



International
Baccalaureate®



Global Indian
International
School

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

Prepare
to meet
New World
Challenges



GLOBAL SCHOOLS FOUNDATION

Global Schools Foundation (GSF) was initiated in September 2002 with the aim of providing quality education to the expatriate community in Singapore. The Foundation has completed ten exemplary years marked by international recognition for securing excellence in school education. Following high standards in governance, established academic criteria and well-administered management processes, the Foundation's mission is to cultivate and nurture its students into global leaders of the future.



GLOBAL INDIAN INTERNATIONAL SCHOOL

Global Indian International School (GIIS) – established under the guiding principles of GSF – is an international network of award-winning schools, with 20 campuses in 7 countries. Known for their skill-based and learner-centric teaching methodology, GIIS schools offer holistic learning and personality development opportunities for students.

GIIS schools have been honoured with 17 international and national awards over a span of 5 years for achieving excellence in school education. Today, GIIS boasts a strong multicultural student body as children from diverse nationalities are enrolled across its campuses.

GIIS is a preferred international school offering five curricula: International Baccalaureate Diploma Programme (IBDP), International General Certificate of Secondary Education (IGCSE; designed by Cambridge University), Central Board of Secondary Education (CBSE), CBSE-International (CBSE-I), and Global Montessori Plus programme.



Global Indian
International
School

As Global Schools Foundation celebrates its 10th anniversary in 2012, we move ahead with our 24x7 commitment to improving and winning. At GIIS, we develop and celebrate the uniqueness of each child's personality. Our teachers are an important part of this process, their presence ensuring that the child does not compare himself/herself with others in the pursuit of his/her growth. GIIS schools help each child understand the spirit of competition as a simple and continuous exercise in excelling one's own previous goals.

The seventeen (17) national and international awards received by the schools in the past 5 years have boosted our confidence. The success truly lies at the core; the learner-centric education we provide in our schools has proved to be advantageous. GIIS schools in Singapore won the top Global Performance Excellence Awards (GPEA) by the Asia Pacific Quality Organisation (APQO) in 2011 and 2012, bagging all three awards in the education category – the World Class Award, the Best in Class Award and the Quest for Excellence Award.

The coming years will see significant changes. There would be a strong focus on project management, implementation, change management and even transition for acquired schools. Our commitment to excellence however remains distinct even in our expansion.



» **Atul Temurnikar**

Co-founder and Chairman,
Global Schools Foundation

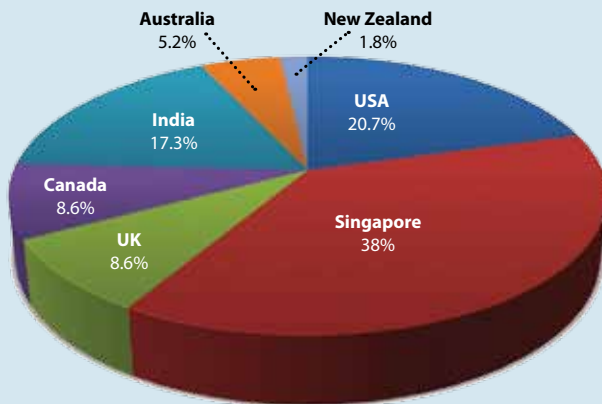


INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

» WHY IBDP AT GIIS?

Strong academic record: 2 GIIS students ranked amongst IBDP World Toppers, one in 2011 and 2008 each; securing 100% score of 45/45.

Placement offers from leading universities worldwide, including Cornell, University of California (Berkeley), Oxford University, National Institutes of Technology (India), National University of Singapore (NUS), London School of Economics (LSE), Singapore Management University (SMU) and Nanyang Technological University (NTU).



GIIS Worldwide University Placements, 2007 - 2011

Strong emphasis on holistic development and character-building, based on the proprietary **Global School Nine Gems** model.



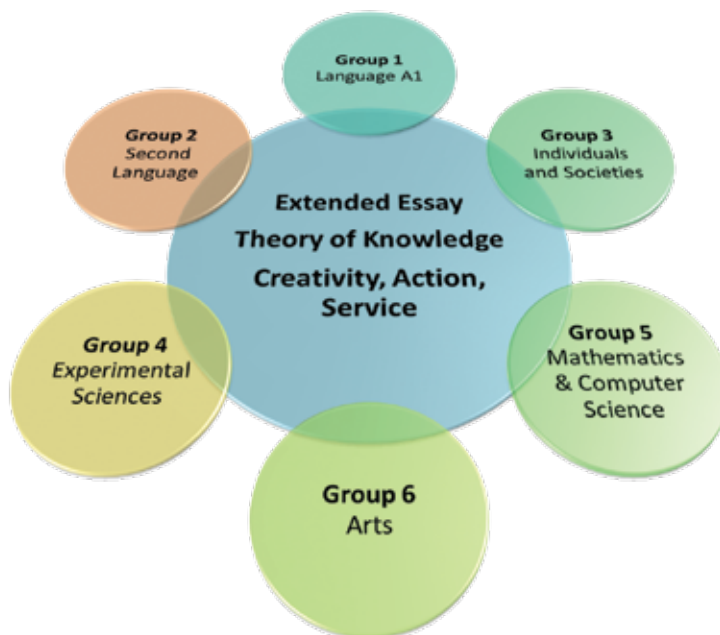
Today's globalised economies – faced with ever-evolving growth platforms and dynamic change agents – need people with practical knowledge and critical thinking skills. The International Baccalaureate Diploma Programme (IBDP) addresses this need by honing young minds through its well-balanced curriculum; focused on research, academics and practical application.

» IB DIPLOMA PROGRAMME CURRICULUM MODEL

The IBDP curriculum consists of six subject groups. Students are required to undertake one subject from each of Groups 1 to 5, in addition to satisfying mandatory requisites under Group 6.

Subjects are offered at two levels:

- Subjects at Higher Level are widely recognised as being equivalent in merit to the British 'A' Level or to Advanced Placement in USA
- Subjects at Standard Level are less demanding in comparison



“GIIS gives students a solid academic foundation. We are very happy with the university placements GIIS students have secured in the last few years.”

» **Ms Tanaz and Mr Suresh Venkatachalam**

Parents of Abhishek Aiyer

GIIS Queenstown Campus student from 2004 to 2011; IBDP student, 2009 - 2011
(2012 Testimonial)



»» WHAT IS THE DIFFERENCE BETWEEN THE IB DIPLOMA PROGRAMME AND IB CERTIFICATE PROGRAMME?

»» For the IB Diploma Programme

- Students take 3 subjects at Higher Level and 3 subjects at Standard Level (total 6 subjects). This is for motivated and capable students
- Students write a 4000-word **Extended Essay** based upon independent research
- Students follow a 100-hour **Theory of Knowledge** (TOK) course
- Students complete the 150-hour **Creativity, Action and Service** (CAS) programme, which has a special emphasis on cooperative and community-based activities

»» For the IB Certificate Programme:

- Students have a choice of opting for: 0 to 3 subjects at Higher Level and 3 to 6 subjects at Standard Level (total 6 subjects). This course is aimed at students who may find it difficult to undertake the complete IB Diploma programme

»» CHOOSING IBDP?

»» PRE-IBDP PREPARATION

THE APPLICATION PROCESS

»» FOR CURRENT GIIS STUDENTS

In January each year, a presentation on the IB Diploma Programme is made to interested students and parents. The IBDP Coordinator outlines details of the programme, while subject teachers outline details of each subject and their requirements.

The Career Counsellor outlines the implications of subject choices on career paths, and throws light on university application processes. Students, in consultation with their parents and teachers, are required to determine courses in each subject group that suit them best. Subject choices are finalised in consultation with the IBDP Coordinator and subject teachers.

The school reserves the right not to accept a student into the Diploma Programme, if there are concerns about the student's current achievement levels. This student may be guided into the IB Certificate Programme, or in extreme case be encouraged to consider other options.

»» FOR STUDENTS ENTERING THE IB DIPLOMA PROGRAMME FROM ANOTHER SCHOOL

Non-GIIS students are required to complete the admissions procedure and appear for entrance tests in English and Mathematics. The Academic Board will review the results of these tests, along with the academic transcripts provided by the previous school. **Admissions for IBDP open in October for the following academic year.**

» PLANNING A COURSE OF STUDY

Students need to be aware of their strengths and interests as they consider subjects to choose. They should also keep in mind their future study and career plans. Students should become familiar with requirements and expectations of the universities / colleges in the countries where they intend to apply. They are strongly encouraged to consult with the Career Counsellor and undertake their own research as well.

» HIGHER AND STANDARD LEVEL

For many students, once the individual subjects have been chosen, the greatest difficulty is in deciding what level of study is appropriate: Higher or Standard Level. Students need to carefully balance their own interests and abilities with university requirements. Students are urged to speak to their teachers to find out the difference between Higher and Standard Level. In some subjects the difference between Higher and Standard Level is mainly the amount of work in the syllabus, and in others it is a variation in the degree of difficulty.

» SUBJECT GROUPS

The following are subjects offered under the IB Diploma Programme at GLIS:

GROUP	HIGHER	STANDARD
1 Language A1	English	English
2 Languages B OR Languages AB Initio	Hindi, Tamil	French, Hindi, Tamil French AB Initio (for beginners)
3 Individuals & Societies	History, Economics, Business & Management	History, Economics, Business & Management
4 Experimental Sciences	Physics, Chemistry, Biology	Physics, Chemistry, Biology
5 Mathematics and Computer Science	Mathematics, Computer Science	Mathematics

Kindly note: Subject availability is not guaranteed, and depends on student demand and timetabling constraints. Therefore, it may change before the commencement of each two-year course.

“The mentoring from my teachers at GLIS helped me excel in both, academics and co-curriculars.”

» Nishi Anand

Georgia Institute of Technology

GLIS Queenstown Campus student from 2009 to 2011

Ranked amongst IBDP World Toppers

in 2011 with 100% score of 45/45

(2011 Testimonial)



» CREATIVITY, ACTION AND SERVICE (CAS)



CAS presents students with challenges in three areas, viz. Creativity, Action and Service. Developing a spirit of discovery and self-reliance, and encouraging individual skills and interests extends these challenges. This programme complements the academic disciplines of the IBDP curriculum, and meets the mission statement of GISS to nurture students into disciplined and well-rounded personalities.

CAS lays emphasis on experimental learning, and students are expected to be involved for an equivalent of at least three or four hours a week over two years (total 150 hours), in a balanced range of activities.

- **Creativity** covers a wide range of arts and other activities, and includes creativity displayed by an individual student in designing and carrying out service projects.

MUSIC ASSEMBLY DRAMA

ENTERTAINMENT AT CHILDREN'S WELFARE HOMES

THEATRE PROJECTS

PEER TUTORING IN SPORT

YEARBOOK

- **Action** involves expeditions, sports, or physical training, and can also include creative or service projects.

WATER SAFETY

INTER-SCHOOL SPORTING ACTIVITIES

HIKING EXPEDITIONS

EXTRA-CURRICULAR SPORTING ACTIVITIES

MILITARY SERVICE

INTERNATIONAL YOUTH AWARD (IYA)

WINDSURFING

STUDENT COUNCIL

ENVIRONMENTAL PROJECTS

- **Service** can include a wide range of social, environmental and international projects.

VISITING ORPHANAGE / CHILDREN'S HOME

ELEMENTARY SCHOOL ASSISTANCE

ENVIRONMENT PROJECTS

CLOTHES COLLECTION

TUTORING

ASSISTANCE IN PLAYGROUND SUPERVISION

Reference and testimonials forwarded to colleges and universities include comments on the student's commitment, contribution and personal growth under the CAS programme.

»» THEORY OF KNOWLEDGE (TOK)

»» THEORY OF KNOWLEDGE

TOK is a 100-hour, two-year requirement for all Diploma candidates. TOK aims at examining the type, nature and limitation of different learning methods and areas of knowledge. In the process, students consider the role of language, reason, emotion and perception in pursuit of certainty and truth. In addition, students compare systems of knowledge, explore assumptions, and value the judgment inherent within them.

Students are encouraged to explore TOK within the context of their own learning and consider the impact of cultural differences on knowledge-based issues. Texts and examples come from a wide range of cultural perspectives and knowledge areas, including the human and social sciences, mathematics, the arts, politics, religion and ethics.

»» EXTENDED ESSAY

IB defines the Extended Essay as 'in-depth study of a limited topic within a subject'. The 4000-word essay is meant to provide students with an opportunity to conduct independent research at an introductory level. In general, the skills required to produce a successful essay in any given subject are those the student has been using in the relevant course.



»» TWO YEAR IB DIPLOMA PROGRAMME

»» IB DIPLOMA PROGRAMME YEAR 1

- Commencement of IB Diploma Programme in the first week of July
- Subject requirements explained and course syllabus provided
- Critical deadlines for subject assessments outlined
- Alterations to option choices (if any) finalised by end of August
- CAS programme introduced to students by CAS coordinator
- Form Tutors – in coordination with IBDP Coordinator – monitor the academic and pastoral progress of students.
- Semester reports and mid-semester reports issued
- Subject assessment is ongoing, some of which will be to meet the Internal Assessment requirement for individual subjects.
- 'Extended Essay' introduced to students in November / December and supervisors allocated.
- The Group 4 Field Trip takes place (usually in January)
- Mid-year (December) and end-of-year (May) school examinations held. Exams cover the course syllabus and adhere to the standard IB Diploma examination format.



“The exposure I received at GIIS has helped me excel in various spheres at University of California, Berkeley.”

»» Radhika Kannan

University of California, Berkeley
GIIS Queenstown Campus student from 2005 to 2011;
Secured near perfect score of 44/45 in IBDP 2011 Exams
(2012 Testimonial)



» IB DIPLOMA PROGRAMME YEAR 2

- Internal Assessment deadlines for individual subjects are ongoing
- Semester reports and mid-semester reports issued
- Completed Extended Essays submitted to IBDP Coordinator (early December)
- Language A1 and Language B Oral Examinations conducted in December, January and February
- Mock Examinations take place in March. Prior to this, intensive coaching is conducted. These are intended to make students familiar to the examination format, and assess the student's academic standard 3 months prior to the final examinations. This allows students to identify areas of weakness and take necessary action to address those weaknesses.
- Internal Assessments completed by February and forwarded to the IBDP Coordinator
- University placement offers (conditional / unconditional) made. Some universities offer placement on the basis of final results.
- Final school reports issued in April; study leave commences in the end of April
- IB Diploma Examinations take place in May
- GHS Diploma Graduation Ceremony held towards the end of May
- IB Diploma results issued in the first week of July
- Results available online

* Timeline of IBDP schedule is subject to minor changes

* All students undertaking the IBDP are required to complete CAS hours as prescribed, an Extended Essay, and 100 hours of 'Theory of Knowledge'



IBDP ASSESSMENT AND MODERATION PROCEDURES



Consistent with general and subject-specific objectives of the IB Diploma Programme, assessment procedures are designed to emphasise on the process rather than

content, and achieve a balanced assessment of a candidate's performance. A variety of assessment methods are used in order to take account of different learning styles and cultural experiences, and to ensure that all candidates have the opportunity to demonstrate their abilities. Conventional external examination techniques are complemented by internal assessment of coursework conducted by the teacher.

ASSESSMENT OF SUBJECTS

The method of subject assessment is defined with reference to specific assessment criteria and will consist of some or all of the following:

External Assessment

- Written Examinations
These may include essays and short answer questions, document and data-based questions, multiple-choice tests and comprehension exercises
- Oral Examinations
These are conducted according to procedures outlined by IB

Internal Assessment

- According to requirements of the subject, this may take the form of guided coursework, project work, fieldwork, practical and/or laboratory work
- Each internal assessment is subject to external moderation by IB, which is rigorously conducted and reported upon

Extended Essay

The Extended Essay is based on one of the subjects of the IB Diploma curriculum under the supervision of a qualified teacher at the school. It is assessed externally.

Theory of Knowledge (TOK)

TOK is based on a programme outline provided by IB. The course is designed and implemented by a team of IBDP subject teachers.

Creativity, Action and Service (CAS)

CAS is designed and implemented by the school. All CAS activities are monitored by the CAS Coordinator and IBDP Coordinator. GHS is proud of its CAS initiatives, which are conducted in association with the local and international community.

IB Grading System and the Award of the Diploma

- The award of the final grade in each subject is the responsibility of the Chief Examiner
- In every subject, a part of the programme may be internally assessed and externally moderated by the Chief Examiner
- Grades will not be awarded for a candidate in any subject, for which any of the required assessment components have not been completed.
- The grading scheme in use for IB Diploma examination is as follows:
 - o Very Poor
 - o Poor
 - o Mediocre
 - o Satisfactory
 - o Good
 - o Very Good
 - o Excellent

Bonus Points

According to the points obtained in TOK and Extended Essay, 3 additional bonus points may be added to the total score awarded for the individual subjects.

➤ **Conditions for awarding / not awarding the Diploma**

The Diploma will be awarded to candidates whose total score, including any bonus reaches or exceeds 24 points. Apart from this simple condition there are 19 qualifications, for example:

• **Diploma of 24, 25, 26, 27 points**

- o No 'Grade 1' in any subject
- o No 'Grade 2' at Higher Level
- o No more than one 'Grade 2' at Standard Level
- o Overall, no more than three 'Grade 3' or below
- o A total of 12 points in Higher Level subjects
- o A total of 9 points in Standard Level subjects
- o Secure minimum 'Grade D' in both, Theory of Knowledge and Extended Essay

• **Diploma of 28 points or above**

- o No 'Grade 1' in any subject
- o No more than one 'Grade 2' at Higher Level
- o No more than two 'Grade 2' at Standard Level

- o Overall, no more than three 'Grade 3' or below
- o A total of 11 points in Higher Level subjects
- o A total of 8 points in Standard Level subjects
- o Secure minimum 'Grade E' in either, Theory of Knowledge or Extended Essay, but not in both.

➤ **Excluding conditions**

Diploma cannot be awarded, whatever the total score, to candidates who have:

- Not submitted an Extended Essay
- Not followed a course in Theory of Knowledge
- Not engaged in CAS activities

➤ **Arbitrations**

The Arbitration Committee will review the results of candidates whose performance may have been affected by special circumstances duly reported by the school to IB.



» IBDP ASSESSMENT AND REPORTS

» Achievement Grades

All subjects in IB Year 1 and Year 2 are assessed on specific IB Diploma subject criteria. The GLIS criteria are as follows:

- 7 Excellent
- 6 Very Good
- 5 Good
- 4 Satisfactory
- 3 Needs Improvement
- 2 Weak
- 1 Very Weak

» Academic Awards

Academic awards, based on achievement and effort, will be given for each subject at the end of the academic year for IB Year 1 and Year 2. These awards will contribute to students' portfolios.

» Promotion Criteria

The school follows a promotion policy for promoting students from IB Year 1 to IB Year 2.

» Career Counselling

Counselling and guidance concerning higher education are of great importance for students. Information sessions, visits to university fairs, workshops and exhibitions by visiting universities begin prior to the Year 2 programme.

The Career Counsellor will guide students on:

- University education: Researching choices, examination and entrance requirements, and application procedure

In Year 2 of the IBDP Programme, one-to-one consultation sessions take place with the Career Counsellor to ensure that the necessary research is in progress, and tertiary applications are being made. Deadlines are set and applications are checked.

“The teachers at GLIS ignited our passion for learning; my high score is a result of this passion.”

» Sudip Roy

GLIS Queenstown Campus student from 2009 to 2011
Secured near perfect score of 44/45 in IBDP 2011 Exams
(2011 Testimonial)



VISION

To become a Global Role Model for Teaching and Learning.

MISSION

We nurture our global students into men and women, who will be leaders of distinction, committed to spirit of excellence, through high quality education imparted by globally experienced and caring teachers building strong virtues and values while focusing on all round development, creativity and entrepreneurship.

CORE VALUES

- **M**anage with Information and Metrics
 - **A**gility and Adaptability
 - **H**onesty, Integrity and Ethical Practices
 - **A**ttitude before Knowledge
 - **T**eam Work
 - **M**entor, Coach and make a difference
 - **A**mbience for Learning
-

QUALITY POLICY

We shall strive to enhance Learning through:

- Adherence to our Quality Management System
 - Sharing of Best Practices
 - Actionable feedback based on Stakeholder Satisfaction Survey
-

QUALITY OBJECTIVES

Based on our Quality Management System, Quality Policy and Vision, Mission & Core Values, we will continuously strive to ensure:

- Compliance to our Quality Management System
 - Learning at Levels
 - Stakeholder Satisfaction
 - Adherence to our Values
-

CULTURE STATEMENT

GIIS - Schools that learn

GIIS schools have become Safety Centered, Vision Directed, Values Driven, Student Focused, Analysis Based, Learning Enabled, Team Facilitated, Process Managed, Quality Controlled and Result Oriented



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For more information

Admissions now open. Call **6914 7000** or visit **schoolofthefuture.sg**



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