



NEERJA MODI SCHOOL

A GLOBAL INSTITUTE

IB DIPLOMA HANDBOOK

2016-2018



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

SCHOOL MISSION

We are dedicated to academic excellence and to the development of self confident individuals of good character who are prepared to accept responsibilities inherent in the personal freedom. The school aims to create a learning environment that is challenging, diverse, and supportive, where talented, dedicated faculty and students are encouraged to interact in an atmosphere of mutual respect and trust.

Our unique approach to preparing a child begins with the fundamentals of learning. NMS recognizes some students learn best by reading; some, through actual experience; some, by pursuing deep interest. At NMS many path exists in partnership, and students are guided and encouraged to find paths that are most effective for them.

SCHOOL PHILOSOPHY

In all its program, NMS seeks to discover and nurture the special gifts each student possesses; to deepen each student's understanding of the complexities of the world; and to inspire each to his or her full potential. With a clear recognition of the needs and the capabilities of students of differing ages and experiences, the school implements its philosophy:

- By gradually guiding a student from dependent to independent learning;
- By stressing high academic standards through a strong commitment to the process of learning;
- By creating an environment for learning which is stimulating, innovative, tolerant, enjoyable and which encourages intellectual inquiry and curiosity;
- By stressing the fundamental value of integrity and trust.

Athletic and extracurricular activities combine with academic life to provide opportunities for personal growth, and prepares students to take their place as global citizens.

IBO MISSION STATEMENT

The International Baccalaureate Organization 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 IBO 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.

ABOUT THE IBO

The International Baccalaureate Organization (IBO) is a non-profit organization with its headquarters in Geneva, Switzerland and its examinations office in Cardiff, Wales. In addition there are regional offices and representatives around the world.

IB runs three programmes for students aged 3 to 19 to help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world.

Founded in 1968, the IB currently works with 3,147 schools in 140 countries to develop and offer to high quality education to over 906,000 students. The IBO public website www.ibo.org has details on the various IB programmes and services.

IB STUDENT LEARNER PROFILE

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.



THE DIPLOMA PROGRAMME

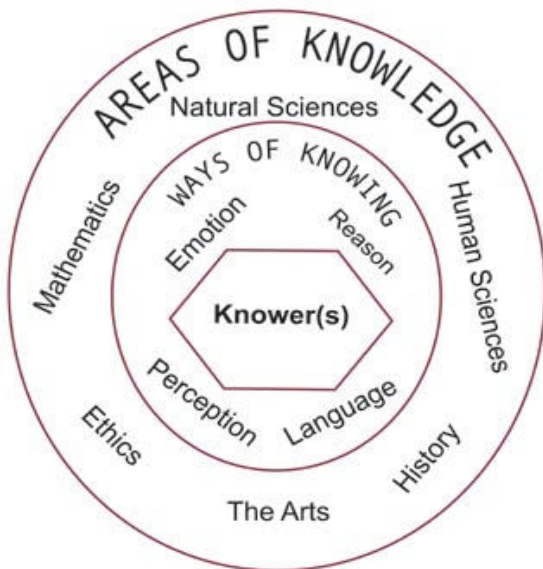
The International Baccalaureate Diploma programme is a two-year rigorous and prestigious pre-university qualification. It is highly acclaimed as a preparation for higher education and is recognized by universities around the world. The programme is known for providing breadth with depth and a holistic outlook. The IB courses lay stress on critical thinking, reasoning, and intercultural understanding.

The IBDP course is explained through a hexagon with the six academic areas around a core. Candidates for the diploma 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.

The extended essay of 4000 words is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.



Theory of knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Creativity, action, service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.



DIPLOMA SUBJECTS AVAILABLE AT SCHOOL

Level	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Higher level	English A Literature	Hindi B	Economics Business and Management History Psychology	Biology Chemistry Physics	Mathematics	Visual Arts
Standard Level	English A Literature	Hindi B French B French ab initio	Economics Business & Management History Psychology ESS	Biology Chemistry Physics ESS	Mathematics Math. Studies	Visual Arts

Diploma students are required:

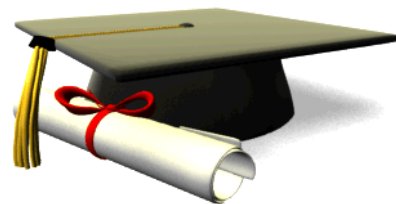
- To do a minimum of six subjects.
- One subject must be selected from each of the groups 1 to 5
- The sixth subject can be selected from group 6 or from groups 1 to 5.
- A mathematics subject must be selected from group 5
- At least three and not more than four of the selected subjects must be at the Higher Level with the remaining at the Standard Level.
- Higher level courses cover 240 hours of teaching time while standard level subjects cover 150 hours over the two-year period.
- Fulfill the requirements of the three compulsory components which lie at the core of the hexagon: the Extended Essay, Theory of Knowledge and the Creativity Action and Service.

AWARD OF THE DIPLOMA

At the end of the two-year programme, candidates are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject. Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. The students are marked on a scale of 7 for each subject with a bonus of 3 points for the core requirements.

A student can achieve a maximum of up to 42 points in all subjects. 3 additional bonus points may be earned from the combined performance on the TOK and Extended Essay, the maximum total points that a student can aspire for is a perfect 45 points.

The minimum number required to be awarded the Diploma is 24 points.



LANGUAGE POLICY

NMS fosters a multilingual environment by offering a varied language programme including 2 languages at primary stage, 3 languages at middle school and 2 languages at higher stages in consonance with the multicultural ethos of IB Diploma programme. The philosophy of offering two or more languages is to cater to the need of mother tongue development, to acquire a language of general communication and instruction and to create awareness for intercultural understanding.

Language Programme for IB Diploma:

- NMS proposes to offer language A -English literature in Group 1 as the first language. It would readily look at scope for other languages as well, particularly Hindi and Self Taught languages for foreign nationals in group 1.
- As a second language NMS would offer B language - Hindi at both HL and SL and French ab initio SL.
 - a) Language B Hindi SL can be taken by students who have 2 to 5 years of experience of the language.
 - b) Language B Hindi HL can be taken by students who have 4 to 5 years of experience with the language.
 - c) French ab initio SL is meant for students who have no or little experience of the language.

ASSESSMENT POLICY

SCHOOL ASSESSMENT

The In-School Assessments will comprise of Formative and Summative Components. Students' performance in both kinds of assessments will be reported on the Student Report Card. The year is divided into 2 semesters. Each Semester will include a Summative Assessment (SA- Written Examination) and 2 formative tasks. Formative Assessment (FA) will include 1 written test of 1 hour duration (Mid Semester Unit Tests) and an assessment task conducted in the class with prior information to the students (like oral presentations, specific written assignments, Science practical, group discussions, class tests etc). Summative assessment will include Semester Examinations (written papers) of 3 hours duration for each subject. The dates of the Semester and Mid Semester Tests are specified in the Scholar's diary. The dates of the Formative tasks will be informed as and when conducted. The Final grade for the academic year will be calculated on the basis of all assessments conducted during the 2 semesters. The weightage of the Assessments is as follows:

Assessment Composition (Grade 11)

Assessments	Weightage	Description
Formative Assessments (FA 1 & 2)	20%	Mid Semester Written Test 1 & Formative Task
Semester Examination I	30%	Written papers
Formative Assessments (FA 3 & 4)	20%	Mid Semester Written Test 2 & Formative Task
Semester Examination 2	30%	Written papers

Maximum marks in the Semester Examinations for different subjects will vary. However all SA marks will be reported out of 80 and all FA marks will be marked out of 20 in the student report card.

IB DP Grade Descriptor

IB grade (1-7) will be marked depending on grade boundaries determined by the teachers. The grade descriptors as stated below will be provided on the report card as well.

Grade	Descriptor
7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Minimal achievement in terms of the objectives.
U	Ungraded.

Effort Grade Descriptor

An **Effort Grade** (A to E) reflecting the student's attitude towards all aspects of learning will be provided in each Assessment Report.

Grade	Descriptor
A	Excellent
B	Very Good
C	Good
D	Unsatisfactory
E	Poor

Regularity, punctuality and quality of work.
Concentration, participation and behaviour in class and group tasks.
Organisational skills, time management and initiative.

Responsibilities of the Students

1. Students are expected to sincerely participate in all kinds of assessment procedures to ascertain their own weaknesses and strengths.
2. Follow the deadlines for submission of their assignments to avoid unpleasant situations that might spoil their grades.
3. To reflect on their performance and discuss it with their teachers for scopes of improvement. Understand their performance against the assessment criteria for preparations of the final IB examinations.
4. Use their performance reports to make right choices for planning their higher studies.



ACADEMIC HONESTY

1. A student while submitting or presenting written or oral assignments should ensure that:
 - a) Her/his individual work is original in words, ideas etc.
 - b) She/he uses words, ideas, diagrams, tables, maps, quotations of other people they are cited with an appropriate referencing style.
 - c) She/he uses a uniform referencing style throughout an essay.
 - d) She/he does not collude by allowing another person to copy her/his work for submission.
 - e) She/he distinguishes between collaboration and collusion.
 - f) She/he does not duplicate their work, i.e. submit the same assignment for 2 different components.
 - g) Her/his work is authentic, i.e., data provided is not false & has evidence.
 - h) She/he should be able to provide ample evidence in form of rough drafts etc in case of being asked to validate the authenticity of their work.

2. During the written examination for school exams as well as IB final examination:
 - a) She/he does not carry undesirable materials like restricted models of calculators, books or written materials, mobile phones etc. in an examination hall.
 - b) She/he does not cheat while writing an examination paper.
 - c) She/he does not talk to another candidate during the examination paper.
 - d) She/he does not misbehave & disobey the invigilator's instructions during the paper.
 - e) She/he does not steal examination paper/s.

CONSEQUENCES OF BEING INVOLVED IN A MALPRACTICE:

- a. Student might be asked to redo a piece of assignment if it is found to be a result of duplication, collusion or plagiarism.
- b. Failure to submit an authentic original work within the deadline will be considered a failure in that component of assessment.
- c. Failure to provide support for the authenticity of information provided if there is doubt might result in non submission of assignments.
- d. She/he would be barred from an examination paper if found guilty of talking or copying during the examination session.
- e. For the school examinations, no grade will be awarded either for that component or paper or all subjects.
- f. If found guilty of malpractice in IB final exams, she/he faces strict consequences by IBO which may lead to failure in the award of diploma.

UNIVERSITY RECOGNITION

The IB Diploma Programme fosters the knowledge, skills and attitude that enable students to perform better at the university level.

The IB works with universities in nearly 140 countries to promote broader recognition of the Diploma Programme for the 120,000 Diploma Programme graduates entering university each year.

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 how 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.



INDIAN GOVERNMENT POLICY REGARDING THE IB

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

To request this service, students must notify their Diploma Programme (DP) coordinator of their intention to gain entrance into an Indian university. The production of the equivalency document requires additional administrative processing, which may incur a fee. Students, particularly those applying for entrance to professional courses, can either apply to the AIU upon release of their results, specifying what professional courses they are applying for, or apply directly to the eligibility department of the university they wish to attend.

Students should also apply to the IBO sub-regional office in Mumbai for a migration certificate. For a number of courses in India, an equivalence certificate will not preclude the requirement for students to sit the entrance examinations, for example, Common Entrance Tests (CET). Prior to commencing the DP, students and DP coordinators must be familiar with the required subject combinations and levels for the student's future career path; this should ensure students' eligibility for particular professional courses.

REQUIREMENTS FOR PROFESSIONAL COURSES ADMISSION

Medical Courses:

Higher Level passes in physics, chemistry and biology with Standard Level passes in English A1, A2 or B. The medical degree courses include MBBS, BDS, B. Pharm., nursing and BPT.

Engineering Courses:

Higher Level passes in physics, chemistry and mathematics with Standard Level passes in English A1, A2 or B. The Engineering Degree Courses include B. Eng. in all streams - civil, mechanical, electrical, electronics, instrumentation, computer, aeronautical engineering and so on.

The sub-regional office in Mumbai outlines separately the admission requirements for professional courses for students who are citizens of a country other than India who may wish to study in India. Students of Indian nationality with the IB diploma may compete with other students for the State Level/All India Entrance Examination.

Payment seats in professional courses (engineering and medicine) are also offered on a restricted basis to any student on payment of an economic fee (commonly called the capitation fee in India).

For further information on the acceptance of IB Diploma in Indian Universities log on to www.ibo.org/country/IN/

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

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

SCHOOL CALENDAR

GRADE 11 (YEAR 1) 2016-2017		
DATE	YEAR	EVENT
Jun-27	2016	Session commences
Aug-01	2016	Parent Orientation
Aug-25	2016	Individual CAS Programs should begin
Aug-27	2016	College Fair
Sep-05	2016	Teachers Day celebration
Sep-06	2016	Mid Semester - I Tests begin
Sep-24	2016	PTM
Oct-27	2016	Annual day
Oct- 28-Nov -06	2016	DIWALI BREAK
Nov-10	2016	Practice Economics Commentary
Nov-10-15	2016	English A IOP
Nov-18	2016	Annual Sports Meet
Dec-12	2016	Semester - I Examinations
Dec-20	2016	PTM
Dec-31 - Jan-10	2016	Winter Break
Jan-28	2017	Economics Commentary - I
Feb-20	2017	Mid Semester II Test
Feb- 28	2017	PTM
Feb 14 -28	2017	Group 4 Project
March week-1	2017	Introduction to EE
Mar-30	2017	Allocation of EE subjects & Supervisors
May 12	2017	Semester - II Examinations
By May 22	2017	CAS Year end report
May 23	2017	PTM
May 25	2017	Sessions Ends

GRADE 12 (YEAR 2) 2017-2018		
DATE	YEAR	EVENT
May-25 –June-25	2017	Summer Break
June-28	2017	Session resumes
Jul-20	2017	Submit Economics Commentary - II
Aug-01	2017	Final Submission of English A1 World Literature Assignment
Aug-25	2017	First draft of EE submission
Aug-30	2017	College Fair
Sept-06	2017	Mid Semester-I Begin
Oct 05	2017	Final Draft of EE Submission
Oct-06	2017	PTM
Oct-14	2017	Annual Function
Oct 16 -22	2017	Diwali Break
Oct-28	2017	History IA task/ESS IA/ Psychology IA
Nov-20	2017	Submission of BM IA task
Dec-04	2017	Semester-I Examinations Begin
Dec-16	2017	Final submission of Group -5 Mathematics IA task
Dec-23	2017	Final reflection session & Viva Voce
Dec-26	2017	PTM
Dec-28	2017	Submit Economics Commentary-III
Dec 31 – Jan 03	2017	Winter Break
Jan-10	2018	Completion of Recording of Hindi B orals
Jan-10	2018	Completion of Recording of English A1 IOC
Jan-15	2018	Pre Board I begin
Jan-27	2017	PTM
Feb-05	2018	Final Submission of TOK Presentations recording
Feb-10	2017	Final submission of TOK Essay
Feb- 15		Submission of Hindi/French Written task
Feb-24	2018	Final submission of Group 4 IAs.
Feb-26		Completion of Recording of French ab initio Orals
Mar-05	2018	Pre Board II begin
Mar-25	2018	PTM
Mar-27	2018	VA Exhibition
April-05	2018	Submission of VA Process Portfolio
By April 15	2018	Completion of CAS