



IBDP
PROSPECTUS



BE THE START OF
SOMETHING

140

**ACRES OF
CAMPUS**

198

STAFF

275+

BOARDERS

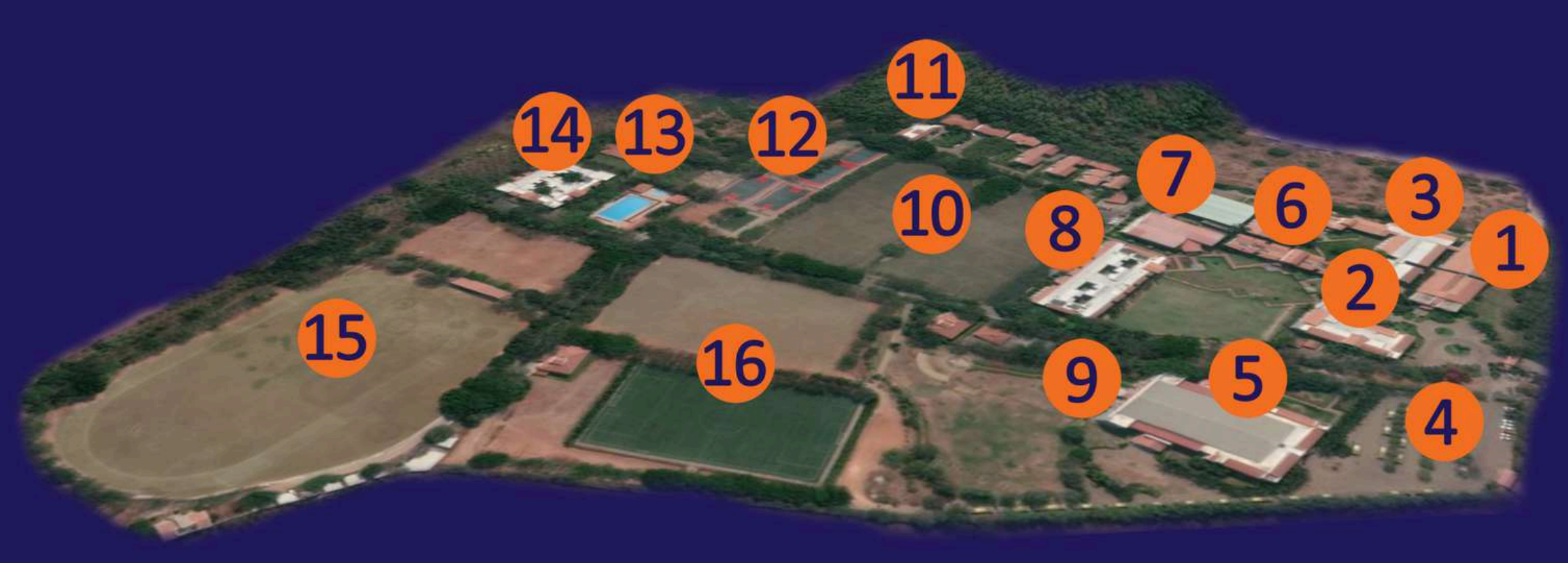
25+

NATIONALITIES

30

**CLUBS &
ACTIVITIES**





TISB is an independent, selective, co-educational day and boarding school, located on a 140-acre campus in the Whitfield area of Bangalore, in Southern India.

TISB has extensive sporting facilities including a 25m outdoor swimming pool, a cricket pitch, a hockey pitch, two tennis courts, two basketball courts, a volleyball court, throw ball court, two badminton courts, a gymnasium and a fitness suite.

The campus facilities provides two libraries, music rooms, and two auditoriums and an amphitheater for creative activities, presentations and competitions.

1. RECEPTION & SMALL AUDITORIUM
2. SENIOR SCHOOL ACADEMIC BLOCK
3. PRIMARY YEARS BLOCK
4. CAR PARKING
5. MAIN AUDITORIUM

6. JUNIOR BOYS BOARDING HOUSE
7. CAFETERIA, FITNESS CENTRE
AND INDOOR BADMINTON COURT
8. SENIOR BOYS BOARDING HOUSE
9. MUSIC ROOMS & AMPHITHEATRE

10. FOOTBALL & HOCKEY FIELDS
11. MEDICAL CENTRE
12. TENNIS, VOLLEYBALL & BASKETBALL
13. SWIMMING POOL
14. GIRLS BOARDING HOUSE

15. CRICKET PITCH
16. FOOTBALL TURF

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THE BOARD OF GOVERNORS



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Chairman & Founder



Dr. Santhamma Gopalkrishna
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Dr. Bindu Hari
Vice-Chairperson & Director



Mr. Hari Krishna
CEO



Ms. Josheta Hari
Associate Director

WELCOME TO THE IB DIPLOMA PROGRAMME

Welcome to the International Baccalaureate Diploma Programme (IBDP) at The International School Bangalore. This is an exciting and important stage in your academic journey; one that challenges you to think deeply, act responsibly, and grow into the best version of yourself.

This prospectus is designed to help you make informed choices about your subject combinations, aligning your academic strengths with your passions, ambitions, and future goals. Whether you have a clear path in mind or are still exploring, the IBDP offers the flexibility and breadth to support your growth.

At TISB, we believe in educating the whole person. The IBDP is not just about academic excellence, it also focuses on developing intellectual curiosity, emotional intelligence, and a strong sense of global citizenship. Through a dynamic blend of knowledge, skills, critical and creative thinking and international mindedness you will be prepared not only for university but for life.

Success in the IBDP requires commitment, resilience, and a strong work ethic. But just as importantly, it requires balance. We encourage you to take full advantage of the many opportunities outside the classroom—whether in sports, the arts, leadership, service, or clubs. These experiences are essential to discovering your passions, building confidence, and developing the values and skills that will shape your future.

If you aspire to be a principled, open-minded, caring, and courageous learner ready to lead, contribute, and make a difference then you are in the right place.

We look forward to supporting you every step of the way on this exciting journey.

With best wishes,



Mrs. Kate Reynolds
Principal

OUR SCHOOL

The International School Bangalore (TISB) is located on a 140-acre campus in Dommasandra, Sarjapur of Bangalore, in Southern India. TISB was founded in 2000 by the school's Chairman, Dr K P Gopalkrishna, an eminent leader in education, and is one of India's most reputable, independent, selective, international boarding and day schools. Dr Gopalkrishna is also the Chairman and Founder of The National Public Schools (NPS) which have become a model that many schools seek to replicate under his advice. Throughout its history TISB has delivered consistently high academic standards and strives to combine traditional values with a modern, global approach to life and learning.

As per the latest rankings, **TISB is ranked 34th globally and 3rd in India among top IB schools.** It has been **awarded the #1 Day-cum-Boarding School in India** by EducationWorld and **holds the #1 position for Best Academic Excellence in India** by Education Today.

The transition for your child from Primary School to Senior School can be daunting and at TISB we endeavour to make this step up as smooth as possible. Your child will learn to become more independent, resourceful and organised as they mature and acquire the necessary skills to adapt to the change. Current TISB Grade 5 students take part in a 'Transition Week' which includes time with our Grade 6 students.

OUR CORE VALUES



Respect

TISB believes in respect towards students, staff and the school, and fostering relationships based on fun and friendship.



Acceptance and Equality

TISB prides itself on student equality and fairness regardless of age, background or ability. Diversity is accepted and valued so no one feels excluded or less important.



Collaboration and Camaraderie

TISB's community spirit and friendly atmosphere allow individual personalities to develop, and our student-led events and activities foster a supportive, nurturing and caring community.



Honesty

We feel proud to be part of our school community with a desire to excel and to do the best we can with integrity and honesty.

OUR SCHOOL

OUR MISSION

— “ —

We will inspire and challenge every student to flourish and achieve their full potential, both now and in the future, and instill a passion for lifelong learning.

— ” —

OUR VISION

— “ —

TISB strives to be a globally leading innovative international school that fosters a culture of aspiration, empowerment and strong community values – making it the first school of choice.

— ” —

OUR AIMS

As a school, we will endeavour to continually improve the educational provision we deliver through the following aims:

ACADEMIC EXCELLENCE

With the support of our passionate teaching staff, our students will graduate with exceptional academic skills, be aspirational thinkers, and have a desire for lifelong learning. They will develop a depth of knowledge and an independence of mind and spirit to allow them to mature into the best version of themselves.

BREADTH OF OPPORTUNITY

Our students will be given the opportunity to take risks and learn to take failure as an element of success, giving them the resilience and confidence to achieve. Opportunities to explore and persevere with passions and interests outside the classroom allow for broad horizons and development of character and natural curiosity. Our students will be given an environment of opportunity to allow them to develop their individual strengths.

GLOBAL COMMUNITY

Our students are instilled with a sense of humility and integrity. They are compassionate, open-minded, respectful individuals who will act to make a positive impact on the lives of others and the world around them.

CHARACTER

Our students combine a sense of strong tradition, morality, and ethical values with forward-thinking and a modern global outlook. They are reflective thinkers with a balance of creativity and analysis, who give consideration to their own learning and experiences whilst showing empathy, compassion, and respect to others.

BEYOND TISB

Our students will have the opportunity to fulfil their dreams by attending the best universities and colleges in the world. TISB will equip our students with the tools, attributes, and skills required to be healthy, happy, and successful global citizens who will take responsibility to create their own destiny.

The International School Bangalore (TISB) is committed to empowering students with skills and values that will stand them in good stead, not only in the course of their school life, but through college and life thereafter.

For many parents and students, the International Baccalaureate Diploma Programme (IBDP) is most often viewed, as a pre university course, a gold card for higher education or a passport into top prestigious universities in the world. However, at TISE the IBDP offers a platform to develop in students, multidimensional skills, values, knowledge, and perspectives, in order to enable them to positively impact the communities they live in.

Over the past 24 years, TISB's IBDP results have been consistently impressive with each cohort improving upon the previous year's accomplishments. Our most heart-warming observations are the journeys of our students through the two years of the IBDP. Through the challenges and struggles, their efforts are always rewarded with good scores and successful placements. These success stories are neither accidental nor incidental but attributed to a culture of learning that is valued, coupled with a strong work ethic amongst students, teachers and a leadership team that is committed to drawing the best from our students.

Our philosophy is very closely aligned with that of the IBDP. At TISB our core focus is to create opportunities to encourage students to:

- Step out of their comfort zone, widen their skill set and develop new skills
- Engage in multiple activities across the academic, non-academic, leadership and community service domains, to develop a wide range of skills
- Work collaboratively in a team to realise the power of synergy.²
- Work for the greater good of all through social service for the disadvantaged
- Commit to making ethical choices
- Explore, experiment, research and reflect
- Reduce bias, develop understanding and tolerance for those different from us
- Analyse and think critically and creatively

While we celebrate academic excellence and encourage our students to raise the standards of their performance, our maxim is 'TISB – The Thoughtful School.' We strive to inculcate in our children the importance of contributing to society and to be more outward looking rather than inward. In all their endeavors and initiatives, we leave them with the message: make the world we live in a better place, a happier place, through your contributions in different areas however small or large they may be.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)

The IBDP Diploma Programme (IBDP) is a rigorous two-year pre-university course designed to provide you with a well-rounded, internationally regarded programme of study. Its rich curriculum offers scope for personal growth and development as well as encouraging a love of life-long learning. The student-centred approach to your individual programme of study ensures that IBDP is an accessible and rewarding path for any student. Through the IBDP, schools are able to develop students who:

- Have excellent breadth and depth of knowledge
- Flourish physically, intellectually, emotionally, and ethically
- Study at least two languages
- Excel in traditional academic subjects
- Explore the nature of knowledge through the programme's unique Theory of Knowledge course

THE IBDP SYLLABUS

You are required to study six subjects concurrently, chosen from the IBDP subject groups, usually three at Higher Level and three at Standard Level. All three parts of the Core – Extended Essay, Theory of Knowledge, and Creativity, Action, Service – are compulsory and are central to the philosophy of the Diploma Programme.

SUBJECT GROUPS

- Studies in Language and Literature
- Language Acquisition
- Individuals and Societies
- Sciences
- Mathematics
- The Arts



INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)

THE CORE

THE EXTENDED ESSAY

A requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying. Students need to produce a research paper of 4000 words based on 40 hours of in-depth independent study, which is externally assessed. During the study process, students are individually supported by a member of staff.

THEORY OF KNOWLEDGE (TOK)

TOK explores the central question "how do we know?" in a variety of different contexts and situations. It encourages students to be aware of their own perspectives and assumptions, critically examining knowledge, beliefs, and opinions. Students can construct transferable understandings that lead to the creation of new ideas often through the identification of patterns and connections.

This is achieved through teaching of the Core theme of knowledge and the knower, any two of the Optional themes of knowledge and technology, politics, language, religion, and indigenous societies and the five compulsory Areas of Knowledge History, The human sciences, The natural sciences, Mathematics and The Arts. TOK has a two-part assessment, the first is an individual Exhibition at the end of DP1 which assesses how TOK manifests in the world around us and an exam essay from a list of six prescribed titles.

CREATIVITY, ACTIVITY, SERVICE (CAS)

The CAS element of IBDP requires that students actively learn from the experience of doing real tasks beyond the classroom. CAS activities take place on a regular basis throughout Grades 11 and 12 and should show a reasonable balance between Creativity, Activity and Service. It is not formally assessed but students need to document their activities and demonstrate their reflections on the experience.

ASSESSMENT

IBDP students complete assessment tasks in their six chosen subjects in school and take written examinations in May of their final year. There are no external examinations in Grade 11. Each of the six subjects studied is marked out of seven (maximum of 42 points) regardless of whether candidates have studied at Standard or Higher Level. Up to three core points are awarded for the Extended Essay and TOK elements of the IBDP.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)

An alternative route to college

At TISB, the majority of students in Grade 12 complete the IBDP Diploma. However, college success can also be achieved for a small number of students by following the IBDP Courses programme.

There are several situations that may develop over the two-year IBDP Diploma programme that could make the IBDP Courses an attractive option or may cause the school to recommend that a student transfer to the Courses.

Examples may be:

- A student has had an extended period of absence
- A student knows exactly what their next step in life is and they do not need the IBDP Diploma
- A student is finding aspects of the IBDP Diploma challenging

What is the difference between the IB Diploma and the IB Courses?

The IB Course programme allow students to continue with their six chosen IB Diploma Programme subjects, but TOK, Extended Essay and CAS are not required, leaving additional time to focus on the chosen IB Diploma Programme.

There is no pass or fail when taking the IBDP Courses. Internal Assessments (IAs), meeting deadlines and positive class participation, however, are still expected.

Consultation with the College Counselling department will highlight the college options which will be available to students, both in India and overseas.

5 REASONS TO CHOOSE IBDP

- **Critical Thinkers:** Students are encouraged to keep their minds open and think critically while solving complex and real-life problems.
- **Drive Own Learning:** Students make their own informed choices about subjects, topics and projects.
- **Socially and Globally Aware:** Students develop their awareness and engagement with social and global issues.
- **Adaptable and Innovative:** Students are able to engage with new people and solution in a globalising and changing world.
- **Highest ranking Universities:** Students have knowledge, skills and performance for the best universities in the world.

IB DIPLOMA RESULTS

TISB is highly regarded as one of the best schools in India and is ranked in the top 50 IBDP schools worldwide due to its consistently high academic results. Our achievements for the Class of 2025 included 3 students achieving perfect 45 points.

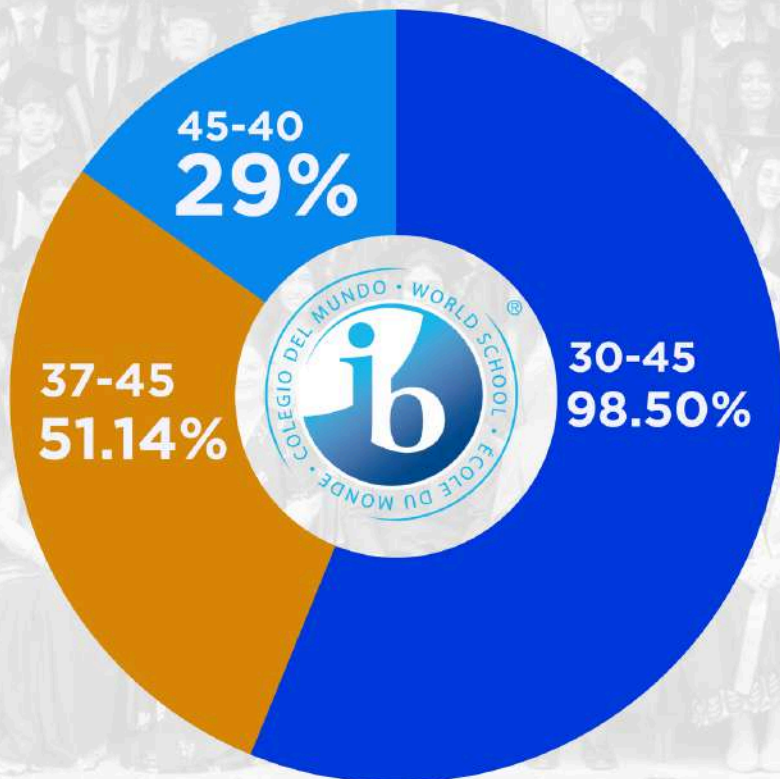
Students who achieve a 'perfect 45' are awarded a Chairman's Scholarship.

Further details on historical results can be viewed on our website's [Academic Results](#) page.





Class of 2025 for the spectacular IB Results

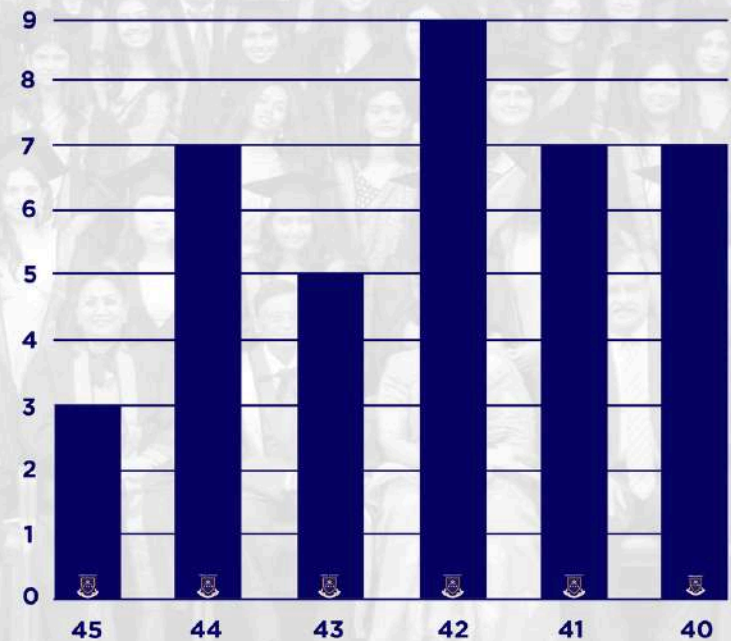


Average
Points

37

Highest diploma
points awarded

45



IBDP LEARNER PROFILE

The IB Learner Profile serves as an invaluable foundation, offering comprehensive preparation that extends far beyond the classroom and into every facet of a student's life journey. Its holistic approach to education instills qualities such as curiosity, open-mindedness, and resilience, essential for navigating the complexities of the modern world, lays the groundwork for a lifetime of continuous learning, growth, and success.

- **Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **Thinkers:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Open-minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **Risk Takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **Balanced:** We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- **Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



IB DIPLOMA OPTION GROUPS

At TISB we offer 26 different subjects from the 6 subject groups offered in the IBDP curriculum, listed below. TISB will build the timetable according to students' subject choices. Students and parents should also be aware that there is a [Subject Change Policy](#).

	Group 1 Language & Literature	Group 2 Language Acquisition	Group 3 Individual & Societies (Humanities)	Group 4 Sciences	Group 5 Mathematics	Group 6 The Arts
Higher Level	<p>English A: Literature</p> <p>English A: Language & Literature</p>	<p>Hindi B</p> <p>French B</p> <p>German B</p> <p>Mandarin Chinese B</p> <p>Spanish B</p> <p>English B**</p>	<p>Business Management</p> <p>Economics</p> <p>History</p> <p>Psychology</p> <p>Geography</p> <p>Environmental Systems & Societies</p>	<p>Biology</p> <p>Chemistry</p> <p>Physics</p> <p>Computer Science</p> <p>Environmental Systems & Societies</p>	<p>Mathematics: Analysis & Approaches</p> <p>Mathematics: Application & Interpretation</p>	<p>Visual Arts</p> <p>Theatre</p> <p>Music</p>
Standard Level	<p>English A: Literature</p> <p>English A: Language & Literature</p> <p>Self-taught Korean*</p>	<p>Hindi B</p> <p>French B</p> <p>German B</p> <p>Spanish B</p> <p>English B**</p> <p>French ab initio</p> <p>German ab initio</p> <p>Spanish ab initio</p> <p>Mandarin Chinese ab initio</p>	<p>Business Management</p> <p>Economics</p> <p>History</p> <p>Geography</p> <p>Psychology</p> <p>Environmental Systems & Societies</p>	<p>Biology</p> <p>Chemistry</p> <p>Physics</p> <p>Computer Science</p> <p>Environmental Systems & Societies</p>	<p>Mathematics: Analysis & Approaches</p>	<p>Visual Arts</p> <p>Theatre</p> <p>Music</p>

*This subject is only offered to select students who are Korean native speakers

**This subject is only offered to select students who are non-native English speakers

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)

SUBJECT REQUIREMENTS

- Please choose one subject from Option Blocks 1–6.
- Please choose three Higher Level and three Standard Level.
- Students are required to take one Science and one Individuals & Societies subject. Environmental Systems & Societies (ESS) may be counted as either a Science or an Individuals & Societies subject.

SCIENCES

Sciences: Biology, Physics, Chemistry, Computer Science.

Individuals & Societies: Economics, Psychology, Business & Management, History and Geography.

*Environmental Systems & Societies may be taken as either a Science or an Individuals & Societies subject.

TAKING THREE SCIENCE SUBJECTS

You can select three sciences (Physics, Chemistry, Biology) only if you are planning to study Medicine in India. The IBO (International Baccalaureate Organisation) guidelines for subject choices do allow students this choice and to be registered as non-regular Diploma candidates.

LANGUAGE ACQUISITION

Language ab initio courses are for beginners with little or no previous experience of learning the language they have chosen.

Language B courses are intended for students who have had some previous experience of learning the language.

Language B Higher Level is intended for students who are native speakers or have an excellent grasp of the language in all areas.



ENGLISH A: LITERATURE

The two-year course of English study for the IB, at either Standard or Higher Level, involves a broad study of world literature, with texts from different genres, times and places. Lessons teach practical skills so that candidates should eventually be able to provide informed and relevant response to texts by exploring connections between texts, between readers, writers and texts, and time and space; showing understanding of literary theories; critically analysing structure, form, and language; and discussing effects of various literary features.

COURSE CONTENT SUMMARY

The school chooses texts to satisfy the broad outline of the course, which focuses exclusively on literary works.

STANDARD LEVEL

7 texts: two in translation, all covering different genres, eras, and places.

HIGHER LEVEL

10 texts: three in translation, all covering different genres, eras, and places.

OPTIONS AFTER IB

The following careers are some of the possibilities after appropriate university courses: journalism, research, law, media, publishing, Civil Service, teaching, and advertising.

ASSESSMENT

Assessment is by examination and by oral and written assignment. There are two examination papers at the end of the two-year course:

Paper 1: Guided literary analysis of unseen texts, two different literary forms

Standard Level : 1 hour 15 minutes

Higher Level : 2 hours 15 minutes

Paper 2: A comparative essay based on two of the studied texts

Standard Level : 1 hour 45 minutes

Higher Level : 1 hour 45 minutes

INDIVIDUAL ORAL EXAMINATION

Higher Level and Standard Level students give a prepared and recorded individual oral based on a work originally written in the language studied and one studied in translation.

HIGHER LEVEL

Higher Level students submit a 1200–1500 essay based on any of the works studied in the course.

ENGLISH A: LANGUAGE & LITERATURE

The two-year course of English study for the IB, at either Standard or Higher Level, introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. Lessons teach the techniques needed for the critical analysis of texts, requiring alert responses to interactions between readers, writers and texts, time and space, and intertextuality. Lessons aim to achieve this through the exploration of literary works from a variety of cultures, periods and genres, and non-literary bodies of work that are underpinned by the prescribed concepts and fields of enquiry.

COURSE CONTENT SUMMARY

The Course involves the study of a wide range of literary works and non-literary bodies of work in a variety of media. It examines texts across literary forms and text types and investigates the nature of language and the ways in which language shapes and is shaped by identity and culture. It also involves considerations of global issues, literary theories, media studies and critical discourse analysis.

STANDARD LEVEL

4 literary texts covering different genres, eras and places

HIGHER LEVEL

6 literary texts covering different genres, eras and places

OPTIONS AFTER IB

The following careers are some of the possibilities after appropriate university courses: journalism, law, media, publishing, Civil Service, teaching, and advertising

ASSESSMENT

Assessment is by examination and by oral and written assignment. There are two examination papers at the end of the two-year course:

Paper 1:

Guided textual analysis of unseen texts, two different text types, both non-literary.

Standard Level : 1 hour 15 minutes

Higher Level : 2 hours 15 minutes

Paper 2:

A comparative essay based on two of the studied texts

Standard Level : 1 hour 45 minutes

Higher Level : 1 hour 45 minutes

ORAL EXAMINATION

Higher Level and Standard Level students are required to give a prepared and recorded Individual Oral based on a non-literary body of work and a literary work.

HIGHER LEVEL

Higher Level students submit a 1200–1500 essay based on any of the works studied in the course.

LANGUAGE ACQUISITION

Spanish, French, Hindi, German and Mandarin Chinese: Writing, Reading, Listening and Speaking

Language Ab initio is for the beginners with very little (isolated words or phrases picked up randomly or no previous experience of learning the language they have chosen.

Language B SL is intended for those who have comfortably attained A2 level and have entered B1 level with all the four linguistic skills (Writing, Reading, Listening and Speaking) well developed.

Language B HL is designed for students who are fluent in the language and have attained B2 level in the language.



FRENCH, GERMAN, MANDARIN CHINESE & SPANISH

- AB INITIO

COURSE CONTENT SUMMARY

STANDARD LEVEL ONLY

At Language ab initio level, a student develops receptive, productive, and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts. It aims to develop international mindedness through the study of languages, cultures, and ideas and issues of global significance.

The course is organized into five themes: identities, experiences, human ingenuity, social organization and sharing the planet. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding.

ASSESSMENT

Assessment is by examination and by oral assignment. There are two examination papers at the end of the two-year course:

Paper 1: Productive Skills

1 hour – two written tasks

Paper 2: Receptive Skills

1 hour 45 minutes – listening and reading comprehension

INTERNAL ASSESSMENT INDIVIDUAL ORAL ASSESSMENT

10 minutes: oral presentation on visual stimulus followed by questions and discussion on at least one additional course theme. Interactive oral is the part of the internal assessment conducted internally but moderated externally

ENGLISH B

This course is designed for enhancing communication skills through the study of English language, themes and texts. As students become proficient users of English, they develop international mindedness through the study of cultures, and ideas and issues of global significance.

COURSE CONTENT SUMMARY

HIGHER AND STANDARD LEVEL

Both language B SL and HL students learn to communicate in English in familiar and unfamiliar contexts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. The distinction between Language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills in English. At the Higher Level students study of two literary works originally written in English.

OPTIONS AFTER IB

The course provides students, through language learning and the process of inquiry, with opportunities for wider intellectual engagement and the development of critical- and creative-thinking skills. Proficiency in English usage will be a basis for further study, work and leisure.

EXTERNAL ASSESSMENT– 75% Written Examination

STANDARD LEVEL

Paper 1 Productive skills– Writing, 25%

One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2 Receptive skills— Separate sections for listening and reading, 50%

Listening comprehension, Reading comprehension exercises on three audio passages and three written texts, drawn from all five themes.

ASSESSMENT

INTERNAL ASSESSMENT– 25%

Individual oral assessment internally assessed by the teacher and externally moderated by the IB at the end of the course.

Standard Level:

A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.

Higher Level:

A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.

HIGHER LEVEL

Paper 1 Productive skills—writing, 25%

One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2 Receptive skills—separate sections for listening and reading, 50%

Listening comprehension, Reading comprehension exercises on three audio passages and three written texts, drawn from all five themes.

FRENCH B

Did you know that there are 29 countries in which French is the official language, and 40 where it is regularly spoken? Would you like to benefit from the opportunities for flexibility and advancement studying French would provide? Are you interested in the culture of other countries? If so, this is the course for you.

COURSE CONTENT SUMMARY

HIGHER AND STANDARD LEVEL

The course is based on topic areas within which you will encounter different registers such as formal and informal letters, diaries, editorials, brochures, and essays, which will also provide you with an insight into France and French speaking countries. You will study five topics (identities, experiences, human ingenuity, social organization and sharing the planet). The course books will be supplemented with authentic materials and current publications will be available from the library. You will be encouraged to form your own opinions and carry out some research. The students studying French at a higher level will in addition to this, study two literary works originally written in the target language. The focus of the literary study would be to analyse themes, plots and characters and use it as a stimulus for ideas to be explored.

ASSESSMENT

INTERNAL ASSESSMENT – 25%

Oral coursework conducted and assessed by the teacher but externally moderated

INDIVIDUAL ORAL ASSESSMENT

Oral coursework conducted and assessed by the teacher but externally moderated.

Standard Level

A conversation with the teacher, based on a visual stimulus, followed by discussion based on one or more themes from the syllabus.

Higher Level

A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by a discussion based on one or more themes from the syllabus.



FRENCH B

OPTIONS AFTER IB

A qualification in French is a great asset in our modern society and is often used in combination with other subjects at university. It complements scientific, as well as literary, law and business courses.

EXTERNAL ASSESSMENT –75%

Written Examination

Standard Level

Paper 1 – Productive skills – Writing – 25%

One writing task of 250 – 400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2 – Receptive skills – Separate sections for listening and reading– 50 %

Listening comprehension

Reading comprehension

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Higher Level

Paper 1– Productive skills – Writing – 25%

One writing task of 450 – 600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2 – Receptive skills – Separate sections for listening and reading – 50 %

Listening comprehension

Reading comprehension

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

GERMAN B

Studying German is a unique way for you to gain an insight into many aspects of classical culture. A large number of the world's most renowned composers, philosophers and writers are German. By studying these courses, a greater understanding of the nuances of the language is gained, which brings these great works to life.

COURSE CONTENT SUMMARY

HIGHER AND STANDARD LEVEL

The course is designed to further your knowledge of the German language and to consolidate the skills you have previously acquired. The course covers five themes (identities, experiences, human ingenuity, social organization and sharing the planet) and students should achieve competence in the language in all four skills. Regular listening as part of the class work will be done and you will be encouraged to use the Internet, radio, and television to enhance their listening skills and increase your vocabulary. There will be formal grammar lessons to improve the understanding of the structure of the language.

The aim is to enable well-informed, lively discussion in the target language and to develop your ability to work and study using your own initiative. Grammar will be integral to the teaching of the language, although there will be specific areas for each term. Assessment of progress will be through homework, group oral discussions, practice tests and essays. You will learn and be assessed on texts representing a range of German speaking countries.

ASSESSMENT

INTERNAL ASSESSMENT – 25%

Oral coursework conducted and assessed by the teacher but externally moderated

INDIVIDUAL ORAL ASSESSMENT

Oral coursework conducted and assessed by the teacher but externally moderated.

Standard Level

A conversation with the teacher, based on a visual stimulus, followed by discussion based on one or more themes from the syllabus.

Higher Level

A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.

GERMAN B

In addition, the study of two literary works is required at HL. HL students are expected to understand fundamental elements of the literary works studied, such as themes, plot, and characters. In German B HL, literature is intended as a stimulus for ideas to be explored, principally through oral assessment.

OPTIONS AFTER 1B

Mastering the German language not only enhances communication skills but also provides a competitive edge in the global job market. Students can pursue higher education in Germany, known for its prestigious universities and affordable tuition. German is the most spoken native language in Europe. German is the official language of Germany, Austria, and Liechtenstein, and one of the official languages of Switzerland and Luxembourg, making it a key language for communication and business across the continent. German proficiency is highly valued in international business, engineering, and research, with Germany leading in engineering, pharmaceuticals, automotive, and renewable energy sectors.

EXTERNAL ASSESSMENT – 75%

Paper 1

Standard Level

Productive skills – Writing – 25%

One writing task of 250 – 400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Higher Level

Productive skills – Writing – 25%

One writing task of 450 – 600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2

Receptive skills – Separate sections for listening and reading – 50%.

Listening comprehension Reading comprehension

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

HINDI B

Hindi is the fourth widely spoken language in the world and will not only provide job opportunities in the countries where Hindi is spoken but will also enrich students with cultural knowledge of these countries dating back several 1000s of years and is an amalgamation of several cultures and influences.

COURSE CONTENT SUMMARY

HIGHER AND STANDARD LEVEL

The main emphasis is on language acquisition and its usage in practical situations. Equal importance is given to the cultural exposure of the countries where Hindi is spoken. Hindi lessons develop the four main linguistic skills: reading, listening, speaking, and writing with the aim of bringing your language level closer to that of a native speaker.

OPTIONS AFTER IB

Career options requiring Hindi include script writers, authors, translators, interpreters, journalists, teachers and professionals in the domains of international relations and business in Hindi speaking regions.

ASSESSMENT

INTERNAL ASSESSMENT – 25%

Oral coursework conducted and assessed by the teacher but externally moderated

INDIVIDUAL ORAL ASSESSMENT

Oral course work conducted and assessed by the teacher but externally moderated

STANDARD LEVEL

A conversation with the teacher, based on two visual stimuli, followed by discussion based on an additional theme

HIGHER LEVEL

A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus

EXTERNAL ASSESSMENT – 75%

HIGHER LEVEL

Paper 1 Productive Skills – Writing 25%

One writing task of 450 – 600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions

Paper 2 Receptive skills – Listening and Reading 50%

Listening comprehension

Reading comprehension

Comprehension exercises on three audio passages and three written texts drawn from all five themes

STANDARD LEVEL

Paper 1 Productive Skills – Writing 25%

One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions

Paper 2 Receptive skills – Listening and Reading 50%

Listening comprehension

Reading comprehension

Comprehension exercises on three audio passages and three written texts drawn from all five themes



MANDARIN CHINESE B

Chinese is a language spoken by the largest number of people in the world (around 16% of the world's population speak some form of Chinese as their first language). The Chinese civilization is one of the earliest ancient civilizations, and still exerts profound influence on the philosophy, virtue, etiquette, and traditions of Asia. The written Chinese language which uses thousands of hieroglyphs instead of an alphabet is the oldest writing system in continuous use with a history of more than 3000 years.

COURSE CONTENT SUMMARY

Language B is a language acquisition course designed for students with some previous experience of the target language (ideally a minimum of three years in case of Chinese). In the Language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. Apart from pedagogical textbooks, students will be regularly exposed to authentic Chinese material with an aim to help them use the language in real life situations, cultivate the habit of lifelong Chinese learning as well as helping the students to appreciate the Chinese culture along with their own culture.

DISTINCTION BETWEEN SL AND HL

At both levels of Language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at Language B HL. In the HL course the student is also expected to develop a higher level of competency in the receptive, productive, and interactive skills.

ASSESSMENT

INTERNAL ASSESSMENT – 25%

This component is internally assessed by the teacher and externally moderated by the IBDP at the end of the course.

INDIVIDUAL ORAL ASSESSMENT

STANDARD LEVEL

A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)

HIGHER LEVEL

A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)

MANDARIN CHINESE B

OPTIONS AFTER IB

For the past several years China was the largest contributor to the world economy and is predicted to outpace the US as the world's largest economy in the near future. This means lots of business opportunities. Translation/ interpretation, research and teaching are further options for students who are passionate about the language. As one of the most ancient and influential civilizations, knowledge of Chinese language is necessary for understanding the richness of Chinese culture with its rich stock of historical, literary, and philosophical works.

EXTERNAL ASSESSMENT-75%

STANDARD LEVEL

WRITTEN EXAMINATION

Paper 1 (1 hour 15 minutes) Productive Skills-Writing-25%

One writing task of 300-480 Chinese characters

Paper 2 (1 hour 45 minutes) Receptive skills - listening and reading (65 marks) 50%

Listening comprehension (45 minutes) (25 marks)-25%

Reading comprehension (1 hour) (40 marks)-25%

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

HIGHER LEVEL

Paper 1 (1 hour 30 minutes) Productive Skills-Writing-25%

One writing task of 540-720 Chinese characters

Paper 2 (2 hours) Receptive skills - listening and reading (65 marks) 50%

Listening comprehension (1 hour) (25 marks) 25%

Reading comprehension (1 hour) (40 marks) 25%

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

SPANISH B

The Spanish course goes beyond just the thematic content by incorporating various registers such as formal and informal letters, diaries, brochures, essays, articles, etc. The topics covered in class are diverse, offering students a deeper understanding of the Hispanic culture and society. Students will explore five key themes: identities, experiences, human ingenuity, social organization, and sharing the planet.

COURSE CONTENT SUMMARY STANDARD AND HIGHER LEVEL

You are encouraged to form your own opinions and conduct independent research throughout the course. With small class sizes, you will have ample opportunities to participate actively in class. Regular listening exercises will be part of your class and homework, and you'll be encouraged to use the multi-media to enhance your listening skills and expand your vocabulary. Formal grammar lessons will be provided to deepen your understanding of the language's structure, improving the accuracy of both your written and spoken Spanish. Throughout the course, the emphasis will be placed on conceptual understanding and fostering effective communication skills pertaining to the level.

Additionally, the HL students will have the opportunity to study two original literary works of the Latin American and Spanish writers. The Spanish course is not only based on themes but on registers (formal and informal letters, diary, editorial, brochure, essay). Topics studied in class are varied and will provide students with an insight into Spanish society and the Hispanic World.

ASSESSMENT

INTERNAL ASSESSMENT -25%

Oral coursework conducted and assessed by the teacher but externally moderated

INDIVIDUAL ORAL ASSESSMENT

A conversation with the teacher, based on a visual stimulus' followed by discussion based on an additional theme

HIGHER LEVEL

Conversation based on one of the literary works studied in class followed by a discussion on one or more of the themes from the syllabus.

EXTERNAL ASSESSMENT (3 hours) - 75%

STANDARD LEVEL

Paper 1 (1 hour 15 minutes) - 25%

Productive skills—writing (30 marks)

One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2 (1 hour 45 minutes) - 50%

Receptive skills—listening and reading (65 marks)

Listening comprehension (45 minutes) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

SPANISH B

OPTIONS AFTER IB

Spanish is the official language of 20 countries, spoken by approximately 437 million people, making it the world's second most widely spoken language. In the United States, it ranks as the second most spoken language as well. Mastering Spanish opens up a wealth of opportunities for job seekers in the global market.

Also, it is the language for those who have interest in Literature music and Art. Spanish boasts of eleven Nobel Laureates in Literature. It gives opportunity to read original works of Gabriel Garcia Marquez, Pablo Neruda, Isabella Allende etc...

EXTERNAL ASSESSMENT – 75%

HIGHER LEVEL

Paper 1 (1 hour 30 minutes) – **25%**

Productive skills—writing (30 marks)

One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2 (2 hours) – **50%**

Receptive skills—listening and reading (65 marks)

Listening comprehension (1 hour) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

MATHEMATICS

Mathematics is a useful, elegant, and powerful tool which examines and defines relationships and can analyse abstract ideas. It models and solves problems which arise in many subjects, including Sciences and Economics, as well as encouraging the logical thinking which is needed in Law, History, and many other disciplines. Mathematics is more than just figures on a page.

COURSE CONTENT SUMMARY

HIGHER LEVEL MATHEMATICS

Mathematics – Analysis & Approaches

Mathematics – Applications & Interpretation

These are very challenging and rigorous courses and should only be chosen by very able mathematicians. They will provide an excellent insight into the sort of Mathematics taught at university.

STANDARD LEVEL MATHEMATICS

Mathematics – Analysis & Approaches

This course is interesting and challenging, suitable for those pupils with good mathematical ability whose chosen University course and career path would benefit from studying Mathematics. Increasingly, universities see a 7 at Standard Level as an alternative to a 6 at Higher Level for courses with a high Math content.

OPTIONS AFTER IB

At highly selective universities, admissions departments are looking for students to take mathematics courses that support their intended field(s) of study. For example, students interested in engineering, physical sciences, specifically in pure mathematics should take the DP Mathematics: analysis and approaches course. Alternatively, students interested in social sciences, natural sciences, business, psychology and design should take the Mathematics: applications and interpretation course.

ASSESSMENT

MATHEMATICS HIGHER LEVEL

Mathematics – Analysis & Approaches Mathematics – Applications & Interpretation

Paper 1: 110 marks, 2 hours, 30%

Paper 2: 110 marks, 2 hours, 30%

Paper 3: 55 marks, 75 minutes, problem solving, 20% In addition, students are required to produce a piece of written work involving mathematical exploration, 20% weightage.

MATHEMATICS STANDARD LEVEL

Mathematics – Analysis & Approaches

Paper 1: 80 marks, 90 mins, 40%

Paper 2: 80 marks, 90mins, 40%

In addition, students are required to produce a piece of written work involving mathematical exploration, 20% weightage

BIOLOGY

Biology is a vital area of study in the 21st century that attempts to understand the living world at all levels ranging from simple cells to complex forms involving plants, animals, and humans. In a world where rapid change is threatening the survival of many species, we need to be mindful of the existing challenges we face as a global community and capable of acting on those challenges.

COURSE CONTENT SUMMARY

Through the study of DP Biology, students are empowered to learn about living systems with an emphasis on experimental work, through the below unifying themes:

- Unity and diversity
- Form and function
- Interaction and interdependence
- Continuity and change

Topics for Standard and Higher Level

Topics include Cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology.

Additional topics for Higher Level

Origin of cells, viruses, classification and cladistics, muscles and motility, chemical signaling, gene expression.

OPTIONS AFTER IB

Biology is a means of entry to a wide range of degree courses such as Anatomy, Animal Behaviour, Biological Sciences, Biology with Business Studies, Biology with a Foreign Language, Biomedical Science, Biotechnology, Crop Science, Dentistry, Environmental Toxicology, Equine Studies, Genetics, Health Sciences, Medicine, Neuroscience, Pharmacology, Physiotherapy, Psychology, Veterinary Science.

ASSESSMENT

Written Examinations

HIGHER LEVEL

Paper 1 – Multiple choice questions and data-based questions (syllabus related) – 2 hours – 36 %

Paper2 – – Data-based, short answer and extended response questions – 2.5 hours – 44%

STANDARD LEVEL

Paper 1 – Multiple choice questions and data-based questions – 1.5 hours – 36 %

Paper2 – Data-based, short answer and extended response questions – 1.5 hours – 44%

INDIVIDUAL INVESTIGATION

10 hours – 20%

This investigation may involve a hands-on approach, use of databases, modelling, simulation or a hybrid. Student work is internally assessed by the teacher and externally moderated by the IB.



CHEMISTRY

The study of Chemistry enables you to be confident in an increasingly technology-based world and to be able to take an informed interest in matters of scientific, social, environmental, and economic importance. Chemistry bridges the gap between physical and biological science and views matter from an atomic and molecular perspective.

COURSE CONTENT SUMMARY

STANDARD AND HIGHER LEVEL

Models of the particulate nature of matter, Models of bonding and structure, Classification of matter, What drives Chemical reactions? How much, how fast and how far? What are the mechanisms of chemical change?

Experimental Programme

- Practical work
- Collaborative sciences project

OPTIONS AFTER IB

Chemistry is required for degree courses in Medicine, Dentistry, Veterinary Medicine, Pharmacy, Pharmacology, Material Science, Forensic Science, Engineering, and some Life Sciences. It is useful for courses in Geology, Agriculture, Biological Sciences, Environmental Studies, and medicine-related degrees.

ASSESSMENT

HIGHER LEVEL

Paper-1

Paper 1A: Multiple-choice questions Paper

Paper 1B: Data-based questions and questions on experimental work

Duration: 2.0 hours

Paper-2

Short answer and extended-response questions

Duration: 2.5 hours

STANDARD LEVEL

Paper-1

Paper 1A: Multiple-choice questions Paper

Paper 1B: Data-based questions and questions on experimental work

Duration: 1.5 hours

Paper-2

Short answer and extended-response questions

Duration: 1.5 hours

Both Standard Level and Higher-Level students work on independent research projects as a part of their Internal Assessment, which is moderated externally.

PHYSICS

If you have an enquiring mind, enjoy a challenge and like solving problems, consider studying Physics. From the smallest part of the human body to the largest machine on earth, Physics helps us understand how our world works. The applications, like the career opportunities, are extensive.

COURSE CONTENT SUMMARY

Standard and Higher level

Topics include Space, time and motion (Kinematics, Forces and momentum, Work, energy and power), The particulate nature of matter (Thermal energy transfers, Greenhouse effect, Gas laws, Current and circuits), Wave behaviour (Simple harmonic motion, Wave model, Wave phenomena, Standing waves and resonance, Doppler effect), Fields (Gravitational fields, Electric and magnetic fields, Motion in electromagnetic fields), Nuclear and quantum physics (Structure of the atom, Radioactive decay, Fission, Fusion and stars)

Additional Higher level

Topics include Space, time and motion (Rigid body mechanics, Galilean and special relativity), The particulate nature of matter (Thermodynamics), Fields (Induction), Nuclear and quantum physics (Quantum physics)

OPTIONS AFTER IB

Universities offer a range of courses with a Physics element such as Medical Physics, Radiography, Geophysics, Astrophysics, Dentistry, Veterinary Science and Medicine. Physics is a requirement for Engineering courses and has an important role in a wide range of other options including Telecommunications, Meteorology, Oceanography, Computer Science and Electronics.

ASSESSMENT

There are two types of assessment for IBDP Physics exams: External and Internal Assessments.

The weightage of external assessment for the final IB grade points is 80%. Physics data booklet is provided to the students during external assessment. Higher Level and Standard Level students write two papers for their external assessment:

Paper 1 – Paper 1A: Multiple-choice questions

Paper 1B: Data-based questions

Paper 2 – Short-answer and extended-response

HIGHER LEVEL

Paper 1 – 2 hours

Paper 2 – 2.5 hours

STANDARD LEVEL

Paper 1 – 1.5 hours

Paper 2 – 1.5 hours

INTERNAL ASSESSMENT – HIGHER LEVEL AND STANDARD LEVEL

The weightage of internal assessment for the final IBDP grade points is 20%.

The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.

ENVIRONMENTAL SYSTEMS & SOCIETIES

Environmental systems and societies (ESS) is a dynamic interdisciplinary subject that takes 21st-century challenges and socio-environmental real-world issues and looks at them through the lens of human societies and the interrelationships of the natural world: biosphere, atmosphere, hydrosphere and lithosphere. Students explore how these relationships change over time and space, consider the potential adaptations and mitigations that human societies and the natural world may currently be undergoing, and how these could impact the future and our place in it. Three key concepts are included: perspectives, systems and sustainability.

COURSE CONTENT SUMMARY

Standard and Higher Level

Topics include Ecology, Biodiversity and Conservation, Water, Land, Atmosphere and Climate Change, Natural Resources, and Human Populations and Urban Systems.

Higher Level

Environmental Law, Environmental Economics and Environmental Ethics.

Students also need to undertake a compulsory Experimental Programme that includes practical work, collaborative sciences project and individual investigation.

OPTIONS AFTER IB

The interdisciplinary approach of ESS prepares you for a variety of courses such as urban planning, architecture, marine biology, education, journalism, international politics, law and many more.

ASSESSMENT

Written Examination

Higher Level

Paper 1 – 2 hours, Weightage: 30%, Marks: 70

Students will be provided with a range of data relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study.

Paper 2 – 2.5hours, Weightage: 50% , Marks: 80

Section A (40 marks) is made up of short-answer and data-based questions.

Section B (40 marks) requires students to answer two structured essay questions from a choice of three.

Internal Assessment – 10hours, Weightage: 20%, Marks: 30

Standard Level

Paper 1 – 1 hour, Weightage: 25%, Marks: 35

Students will be provided with a range of data relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study.

Paper 2 – 2hours, Weightage: 50% , Marks: 60

Section A (40 marks) is made up of short-answer and data-based questions.

Section B (20 marks) requires students to answer one structured essay question from a choice of two.

Internal Assessment – 10hours, Weightage: 25%, Marks: 30

COMPUTER SCIENCE

Computer science enables one to develop logical and critical thinking as well as experimental, investigative, and problem-solving skills, which are the must-haves in the current world scenario. This course emphasizes the need for a theoretical as well as a practical approach, applications of computing in real world context. The subject is offered in both Standard level (SL) and Higher level (HL).

COURSE CONTENT SUMMARY

Theme A: Concepts of computer science – Computer Fundamentals, Networks, Databases, Machine Learning, Case study covering emerging technologies.

Theme B: Computational Thinking and Problem Solving – Computational Thinking, Programming, Object Oriented Programming, Abstract Data Types (only for HL)

OPTIONS AFTER IB

Computer Science, being a dynamic and a rapidly growing subject, opens up opportunities in Data Science, Robotics, Artificial Intelligence & Machine Learning, Cloud Computing, Network Security, Bioinformatics, Application/Game Development and so on.

ASSESSMENT

HIGHER LEVEL

Paper 1 – 1 hour 15 minutes, 50 marks, 35%

Paper 2 – 1 hour 15 minutes, 50 marks, 35%

Internal Assessment (Software Development) – 20%

STANDARD LEVEL

Paper 1 – 1 hour 15 minutes, 35%

Paper 2 – 1 hour 15 minutes, 35%

Internal Assessment (Software Development) – 30%

HISTORY

This course looks at a broad sweep of 20th century history focusing on the different political leaderships and the impact on international relations. IBDP History encourages you to examine and consider the similarities and contrasts between different cultures and societies over time.

COURSE CONTENT SUMMARY

Paper 1 – Standard and Higher Level

Global Dimension – two case studies on the Move to Global War
1931–41 Japanese, German, and Italian expansion
Case Study 1: Japanese Expansion in East Asia (1931–1941)
Case Study 2: German and Italian expansion (1933–1941)

Paper 2– Standard and Higher Level

World History: Causes and effects of the 20th Century wars and
The Cold War: Superpower tensions and rivalry

Paper 3 – Higher Level

Section 13: Europe and the First World War (1871–1918)
Section 14: European states in inter-war years (1918–1939)
Section 15: Versailles to Berlin– Diplomacy in Europe (1919–1945)
Section 18: Post-war central and eastern Europe (1945–2000)

OPTIONS AFTER IB

History is useful for many careers, such as the legal profession, journalism, media work, the Civil Service, and general management.

EXTERNAL ASSESSMENT

Two examinations are taken at the end of the second year at Standard Level and three at Higher Level

Paper 1 – Standard and Higher level

Sourced Based Paper –SL– 30%, HL–20%– 1 hour

Paper 2 – Standard and Higher Level

Essay Type Paper–SL–45%, HL– 25%– 1 hour 30 mins

Paper 3 – Higher level

Essay Type Paper– 35%–2 hours 30 mins

INTERNAL ASSESSMENT

All students will complete Historical Investigation examining the nature of Historical evidence.

HL20% and SL 25%

BUSINESS MANAGEMENT

The Business Management course is designed to develop your knowledge and understanding of business management theories, as well as your ability to apply a range of tools and techniques to assist with business decision-making. You learn to analyse, discuss, and evaluate business activities at local, national, and international levels.

COURSE CONTENT SUMMARY

Business Management is a rigorous and dynamic discipline that examines business decision making processes and how these decisions impact and are affected by internal and external environments. It is a study of how people interact in an organisation and transform resources. Course content includes business organization & environment, human resources, accounts and finance, marketing, and operations management. The course will assist in enhancing your ability to make informed business decisions using critical and creative thinking skills and will enable you to develop research and communication skills through research projects and presentations. There is a common core for Standard and Higher Level. For Higher Level some of the topics are studied in greater depth.

OPTIONS AFTER IB

Universities offer a range of business degrees to study such as Financial Management, Marketing Management, Human Resources, Production, Accountancy, Actuarial Analyst, Auditor, Bond Analyst, Brand Strategist, Budget Analyst, Claims Analyst. Students who have studied the subject at IBDP level will be at an advantage while pursuing such courses.

INTERNAL ASSESSMENT STANDARD LEVEL-30%

Written commentary, based on 3-5 supporting documents about a real issue or problem facing an organization, using a conceptual lens.

HIGHER LEVEL- 20%

Written commentary, based on 3-5 supporting documents about a real issue or problem facing an organization, using a conceptual lens.

EXTERNAL ASSESSMENT STANDARD LEVEL- 70%

Paper 1 (1 hour 45 mins) – students assess their knowledge of important contemporary business topics based on a pre-released statement that specifies the context and background for the unseen case study – 35%

Paper 2 (1 hour 45 mins) – Based on unseen case studies with a quantitative focus. – 35%

HIGHER LEVEL- 80%

Paper 1 (1 hour 30 mins) – students assessed on their knowledge of important contemporary business topics based on a pre-released statement that specifies the context and background for the unseen case study – 25%

Paper 2 (1 hour 30 mins) – Based on unseen case studies with a quantitative focus. – 30%

Paper 3 (1 hour 15 mins) – Based on unseen stimulus material about an innovative and disruptive social enterprise –25%

ECONOMICS

Economics is a topical current affairs related subject which analyses and explains the issues that make the headlines: What is globalisation? What will the effects of Brexit be? Should income taxes be raised? How do we divide up our scarce resources and decide who gets what, and why?

COURSE CONTENT SUMMARY

The course focuses on helping you to understand the world. It is an analytical subject and involves the analysis and interpretation of data. You will also be asked to evaluate economic theories and events from the point of view of different individuals and nations in the world economy. You will study issues such as inflation, unemployment, exchange rates, challenges of tackling poverty through trade or aid, and will learn to apply economic theory to a range of issues and situations.

There is a common core for Standard and Higher Level. For Higher Level some of the topics are studied in greater depth.

OPTIONS AFTER IB

IBDP Economics is an accepted qualification for almost all university courses. Some Higher Education courses such as Accountancy, International Business, Finance and Management have an economic element and students who have studied the subject will be at an advantage. Industry is increasingly looking for scientists and engineers with economic understanding.

INTERNAL ASSESSMENT

STANDARD LEVEL – 30%

A portfolio of three commentaries based on a news media extract linking theory to real-world situations.

HIGHER LEVEL – 20%

A portfolio of three commentaries based on a news media extract linking theory to real-world situations.

EXTERNAL ASSESSMENT

STANDARD LEVEL – two written papers – 70%

HIGHER LEVEL – three written papers – 80%

PSYCHOLOGY

Psychology is the rigorous, scientific, and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods and understanding from a number of different disciplines. The study of behaviour and mental processes requires a multidisciplinary approach and a variety of research techniques whilst recognising that behaviour is not a static phenomenon, it is adaptive and as the world, societies and challenges facing societies change, so does the behaviour.

COURSE CONTENT SUMMARY

CORE – STANDARD AND HIGHER LEVEL

- Biological approach to understanding behaviour. Topics include: neurotransmitters, hormones, genetics, and evolutionary psychology
- Cognitive approach to understanding behaviour. Topics include: schemas, thinking and decision-making, memory, emotion, and cognition. Socio-cultural approach to understanding behaviour. Topics include: social identity theory, social cognitive theory, stereotypes and culture and its influence on cognition and behaviour the language, although there will be specific areas.

Applied psychology options – Abnormal Psychology, Developmental Psychology, Health Psychology, Psychology of human relationship. Higher Level choose two topics whereas Standard Level choose one topic.

OPTIONS AFTER IB

Psychology is currently one of the most sought-after courses in the field of human sciences and has widespread applications within behavioural economics, marketing, business, counselling and therapy, consumer behaviour, child psychology, social psychology, humanresource management and development, research and statistics and psychometrics etc.

ASSESSMENT

HIGHER LEVEL

Paper 1 – Questions based on the core approaches to psychology •
2 hours – 40%

Paper 2 – Two Essay response questions on the two options •
2 hours – 20%

Paper 3 – Questions based on approaches to research •
both Quantitative and Qualitative research methods – 20%

INTERNAL ASSESSMENT

A report on an experimental study is undertaken which is internally marked and externally moderated by the IBDP at the end of the course – 20%

STANDARD LEVEL

Paper 1 – Questions based on the core approaches to psychology –
2 hours – 50%

Paper 2– One Essay response questions on the one option
1 hour – 25%

INTERNAL ASSESSMENT

A report on an experimental study is undertaken which is internally marked and externally moderated by the IBDP at the end of the course – 25%

GEOGRAPHY

Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints, and ideas.

COURSE CONTENT SUMMARY

IBDP Geography deals with global concerns of a very contemporary nature and therefore takes a very different approach to the subject's traditional overview. Studying IBDP Geography facilitates understanding of our sociocultural environment, from helping us to predict natural disasters to implementing changes in response to issues such as counterfeiting and illegal flow of goods within Globalisation. The subject is approached from the spatial scale to understand processes within and the power of stakeholders that governs them along with the possibilities for the future. This study will benefit students by discussing the universality of mitigation policies and the limitation of the said universality in the local scale.

Geography is a dynamic subject firmly grounded in the real world, and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions to provide one with context that will allow students to comprehend the world around them. It also investigates the way in which people adapt and respond to change and evaluates actual and possible management strategies associated with such change. The course embodies global and international awareness by examining key global issues, considering the complexity thinking in the context of the nexus of geographic issues and exploring how human intervention creates problems and shapes the world into thinking differently. It considers examples and detailed case studies at a variety of scales to create differing perspectives.

ASSESSMENT

Paper 1:

Three (HL)/ two (SL) options. Each option will have structured questions and an extended response question from a choice of two. 20 marks and 45 minutes per option.

Paper 2:

SL and HL Core. Section A will have 3 structured questions, Section B will have structured questions with infographic or visual stimulus and Section 3 will have an extended response question from a choice of two. 50 marks. 1 hour 15 minutes.

Paper 3:

Choice of three extended response questions with 2 parts based on three HL Core unit. 1 hour.

Internal Assessment: Fieldwork question to be based on any suitable topic from the syllabus. 20 hours

GEOGRAPHY

SYLLABUS COMPONENT

- Geographic themes—seven options [Two options are studied at SL, and three at HL]
 - Geographic perspectives—global changes [SL and HL Core]
 - Geographic perspectives—global interactions [HL Only]
 - Internal Assessment: SL and HL– Fieldwork*
- *Fieldwork, leading to one written report based on information collection and analysis with evaluation

OPTIONS AFTER IBDP

Geography is a facilitating course that can be the underlying bedrock of Data Science and Architecture, Cartography and Brand Strategies, Administrative Services and researching cultural behaviour. With changing focus around the world, this is the time when gaining a deeper insight into the opportunities and challenges the environment presents might help students to look into green entrepreneurship and, in turn, a greener future.



MUSIC

The study of Music provides a variety of important life skills. A high degree of self-discipline is learned by someone striving to achieve perfection in personal practice. Social skills are gained in co-operation and discussion so essential to ensemble playing. Leadership and self-confidence are encouraged in those who rehearse groups.

COURSE CONTENT SUMMARY

Music at the IBDP stresses the highly individual nature of the subject. Because of this, students do not need to complete the IGCSE in Music or be Western Classical musicians to excel. Students focus not on set content but rather on a personal journey where the focus is on exploration of both the familiar and new as a researcher, creator, and performer. At the HL level the addition of a real-world project emphasizes the project management, presentation, and collaboration skills vital in all areas in today's world. Additionally, students at all levels will have the opportunity to explore Music in the Electronic and Digital Age allowing for creation using Digital Audio Workstations.

Options after IBDP

Music is a much sought-after subject in countries focusing on holistic admissions, such as the United States. Beyond the pursuit of a Performance, Song writing, or Teaching career, there are options in Production, Non-Profit Management, Artist Management, Music Therapy, Academia, and Orchestral Operations. Music combines well with other subjects as an academic minor giving a competitive edge to those in Marketing, Engineering, and Psychology as well as many other fields.

Assessment

Music in the IBDP is assessed not through papers but through portfolios generated over the course of the IB. These are then submitted on a date prior to the exams themselves. The portfolios are a combination of research findings, creations, and performances. The HL level involves the presentation of a project generated and realised by the students in collaboration with others.

Higher Level

Exploring music in context which is marked externally - 20%
Experimenting with music which is marked internally - 20%
Presenting music which is marked externally- 30%
Multimedia Presentation documenting a real-life project which is marked internally - 30%

Standard Level

Exploring music in context which is marked externally - 30%
Experimenting with music which is marked internally - 30%
Presenting music which is marked externally - 40%

THEATRE

Theatre is a dynamic, collaborative, and live artform; a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

COURSE CONTENT SUMMARY

The course is a multifaceted theatre-making course of study that gives you the opportunity to make theatre as creators, designers, directors, and performers and emphasises the importance of working both individually and collaboratively as part of an ensemble. You will learn to appreciate drama through the processes of researching, creating, preparing, presenting, and critically reflecting on theatre, as participants and audience members, and will gain a richer understanding of yourself, your community, and the world.

The Theatre course is very much an academic discipline that requires research, analysis, and the ability to write coherently and with academic rigour. Performance skills are helpful, but not central to the course and the focus is more on process and the ability to reflect and evaluate the work that has been completed.

OPTIONS AFTER IB

The Theatre course would naturally appeal to those wishing to study Liberal Arts, Drama, Theatre and Film related courses at university, but also teaches a range of skills that have impact and resonance in many other areas of life. Many companies in a wide range of fields are recognising and appreciating the strong interpersonal skills that drama and theatre students possess, as well as their self-confidence and ability to negotiate ideas and see complex projects through to fruition.

EXTERNAL ASSESSMENT

• Production Proposal

This area of the syllabus addresses the transformation of play texts into action. Students examine how ideas are articulated in texts by playwrights and how performance and production elements can be used to effectively fulfill theatre-maker intentions. Submission of a maximum of 12 pages of written work, with a word count not exceeding 4000 words.

• Exploring World Theatre Traditions

This area of the syllabus addresses the authentic exploration of world theatre traditions through academic and practical research and exploration. Students inquire into and physically explore world theatre traditions, performance conventions, and performance material from those traditions to acquire a deeper understanding and appreciation of the traditions through the body and/or voice. Submission of a maximum 15-minute presentation recording.

• Solo performance; Performing theatre theory (HL only)

This area of the syllabus addresses the exploration of aspects of theatre theory and how theory can inform performance. Students research at least one theatre theorist, identify an aspect of their theory, and apply this to create and present theatre work that demonstrates this aspect of theory in performance. – submission of 2500 words of writing and recorded video of 4–7 minutes.

• Collaboratively creating original theatre:

This area of the syllabus addresses the collaborative development and performance of original theatre as part of an ensemble of theatre-makers. Students formulate intentions for theatre-making and examine how these intentions can be effectively realized through the collaborative creation of original performance work inspired by a starting point. This is an internal assessment. Students have to submit 10 pages of writing and images, not exceeding 4000 words, and a recorded video of their performance.



VISUAL ARTS

The Visual Arts course is designed for students wishing to continue their exploration of visual arts and how this interacts with media, processes and students' own thoughts, ideas, and feelings. It encourages the development of an understanding of aesthetic, imaginative and expressive skills, through in-depth research, investigation, and critical analysis.

COURSE CONTENT SUMMARY

The **Standard Level course** is designed for students with a general interest in the visual arts.

The **Higher-Level course** is designed for students who wish to develop more fully their creative skills and possibly pursue Higher Level visual arts study after school. This course begins with a highly structured and thematic approach, with a workshop style format where skills and techniques are developed and the language of art, its media and processes explored. An exploration into a range of methods will include; drawing, painting, printing, sculpture, mixed media, textiles techniques and digital art. As the course develops work becomes more independent in nature, with students investigating more personally selected ideas. Visits to galleries, artist workshops and co-curricular activities such as costume-life drawing classes enrich and enhance this course, and students are encouraged to get fully involved in such events.

An emphasis on the comparison between artists' work is made, and the work of others is a vital inspiration to the development of your work. An exhibition is also an integral element of this course, and you will need to generate a body of original work for the show in Grade 12. A curatorial element is key to the quality of the exhibition.

ASSESSMENT

Verbal and written feedback will be given to students continuously to ensure they have an understanding of how best to develop their skills

Assessment is divided into three elements:

- 1) **Art-making inquiries portfolio:** The Portfolio demonstrates how the student developed and refined their visual language through one or more lines of inquiry.
- 2) **Connection study (SL) / Artist Project(HL):** The artist project demonstrates through curated evidence how the student work was informed by investigations of context, by connections with at least two artworks by different artists.
- 3) **Selected resolved artworks:** the student provides evidence of synthesis of concept and form. And of their competence in resolving artworks

OPTIONS AFTER IB

A number of students go on to pursue Foundation courses which provide the normal route to a degree in Art and Design. However, it must be stressed that Art is not only for those who wish to follow a career in the subject; it can be a valuable, rewarding, and broadening experience.

COLLEGE COUNSELLING & HIGHER EDUCATION PROGRAMME

In the College Counselling Department, our aim is to assist students in uncovering their potential and explore future pathways.

Comprising of six College Counsellors led by the Head- College Counselling & Higher Education Program, our team ensures a seamless transition from school to university. Grade 8 onwards our Career & College Counselling Team is present at all Parent-Teacher Conferences (PTCs), offering insights, expectations, and recommendations tailored to each grade level. Parents can engage with us during PTCs or schedule individual appointments for more in-depth discussions.

Our comprehensive Higher Education Program includes age-appropriate workshops and activities from January to May for Grades 8 to 10, and from August to May for Grades 11 and 12, focusing on college applications. Each Counsellor is responsible for guiding students through specific grade levels and overseeing college applications. Regardless of grade level, TISB students benefit from personalized guidance from experienced counsellors with diverse educational backgrounds and connections to international college counselling networks, such as the International ACAC.

Starting in Grade 8, students and parents collaborate with their counsellor to develop a strong university application portfolio, considering academic and extracurricular achievements. This involves understanding priorities, evaluating university characteristics and making informed decisions.

Our vibrant program includes university visits, education fairs, and guest lectures, providing students with direct interaction with representatives from a diverse range of institutions.

We wish all students success as they embark on their next educational journey.

SAT, PSAT/NMSQT AND CAMBRIDGE ASSESSMENT

TISB is a Test Center for various standardized tests including SAT, PSAT/NMSQT, PSAT 8/9, University of Waterloo CEMC exams and several olympiads catering to students applying to universities worldwide.

BOARDING

TISB has a thriving boarding community which makes up a quarter of our pupil numbers in the school. Boarders live in one of three boarding houses; each one being staffed by House Masters and House parents with the boarding houses rapidly becoming home-from-home and fellow boarders becoming extended family.

Boarding staff recognise the importance of a balance between work and social life and academic support, with an emphasis on independent learning. Boarders are offered as area range of fun weekend activities including sports, swimming, theatre visits, go-karting, camping, shooting, horse-riding, mall outings and cinema trips.

There is always someone at hand to listen and to laugh with and living in an international community adds a valuable multi-cultural dimension to the boarding houses, exposing boarders to differences in customs, music, food, and dress etc. developing a wide perspective for an increasingly global work.

Each boarder's day and boarding experience is approached as a whole, with the individual child at the center. House Masters and House parents are always available for parents to contact or meet, cementing the important relationship between school and home.

In the boarding community at TISB we maintain an open environment of mutual trust in which each boarder and member of staff is treated with respect and as an individual. Strong community values are nurtured regardless of age, race, religion, or social background. Boarders are encouraged to take care of each other and their 'home' and respect each person's right to privacy.



SPORTS & THE WIDER CURRICULUM

TISB enjoys a wealth of sporting activities, which form a major part of life at the school. The opportunities for students to participate in sporting activities are extensive as we promote a positive, lifelong approach to sport coupled with excellent facilities and coaching. The sports programme provides students with opportunities for developing the fundamental characteristics of commitment, loyalty, selflessness, determination, cooperation, leadership and an appreciation of the role and value of the individual and the team.

In Grades 11 and 12, a range of sporting activities are offered to students at a competitive and recreational level. TISB offers a large number of sports including Swimming, Athletics, Volleyball, Throwball, Football, Cricket, Hockey, Basketball, Tennis, Badminton and Table-tennis. TISB has a strong tradition of sporting achievement and excellence with annual success at regional and national level.

In addition, there are a number of clubs and activities to be involved in including First Aid, Chess, Charity events, Robotics, Shooting and Dance. We also offer student-led clubs such as Math, Coding, Science, Research & Debating clubs as well as many musical ensembles.

After-school Clubs

At TISB senior students have the scope to introduce and run their own clubs as an After School Program which is well supported by teacher mentors. All clubs reflect traditional and contemporary themes, and students' diverse interests, passion and hobbies. The After School Sports are led by teachers from the Physical Education Department. We also have external partners who run various activities. After-school student led clubs include Art, Astro, Arduino Robotics, Aerospace, Debate, Girl Up, IAYP, Jazz, Of cells & Chemicals, Lumiere, Inkwell Society, History, Insiders, Short Film, Stocks, Women in Business, Dance, Book Club, etc.

After-School Sports

After-School Sports include Athletics, Badminton, Basketball, Cricket Football (Soccer), Hockey, Swimming, Table Tennis, Lawn Tennis, Volleyball etc. On weekends our boarders get the opportunity and exposure to travel outside campus and get trained for sports like golf, gymnastics, shooting, squash and horse riding.



CO - CURRICULARS

STUDENT BODY HOUSE SYSTEM

Our students are divided into four Houses: **Discoverers**, **Explorers**, **Pioneers** and **Voyagers**. This House system provides an opportunity for students to build friendships and to socialise with their peers outside of their age group through various inter-house cultural and sports competitions.

STUDENT – LED EVENTS

- **VIVUM**

VIVUM is an annual charity event completely organised by Grade 12 students to raise awareness and funds for chosen purposes and charities in India. Around 100 schools from all over the globe are invited to attend different events including sporting tournaments, poetry slams, fashion shows, music, photography and dance competitions.

- **XAVAGE**

Xavage is an annual Economics & Business fest hosted by the students of TISB sees participation from schools across the country, which provides participants an opportunity to apply their business acumen in a competitive environment through a plethora of educational yet thrilling events.

- **TISBMUN**

TISB's own MUN conference is one of India's largest MUN conferences, attracting nearly 700 delegates per year in an extravagant conference, for the past 10 years. The Junior & Senior editions shattered expectations in past years, reaching capacity and attracting more than 400 delegate.

CO - CURRICULARS

- **π-THON:**

Interschool Mathematics Competition: An exhilarating inter school math competition that challenges mathematical skills and problem-solving abilities. π-thon is designed for students in grades 6-12 and provides a platform for young minds to showcase their talents. A fun-filled day of mathematical exploration and competition, an opportunity to develop teamwork and communication skills, and a chance to enhance problem-solving strategies and build confidence in mathematics.

- **ZEPHYR:**

Zephyr is an interschool mental wellness festival. An annual event held to encourage emotional well-being, student voice, and resilience. This one-day event brings the students from different schools to engage in mindful dialogues around mental health through creative expression, workshops, and collaborative challenges. ZEPHYR fosters a supportive, stigma-free environment that reflects TISB's commitment to nurturing compassionate, self-aware, and socially responsible global citizens.

FREQUENTLY ASKED QUESTIONS

- **What options are there in the choice of Math level?**

There are four options for the Math course depending on your interest and ability. The IB recognises that in mathematics there are varying levels of need but believes firmly that educated young people must be numerate.

At highly selective universities, admissions departments are looking for students to take mathematics courses that support their intended field(s) of study. For example, students interested in engineering, physical sciences, specifically in pure mathematics should take the DP Mathematics: analysis and approaches course.

Alternatively, students interested in social sciences natural sciences, business, psychology and design should take the Mathematics: applications and interpretation course.

- **How does HL Math equate to Math A level courses?**

Higher Level Math is more rigorous than A Level Math. Not all university courses that would normally require A Level Math require IBDP Higher Level Math; many will accept Standard Level Math.

- **What is the difference between B and AB initio language courses?**

Language B courses are for second language speakers, ie those who have been learning the language for three to five years. Ab initio courses presume no previous knowledge of the language and are only available at Standard Level.

- **The IBDP is perceived to be harder than other qualifications. Is this true?**

Doing well in any qualification is difficult, and the point of good assessment is to reward those who through talent, commitment and hard work achieve high grades. The IBDP is no different. There are more subjects, so in this sense it is a greater challenge. The value of an IBDP Diploma, however, has been retained over the last 40 years: there has been no grade inflation, no continual tampering and subsequent reversals with assessment, and no introduction of new higher grades. When teaching 16-year olds about life and how to be successful, are we going to tell them that avoiding difficulty when you know the 'easier' route is measurably less valuable is the right thing to do?

- **Do students need to be competent at a foreign language to pursue the IB?**

The vast majority of students – including those who do not classify themselves as 'linguists'• find the language component of the IBDP both accessible and rewarding. It is possible to start a new language from scratch by taking an ab initio course that is roughly in line with an IGCSE in terms of level and difficulty. This gives plenty of options for those who do not wish to specialise in a language but understand the importance of being able to engage with a foreign culture and language. There will still be plenty of time to focus on the other IBDP subjects being pursued at Higher Level.

ADMISSIONS

LOOKING TO JOIN TISB?

- REGISTER APPLICANT DETAILS
- ADMISSIONS DEPARTMENT WILL REPLY
- ENTRANCE TEST
- INTERVIEW WITH THE PRINCIPAL
- ANSWER WITHIN TWO WEEKS
- IF ACCEPTED, WELCOME TO TISB.

FOR MORE INFORMATION
VISIT THE ADMISSIONS PAGE ON OUR
WEBSITE



QUESTIONS?

Contact the Admissions Department
admission@tisb.ac.in



“

As a co-educational, day and boarding through school, TISB is a beacon of educational excellence and inspiration, nurturing generations of local and international students to become confident, compassionate, and capable global citizens.”

Mrs. Kate Reynolds, Principal

LIFE IS FOR LEARNING!

**BE THE START OF
SOMETHING**



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