



IB DIPLOMA PROGRAMME AT MIS



Traditional values modern outlook



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

IB DIPLOMA PROGRAMME

The Diploma Programme:
Preparing students for success
in higher education and to be
active participants in a global
society

What is the IB Diploma Programme?

The IB Diploma Programme is an academically challenging and balanced programme of education, with final examinations, that prepares students aged 16 to 19 for success at university and in life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

The Diploma Programme Core

1. The extended essay (EE) requires students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies EE option allows students to focus on a topic of global significance, which they examine through the lens of at least two DP subjects.
2. Theory of knowledge (TOK) develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking,

students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

3. Creativity, activity, service (CAS) emphasizes helping students to develop their own identities in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. It involves students in a range of activities alongside their academic studies throughout the DP. The three strands of CAS are creativity (exploring and extending ideas leading to an original or interpretive product or performance), activity (physical exertion contributing to a healthy lifestyle) and service (collaborative and reciprocal engagement with the community in response to an authentic need).

The curriculum

DP students must choose one course from each of five subject groups delivering a breadth of knowledge and understanding in language and literature, individuals and societies, the sciences and mathematics.

Furthermore, students must also choose either an arts course from the arts group or a second course from one of the other subject groups. DP courses can be taken at higher level (HL) or standard level (SL). At least three, and not more than four, are taken at HL (240 teaching hours), while the remaining courses are taken at SL (150 teaching hours). SL courses ensure students are exposed to a range of disciplines that they might otherwise opt out of, and HL courses allow students to spend more time with subjects they are more interested in by exploring options in addition to the SL core curriculum. In this sense, all DP courses, regardless of whether they are SL or HL, are integral to the programme. Students can study and take examinations in English. Two courses are classified as interdisciplinary, meaning that they satisfy the requirements of more than one subject group.

- Literature and performance (studies in language and literature subject group and the arts subject group)
- Environmental systems and societies (individuals and societies subject group and sciences subject group)

In addition to disciplinary and interdisciplinary study, the DP features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

GROUP I Studies in Language & Literature Compulsory	GROUP II Language Acquisition Any 1 Subject	GROUP III Individual & Societies Any 1 or 2 Subjects	GROUP IV Sciences Any 1 or 2 Subjects	GROUP V Mathematics Compulsory	GROUP V The Arts Any 1 Subject
English A Language and Literature HL/SL	Hindi B HL/SL OR French ab initio SL	Business Management HL/SL OR Economics HL/SL OR Digital and Society HL/SL OR Psychology HL/SL OR Environmental Systems and Societies SL	Biology HL/SL OR Chemistry HL/SL OR Physics HL/SL OR Environmental Systems and Societies SL OR Sports Exercise and Health Sciences HL/SL OR Computer Science HL/SL	Mathematics-Analysis and Approaches HL/SL	Visual Art HL/SL OR Music HL/SL

Approaches to teaching and learning

IB programmes are taught by teachers who explicitly help students learn how to develop the attitudes and skills they need for both academic and personal success. There are six key pedagogical principles that underpin all IB programmes.

- based on inquiry
- focused on conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by assessment (formative and summative).

Approaches to learning

This area develops essential skills that include skills of behaviour and emotional management, skills that allow the students to monitor their own effectiveness in their learning and skills that allow them to process information effectively (often called “study skills” in a school environment). Although these skills may be in use when developing a certain natural ability or talent, they are different from both ability and talent themselves because proficiency in any skill can be increased through the deliberate use of techniques and strategies, feedback and challenge. Skills are therefore highly teachable.



Teaching and learning in the Diploma Programme (DP) therefore incorporates the development of:

- thinking skills
- communication skills
- social skills
- self-management skills
- research skills

Although these are presented as distinct categories, there is some overlap and close connections between them. These categories should be seen as interrelated, as well as linking closely with the attributes highlighted in the IB learner profile. IB students work to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.



Assessment

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 grades awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on TOK and the EE. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of

performance across the whole programme and to satisfactory participation in the CAS requirement. The highest total that a DP student can be awarded is 45 points. Assessment is criterion-related, which means student performance is measured against specified assessment criteria based on the aims and objectives of each subject's curriculum, rather than the performance of other students taking the same examinations.

Research

Whether conducted in collaboration with the IB or independently, research generally suggests that an IB education has a positive impact

on schools, students and teachers. Research plays a central role in the development, quality assurance and assessment of impact of the IB programmes and services. The IB conducts research in two key areas: programme impact research, which investigates the implementation and impact of IB programmes, and programme development research, which supports the development review of all programme curriculum and pedagogy. Research conducted both by the IB and external bodies show the DP curriculum and assessment compares favourably to other qualifications. To review latest research on the DP visit www.ibo.org/research.

IB Learner Profile

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

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATOR

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening

carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequence.

OPEN MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

MIS Mission Statement

Inspiring our girls to be fearless leaders and global citizens of integrity by promoting a culture of enduring educational excellence, international mindedness, wellbeing in a caring, happy, secure and spiritual environment enriched with the values of discipline, mutual care, respect and tolerance.

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