

JAIN INTERNATIONAL RESIDENTIAL SCHOOL



INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME COURSE DESCRIPTION BOOKLET





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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, and international organizations to develop challenging programs 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."

JIRS Mission statement

- ❑ **Develop young men & women with active and creative minds.**
- ❑ **Develop a sense of understanding and compassion for others.**
- ❑ **Develop individuals to be lifelong learners and problem solvers.**

JAIN INTERNATIONAL RESIDENTIAL SCHOOL is an authorized IB World School and is offering the Diploma Programme since May 2011.

The International Baccalaureate (IB) Organization was founded in Geneva, Switzerland in 1968 as a non-profit educational foundation. A group of talented, forward-thinking teachers at the International School of Geneva, with assistance from several other international schools created the IB Diploma Program.

Aims of the IBO

The IB is motivated by a mission to create a better world through education. It promotes intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century. All of this is captured in their 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, and international organizations to develop challenging programs of international education and rigorous assessment. These programs 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 Diploma Programme

The International Baccalaureate (IB) Diploma Programme (DP) is a rigorous two-year course of study designed to prepare young men and women for the challenges of university studies and life beyond. Through the diploma programme (equivalent to Grade 11 and 12 of Indian Board), students will have the opportunity to experience a curriculum combining the breadth of some national systems with the depth of others. The balance of a demanding academic programme and all-round development of the personality is the hallmark of the IBDP. Some specific distinguishing characteristics of the IB Diploma Programme are that it requires students to:

- ❖ learn how to learn
- ❖ ask challenging questions
- ❖ develop an understanding of their own identity
- ❖ nurture a sense of belonging within their own culture
- ❖ communicate with and understand people from other countries and culture

The IB Diploma is considered one of the best-balanced and most challenging pre-university courses of study in the world. Worldwide, distinguished universities hold the IB Diploma in high regard for admission to their undergraduate programs.



Assessment

In JIRS, students appear for the May Examination Session of the Diploma Programme. Each subject that is studied in IB Diploma Programme (IBDP) has an Internally Assessed (IA) component or coursework and an externally assessed component. All the assessments that are done in the IBDP are “criteria-referenced” and not “student-referenced”. That is, each student’s performance is assessed against a set of criteria. These criteria are made available to each DP Student during the orientation session conducted by the respective teachers at the commencement of the course.

Student’s performance is assessed on a “**7 point scale**” where “**7**” represent the “**maximum grade**”. The candidate should score a minimum of 24 points on 45 (maximum possible points) and satisfy all the other conditions to be eligible to receive the IB Diploma.

The Diploma Programme Curriculum Model

The curriculum model has been changed from a hexagon to a circle from 2012. Each subject of study is grouped among one of the six groups. Students must choose at least one subject from each Group. They have the option to **not** take a Group 6 subject and replace it with a second subject from either Group 3 or Group 4.

The six subjects are taken at 3 **Higher Level (HL)** and 3 **Standard Level (SL)** depending on their interest level and proficiency in the subject. HL subjects (240 teaching hours) represent the depth in studies and are chosen with university programmes and future aspirations in mind. SL subjects (150 teaching hours) represent the breadth and underpin the IB’s philosophy of academic balance. Normally **three subjects are taken at HL and three at SL**, in JIRS the students have the option to go for 4 HL Subjects and 2 SL subjects. Students should make a special request if s/he wants to opt for 7 subjects instead of 6 subjects.



The Core Requirements and the Learner Profile:

At the center of the curriculum, model rests the IB Learner Profile, followed by the Approaches to Teaching and Approaches to Learning, which in turn is covered by the core requirements of ToK, EE, and CAS. The learner profile is a profile of the whole person as a lifelong learner. All three parts of

the core - Extended Essay, Theory of Knowledge, and Creativity, Action, Service - are compulsory. The core requirements are arguably a unique feature of the IB Diploma Program and are central to its philosophy.

IB programs promote the education of the whole person, emphasizing intellectual, personal, emotional, and social growth through all domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought, and international-mindedness, the IB espouses the principle of educating the whole person for a life of active, responsible citizenship.

The learner profile is not intended to be a profile of the perfect student; rather, it can be considered as a map of a lifelong journey in pursuit of international-mindedness. It places the learner firmly at the heart of education and focuses attention on the processes and the outcomes of learning. The attributes and descriptors of the learner profile define the type of learner the IB hopes to develop through its programs.

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The learner profile provides a long-term vision of education. It is a set of

ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. The aim of all IB programs 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.

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
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical
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
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
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
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

**SUBJECT CHOICES OFFERED IN JIRS FOR IB DIPLOMA STUDENTS:**

Jain International Residential School offers the following subjects which lead to examinations at the end of the two-year course of study. The subjects given below are currently chosen and/or offered in JIRS. The final decision on subject choices will rest with the school management.

Group 1: Studies in Language and Literature (First Language)**English A - Language and Literature HL or SL**

The **Language and Literature** course provides students with the opportunity to study language, texts and culture, and to develop their analytical skills. In the course students develop and refine their language skills, learning how to compare and contrast how language is used in different texts, and how language and style affect the presentation of theme and topic.

Literature will also be part of this course of study. They explore what aspects of a literary text are specific to an associated culture and what aspects cut across cultural and linguistic boundaries. This enriches the students' international awareness and develops in them the attitudes of tolerance, empathy and a genuine respect for perspectives different from their own.

English A - Literature HL or SL

The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed to the daily business of living. It enables an exploration of one of the more enduring fields of human creativity and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.



Language A: literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. It is divided into four parts, each with a particular focus.

- **Part 1:** Works in translation
- **Part 2:** Detailed study
- **Part 3:** Literary genres
- **Part 4:** Options (in which works are freely chosen)

Group 2: Language Acquisition (Second Languages)

Hindi B SL, French *ab initio* SL.

Second language studies develops students' power of expression, provides them with a resource for the study of other subjects, and bring them into contact with ways of thought which may differ from their own.

Several options in Group 2 accommodate students with a very high level of fluency (HL), second language learners with some previous experience in the language (SL) and complete beginners with no previous experience (*ab initio*). Further information can be gained through meetings with the IB Coordinator and language teachers.

Group 3: Individuals and Societies

Business Management/Economics/Information Technology in a Global Society-(HL or SL), Environmental Systems and Societies [SL]/Psychology

An essential characteristic of the disciplines in Group 3 is that their subject matter is contestable and that their study requires students to tolerate some uncertainty. Studies of local institutions and global perspectives foster an appreciation of change and continuity as well as similarity and difference. Students evaluate the major theories, concepts and research findings of the respective disciplines and learn each discipline's methodology.



Group 4: Sciences

Physics, Chemistry, Biology, Computer Science (HL or SL) & Environmental Systems and Societies [SL]

Group 4 subjects, Physics, Chemistry, and Biology, promote an understanding of the concepts, principles, and applications of the respective disciplines, together with an appreciation of the methodology of the experimental sciences in general. Students develop practical laboratory skills as well as the ability to work collaboratively through participating in an interdisciplinary group project.

Computer Science HL/SL: For students admitted for May 2014 examination session, Computer Science is offered under Group 4. Computer science involves solving problems using computers. Therefore a full understanding of logical problem solving is required as well as a detailed knowledge of how computers operate. Successful computerized systems result from: a clear understanding of the problem to be solved; appropriate use of hardware based on a detailed knowledge of its capabilities and limitations; efficient use of algorithms and data structures; thorough and logical design; careful testing and integration of all these components.

The computer science standard level (SL) course focuses on software development, fundamentals of computer systems and the relationship between computing systems and society. The higher level (HL) course encompasses all these elements but is extended to include: computer mathematics and logic; advanced data structures and algorithms; further system fundamentals; and file.

Students are expected to acquire mastery of the specified aspects of Java.

Group 5: Mathematics

Mathematics HL, Mathematics SL and Math Studies SL

All Diploma candidates are required to take a mathematics course. Each course helps to deepen a student's understanding of mathematics as a discipline and to promote confidence and facility in the use of mathematical language. Students are guided to choose the level of math which suits their abilities and university requirements.

Math HL: is designed for students with competence and a strong background in mathematics. Some students will choose to study the subject because they have a genuine



interest in mathematics and enjoy meeting its challenges and problems. Others elect the higher-level course to prepare for additional mathematics studies at a University or because they need mathematics for related subjects such as physics, engineering, and technology.

Math SL: is designed to provide a background of mathematical thought and a reasonable level of technical ability for those not wishing to take mathematics at the higher level. It is intended to provide a sound mathematical basis for those students planning to pursue further studies in fields such as chemistry, economics, geography and business administration. It is a demanding course containing a variety of mathematical topics.

Math Studies SL: is designed to provide a realistic option for students with varied backgrounds and abilities who are not likely to require mathematics beyond the Diploma Programme. Students develop the skills needed to cope with the mathematical demands of a technological society; they also apply mathematics to real-life situations.

Group Six: The Arts

Visual Art (HL or SL): The processes of designing and making art require a high level of cognitive activity that is both intellectual and affective. Engagement in the arts promotes a sense of identity and makes a unique contribution to the lifelong learning of each student. Study of visual arts provides students with the opportunity to develop a critical and intensely personal view of themselves in relation to the world.

The Diploma Programme 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.

The Core Requirements

Extended Essay (EE)

The Extended Essay offers students the opportunity to investigate a topic of individual interest in the subject of their choice and write a research paper of up to 4,000 words. The purpose of the EE is to acquaint students with the independent research and writing skills expected at the university level.



Theory of Knowledge (ToK)

ToK is an interdisciplinary course designed to provide coherence to the entire Diploma Programme by exploring the nature of “knowledge” gained across various subjects. Students are asked to critically reflect on what accounts for certainty: When can we say we “know” something? And what would be our justifications for saying so? ToK also connects the student’s academic experiences at school to the world outside of the classroom by asking them to find relevance and meaning in their own education. Like swimming or riding a bicycle, ToK is hard to describe in words, but fun to do! Expressed through Presentations, Role play, Skits, Open house, Group discussions with in the given parameters or topics of their choice.

Creativity, Action, Service (CAS)

CAS plays an essential role in the development of a true IB Diploma graduate as it fosters students’ awareness and appreciation of life outside the academic arena. Through CAS, students have the opportunity to discover, develop and demonstrate all 10 characteristics of the IB’s Learner Profile. Students will be encouraged to be Thinkers, Inquirers, Knowledgeable, Open-minded, Risk-takers, Communicators, Principled, Balanced, Caring and Reflective. Through a variety of personally designed projects (Clay Modelling, Pottery Making, Glass Painting, Visit to the old age home, Adopt a school for under privileged and blind children, mountaineering, expeditions in the Himalayas, Coastal exploration and learning new sport) students will interact with members of their class, school, local community and possibly the world beyond.



ADMISSION POLICY

Jain International Residential School imparts education for the students in the age group between 9 and 18 under three different curricula namely the Central board of secondary education, India (CBSE), the Cambridge International examination (CIE) and the International Baccalaureate Diploma program.

JIRS admit students without any kind of discrimination. JIRS always had students from a different culture, religion, and region.

At the time of admission, a clear orientation is given on the three different curricula and the School tries to understand what the student as well as the parent expect; accordingly the student will be directed to the suitable curriculum. Though the school does not deny any student admission, it conducts an eligibility test to judge the level of the student in basic analytical and language skills.

Admission to CBSE: At JIRS, Central board of school education system has grades from 4th to 12th. Admissions till grade 8 are open to all candidates as per the education policy of the Government of India. The students those who completed grade 8 successfully are admitted to Grade 9. In the senior secondary session, the school has commerce and science stream. On the basis of the diagnostic test and the score at grade 10 is considered for the admission to a particular stream.

Admission to Cambridge International Examinations: Under CIE programme, JIRS conducts classes from 7th grade to 12th grade. Admission to grade 7 is given if a student has completed grade 6. From grade 8 specialization programme starts for the IGCSE students, students can choose science stream to pursue Engineering or medicine later on in his / her career or change the subjects totally at A level depending on the university requirements.

If the student is not performing well in the chosen subject the parents are informed and the student is advised to change the option within 6 weeks of time.

All candidates applying for IGCSE stream will attend an interview with Principal/Deputy Principal for the option of subjects and briefing on the curriculum.

Students applying for "A" level should be between 15 and 19 years of age. Though for A level admission formal education is not mandatory, the school makes sure that the candidate is



suitable to study the course by conducting a diagnostic test. On the basis of the diagnostic test and the subject teacher's assessment, the student is counseled to choose a management or the science subjects.

If the student is not performing in the chosen subject the parents are informed and advised to change the option within 6 weeks of time.

A student applying for a direct admission to 10 is also provided by the school, but the student will be admitted on the satisfaction of above-mentioned criteria's but only to Management stream even if the student has scored higher percentage in his/her previous class.

International Baccalaureate Diploma Programme: When a student seek admission to the IBDP programme at JIRS, the programme detail and the subjects offered are explained to the student and the parent by the diploma programme coordinator. Though for DP admission, formal education is not mandatory, the school makes sure that the candidate is suitable to study the course by conducting a diagnostic test. On the basis of the diagnostic test and the subject teacher's assessment, the student is counseled to choose subjects.

If the student is not performing well in the chosen subject the parents are informed and the student is advised to change the subject and level within 6 weeks of time without disturbing the programme requirement.

Special education needs: At JIRS, students with mild and moderate learning disability are admitted. Though there are SEN educators, the subject teachers are not qualified to accommodate students with severe disabilities. Please refer to the SEN policy for details.



NATURE OF THE EXTENDED ESSAY

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma 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 on 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. It is recommended that completion of the written essay is followed by a short, concluding interview, or *viva voce*, with the supervisor.

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, published in the 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.

The aims of the extended essay are to provide students with the opportunity to:

- pursue independent research on a focused topic
- develop research and communication skills



- develop the skills of creative and critical thinking
- engage in a systematic process of research appropriate to the subject
- experience the excitement of intellectual discovery.

Assessment objectives

In working on the extended essay, students are expected to:

1. Plan and pursue a research project with intellectual initiative and insight
2. Formulate a precise research question
3. Gather and interpret material from sources appropriate to the research question
4. Structure a reasoned argument in response to the research question on the basis of the material gathered
5. Present their extended essay in a format appropriate to the subject, acknowledging sources in one of the established academic ways
6. Use the terminology and language appropriate to the subject with skill and understanding
7. Apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research.

The diploma points matrix

[May 2015 onwards]

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition



Changes from *The diploma points matrix (May 2010 - November 2014)*:

1. B + C combination now results in 2 additional points (previously 1 point).
2. A + E combination now results in zero points and a failing condition (previously 1 point).

The assessment Criteria (As per IBO extended guide 2013)

- A. Research question
- B. Introduction
- C. Investigation
- D. Knowledge and understanding of the topic studied
- E. Reasoned argument
- F. Application of analytical and evaluative skills appropriate to the subject
- G. Use of language appropriate to the subject
- H. Conclusion
- I. Formal presentation
- J. Abstract
- K. Holistic judgment

Students' responsibility: (as stated in Extended essay guide 2013)

The students are required to:

- Choose a topic that fits into one of the subjects on the approved extended essay list .
- Observe the regulations relating to the extended essay meet deadlines
- Acknowledge all sources of information and ideas in an approved academic manner.
- It is **strongly recommended** that students start work early
- Think very carefully about the research question for their essay
- Plan how, when and where they will find material for their essay
- Plan a schedule for both researching and writing the essay, including extra time for delays and unforeseen problems
- Record sources as their research progresses (rather than trying to reconstruct a list at the end)
- Have a clear structure for the essay itself before beginning to write
- Check and proofread the final version carefully



- Make sure that all basic requirements are met (for example, all students should get full marks for the abstract).

Academic honesty:

The students are required to quote every source used to research and write the extended essay. The students use Modern language association (MLA) style to quote the source.

Turnitin.com is used to check the authenticity of the essay.

Extended essay in world studies: (as stated in Extended essay guide 2013)

An extended essay in world studies is introduced by the IBO to provide students with an opportunity to undertake an in-depth, interdisciplinary study of an **issue of contemporary global significance**. The essay may examine issues such as the global food crisis, climate change, terrorism, energy security, migration, and global health, technology and cultural exchange. These issues can rarely be adequately understood if only approached from the perspective of a single subject. Therefore, it is better to approach such issues through **interdisciplinary research**.

In the world studies extended essay students are required to identify an issue of global importance and develop a clear rationale for taking an interdisciplinary approach. The aims of this interdisciplinary extended essay, while similar to those for single-subject essays, are distinct in important ways. The interdisciplinary essay is designed to provide students with the opportunity to:

- **engage in, and pursue, a systematic process of research appropriate to the topic**
- **develop research and communication skills**
- **develop the skills of creative and critical thinking**
- **experience the excitement of intellectual discovery**

The world studies extended essay seeks to advance students' **global consciousness, global sensitivity, global understanding** and **global self**.

Timeline:

1. The first year Second term: Introduction of the Extended essay to the students.

February last week- Orientation by the Extended Essay coordinator and the IBDP teachers.

Orientation is done to the students in the form of power point presentation which covers the criteria and the timeline for the Extended Essay.



Two weeks' time is given for the students to choose the subject and the research questions. A minimum of three research questions to be framed.

2. The students are given a form in the following format and the students are expected to submit it the IBDP after the careful analysis of the strengths and weaknesses.

Student Name _____

Subject _____

Topic _____

Research Question _____

Supervisor's name _____

Supervisor's signature _____

Student's signature _____

Date _____

Copies to
 Extended Essay Supervisor
 EE coordinator



3. Regular meetings are arranged between the students and the supervisors to keep a track of the proceedings. There would be minimum three meetings and the proceedings are recorded in the following format.

EE Student Supervisor Meeting Report

The following form is used to keep track of the meetings with the Supervisor, questions the student wishes to raise, and the task she needs to complete.

Note: The IBO states that the amount of support given by the supervisor should not total more than 5 hours.

<p>Date Time spent:</p>	<p>Focus of meeting</p>	<p>Agreed outcomes of meeting:</p>
	<p>Further actions & responsibility</p>	<p>Outstanding questions & responsibility:</p>
	<p>Supervisor's signature</p>	<p>Student's signature</p>

4. The Extended essay supervisor is to submit the report of the first draft in the following format:

THE EXTENDED ESSAY FIRST DRAFT

Student Name:

Extended Essay Supervisor:

Date of Submission.....

Subject:

Topic:

Research question.....

Typed copy of the first draft of the extended essay to be attached with the above format. The first draft shows evidence of research and investigation into the topic. Use the grading criteria to rank the students work. Please return to IB Coordinator.

Grade Criteria:

- A. Student has turned in a first draft with several sources reflecting a wide range of references, which enabled them to write a thorough, analytical paper.
- B. Student has turned in a first draft with several sources reflecting a wide range of references, which enabled them to write a good paper.
- C. The student has turned in an acceptable first draft with several sources, but does not analyze the topic and does not have a range of sources reflecting a wide range body of research to thoroughly explore the topic.
- D. The student has turned in an inadequate first draft with few or unacceptable sources.
- E. The student has not turned in the first draft with acceptable sources.



5. The Extended essay supervisor is to submit the report of final draft in the following format;

THE EXTENDED ESSAY FINAL DRAFT

Student Name:

Student Supervisor:

Date of Submission:

Subject:

Topic:

Research question:

(For Supervisor Use only)

Please assign a grade to the Extended Essay based on the general criteria and subject criteria. Please return the essays to the IB Coordinator with their grade. Please do not mark the essay or feel that you must make comments. At this point you simply read and assign a grade. Please use the rubric below

Overall grade boundaries Grade:	E	D	C	B	A
Mark range:	0-7	8-15	16-22	23-28	29-36

6. EE Submission Guidelines

1. Each student must submit three copies of his/her completed essay to their supervisor by November last week. One copy will be kept by the supervisor, one will be kept with the coordinator and one will be submitted to IB for grading.

2. Each essay should have the student’s name and IB number printed at the bottom of each page of the essay. Use the header/footer on your computer



3. The copy sent to IB will be enclosed with a cover sheet, supplied by the supervisor. Each essay cover sheet must be completed neatly and in black ink.

4. Each cover sheet must include the title of the essay and should be signed and dated by the student.

7. Extended Essay Contract

Name: _____

Essay Subject: _____

I have read and understand the regulations and guidelines for the International Baccalaureate Extended Essay. I will adhere to the regulations and guidelines and the deadlines prescribed in the calendar. I will contact my supervisor and IB Coordinator if there is any modifications in the above indicated information. I understand that I must complete the Extended Essay in order to successfully complete the Diploma Program.

Student Name: _____

Student Signature: _____

I have read and understand the regulations and guidelines for the International Baccalaureate Extended Essay. I will offer my parental support to see that my child adheres to the regulations and guidelines and the deadlines prescribed in the calendar. I understand that students must complete the Extended Essay in order to successfully complete the Diploma Program.

Parent Name: _____

Parent Signature: _____

8. EXTENDED ESSAY schedule

1	February last week (year 1)	Extended Essay starts. IBDP year 1 students receive all paperwork, timeline, and Introduction to Extended
2	March second week (year 1)	Complete mind map/ deciding subject Allocation of teacher Supervisor First meeting with teacher supervisor Meeting to discuss Extended Essay guideline/ topic examples
3	April first week (year 1)	Undertake wide reading
4	April third week (year 1)	Required meeting(s) between student and supervisor. General topic discussed
5	April last week (year 1)	Narrowed topic/ Research Question Second meeting with teacher supervisor to identify research question. Complete and submit a Proposal
6	May/ June (vacations)	Undertake bulk of research & collect evidence
7	July second week (year 2)	Meeting with the teacher supervisor and discuss a detail about the outcomes of the research
8	July/August/September (year 2)	Students work independently to write the essay
9	October first week (year 2)	Student submits the first draft to the supervisor and the EE coordinator.
10	October/November (year 2)	Revision of first draft Complete final draft
11	November last week (year 2)	Submission of Final EE. Three copies to EE coordinator Viva voce: A short interview with the student. It serves the following purpose <ul style="list-style-type: none"> • A check on plagiarism and malpractice in general • An opportunity to reflect on successes and difficulties in research process • An opportunity to reflect on what has been learned



9. EE Formal Presentation Checklist

Use this checklist to ensure you gain full marks on certain aspects of the EE

Requirement	Checked by Supervisor	Checked by EE Coordinator
Title page – title is centered in the middle.		
Title page includes your name, candidate number, and date.		
Title page includes a word count.		
The abstract includes RQ, comments about how the investigation was carried out & scope of research and indicates conclusion reached.		
Abstract word count is stated (max 300 words – not included as part of essay word count)		
All pages numbered except the title page.		
Footnotes are used to reference the evidence for comments or details within the essay.		
Bibliography is correctly presented and works are listed in alphabetical order		
Only works which have been used in footnotes are included in the bibliography.		
If the illustrative material has been included it is clearly presented and captioned.		
If the illustrative material has been used, it is clearly relevant to the argument and use has been made of it in the main body of the essay.		
If appendices are included, they are clearly presented with captions etc		
If appendices are included they are clearly relevant and the material has been used to contribute to the argument in the body of the text.		
The introduction states the RQ clearly and precisely.		
The introduction sets the RQ in context and states why this topic is significant.		
The conclusion is clearly relevant to the RQ		



10. EXTENDED ESSAY CHECKLIST FOR STUDENTS

Point	Action	Check
1	Is the essay within the limit of 4,000 words?	
2	Is there a Contents page?	
3	Are all pages numbered?	
4	Are all diagrams, charts, and graphs indexed and labeled and sources referenced where applicable?	
6	All necessary terms defined/ explained?	
7	Is every reference cited in a footnote?	
8	Are your references cited consistently and correctly?	
9	Does the Bibliography include all and only the works of reference you have consulted?	
10	Does the Bibliography specify author(s), title, date of publication and publisher for every reference?	
11	Are the Bibliography sources cited consistently and correctly?	
12	Does the Appendix contain only relevant information?	
13	Are all references to the Appendix clearly cross-referenced and labeled?	
14	Is your research question stated on the title page?	
15	Is your research question stated and in bold in the Introduction?	
16	Is your research question stated and in bold in the Conclusion?	
17	Does your conclusion address unresolved questions?	
18	Does your conclusion address new questions that have emerged?	
19	Are your Introduction and Conclusion titled?	
20	Is your Abstract within 300 words?	
21	Does your Abstract contain the research question (in bold), the scope of the investigation and the conclusion reached?	

11. A number of students per supervisors:

In order to have smooth proceedings and guidance to the students, each supervisor will not have more than three students per academic year. This is the policy of the school. If more students intend to take one subjects, they are divided among the different teachers handling the same subject.

The Extended Essay policy is reviewed and redrafted whenever required.

References:

IB Extended Essay Guide





SPECIAL EDUCATION NEEDS POLICY

SCHOOL STATEMENT:

Unlocking potential, changing lives and developing minds has always been an objective of the field of psychology. The fascination towards the subject and our curious nature to know more has always led the special education and counseling department to bring about dynamic changes in our system. We here at JIRS, are constantly striving to work for the overall development of our children, teachers, and pioneers of academics. The concepts strategies followed by us aims at fundamentally changing the way a person thinks, so that he or she can succeed in any social setting. The techniques help to retain the brain and stimulate areas of weakness in processing memory, attention, language and math.

OBJECTIVE:

At JIRS we value and respect all students equally and aim to ensure that all students have an equal opportunity to engage in the curriculum. We seek to offer every child with special educational needs a broad, balanced and relevant education; and enable learners to reach their full potential in school and be fully included in their school community. We recognize that some students will need additional support during part of their school education to ensure access to the whole curriculum.

The objective of Learning Support at Jain International Residential School in making provision for students with special educational needs (SEN) is to combine the school's/IB philosophical statement/mission statement.

- To create an environment that caters to the learning needs of every student.
- and
- To ensure that the needs identified assessed and intervened.
- To create awareness among teachers, about the child's condition.
- To ensure students feedback in the process is paid attention.

INCLUSIVE EDUCATION:

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- a. Have a significantly greater difficulty in learning than the majority of children of the same age: or
- b. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools.

Students must not be regarded as having a learning difficulty solely because their language or form of language of their home is different from the language in which they are taught.

IDENTIFICATION:

Students who have, or are suspected to have, learning difficulties or special educational needs will be identified through the following:

Application Process: information on the application form and/or SEN information from previous schools e.g. Professional external assessments, IEPs etc. (refer to admission policy)

Referrals directly from teachers or tutor

Information, concerns or direct referrals from parents or students

Students giving rise for concern through staff meetings/referrals from school counselor.

The children are categorized into mild and moderate learning difficulties.

<i>Mild difficulties</i>	<i>Moderate difficulties</i>
Academic skills Assessment	Academic skills Assessment
Reports- given to teachers and parents	Reports- given to teachers and parents
Appropriate accommodations are given	Appropriate accommodations are given
	Review and modification of remedial plan
	Alternative instructions
	Regular follow-up

Where a student is not making progress as expected in class, the tutor will write and submit a referral to Learning Support (regardless of whoever identifies a potential/suspected learning difficulty or SEN) accompanied with the appropriate documentation. The referral procedure will involve a range of relevant teaching staff and



all communication is documented, including that with parents or guardians.

Further investigation i.e. appropriate screening and assessment, in an educational context, will take place to establish the extent of the student's difficulties and appropriate action, based on the findings, put in place to support the students' needs. Further, if there is a need, students will be referred to the professional bodies outside the school to identify the learning disability of the student concerned





ACADEMIC HONESTY POLICY

The main objective of the policy on academic honesty at Jain International Residential School is to inculcate a sense of responsibility and conscience in the students' academic work and create a climate in which other peoples' intellectual work is respected and acknowledged. To this end, an undertaking will be signed by both the student and the parent at the time of admission. The undertaking would include the Terms and Conditions along with consequences of academic dishonesty and how it would affect the student's Diploma.

Instances of academic dishonesty

Academic dishonesty constitutes acts which result or may result in an individual gaining unfair advantage over others. The following is a list of such behavior, but is by no means exhaustive:

Plagiarism:

- Using the words, ideas, works or arguments of another person (in whole or part) and presenting as one's own work.

Collusion:

- Copying from another student or making information available to another student during any form of assessment.
- Fabricating or falsifying research data

Duplication:

- Submitting the same piece of work for more than one subject / areas of knowledge for any form of assessment (this is strictly forbidden by the IBO)

During examinations:

- Communicating with another student
- Disturbing and disruptive behavior.
- Bringing into the examination room, unauthorized and non-permissible materials
- Impersonating another student



Teachers' responsibility

Teachers at Jain International Residential School are expected to encourage ethical practices among the student community. The following are some of the measures to be adopted to avoid malpractice.

- Be familiar with the IBO publication “Academic honesty guidance for schools” [OCC].
- Advising students so that they have a clear idea of what constitutes plagiarism, duplication and collusion in the various assessments.
- Authenticate student work whenever required. The IBO expects “each teacher to confirm that, to the best of his or her knowledge, all candidates’ work accepted or submitted for assessment is the authentic work of each candidate”
- Be vigilant enough to spot inexplicable changes in the style and quality of student work.
- Question students on written work, especially the extended essay, in order to determine whether the work is really that of the student or not.
- Use a search engine / turnitin.com whenever possible to detect plagiarized work.
- Ensure that the words, ideas, works from sources are acknowledged appropriately. [Modern Language Association (MLA) pattern]
- Distinguish between collaboration and collusion to prevent allegations of collusion against students.
- Cooperate in the investigation of suspected cases of malpractice.
- Write a statement for any report on malpractice to be submitted to the IBO. The IBO provides guidelines on what should be included in this statement.
- Not leave candidates unsupervised during examinations.
- Not discuss the contents of an examination paper within 24 hours after the conduct of the examination.
- Not start an examination before the scheduled time
- Not permit a candidate additional time in an examination unless formal authorization [SEN] has been granted



- Not provide undue assistance to a candidate in components that contribute to the assessment requirements of the IB program. Guidelines on this are often provided in the various subject guides and teacher support material published by the IBO.

Students' responsibility

It is the students' responsibility to ensure the integrity of all work and to understand what constitutes an offense against academic honesty. Students are strongly advised to abide by the following guidelines:

- Students must work independently with the support of the subject teacher/supervisor.
- When working in groups, ensure that the final work is produced independently
- Do not attempt to submit a similar piece of work for different assessment components of your IB program (eg. your internal assessment and the extended essay).
- Acknowledge all sources (eg books, journals, websites, CD-Roms, magazines, photographs etc) using only the MLA citation style when writing assignments.
- Use footnotes and bibliography to acknowledge the source of an idea that emerged from a discussion with another person.
- Paraphrased ideas of another person should also be acknowledged.
- Review all work before submission to check that all sources have been acknowledged
- Listen to and follow all instructions given before an examination

Consequences for academic dishonesty

Sanctions against academic dishonesty may range from a warning to the dismissal of the student depending on the seriousness of the offense. **Turnitin.com is being used to detect cases of plagiarism.**

The consequences are (but not limited by):

1st offense: No grade will be given for the assignment or test and a warning letter will be sent to the parents.



2nd offense: No grade will be given for the assignment or test and parents would be called to the school and made aware of the future consequences. Suspension may be considered as per the seriousness of the issue.

3rd offense: Expulsion from school.

- Depending on the student's history of misconduct, his/her intent, its severity, other actions may be taken, including detention, suspension, or removal from the class as the case may be.
- If a teacher or the IBDP Coordinator has reasons to believe that a piece of work to be submitted to the IBO is not authentic, it will not be accepted. This will result in no grade being awarded for the subject.
- Further, by policy of the International Baccalaureate Organization, students who practice academic dishonesty on an IB-required assessment (e.g., plagiarize an Extended Essay, use a crib sheet in an IB exam) will be denied the IB Diploma, and as a consequence, removed from the JIRS IB program.
- Proven cases of theft of examination / test materials will result in expulsion from school.
- The procedures set by the IB will be followed in cases of any malpractices during IB examinations.

The academic honesty policy is reviewed and redrafted annually.

Undertaking form

I have read and understood the Academic honesty policy and I will abide by the rules and will face any consequences due to a malpractice committed knowingly and unknowingly.

Date

Signature of the student

Signature of the parent

CREATIVITY. ACTION. SERVICE PROGRAMME



An Introduction to CAS in IBDP

What is CAS?

Creativity, Action, Service (CAS) is a framework for experiential learning, designed to involve students in new roles. The emphasis is on outbound learning. By doing real tasks that have real consequences and then reflecting on these experiences on them.

Nature of CAS

CAS should reflect the student's growth. It should challenge them to develop a value system by which they enhance their personal growth.

Participation

Participating in CAS will encourage all DP students to share their energies and special talents while developing awareness, concern, and ability to work co-operatively with others, giving an opportunity for fun and enjoyment.

Goal

CAS should develop a spirit of open-mindedness, life-long learning and discover self-reliance encourages development and new skills such as creative skills, physical skills, and social skills. It should inspire a sense of responsibility and bring humanitarian issue across the board.

Elements

The Service elements of CAS in itself the most significant but two (Activity and Creativity) other elements of CAS are also important to provide balance and flexibility uniquely in the Diploma Programme. It is the interaction of the three that creates the richness of the CAS.

Proposed Activities to choose from

<ul style="list-style-type: none"> • Shiamak Davar Dance. • Model United Nations(MUN) • Clay Modelling. • Poster Making. • Glass Painting. 	<ul style="list-style-type: none"> • Nilgiris, Ooty (Visit to Toda village). • Sports. • JASE Cup(Food stall Fund-raising). • Beach Exploration and Cleaning. 	<ul style="list-style-type: none"> • School for Blind. • Swachh Bharath. • Hospital Food. • Village Cleaning. • JVN Underprivileged school.
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CAS meets every Saturday to organize, plan, and execute service projects.

Month	Program Outline for CAS
Jul Aug	Orientation about CAS through: Presentations, & documentaries followed by discussions. .23 & 30 July – choose projects and start work on it. 12 Aug International youth day 18 Aug Raksha Bandhan 15 Aug Independence Day 1,8,15,22,29 Begin CAS project
Sept	Identify students JVN (school for underprivileged children) from village Introduction to computers 5,12,19,26, Saturday Session of practice with Reflection writing



	<p>Helping them to learn how to touch type.</p> <p>5 Sept Ganesh Chaturthi</p> <p>11 Sept World First Aid Day</p> <p>16 Sept International labor day</p>
Oct	<p>1 Oct Moharram</p> <p>15 October Dassera /Diwali Holidays</p> <p>3 November</p>
Nov	<p>3 Nov school reopens</p> <p>14 Nov Children’s Day</p> <p>16thNov International Day for tolerance</p> <p>17 International Students day</p> <p>24 Nov Thanks Giving Daysignificance</p> <p>7,14,21,28 Nov CAS classes</p>
Dec	<p>1 Dec Aids awareness day</p> <p>3 Dec World Conservation Day</p> <p>Participate in the Annual Sports Day of the school.</p> <p>10 Dec Human rights Day</p> <p>24 Christmas</p> <p>25 Celebrating Christmas</p> <p>27 Annual Day Celebrations</p> <p>5,12,19,26 CAS classes</p> <p>Weekend begins</p>
Jan-Feb	<p>15 Makar Sankranti Day</p> <p>16 Martin Luther King jr’s Birthday</p> <p>26 Republic Day Celebrations</p> <p>30 Martyrs Day</p> <p>Jan- 2,9,16,23,30</p> <p>Feb CAS classes-6,13,20,27</p>
Mar-April	<p>26 HOLI celebration</p> <p>8 International Women’s Day</p>



	20 World Day for Elimination of Racial Discrimination 22 World Water Day 24 International Day for Tuberculosis Day 5,12,19,26 CAS Days HANDING OVER OF CAS PROJECTS
May	FINAL IBDP EXAM

Feedback:

Students could use the blogs and post their personal feedbacks. They also complete the self appraisal. They reflect on their experience. The reflections could be in the form of any of the following:

- **a written document**
- **photos**
- **Making video presentations of their thoughts**
- **a documentary film**

Winter Retreat:

A term end get together for handing over CAS projects to the juniors.

Closure of the Programme:

Recognition with Certificates and performance awards and points.

IB- CAS - LEARNING OUTCOMES

As a result of the CAS experience as a whole, the student has:

- **Increased their awareness** of their own strengths and areas of growth. They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.
- **Undertaken new challenges.** A new challenge may be an unfamiliar activity or an extension to an existing one.
- **Planned and initiated activities.** Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.



- **Worked collaboratively with others.** Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action, and service, is required.
- **Shown perseverance and commitment in their activities.** At a minimum, this applies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
- **Engaged with issues of global importance.** Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).
- **Considered the ethical implications of their actions.** Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisors.
- **Developed new skills.** As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area. Any activity that does not result in at least one of these LEARNING OUTCOMES is NOT A CAS Activity!





IB COURSE SELECTION SHEET

In JIRS, students appear for the May Examination Session of the Diploma Programme. Each subject that is studied in IB Diploma Programme (IBDP) has an Internally Assessed (IA) component or coursework and an externally assessed component. All the assessments that are done in the IBDP are “criteria-referenced” and not “student-referenced”. That is, each student’s performance is assessed against a set of criteria. These criteria are made available to each DP Student during the orientation session conducted by the respective teachers at the commencement of the course.

Student’s performance is assessed on a “**7 point scale**” where “**7**” represent the “**maximum grade**”. The candidate should score a minimum of 24 points on 45 (maximum possible points) and satisfy all the other conditions to be eligible to receive the IB Diploma.

The Diploma Programme Curriculum Model

The curriculum model has been changed from a hexagon to a circle from 2012. Each subject of study is grouped among one of the six groups. Students must choose at least one subject from each Group. They have the option to **not** take a Group 6 subject and replace it with a second subject from either Group 3 or Group 4.

The six subjects are taken at either **Higher Level (HL)** or **Standard Level (SL)** depending on their interest level and proficiency in the subject. HL subjects (240 teaching hours) represent the depth in studies and are chosen with university programmes and future aspirations in mind. SL subjects (150 teaching hours) represent the breadth and underpin the IB’s philosophy of academic balance. Normally three subjects are taken at HL and three at SL, in JIRS the students have the option to go for 4 HL Subjects and 2 SL subjects. Students should make a special request if s/he wants to opt for 7 subjects instead of 6 subjects.

The Core Requirements and The Learner Profile:

At the center of the curriculum, model rests the IB Learner Profile, followed by the Approaches to Teaching and Approaches to Learning, which in turn is covered by the core requirements of ToK, EE, and CAS. The learner profile is a profile of the whole person as a lifelong learner. All three parts of the core - Extended Essay, Theory of Knowledge, and Creativity, Action, Service - are compulsory. The core requirements are arguably the most

unique feature of the IB Diploma Programme and are central to its philosophy.

IB programs promote the education of the whole person, emphasizing intellectual, personal, emotional, and social growth through all domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought, and international-mindedness, the IB espouses the principle of educating the whole person for a life of active, responsible citizenship.

The learner profile is not intended to be a profile of the perfect student; rather, it can be considered as a map of a lifelong journey in pursuit of international-mindedness. It places the learner firmly at the heart of education and focuses attention on the processes and the outcomes of learning. The attributes and descriptors of the learner profile define the type of learner the IB hopes to develop through its programmes.

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. 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.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

GROUP	SUBJECTS OFFERED
1	ENGLISH LIT – SL/HL
2	FRENCH AB INITIO – SL, HINDI B - SL
3	BUSINESS MANAGEMENT - SL/HL , ECONOMICS – SL/HL, ITGS - SL/HL
3/4	ENVIRONMENTAL SYSTEMS AND SOCIETIES – SL
4	PHYSICS – SL/HL, CHEMISTRY – SL/HL, BIOLOGY – SL/HL COMPUTER SCIENCE –SL/HL
5	MATHEMATICS – SL/HL, MATHS STUDIES –SL
6	VISUAL ARTS – SL/HL



GROUP	MANAGEMENT STREAM	SCIENCE STREAM
1	ENGLISH LIT – SL/HL	ENGLISH LIT – SL/HL
2	FRENCH AB INITIO – SL, HINDI B - SL	FRENCH AB INITIO – SL, HINDI B - SL
3	BUSINESS MANAGEMENT - SL/HL ECONOMICS – SL/HL, ITGS - SL/HL	ITGS - SL/HL
3/4	ENVIRONMENTAL SYSTEMS AND SOCIETIES – SL	ENVIRONMENTAL SYSTEMS AND SOCIETIES – SL
4	COMPUTER SCIENCE –SL/HL	PHYSICS – SL/HL, CHEMISTRY – SL/HL BIOLOGY – SL/HL, COMPUTER SCIENCE –SL/HL
5	MATHEMATICS – SL/HL MATHS STUDIES –SL/HL	MATHEMATICS – SL/HL MATHS STUDIES –SL/HL
6	VISUAL ARTS – SL/HL	VISUAL ARTS – SL/HL

**INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME
SUBJECT CHOICE FOR ANY UNIVERSITY PROGRAMME**

GROUP	ENGINEERING STREAM (PHY)	ENGINEERING STREAM (CHEM)	BIOCHEMICAL STREAM (BIO)
1	ENGLISH LIT - SL	ENGLISH LIT - SL	ENGLISH LIT - SL
2	FRENCH AB INITIO – SL HINDI B - SL	FRENCH AB INITIO – SL HINDI B - SL	FRENCH AB INITIO – SL HINDI B - SL
3	ECONOMICS – HL	ECONOMICS – HL ENVIRONMENTAL SYSTEMS AND SOCIETIES - SL	ECONOMICS – HL ENVIRONMENTAL SYSTEMS AND SOCIETIES / ITGS- SL BUSINESS MANAGEMENT - HL
4	PHYSICS – HL ENVIRONMENTAL SYSTEMS AND SOCIETIES – SL	PHYSICS/ BIO - SL	CHEMISTRY - HL
4	CHEMISTRY - SL	CHEMISTRY - HL	BIOLOGY - HL
5	MATHEMATICS – HL	MATHEMATICS - HL	MATHEMATICS - HL



GROUP	LAW STREAM	ECONOMIC STREAM	BUSINESS STREAM
1	ENGLISH LIT - HL	ENGLISH LIT – SL/HL	ENGLISH LIT - HL
2	FRENCH AB INITIO – SL HINDI B - SL	FRENCH AB INITIO – SL HINDI B - SL	FRENCH AB INITIO – SL HINDI B - SL
3	BUSINESS MANAGEMENT - HL	BUSINESS MANAGEMENT - SL	BUSINESS MANAGEMENT - HL
3	ECONOMICS – HL	ECONOMICS – HL	ECONOMICS – HL
4	PHYSICS/ CHEMISTRY/ BIOLOGY/ ITGS - SL	PHYSICS/ CHEMISTRY/ BIOLOGY/ ITGS – SL/HL	PHYSICS/ CHEMISTRY/ BIOLOGY - SL
5	MATHEMATICS – SL MATH STUDIES - SL	MATHEMATICS – HL	MATHEMATICS – SL MATH STUDIES - SL

**INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME
SUBJECT CHOICE FOR ANY UNIVERSITY PROGRAMME**

GROUP	ENGINEERING STREAM (Gen)	GROUP	MEDICAL STREAM
1	ENGLISH LIT – SL/ HL	1	ENGLISH LIT - SL
2	FRENCH AB INITIO – SL HINDI B - SL	2	FRENCH AB INITIO – SL HINDI B - SL
3	ECONOMICS – HL / ENVIRONMENTAL SYSTEMS AND SOCIETIES / ITGS- SL	3	ECONOMICS – HL / ENVIRONMENTAL SYSTEMS AND SOCIETIES - SL / ITGS - SL BUSINESS MANAGEMENT - HL
4	PHYSICS – SL/ HL	4	CHEMISTRY - HL
4	CHEMISTRY – SL/ HL	4	BIOLOGY - HL
5	MATHEMATICS – SL/ HL	5	MATHEMATICS - HL

NB: There can be different requirements in subject choice, depending on the country and University chosen.

**NB**

1. **Results:** The results of IBDP will be published on 6th of July, but, for university admissions in India take place much before that. Therefore, as per the agreement made with the Association of Indian Universities, provisional admission is given based on predicted grade (PG) given by the respective teachers from the Institution studied.
2. As per the requirements to pursue Medicine – MBBS/ BDS/ BVSC / BSc. Agri/ BFSC, a student has to take up BIOLOGY in addition to other Sciences in Group 4. In that case, the total number of subjects will be 7.
3. In case, students plan to go for Medicine in India may drop the subject from group 3, but it is subject to the approval from IBO.

The compulsory Core Components of the IBDP consists of:

Theory of Knowledge (TOK) – this is required as an interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom.

Creativity Action Service (CAS) – engagement of a stipulated number of hours in these areas is a fundamental requirement of all IB students.

Extended Essay (EE) – this is an original research paper of 4000 words (Maximum) that is required of all IB students. The project offers students the opportunity to investigate a topic of special interest to them and takes them through a process of independent research and writing.



Name of the student:

Roll number:

SN	GROUP	SUBJECTS OFFERED	LEVEL CHOSEN
1	1	ENGLISH LIT – SL/HL	
2	2	FRENCH AB INITIO – SL	
3	2	HINDI B - SL	
4	3	BUSINESS MANAGEMENT - SL/HL	
5	3	ECONOMICS – SL/HL	
6	3	ITGS - SL/HL	
7	3/4	ENVIRONMENTAL SYSTEMS AND SOCIETIES – SL	
8	4	PHYSICS – SL/HL	
9	4	CHEMISTRY – SL/HL	
10	4	BIOLOGY – SL/HL	
11	4	COMPUTER SCIENCE –SL/HL	
12	5	MATHEMATICS – SL/HL	
13	5	MATHS STUDIES –SL	
14	6	VISUAL ARTS – SL/HL	

Signature of the student

Signature of the parent

Endorsed by VP - IBDP

Approved by

Principal International Curriculum

Chief Executive Officer



IT POLICY

PURPOSE: Jain International Residential School provides all students access to a wireless network and the option of bringing in a personal laptop as a means to enhance their education. The purpose of this policy is to assure that students recognize the limitations that the school imposes on their use of personal laptops. In addition to this policy, the use of any school computer, including laptop computers, also requires students to abide by the school's policy for Internet Use.

During the course of the school year, additional rules regarding the use of personal laptops may be added. If this occurs, any new rule will become a part of this policy.

Basic Rules:

- Students **should** make sure that the **OS is Windows 7 Professional Edition 32bit / 64bit or Enterprise Edition only.**
- OS Language **should** be in **English** (for example Korean, German and Thai students).
- Software installed on their laptops **should** be **licensed** ones. If the software is not licensed, it will be removed from the laptop.
- Students **should not** bring **Mac Books or Linux OS installed laptops.**
- Students are **not** allowed to bring **music** and **movies** in their laptops.
- Students are requested bring in their laptop only **original operating system & Microsoft Office** should be installed in the laptop. **Antivirus, Adobe Reader and other necessary free trial version software** will be installed in the school.
- No other Third-party downloading applications like **utorrent, bit torrent, lime wire, Antivirus** etc. are **not allowed.**
- Once a student hands over his laptop and gets it configured in the school, he cannot take it back home till he finishes the academic year.
- **Students are not allowed to take their laptops to their dorms.**

Time Table: laptops are allowed for use only 2 days a week, on **Wednesdays and Thursdays** between 5.45 pm and 7.15 pm. After the usage, they have to be handed over to the lab in-charge.



General Usage

JIRS provides the opportunity for students to bring a personal laptop to school to use as an **educational tool. The use of these laptops will be at teacher discretion.**

1. Students must obtain teacher permission before using a personal laptop during classroom instruction.
2. Student use of a personal laptop must support the instructional activities currently occurring in each classroom and lab.
3. Students must turn off and put away a personal laptop when requested by a teacher.
4. Students should be aware that their use of the laptop could cause distraction for others in the classroom, especially in regards to audio. Therefore, audio should be muted, since headphones should not be used during instructional time.

Students may use their personal laptop during school hours **under teacher supervision only**, such as the Media Center or classrooms with the teacher present. The laptop should be used for educational purposes during these times also. If a teacher asks a student to put his/her laptop away because of games or other non-instructional activities during these times, the student must comply.

Consequences of Violating General Usage

There will be surprise check by the management and if it is found anything that the student has violated the rules mentioned above, it will be considered as an offence and the following will apply:

- 1st Offense = Laptop will be confiscated for a week
- 2nd Offense = Laptop will be confiscated until the end of the academic year or it will be seized by the school management and not returned to the student/parent.

Laptop security risks

Laptops are especially vulnerable to loss and theft. Opportunistic and organized thieves will target laptops in school and on school grounds. Although the majority of thieves may be after the quick profit from selling the device, there is a growing number who steal laptops specifically for the sensitive data they may contain. Such information, if revealed, could cause embarrassment, loss of reputation, or significant financial or commercial impact.



To counter these risks, laptop security must be addressed in three ways;

1. Student responsibility; through increased user awareness of the risks and application of a laptop security policy (this document).
2. Physical security; both in school, on school property.
3. access control/authentication

1. Student Responsibility

JIRS accepts no responsibility for personal property brought to the school by students. This includes laptop computers and other personal digital devices.

Students who choose to bring a laptop to school assume total responsibility for the laptop. Laptops that are stolen or damaged are the responsibility of the student and their parents or guardians.

Students should take all reasonable steps to protect against the theft or damage of their personal laptop.

2. Physical security

Users should take the following physical security preventative measures.

- Your laptop should NEVER be left unattended for ANY period of time. When not using your laptop, it should be locked in your school locker.
- Laptop computers must not be:
 - Left unattended at any time **(If a laptop is left unattended it will be picked up by staff and turned into the IGCSE/IB Coordinator)**

3. Access Control and Authentication

1. To use a laptop within the school, students must register the MAC address and a serial number of the laptop with the Technology Specialist.
2. Students can only access the internet and the school network via a wireless connection using “guest” access. **Any student found connecting his/her laptop to the network using an Ethernet cable plugged into a wall jack will have his/her laptop confiscated and lose personal laptop access privileges.**



3. The “guest” account will not be able to access blocked sites by out Firewall (like adult sites, child abuse sites, hacking and illegal software sites, social networking and chat sites, school cheating sites, crime and violence sites etc.)
4. The guest account will be able to access through Google Search Engine, Educational sites, Medical and Health sites, Business and News sites and other sites necessary for their curriculum.
5. No student shall knowingly gain access to, or attempt to gain access to, any computer, computer system, computer network, information storage media, or peripheral equipment without the consent of authorized school personnel.

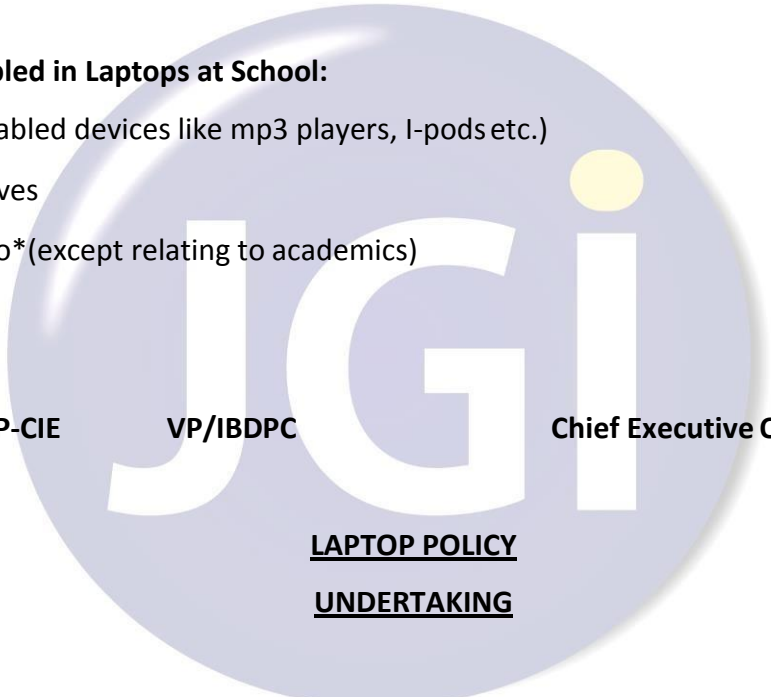
Features disabled in Laptops at School:

- USB (for enabled devices like mp3 players, I-pods etc.)
- CD/DVD drives
- Audio/Video*(except relating to academics)

VP-CIE

VP/IBDPC

Chief Executive Officer



LAPTOP POLICY

UNDERTAKING

I _____ aware that, any violations of the above procedures will result in the immediate loss of network access privileges, the parents will be contacted, and any consequences delineated in JIRS’s code of conduct will be enforced.

Student Signature

Date

Parent/Guardian Signature

Date

Contact Information

Parents, please provide contact information below:

Email: _____

Home phone: _____

Work Phone: _____

Cell Phone: _____

Tech Specialist Use Only

MAC Address: _____

Serial Number: _____

