Marlyn McGrath Lewis, assistant dean of admissions, Harvard University, USA.

THE SAME HIGH STANDARDS OF QUALITY ANYWHERE IN THE WORLD

IB assessments are known for strong reliability and validity in scoring, resulting in consistent IP diploma pass rates for the past 40 years. Whether the school is in Alexandria, USA or Alexandria, Egypt the standards and assessments are uniform. Both external and internal assessments are used to evaluate students and factor into a students' final grade.

"Diploma Programme students are well rounded, multifaceted, multiskilled and have studied in depth. They have good time-management skills. They score higher than students in other national systems and the IB score is worldwide the same measure."

Hrilinea Lock, undergraduate admissions manager, London School of Economics UK

THE 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. IB learners strive to be:

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



WHY DO UNIVERSITIES VALUE IB STUDENTS?

IB students are prepared for academic success.

- ❑ IB students are more likely than others to enroll in and graduate from selective higher education institutions.
- ❑ Based on their experiences, IB students possess a broader range of skills that enhance their ability to adapt and contribute to university life.
- ❑ IB students demonstrate a level of emotional and intellectual maturity for managing the demands for challenging coursework and making meaningful contributions.
- ❑ They have extensive experience doing independent research and presenting what they have learned through presentations, papers and other projects.
- ❑ They think critically and draw on diverse perspectives that reflect an international outlook.
- ❑ Participation in the IB Diploma Programme shows that our students have excelled in multiple and diverse academic challenges and is a strong predictor for success at the university.



THE CURRICULUM

❑ Group 1	Studies in Language & Literature	English Literature SL/HL	Hindi HL	
❑ Group 2	Language Acquisition	French Ab initio, SL	Hindi HL	English SL/HL
❑ Group 3	Individuals & Societies	Business Management SL/HL Environmental Systems & Societies SL	Economics SL/HL	
❑ Group 4	Experimental Sciences	Environmental Systems & Societies SL Biology HL	Chemistry HL	Physics HL
❑ Group 5	Mathematics	Mathematics SL/HL	Mathematical Studies SL	
❑ Group 6	The Arts	Visual Arts SL/HL		

STANDARD LEVEL AND HIGHER LEVEL COURSES

Standard level courses require rigorous study leading to a breadth of knowledge; higher level courses require intensive study leading to mastery.

All students in the Diploma Programme take a combination of standard level (SL) and higher level (HL) courses. Standard level courses are intense, rigorous options that meet state provincial and national requirements and include a broad curriculum with 150 teaching hours. In addition, Diploma Programme students take at least three higher level courses and not more than four subjects at Higher Level (HL) that allow them to explore additional topics in further depth over an extended period of 240 teaching hours.

