



EUROPEAN COUNCIL OF  
INTERNATIONAL SCHOOLS



Near East South Asia  
Council of Overseas Schools

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# *International Baccalaureate Diploma Programme Handbook*



AP<sup>®</sup> ADVANCED  
PLACEMENT  
PROGRAM<sup>™</sup>  
CEEB # 671540



The Association for the Advancement  
of International Education



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## Introduction

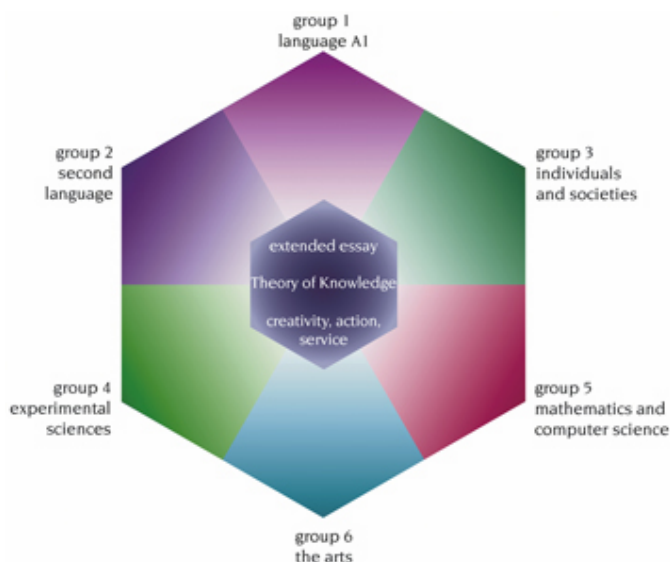
The International Baccalaureate Diploma Programme (IBDP) is a pre-university course of study aimed at the education of the “whole person”, and designed for students in their last two years of secondary school. The IBDP was developed by a group of educators at the International School of Geneva in the early 1960’s, to establish a common curriculum and university entry credential for geographically mobile students. This group of teachers was also motivated by an idealistic vision: they hoped that a shared academic experience emphasizing critical thinking and exposure to a variety of viewpoints would foster tolerance and inter-cultural understanding among young people. The IB Diploma curriculum can be administered in any country and is recognized by universities in every country. The IB has experienced rapid growth since its inception and now numbers some 2526 schools in 130 countries around the world.

## The IB Organization, IBO

The IB is an international, non-governmental organization founded under Swiss law. It is governed by a director General, who is elected by a 30-member council representing governments, IB school heads, and private individuals. Besides the main office in Europe, there are regional offices in the United States, Europe, South America, and South East Asia. The working languages of IB are English, French and Spanish. AISC is part of Asia and the Pacific (IBAP) region of the IBO.

## Course Requirements for the IB Diploma

The IB Diploma candidate must take a total of six subjects, three of them to be taken at the Higher Level (HL) and three at the Standard Level (SL). Higher Level courses cover more units than Standard Level ones: at AISC both Higher level subjects and Standard Level subjects are taken over a two year period. The six subjects are chosen from six prescribed group lists which are known collectively as Language A1, Language B and *ab initio*, Individuals and Society, Experimental Science, Mathematics, Arts and Electives.



## Additional Diploma Requirements

### Theory of Knowledge (TOK)

A key element in the educational philosophy of the IB is the Theory of Knowledge (TOK) course. TOK is obligatory for diploma candidates and involves approximately 100 hours of instructional time. The purpose of TOK is to stimulate critical reflection upon the knowledge and experience of students both within and outside the classroom. The course is ‘philosophical’ in the sense that it encourages students to acquire a critical awareness of what they and others know through the analysis of concepts, arguments and value judgments.

During the course, TOK students will consider the role of language, the requirements of logical rigor, systems of knowledge (Science, Mathematics, Social Science, and History), value judgments as well as the issue of knowledge and truth.

In TOK, students are assessed both internally by the TOK teacher using IB guidelines and criteria and externally by an outside examiner. The external assessment is in the form of an essay of between 1200 and 1600 words. Internally, students are assessed on an oral presentation to the class and the completion of a self-evaluation report.

TOK in combination with the Extended Essay contributes to the overall Diploma score through the award of bonus points.

### Extended Essay (EE)

By the end of **January** of the second year of the IB Diploma programme, students will have completed a substantial piece of independent work of approximately 4,000 words in length with the guidance from a subject teacher and the IB Coordinator. The essay will derive from one of the subjects in the IB curriculum. The purpose of this exercise is to prepare students for university level research work and to provide the opportunity for them to follow personal interests in greater depth. These essays are marked externally by IB examiners.

### Bonus Points Awarded for TOK and the Extended Essay.

		Theory of Knowledge				
		Excellent	Good	Satisfactory	Mediocre	Elementary
Extended Essay	Excellent	3	3	2	2	1
	Good	3	2	1	1	0
	Satisfactory	2	1	1	0	0
	Mediocre	2	1	0	0	0
	Elementary	1	0	0	0	Failing condition



A candidate who, for example, writes a **good** extended essay and whose performance in TOK is judged to be **satisfactory** will be awarded 1 bonus point, while a candidate who writes a **mediocre** extended essay and whose performance in TOK is judged to be **excellent** will be awarded 2 points.

Performance in both the extended essay and TOK of an **elementary** standard is a failing condition for the award of the diploma.

## **Creativity, Action and Service (CAS)**

As part of the philosophy of educating the “whole person”, the IB Diploma requires that students actively involve themselves in activities of a Creative, Action, and Service (CAS) nature. Participation in activities such as community service, drama, band, sports, student government, MUN, fund raising, yearbook, as well as many other activities, would satisfy this requirement (See CAS Coordinator for more details). Students are expected to complete a total of 150 hours over two years, which is evenly balanced among all three areas of creativity, action and service. Students will be given a report at the end of each semester to show their activities and hours. Failure to meet CAS requirements means that a student will **not** receive their IB Diploma.

## **Assessment**

The IB courses are designed to develop thinking and independent learning skills as well as the accumulation of knowledge. For each course there is a clear set of performance objectives. The degree to which students have achieved these objectives is measured both by internal, marked by the teachers and monitored by the IB examiners, and examinations at the end of the course, which are designed and marked by the IBO.

## **Grades**

Performance in each of the six IB diploma subjects is graded on a scale of 1 point (minimum) to 7 points (maximum). A maximum of 3 points is awarded for combined performance in TOK and the extended essay. The maximum total Diploma Programme point score is therefore 45.

## **Considering the IB Diploma**

The IB programme, while demanding, is available to the **motivated** average and above-average ability students. It is not an elitist programme only for exceptionally gifted students, nor is it only for those bound for European universities, although students planning on attending a European university **must** consider the IB Diploma. It is an excellent pre-university preparatory programme for all students.

The combination of the six subjects, as well as the additional requirements, make the IB Diploma programme both highly stimulating and extremely demanding. It is best suited to those students who are strongly motivated, organized and prepared to devote considerable time beyond the normal school day. Students who are able to meet these demands will benefit significantly both in terms of their education and in pursuit of their further goals.



When deciding on whether to do the Diploma, students are encouraged to discuss their plans with their parents, the IB Coordinator and the school Counselor. This will help identify their academic strengths and goals. It is important at this stage to consider where the student intends to pursue university studies with this in mind, to select the best possible combination of IB courses to fulfill the necessary prerequisites. The students also need to think about how IB subjects and levels might best relate to future career choices. Finally, it is strongly advised that families plan carefully to ensure that their IB student completes the full two years of the IB Programme at AISC to maximize success.

## **Entry Qualifications for the Diploma Candidates**

Interested students will be asked to complete an IB application form (located at the back of the handbook) stating their higher and standard level subjects as well as have an appointment with the IB Coordinator. A student's Higher Level subjects should be areas in which strong academic ability is demonstrated. Subject department teachers will ascertain if students have completed the necessary prerequisites and are capable of satisfactorily completing the subject. In addition, diploma candidates will be expected to achieve an above average GPA score in the year before entering the IB programme.

Whilst IB Diploma candidates at AISC need to fulfill all requirements set out by the IBO, they also **must** meet the schools' graduation requirements.

## **IB Retreat**

All students who are doing the IB Diploma will be required to attend an IB Retreat in August of their junior year. During this retreat we will be discussing in detail the extended essay and CAS requirements. It is a vital part of the programme as it gives the students a chance to fully acquaint themselves with these required parts of the programme as well to have any questions answered.

## **Certificate Candidates**

For those students who do not wish to pursue the full IB Diploma, but still wish the challenge of one or more IB subjects, it is possible to take these subjects for an IB Certificate. IB certificates are given to those students who complete the course, and do both the internal assessment and examination. Many North American universities consider IB Higher Level Certificates in the same light as Advanced Placement courses.



## Examination Fees

IB examination fees are not included in AISC school fees. Parents are responsible for all exam fees. The IB Coordinator will send home an invoice for May exam charges directly following registration. Fees are usually collected in late October or early November.

- Fees for the full diploma are approximately ----\$750 US.
- Fees for certificate students are approximately ---\$230 plus \$60 US for each additional subject.

*These fees are only approximations as they change from year to year.*

**Students will bear the courier cost for any assignments that are late, as well the extra cost for late registration or changes in the registration after the AISC due date.**

## IB SUBJECTS OFFERED AT AISC

### Higher Level

English  
French B  
Spanish B  
Economics  
History  
Biology  
Chemistry  
Physics  
Math  
Music  
Visual Arts

### Standard Level

English  
English B  
French ab initio  
Spanish ab initio  
French B  
Spanish B  
Economics  
History  
Biology  
Chemistry  
Physics  
Math  
Music  
Visual Arts



# Group 1: Language A1

## English – Higher and Standard Level

Language A1 English is designed to broaden students' perception and understanding of themselves and their relationship to others through the study of diverse literature. Students read texts that include a range of periods, styles, genres, and cultures, thus enhancing the goal of an interest in lifelong learning. The course aims to develop students' analytic abilities, critical thinking, and self expression in both written and oral forms. The course also seeks to develop attitudes of respect and tolerance and an understanding of the peoples of the world.

### Topics

Topics include a variety of literary terms, their uses, and their effectiveness, for example, satire, motif, symbol, allusion, epigraph, magical realism, rhetorical techniques, purpose, narrative tradition, etc. As well, techniques of writing and composition play an important role. Students study how to write effective literary analyses and criticisms, use documentation, imitate writer style using their own voice, write expository, persuasive, and creative essays, develop journal-writing skills to explore and practice literary criticism and technique, and practice formal, timed essay writing. Techniques and criticism in literature studied include satire as a form of persuasion and political statement, existentialism, feminist literature, historical perspective and context, and cultural context.

<b>Internal Assessment:</b>		<b>External Assessment:</b>	
Orals:		(Exam plus essay)	
Presentation	15%	Exam	50%
Formal Commentary	15%	2 WL Essays HL	20%
		1 WL Essay SL	20%
Total:	30%	Total:	70%





<b>Internal Assessment:</b> Orals   Total: 30%	<b>External Assessment:</b> (Exams) Paper 1 40% Paper 2 30%  Total: 70%
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## Spanish ab initio – Standard Level

This is a two-year beginners' course. The general objectives are to develop the students' communication skills in the target language; to make them draw comparisons between the language structure, vocabulary, and culture under study and their own; to help them make connections with other school subjects; to help them use the new language for personal enjoyment and enrichment; and to give them a broad outlook on the different cultures and usages in place in the many Spanish-speaking countries (paving the way to a natural attitude of tolerance and understanding in terms of different accents and customs, for example.)

More precisely, by the end of year 2, the students should:

- demonstrate understanding of basic vocabulary and language structures by responding to statements, questions or commands.
- Use a register that is appropriate to the situation (informal vs. formal).
- use standard pronunciation in the target language; use basic vocabulary and structures to ask, answer and make statements.
- apply knowledge of the conventional forms of address.
- read a variety of simple texts for comprehension, cultural knowledge and expansion of vocabulary;
- respond to reading in writing;
- write complete sentences using thematic vocabulary and intermediate structures;
- write for specific purposes and communicate information clearly and effectively

Approximately more than half of the vocabulary of the prescribed topics will be dealt with in year 1, and of the grammar portions, so that year 2 can be more geared to the oral preparation and extended writing practice.

<b>Internal Assessment:</b> Orals   Total: 30%	<b>External Assessment:</b> (Exams) Paper 1 40% Paper 2 30%  Total: 70%
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## French B – Standard Level

Prerequisite: French 3

The Language B French is a program for students who have previous experience of study in French. The course focuses on language acquisition cultural interaction and





## Group 3: Individuals and Society

### History – Higher and Standard Level

History SL/HL is a two-year course of study that goes well beyond the traditional high school survey course. Rather than covering a wide range of historical events and issues over several hundreds of years in a superficial manner, this course will provide in-depth study on a selected number of topics that generally occurred during the twentieth century. Each student will take on the role of an historian as he/she tries to understand the decisions made by world leaders, for example, and the cause-effect relationships that resulted from these decisions. To help students succeed in this endeavor important analytical skills will be emphasized orally and with the written word that will aid them in dealing with the demands of a 21<sup>st</sup> century world.

As the IB History courses progress, topics for study will focus on various regions of the world to present a program international in scope. Students will come to realize that many of the forces that defined the 20<sup>th</sup> century (war, one-party states, decolonization, to name just a few) were not isolated in their scope, but influenced developments in other parts of the world as well. In addition, students will also see how a particular country or region's cultural, political, and economic history allowed it to adopt and adapt, for example, an ideology fitting and unique to its own respective circumstances. Furthermore, by studying subjects dealing with Europe, Asia, and the United States, students will be exposed to a variety of historical interpretations, thus avoiding a Eurocentric approach to history.

<b>HL Internal Assessment:</b> Historical Investigation Total: 20%	<b>SL Internal Assessment:</b> Historical Investigation Total: 25%
<b>HL External Assessment:</b> (HL – Exams) Paper 1 20% Paper 2 25% Paper 3 35% Total 80%	<b>SL External Assessment:</b> (SL – Exams) Paper 1 30% Paper 2 45% Total 75%

### Economics – Higher and Standard Level

Economics HL/SL will span two academic years and is available to students in grades 11 and 12. (However, students must begin the course in grade 11.) Economics is designed to develop within the student: disciplined economic reasoning skills; an ability to apply tools of economic analysis to situations and data, and to explain the findings clearly; an understanding of how individuals and societies organize themselves in the pursuit of economic objectives; and ability to evaluate economic theories, concepts, situations and data in a way which is considered rational and unprejudiced; and international perspectives which feature a tolerance and understanding of the diversity of economic realities in which individuals and societies function. The four compulsory parts of the syllabus: resource allocation; national income analysis; international trade; and economic growth and development, give



students at both levels exposure to both macro and microeconomics. The economics program contributes to internationalism in the IB by encouraging candidates and teachers to:

- appreciate the interdependence of countries
- understand the implications of the development of an open international economy
- have a critical awareness of the global economy and of its economic and cultural implications
- recognize the universal acceptability of fundamental economic principles, appreciating the need for different solutions in different circumstances
- pay special attention to the problems of economic development
- develop an interest in, empathy for, and awareness of other cultures and their economic systems.

### III. Topics Covered

The first semester of Year 1 will begin with a foundational unit in which students will explore basic economic concepts and the analysis of current issues such as: unemployment, inflation, energy, pollution, poverty, and government regulation. Students will receive an in-depth analysis of microeconomics, including: the price mechanism and supply and demand analysis; consumer choice; cost and revenue analysis of the firm; market structures; factor markets and income distribution; market failure and the role of government; and current economic problems such as pollution, poverty and discrimination. The second semester will comprise an in-depth analysis of macroeconomics including: aggregate economic measures; aggregate supply and demand analysis; economic fluctuations and growth; money, banking and credit; stabilization policy; problems such as unemployment, inflation and budget and trade deficits; and international trade and finance. This course will establish a foundation in the study of economics for all students that will enable them to navigate through IB Economics coursework during Year 2 of the program.

During Year 2, students will use the foundational information that was gained in the first year to focus on patterns of economic growth in the developing world. Various patterns of development will be explored along with the theory behind the strategic models available to planners. State planning will be contrasted with free market alternatives, and industrialization will be discussed critically as a development strategy. The roles of both the tourist industry as well as aid agencies will also be examined during Year 2. Students will also be exposed to issues related to agricultural development during this year. During the final segment of the second year, students will be actively involved in guided exam review sessions.

<b>HL Internal Assessment:</b>		<b>SL Internal Assessment:</b>	
Portfolio	20%	Portfolio	25%
Total:	20%	Total:	25%
<b>HL External Assessment:</b> (HL – Exams)		<b>SL External Assessment:</b> (SL – Exams)	
Paper 1	20%	Paper 1	25%
Paper 2	20%	Paper 2	50%
Paper 3	40%		
Total	80%	Total	75%



## Group 4: Experimental Sciences

### Chemistry - Higher and Standard Level

The IB Chemistry course is a more rigorous treatment of the basic principles in Chemistry that would enable students to cope with their first year college course work. The program aims at developing a solid foundation in chemistry and also understanding it with respect to the world around us. A lot of emphasis will be laid on practical skills which would include planning, investigation, data collection, processing and presentation. Students enrolled in the IB program will also have to do an interdisciplinary science project.

The program will follow the IB standard level and higher level. The options tentatively planned are Option D: Environmental chemistry and Option F: Fuels and Energy

#### Assessment:

In accordance with the I.B. design, students will undergo both internal and external assessment. As stated in the I.B curriculum, students work will be internally assessed by the teacher and externally moderated by the IBO.

#### Internal Assessment

Students will be internally assessed through laboratory work carried out over the two-year course. Between 60 and 70 hours will be devoted to the completion of the following list of laboratory investigations. Students will understand that their final score will be the addition of their two highest marks achieved for each criterion in the IA marking scheme.

#### Laboratory Investigations

1. Determining the boiling point of a liquid
2. Identifying elements by flame test
3. Periodicity
4. Distinguishing Ionic and Covalent Compounds
5. Making models of compounds
6. Types of chemical reactions
7. Periodicity and chemical reactivity
8. Diagnostic properties of bonds
9. Relating gas, temperature and pressure
10. Determining absolute zero
11. Stoichiometry of a chemical reaction
12. The effect of a solute on freezing point
13. Using indicators to determine pH
14. Acid/Base titrations
15. Oxidation /reduction

<b>Internal Assessment:</b>		<b>External Assessment:</b>		
Lab work and group 4 project		(Exams)	<b>HL</b>	<b>SL</b>
		Paper 1	20%	20%
		Paper 2	36%	32%
		Paper 3	20%	24%
Total: 24%		Total	76%	76%



## Biology Standard Level

Biology is a fascinating, dynamic and exciting area of study. The IB Biology SL course combines a study of basic biological topics with a consideration of some recent advances. It is hoped students will acquire a large body of facts and at the same time develop a broad, general understanding of the principles of Biology. Four basic biological concepts will run throughout the course, Structure and Function, Universality versus Diversity, Equilibrium within systems and Evolution.

This course would be suitable for students not interested in pursuing science further at university, but who have an interest in extending their knowledge and understanding of biology and its role in society.

### Assessments and Examinations

Internal assessment is worth 24% of the final assessment. This consists of an interdisciplinary science project, known as the Group 4 project, and a mixture of short and long term investigations that would be part of the normal teaching process. These would be used to assess the students on 8 different assessment criteria.

External assessment takes place in May of the second year and this consists of three papers.

## Biology Higher Level

Biology is the study of the living organisms. This study is undertaken at a variety of levels, from the molecular to that of the biosphere. By the end of the course the student will have developed an appreciation of the interactions between these levels, and of organisms as functioning entities within the biosphere. Students will also develop an informed perspective in many of the new and ethically controversial areas of biological science such as genetic engineering, cloning and embryo research.

Four basic biological concepts will run throughout the course, Structure and Function, Universality versus Diversity, Equilibrium within systems and Evolution. It is scientifically and intellectually rigorous but at the same time fascinating.

### Assessments and Examinations

Internal assessment is worth 24% of the final assessment. This consists of an interdisciplinary science project, known as the group 4 Project, and a mixture of short and long term investigations that would be part of the normal teaching process. These would be used to assess the students on 8 different assessment criteria.

External assessment takes place in May of the second year and this consists of three papers.

<b>Internal Assessment:</b>		<b>External Assessment:</b>		
Lab work and Group 4 Project.		(Exams)	<b>HL</b>	<b>SL</b>
		Paper 1	20%	20%
		Paper 2	36%	32%
		Paper 3	20%	24%
Total: 24%		Total	76%	76%



## Physics Higher and Standard Level

IB physics students at the standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have a few overlapping elements in the options studied. The syllabus encourages the development of certain skills, attributes and attitudes. While the skills and activities of the subject are common to students at both SL and HL, students at HL are required to study certain topics in greater depth with additional topics and material of a more demanding nature in the common options.

**HL:** The Core topics are Newtonian mechanics, Thermal concepts, Waves and Oscillations, Electromagnetism, Atomic and Nuclear Physics and Global warming with special emphasis on Blackbody radiation. The additional HL topics are an extension in both theory and application to the Core topics mentioned above. Two options as recommended by the IB are a part of this course. The options intended for the course are Option G namely Optics and Option E namely Astrophysics. (With appropriate additions for the HL course as mentioned in the IB course guide.)

**SL:** The Core topics are Newtonian mechanics, Thermal concepts, Waves and Oscillations, Electromagnetism, Atomic and Nuclear Physics and Global warming with special emphasis on Blackbody radiation. Two options as recommended by the IB are a part of the course. The options intended for the course are Option G namely Optics and Option E namely Astrophysics. (Source: <http://occ.ibo.org>.)

### *The assessment specifications:*

Physics		HL (%)	SL (%)
Internal Assessment	Labs /Group 4 project	24	24
External Assessment	Paper 1	20	20
	Paper 2	36	32
	Paper 3	20	24

## Group 5: Mathematics

### Mathematics Higher Level

This is designed for advanced students who are capable of a more rigorous course at an accelerated pace. It emphasizes on the multi representational approach of developing the different concepts, results, and problems geometrically, numerically, analytically, and verbally. It aims at developing insight into mathematical form and structure and the link between the concepts in the different topic areas. The course consists of the core and the optional parts. Students enrolled in the course are assumed to have mastered in geometry, and advanced algebra concepts.

The first part of the course deals with precalculus topics such as the different functions and equations, trigonometry, matrices, vectors, statistics and probability. The second part of the course deals with differential calculus, integral calculus, and first order differential equations and taught in the second year of the program. There are optional content such as advanced topics in statistics and probability, sets and relations and groups, series and differential equations, and discrete mathematics. One of the above optional content courses will be selected by the students.



The portfolio component of the course incorporates investigative work that deepens understanding, and mathematical modeling that requires an experimental approach. External assessment is in the form of an examination that the student will write at the end of two years in two parts.

<b>Internal Assessment:</b> Portfolio	<b>External Assessment:</b> (Exam)
Total: 20%	Paper 1 30%
	Paper 2 50%
	Total 80%

## Mathematics Standard Level

This is designed for students who have a sound mathematical background and are able to apply simple mathematical skills correctly. Through the use of the unifying themes the course becomes a cohesive whole rather than a collection of unrelated topics. Broad concepts and widely applicable methods are emphasized. Students enrolled in the course are assumed to have a good knowledge of geometry, and advanced algebra concepts.

The first part of the course deals with topics such as functions and equations, trigonometry, matrices, and vectors and is taught during the first year of the program. The second part of the course deals with statistics, probability, the basics of differential calculus, and integral calculus. This is taught in the second year of the program.

The portfolio component of the course incorporates investigative work that deepens understanding, and mathematical modeling that requires an experimental approach. External assessment is in the form of an examination that the student will write at the end of two years in two parts.

<b>Internal Assessment:</b> Portfolio	<b>External Assessment:</b> (Exam)
Total: 20%	Paper 1 30%
	Paper 2 50%
	Total 80%



## Group 6: The Arts

### Music Higher and Standard Level

International Baccalaureate Music is a course designed to integrate world music through research and discovery. The students will grow personally and collaboratively, developing their knowledge, abilities and understanding through creative performance and composition. Standard (SL) and Higher Level (HL) candidates both study a World Music Perception and Analysis component. Students in SL will also be required to choose either the Solo (SLS) or Group Performance (SLG), or Composition (SLC) component. HL candidates will be required to complete both a Solo Performance and Composition component.

#### Assessment:

The IB candidate will use appropriate musical language and terminology to describe and reflect their critical understanding of world music perception and analysis. Solo (SLS & HL - 1 or more recitals) and Group (SLG - 2 or more concerts) candidates will demonstrate development of their skills through required recorded performances. Composition (SLC – 2 & HL – 3 works) candidates will demonstrate development of their compositional skills through required notated and recorded performance of their works.

<b>HL Internal Assessment:</b>		<b>SL Internal Assessment:</b>	
Solo performance	25%	Choose one:	
Composition	25%	Solo Performance	50%
Total:	50%	Group Performance	50%
		Composition	50%
		Total:	50%
<b>HL External Assessment:</b>		<b>SL External Assessment:</b>	
Listening Paper	30%	Listening Paper	30%
Investigation	20%	Investigation	20%
Total:	50%	Total:	50%
Total	100%	Total	100%

### Visual Arts Higher and Standard

The Diploma Program visual arts course enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The course is designed to enable students to study visual arts in higher education and also welcomes those students who seek life enrichment through visual arts.

#### Course Objectives:

##### **Students will be able to:**

- develop the skills and techniques of investigation—both visual and written
- relate art to its cultural and historical contexts
- explore art concepts
- explore art elements



- develop and use the processes of art criticism and analysis
- develop confidence and expertise in the use of various media
- extend their knowledge of design
- share their work with an audience through displays and exhibitions or presentations
- extend individual investigation to inform practical work
- make connections between ideas and practice—both their own and others’

Studio work

Students will be introduced to art concepts and techniques through practical work in the studio.

**Studio time will be structured to provide opportunity for:**

- the exploration of media, including the use of material and equipment
- the exploration and development of artistic qualities in visual arts
- the study of relationships between form, meaning and content in visual arts
- the study of a variety of social and cultural functions of visual arts
- the appreciation and evaluation of their own work and that of others.

**Assessment:**

Formal and informal critiques will occur throughout the course of the year. There will be a formal portfolio review of the students’ work each semester. Students will also present their ideas in a written format for each project; an artist statement shall also accompany each body of work. There will be various assessment based upon the level of the student, be it HL, SLA, SLB.

**Resources:** Graphite, Soft and Hard Pastels, Ink, Charcoal, Watercolor, Acrylic, Oil Paints, Canvases, Various Papers, Printmaking tools and inks, Various Clays, Tools and Glazes, Wire, Props, Drawing boards.

<b>Internal Assessment:</b> Research Workbooks	<b>External Assessment:</b>
Total: 40%	Studio Work 60%
	Total 100%



## IB Regulations for the Awarding of the IB Diploma

Examinations are administered in May of each year. Although IB dictates the date and whether the exam is to be taken in the morning or the afternoon, the IB Coordinator prepares the timetable according to the school timetable.

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.



## Responsibilities of the Student

The IB is a demanding programme, which requires a high level of commitment and discipline from the student. The student will receive assistance and guidance from the IB Coordinator. A student should arrange to meet with the IB Coordinator on a regular basis during the course of the programme.

A student is expected to:

- Maintain an appropriate grade level,
- Meet all deadlines relating to the submission of internally assessed work, extended essay, TOK, and CAS documentation.
- Make appropriate registration and subject fee payments according to the established deadlines.

Failure to do any of the foregoing may affect the students' ability to complete the diploma programme.

## Contact Information

Please contact Mr. Mark Robertson-Jones [ibcoordinator@aisch.org](mailto:ibcoordinator@aisch.org) Tel: 91 44 22549000 ext.2214 should you have questions regarding the IB programme at AISC.

Also for more information about IB, IB schools worldwide, universities recognition of the IB Diploma, and general IB information, see the IB website at [www.ibo.org](http://www.ibo.org).



**Student IB Scheduling Tool**  
**Please complete the following as clearly and thoughtfully as you can**

**Name:**

**Nationality:**

**DOB:**

**Best Language:**

**Country of Destination for University:**

**Possible Degree Courses:**

Group	Courses on offer in this group Subject/ Level
1	English A1 HL/ SL
2	English B SL, French B HL/SL, French ab initio SL, Spanish B HL/SL, Spanish ab initio SL
3	History HL/SL, Economics HL/SL
4	Chemistry HL/SL, Biology HL/ SL, Physics HL/SL
5	Math HL, Math SL
6	Visual Arts HL/SL, Music HL/SL or choose another subject from any of the other groups 2-4

Group	First Choice Subject/ Level	Second Choice Subject/ Level
1		
2		
3		
4		
5		
6		
TOK	TOK	TOK

Student signature:

Date:

Parent's signature:

Date:

**Teacher Comments: (Please continue overleaf if necessary)**



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Tel: 0091 44 22549000 Fax: 0091 44 22549001  
Email: Headofschool@aisch.org**



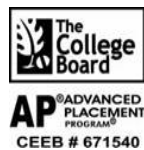
EUROPEAN COUNCIL OF  
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Approved by the Association of Indian Universities



“The only school in India accredited by both CIS & MSA”

