



**INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME GUIDE
GPS BROOKES KOCHI
2020 - 2022**

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ACKNOWLEDGEMENT:

Information within the following handbook has been drawn from various sources and as such are subject to the original copyright.

IB Learner profile 2013, IB DP Subject Guides and IB DP Subject Briefs as well as IB Guides to Core content.

Further information can be found at:

<http://www.ibo.org/programmes/diploma-programme/curriculum/>

GPS BROOKES KOCHI

GPS Brookes Kochi is powered by two leading education networks, Global Education Trust (GET) and Brookes Education Group (BEG). GPS Brookes Kochi is the first school in Kochi to offer the world-leading International Baccalaureate (IB) Diploma Programme to Grade 11 and 12.

Spanning across 157 countries, the IB DP is a globally recognized program offered to students aged 16 through 19 and is highly regarded by leading universities. The rigorous academic program paired with the IB philosophy focused on cultivating the whole child, prepares students to enter the world open-minded, balanced and prepared for post-secondary endeavours.

GPS Brookes Kochi will foster a safe and supportive home catered towards every child's needs. Our expert faculty will bring learning alive in a personalized classroom setting, providing inquiry-based learning tempered with care and support of a true family.

Nigel Gardner

Founding Principal

INTRODUCTION

The purpose of this document is to outline the structure of the International Baccalaureate Diploma Programme that the School - GPS Brookes Kochi, offers to students in Diploma 1 and 2 (Grades 11 and 12). **Please consider carefully the School and IBO Mission Statements that are the framework in which our academic programme is delivered.**

THE SCHOOL MISSION STATEMENT

Students are supported in a caring environment and given opportunities to learn about themselves and to take action in areas in which they are passionate. Our students and teachers come from diverse backgrounds and we connect globally with our other campuses to learn about the world, from the world. We inspire and teach students about global issues by connecting ideas and stories locally. We strive to use our environment as a tool and a canvas for learning and action.

Our Vision

A world of self-confident lifelong learners connected and inspired to help others.

Our Values

Through leadership challenges and opportunities, we help students discover their passion, develop their character, and understand their connection to others and society. We espouse creativity, build character and develop connections to deliver exceptional educational learning experiences.

Our Aim

To inspire students to be lifelong learners, as competent, adaptable global citizens who will enrich and improve the world.

International Baccalaureate

****THE IBO 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 programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

THE IB DIPLOMA PROGRAMME

WHAT IS THE IB DIPLOMA PROGRAMME?

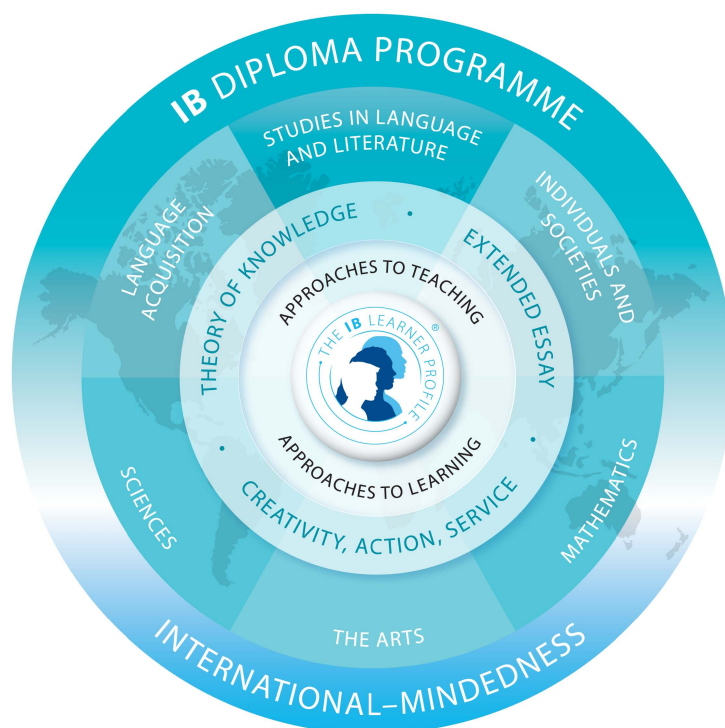
The Diploma Programme (DP) is a curriculum framework designed by the International Baccalaureate (IB) for students in the last two years of high school. It leads to external examinations and the award of a diploma.

The DP is internationally recognized as representing one of the highest standards in university preparatory education. The success of the programme can be measured by the 39.3% growth rate in schools taking on the Diploma, between 2012 and 2017.

The IB Diploma programme is now offered in over 5,088 schools, located in over 156 countries in six continents.

WHAT IS THE IB DIPLOMA PROGRAMME CURRICULUM?

IB Diploma Programme students' study six subjects (three at standard level – SL and three at higher level – HL) over two years and complete three additional requirements: the theory of knowledge (TOK), the extended essay and at least 150 hours of CAS—creativity, activity and service tasks outside of the classroom.



While it is possible to take four subjects at Higher Level, this is not recommended other than in exceptional cases.

HL courses represent 240 teaching hours, SL courses require 150 hours. One subject is chosen from each of the subject groups.

CURRICULUM MODEL AT GPS BROOKES KOCHI

GROUP 1

Studies in Language and Literature course.

The language could be:

English A - Language & Literature (Higher/Standard Level)

Hindi A - Literature* (Higher/Standard Level)

or the student's mother tongue as a School Supported Self Taught Literature course at Standard Level only.

*Hindi A would be offered only in the Year, wherein a student intake with proficiency in the language mandates it.

GROUP 2

Language acquisition.

This language could be:

Language B – a second language course for students who have studied the language for a minimum of 2 years and a maximum of 5 years – Hindi, French or English* (All at Higher/Standard Level).

Language ab initio (Standard Level only) – a second language course for students new to language or with a basic background in that language. French & Spanish are offered as an ab initio subject at GPS Brookes Kochi in conjunction with Pamoja Education.

SSST – A language the student chooses as an alternative to Group 2 language as School Supported Self Taught Literature course at Standard Level only.

GROUP 3

Individuals and Societies

Business Management (Higher /Standard Level)

Psychology (Higher/Standard Level)

GROUP 4

Sciences

Biology (Higher/Standard Level)

Chemistry (Higher/Standard Level)

Physics (Higher/Standard Level)

GROUP 5

Mathematics

Mathematics – Applications and Interpretations (Higher/Standard Level)

Mathematics – Analysis and Approaches (Higher/Standard Level)

GROUP 6

Arts and Electives

Visual Arts (Higher/Standard Level)

or

A second choice from Group 3 or

A second choice from Group 4.

CORE

Additionally, each diploma candidate must participate in the Theory of Knowledge (TOK) and Creativity/Activity/Service (CAS) courses and write an Extended Essay. The unique characteristics of TOK, CAS and the Extended Essay (known as the IB Diploma Core) qualify them to receive the full Diploma of the International Baccalaureate.

Subject rotations for July/August 2020 – 21

Option Block A	Option Block B	Option Block C	Option Block D	Option Block E	Option Block F
English A Language and Literature HL/SL	Hindi B HL/SL	Psychology HL/SL	Biology HL/SL	Mathematics - Application HL/SL	Visual Arts HL/SL
	French B HL/SL	Business Management HL/SL	Physics HL/SL	Mathematics - Analysis HL/SL	Economics HL/SL (subject to confirmation)
	French ab SL (pamoja)				Chemistry HL/SL
	SSST				

THE 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.

The GPS Brookes Kochi is committed to the IB Learner Profile as an integral part of the life of the school. With the Learner profile and GPS Brookes Kochi's own ethos of igniting the spark of genius, every student can be elevated to the pinnacle of their own potential.

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.

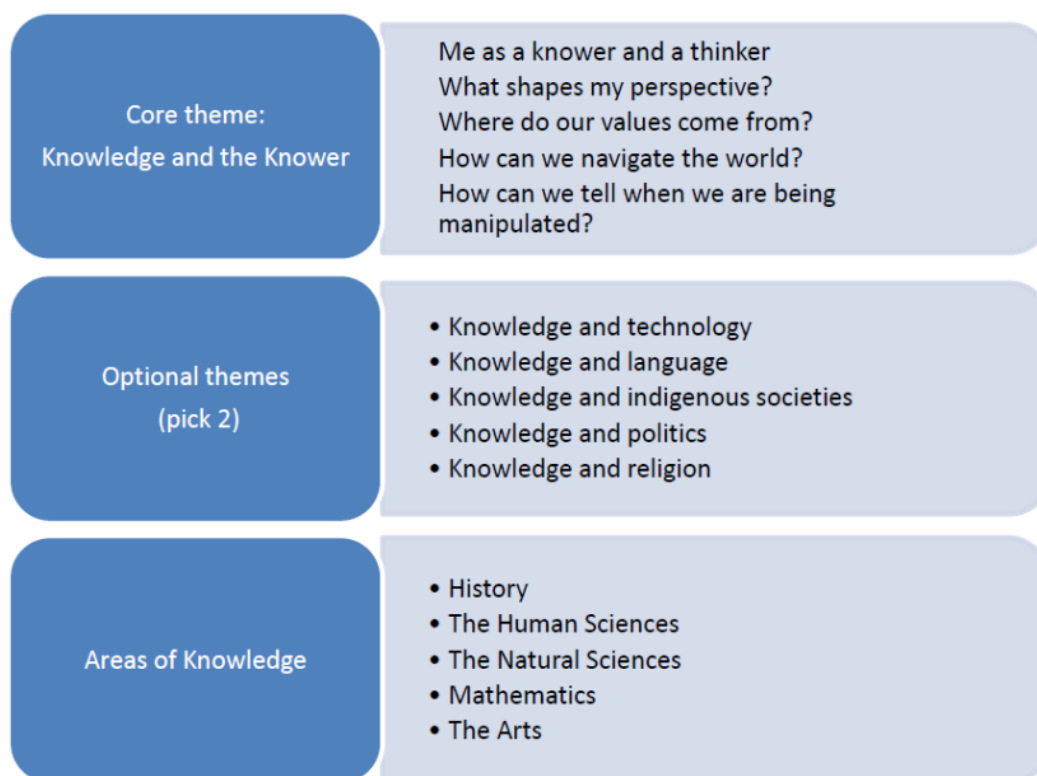
THE CORE

Theory of Knowledge (TOK)

This course is obligatory for every candidate for the diploma, and highly recommended for students taking either a full diploma or individual diploma course certificates, available at GPS Brookes Kochi. It is a key element in the educational philosophy of the IB. Its purpose is to stimulate critical reflection upon the knowledge and to let students think about themselves as “knowers”. The course is thus “philosophical” in the sense that it is meant to encourage students to acquire a critical awareness of what they and others know through analysing concepts and arguments as well as the bases of value judgments, which all human beings have to make. The course also encourages students to have more in-depth conversations about areas that have a profound influence on people’s lives both inside but also outside of the classroom.

Programme of Study

The course is structured into a core theme, optional themes, and five compulsory areas of knowledge.



ASSESSMENT (Please consult the GPS Brookes Kochi: ToK Handbook for details)

External Assessment Essay on a prescribe title presented as a knowledge question. (1,200-1,600 words) and Assessed externally.

Internal Assessment: (externally moderated) TOK Exhibition and assessed internally.

Extended Essay

The extended essay is an in-depth study of a focused topic chosen from the list of available

Diploma Programme subjects for the session in question. This is normally one of the student's six chosen subjects* for those taking the IB diploma, or a subject that a course student has a background in.

This requirement reflects the principle that independent research skills are vital to all areas of study and deserve a central role in the curriculum.

With the Theory of Knowledge and Creativity, Activity, Service components, the Extended Essay provides the 'glue' that makes the Diploma a coherent and integrated qualification.

The Extended Essay is an in-depth study of a limited topic within an IB subject. It is recommended that students spend a maximum of 40 hours on it, though many willingly exceed this, often by a significant amount.

Students have around 5 hours contact time including 3 mandatory reflection sessions, with an academic supervisor, who is usually a teacher within the school, and are expected to work independently for the remainder of the time. The supervisor provides the candidate with advice and guidance in the skills of undertaking research – by assisting, for example, with defining a suitable topic, with techniques of gathering and analysing information/evidence/data, with documentation methods for acknowledging sources and with writing an abstract. The work is typically undertaken over several months.

*Please note that despite the title, projects can be undertaken in any subject not just those traditionally associated with formal essay writing.

Core Content:	Students are required to write independently a research essay (maximum 4000 words) on a topic of their own choice in an IB subject and a reflection of no more than 500 words.
Assessment:	All Extended Essays are marked externally.

Marks for the essay are based on subject specific content and specific research skills which are common and highly-transferable: and graded through five criteria.

Criterion A: focus and method

Criterion B: knowledge and understanding

Criterion C: critical thinking

Criterion D: presentation

Criterion E: engagement

Examples of Extended Essay titles:

"To what extent do geographical factors play a role in the distribution of multiple sclerosis cases in Canada and Iran?"

"How has globalization contributed to dietary changes and obesity in developed and developing countries?"

"Doing versus being: language and reality in the Mimamsa school of Indian philosophy."

"The effects of sugar-free chewing gum on the pH of saliva in the mouth after a meal."

"To what extent has the fall in the exchange rate of the US dollar affected the tourist industry in Carmel, California?"

"What level of data compression in music files is acceptable to the human ear?"

(Please consult the GPS Brookes Kochi: Extended Essay Handbook for further details)

Creativity Activity and Service (CAS)

Creativity, Activity, Service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

Creativity: exploring and extending ideas leading to an original or interpretive product or performance.

Activity: physical exertion contributing to a healthy lifestyle.

Service: collaborative and reciprocal engagement with the community in response to an authentic need.



CAS enables students to enhance their personal and interpersonal development through experiential learning through taking action and reflection on those actions. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. A good CAS programme should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing.

Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes. These are:

Identify own strengths and develop areas for growth.

- Demonstrate that challenges have been undertaken, developing new skill in the process.
- Demonstrate how to initiate and plan a CAS experience.

- Show commitment to and perseverance in CAS experiences.
- Demonstrate the skills and recognize the benefits of working collaboratively.
- Demonstrate engagement with issues of global significance.
- Recognize and consider the ethics of choices and actions.

Concurrency of learning is important in the Diploma Programme. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the programme. The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service. A typical CAS programme takes about one afternoon per school week.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Further, students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes at least once through their CAS programme.

The school's CAS Coordinator will monitor student planning and performing. There are three formal documented interviews students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme. The CAS coordinator must reach agreement with the student as to what evidence is necessary to demonstrate achievement of each CAS learning outcome. Commonly, the evidence of achieving the seven CAS learning outcomes is found in students' reflections.

A student who fails to fulfil the CAS requirements will not be eligible for the IB diploma.

(Please consult the GPS Brookes Kochi: CAS Handbook for more details)

Point for the Core: How the Core contributes to the Diploma Score

While the Diploma Core consists of three elements. The Creativity, Activity, Service element must be completed but does not count towards Diploma points.

The Extended Essay and Theory of Knowledge components are awarded grades A to E, with A being the highest grade and E being the lowest. These grades are then combined according to the following table, and up to three core points can be awarded.

	Theory of Knowledge					
Extended Essay	Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	No grade N
Excellent A	3	3	2	2	Failing condition	Failing condition
Good B	3	2	2	1	Failing condition	Failing condition
Satisfactory C	2	2	1	0	Failing condition	Failing condition
Mediocre D	2	1	0	0	Failing condition	Failing condition
Elementary 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

Receiving an E in either the Extended Essay or Theory of Knowledge will result in the Diploma of the International Baccalaureate not being awarded to the student. Diploma Courses certificates will still be awarded for each of the subject that the student has taken.

ADMISSIONS TO THE DIPLOMA PROGRAMME AT GPS BROOKES KOCHI

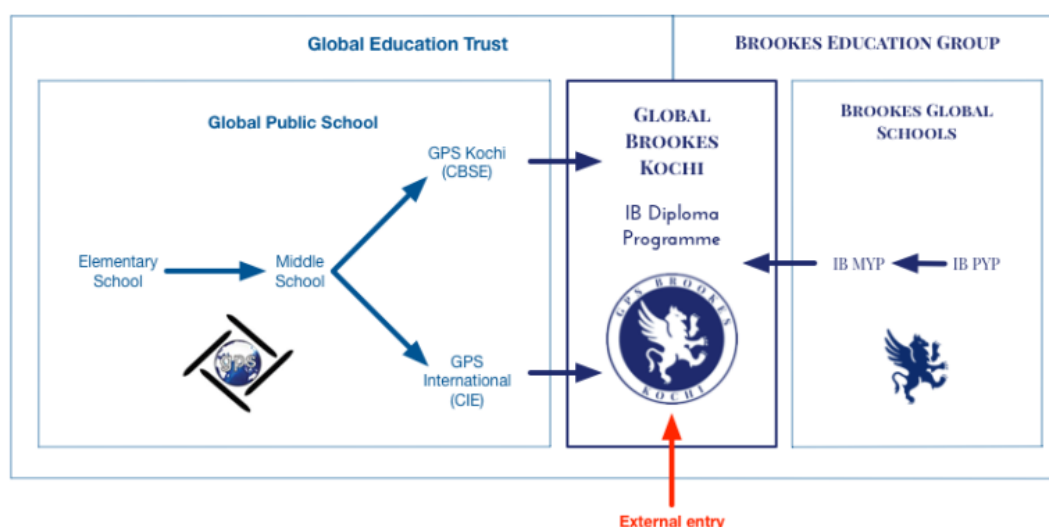
CAN ANYONE ENTER THE IB DIPLOMA PROGRAMME?

Yes! The IB Diploma is an open programme.

However, the programme is rigorous and students are advised to seriously consider the recommendations of teachers and counsellors before choosing their subjects as this can impact upon success at the IB Diploma.

Admission to the Diploma Programme at GPS Brookes Kochi is firmly rooted in two supporting principles. The first being, where possible all students who can benefit from participation in the IB Diploma Programme should have that opportunity. The second is that where possible all students should have access to the full Diploma Programme.

Admission Routes.



Internal Entries: (Existing Students moving from Grade 10 to Grade 11)

Students entering the IB Diploma internally from the IGCSE Programme at GPS Brookes Kochi take part in an extensive course selection process that includes input from faculty as well as DP Coordinator. The Diploma Programme course selection process occurs during Grade 10, where students take part in a series of workshops and seminar sessions.

While each student is individual and this is evident within each student's own programme, GPS Brookes Kochi advises that students selecting Higher Level (HL) subjects would be expecting to regularly achieve 80% (for CBSE) or Grades B or above (for IGCSE) during the final two years of in-school assessment as a final percentage of marks/ Grade in that subject. All students entering the Diploma Programme should also demonstrate a commitment to the Learner Profile, in part evidenced through their approach to learning.

For Standard Level (SL) subjects' students would be expecting to regularly achieve 70% (for CBSE) or Grades C or above during the final two years of in school assessment as a final CBSE percentage of marks / IGCSE Grade in that subject.

Where a student has not met the above requirements fully, entry to the fully Diploma Programme may be granted as a conditional entry through discussion with the Principal and DP Coordinator. Students entering conditionally will be expected to follow a support programme agreed with the DP Coordinator towards successful completion of the Diploma Programme. Progress of conditional students will also be monitored throughout the programme with target setting and review meetings twice each semester.

Students who have not met the above requirements may elect to take individual IB Diploma Programme courses. Where this route is deemed appropriate for the student and their future aspirations individual programmes of courses and support will be developed in through discussion with the DP Coordinator.

External Entries

Programme testing is based on the preliminary subject choices of each entrance student, with tests in English and Mathematics mandatory for all applicants. This is considered in conjunction with previous GET School records and results of any recognised external examinations or assessments that are aligned to the expectations for Internal entrance within GET Schools.

As part of the application process each applicant and their parents have an individual course selection session with the Diploma Programme Coordinator and the Guidance Counsellor, following successful completion of all entrance requirements prior to formal acceptance into the Programme. Each application is processed on a case by case basis.

All external entries to the Diploma Programme undertake placement testing to help determine suitable pathways through the programme for each student. Cross over students from other Brookes schools only undertake placement testing beyond that required for internal admissions only if they have attended a Brooke's school for less than one academic year, or are entering through the Key Centre Programme.

Programme testing is based on the preliminary subject choices of each entrance students with tests in English and Mathematics mandatory for all applicants. This is considered in conjunction with previous GET school records and results of any recognised external examinations or assessments that are aligned to the expectations for internal entrance within GET School.

As part of the application process each applicant and their parents have an individual course selection session with the Diploma Programme Coordinator and Guidance Counsellor following successful completion of all entrance requirements prior to formal acceptance into the Programme. Each application is processed on a case by case basis.

For example:

CBSE - - HL Subjects: achieving 80% or above in the subject. SL Subjects: achieving 70 % in the subject.

IGCSE - HL Subjects: achieving a grade B or above in the subject. SL Subjects: achieving a C in the subject.

IB MYP - HL subjects: regularly achieving a 5 or above in the final two years of the MYP. SL subjects: regularly achieving a 4 or above in the final two years of the MYP.

For further details please refer to the GPS Brookes Kochi Admissions Policy.

WHAT DOES SUCCESSFUL COMPLETION OF THE IB DIPLOMA PROGRAMME MEAN?

All final written examinations are taken at GPS Brookes Kochi in May of 12th grade, but they are set and assessed by external examiners. For most subjects, approximately 25% of the assessment is done internally.

The marking scheme for each subject is as follows:

- 7 = excellent
- 6 = very good
- 5 = good
- 4 = satisfactory
- 3 = mediocre
- 2 = poor
- 1 = very poor

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Bonus points

Up to three bonus points in total can be earned for distinguished performance in the Theory of Knowledge and the Extended Essay. These bonus points are added to the candidate's total score.

IS IT NECESSARY TO FOLLOW THE WHOLE PROGRAMME?

Students who wish to obtain the Diploma of the International Baccalaureate must meet all requirements. Under some conditions it may not be possible for student to take the full IB Diploma Programme. In these instances, a student is entered for Individual Diploma Programme Course credits, whereby the student gains individual certification from the IB for each successfully completed full IB Diploma Subject course.

HOW DO STUDENTS DECIDE WHICH PROGRAMME AND SUBJECTS TO TAKE?

Since all candidates have different needs and backgrounds, it is important to work out which programme to take in consultation with the IB Coordinator and University and College Counsellor. This process for students transitions from Global Public School to GPS Brookes Kochi, this process starts in November of Grade 10; prior to the student starting the two-year programme. There will also be Information Evenings to inform parents and students about the various courses offered.

Further information

For further information about the programme is available from

www.gpsbrookeskochi.org

Or alternatively contact

info@gpsbrookeskochi.org

