

IBDP

NEWSLETTER

Grade 11

JANUARY & FEBRUARY

Volume:2 Issue:5

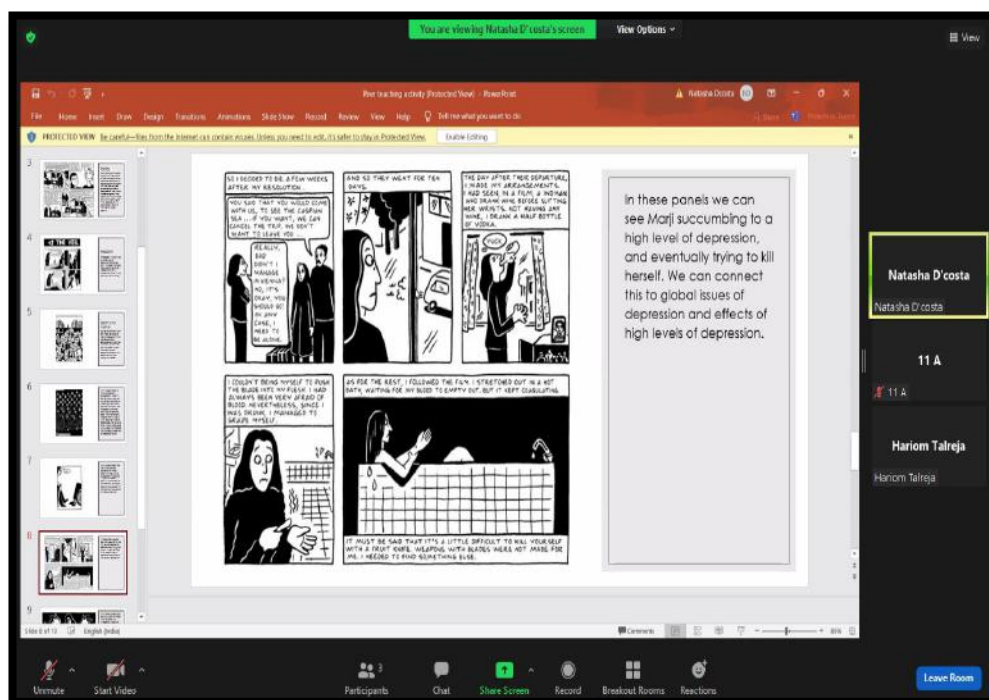


EVENTS

- 27th Jan: Physics multilingual activity
- 28th :Cultural differences in International Marketing
- 17th Feb: Psychology multilingual activity
- 3rd Feb: Group 2 Languages and Tech guest lecture
- 17th Feb: Physics Guest lecture
- 18th Feb: English Debate
- 23rd Feb: EE Roleplay
- 24th Feb: Group 3 and CAS assembly

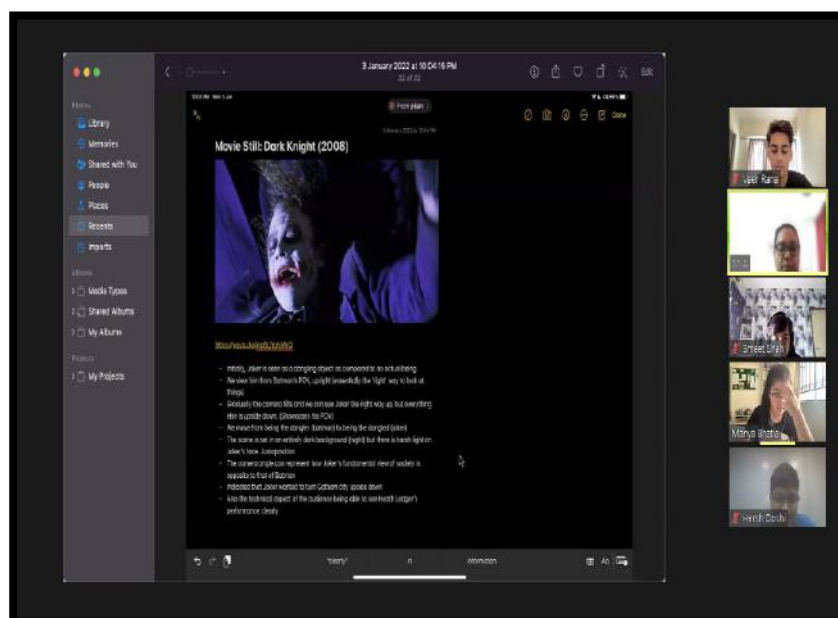
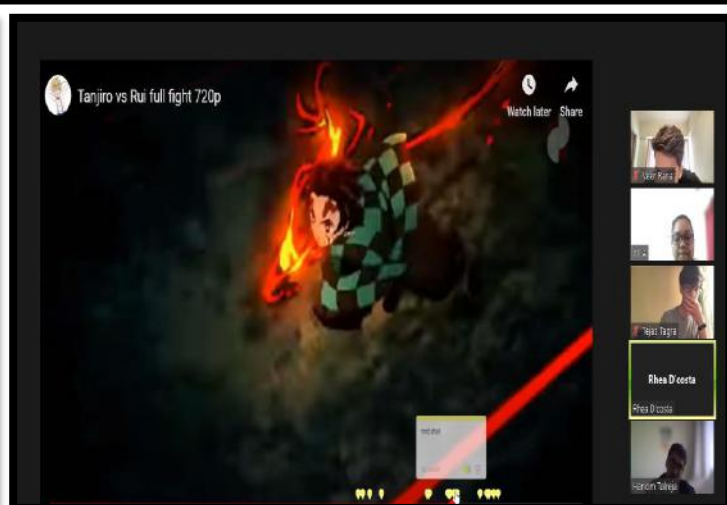
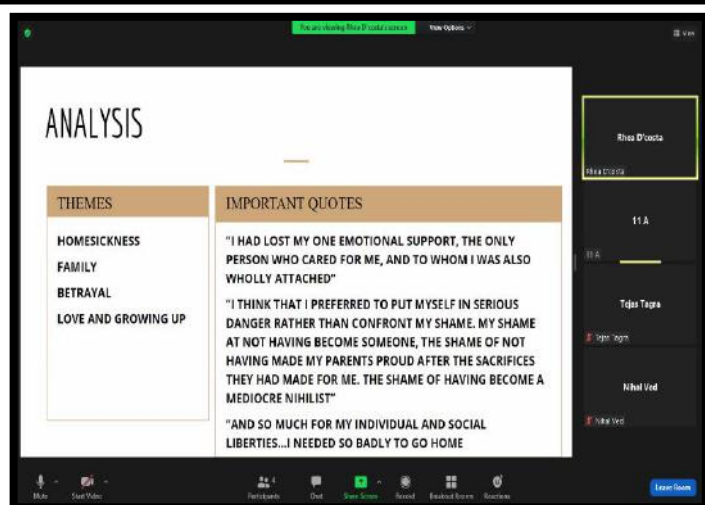
English A: Language And Literature

Students did a myriad of things in these two months! They started with a new area of study - film analysis. They familiarised themselves with techniques and then applied their knowledge to analyse 'The Namesake' by Mira Nair. The second part of the novel 'Persepolis' was studied through a Flipped Classroom activity where they taught their peers a particular aspect of the novel. They were tested on how well they did through a class test. To test their understanding of internal conflicts of the character in the novel they had to create a playlist for her in their Learner Portfolio.



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When students began the novel 'Americanah' by Chimamanda Ngozi Adiche they watched the controversial documentary 'The Rachel Divide' where the woman pretends to be African-American. They debated on the Black Lives Matter Movement and also had a guest lecture by Ms. Adelle Almeida who explored Race Conflict Theory. To understand the implications of the American Dream on music, they broke down the elements of Gangsta Rap and Afrobeats by analysing artists like Snoop Dog and Burna Boy.



For language, they studied the Evolution of Language and how pidgin and creole languages develop. They also debated on the motion whether everyone must speak standard English globally.



The HL students progressed with The Handmaid's Tale and identified propaganda techniques in the novel. They created memes for their Learner Portfolio to display their understanding and knowledge of the central conflicts and themes.



Hindi B

IBDP-1 students continued with the theme – ‘मानवीय सूझबूझ’ and explored other topics such as-‘संचार व्यवस्था, तकनीकी और वैज्ञानिक आविष्कार’. They read many articles, news and various texts to improve their vocabulary and knowledge about the theme. Some listening tasks helped them to improve receptive skills. Students also learnt the art of writing साक्षात्कार और वाद- विवाद. To enhance their language, they explored ‘कहावत और मुहावरें’ and its use in various contexts. Students wrote their second formative test based on productive skills and they self-assessed their answer sheets with the help of a mark scheme and discussed the rubric in detail.



अंग से संबन्धित मुहावरे



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Presentation by students- Scientific innovation

Diploma Programme

Name: Haroon Talreja

Topic: Hindi

Grade: 11

DON BOSCO
SAINT BROS COLEGIO DE MADRID

Div: A

Date: 22/7/22

What are you comparing and contrasting? मेरा निबंध और दिया गया निबंध

Topic #1

मेरा निबंध

X

महोदय का उपयोग

कहावत का उपयोग

आवाज

समीक्षण की आवश्यकता

समीक्षण का महत्व

समीक्षण के साथ वर्तमान काल में

Topic #2

दिया गया निबंध

X

Topic #2

दिया गया निबंध

X


भारत में समीक्षण की स्थिति

श्री प्राचीन काल में समीक्षण के साधन

समीक्षण में किन कारण से प्रयोग होता है

Similarities

Differences



DON BOSCO
SAINT BAMBINO SOCIETY

Page No. _____

Date: _____

What are you comparing and contrasting? _____

Topic #1

भारत-पाकिस्तान

Topic #2

दिल्ली

भारत में
कौन से
राज्य हैं

भारत में
कौन से
राज्य हैं

भारत में
कौन से
राज्य हैं

भारत में
कौन से
राज्य हैं

भारत में
कौन से
राज्य हैं

भारत में
कौन से
राज्य हैं

Similarities

Differences

Self- evaluation of formative paper followed by reflection.

Spanish B SL

With the 'Linguist's Palette' activity, we tuned into the theme 'El Ingenio Humano' where students are exploring the ways in which human creativity and innovation affect our world. We dived deeper into the sub-topic 'Expresiones Artísticas' which explored various forms of art and how art gives us a different perspective towards the world. Students have discovered a lot about the life of Mexican artist 'Frida Kahlo'. We continued further with the sub-topic 'El Entretenimiento' which talks about various ways of entertainment where students learned about different cultural aspects through its artistic expression. We comprehended different reading and listening texts about famous artists in the Hispanic world. Students practised writing the text types - review and an interview. Taking the theme ahead, our next sub-theme we started was 'Medios y comunicación', where students talked about paparazzi, ethics in journalism and various ways of communication in this era. Our current subtopic is 'Innovación científica y tecnología' where students are discovering the developments in science and technology and its influence on our lives.

Students attended a session conducted by Year 2 psychology students about a psychological take on multilingualism where year 2 students demonstrated some language stereotypes through a skit and a fun Pictionary game. Our year 1 students enjoyed participating and noting down their observations.

Students appeared for their second formative assessment in Spanish where we mainly focused on their productive skills. The papers and feedback were shared in class.

Connect - Extend - Challenge		
CONNECT How are the ideas and information presented connected to what I already know?	EXTEND What new ideas did you get that extended or broadened your thinking in new directions?	CHALLENGE What challenges or puzzles have come up in your mind from the ideas and information presented?
<p>Lo sé que el inglés es una lengua que tiene más importancia que otras lenguas.</p>	<p>La idea es que la gente de India tiene un único acento</p>	<p>Pienso que es malo que que las lenguas como Hindi se consideran inferiores y me pregunto cómo se podría lograr la igualdad</p>

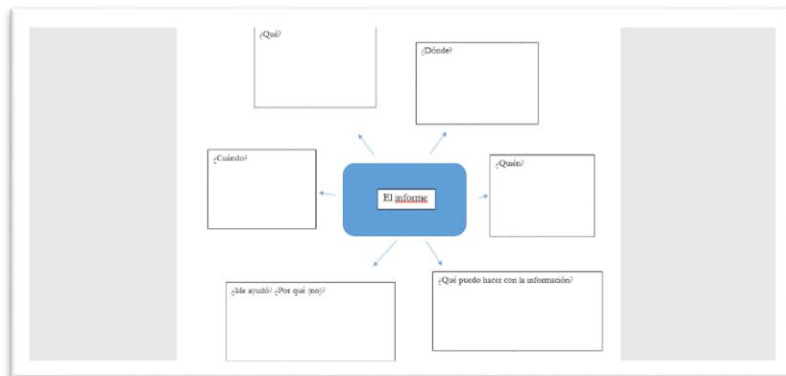
Adapted by Alice Vigors 2017

Spanish Ab Initio

In the course of the last two months, students have been exploring the theme of social organisations. Under this, the sub-themes: my neighbourhood (mi barrio), education (mi educación), lugar del trabajo (workplace), and social issues (cuestiones sociales) were covered. We had discussions on social problems like trash tourism and how it affects the people who live in tourist places.

Double Entry Diary	
Direct quotation from the presentation Una frase o cita de la presentación प्रस्तुतिकरण से प्रत्यक्ष उद्धरण	My Questions / Reactions / Predictions Mis Preguntas/Reacciones/ Predicciones मेरे प्रश्न / प्रतिक्रिया / पूर्वकथन
Como las lenguas ayuda en la tecnología	la lengua ayudan en explorar más cosas del Internet.
Como mejora nuestra conocimiento la lengua con la tecnología	la lengua ayuda a conocer más cosas porque se puede entender más.

Students have learnt to describe their neighbourhood in detail, give and ask for directions, and name different places, they have also explored the IB subjects in Spanish and can express their opinions about them using verbs. They are currently learning the differences amongst the various types of past tenses like preterito perfecto, preterito indefinido, and preterito imperfecto.



Furthermore, psychology students of grade 12 conducted a class on how the language or the accent impacts the judgement of one person towards another person. This was done with the help of games like Pictionary depicting stereotypes and a skit demonstrating superiority amongst various language speakers. After this session students of grade 11 were introduced to the text type of report using a VTR.



Business Management

The students continued with the unit of marketing this term with a focus on the topic of 'Marketing Mix' -promotion.They explored the topic of promotion through a series of activities in these two months.

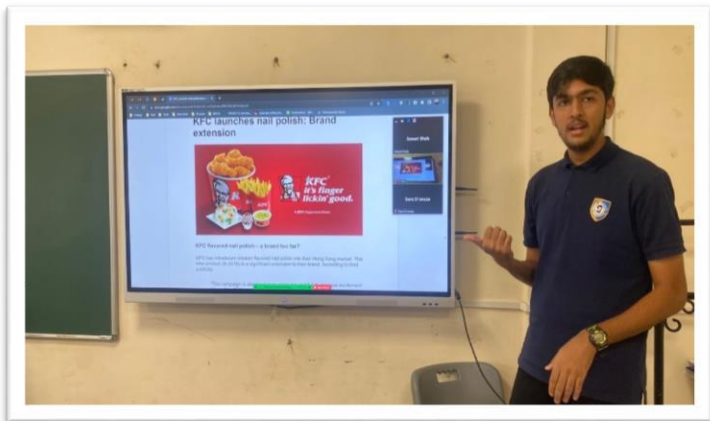
A promotional video case study of a 360 degree integrated marketing campaign of a neuro drink was shown to them where two different teams had to identify and list the range of different promotional methods used by the brand to promote their product. The team that was able to identify the maximum number of promotional methods used by the brand won.

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Students assessed how much television and radio advertisements cost in India and a video on how the best radio advertisements are shortlisted and awarded. They analysed the case study of the NFL's Super Bowl and why companies are willing to pay so much to advertise during such sporting events.

This was followed up by a group case study task where students in one of the groups had to critically review a series of questions on KFC's TV commercial of their flavoured nail polish for the Hong Kong market whereas the other group had to review the Pringles 2020 competition based on Australian sales promotion campaign built around WTF=What's the flavour?



achieve conventional goals with unconventional marketing methods.



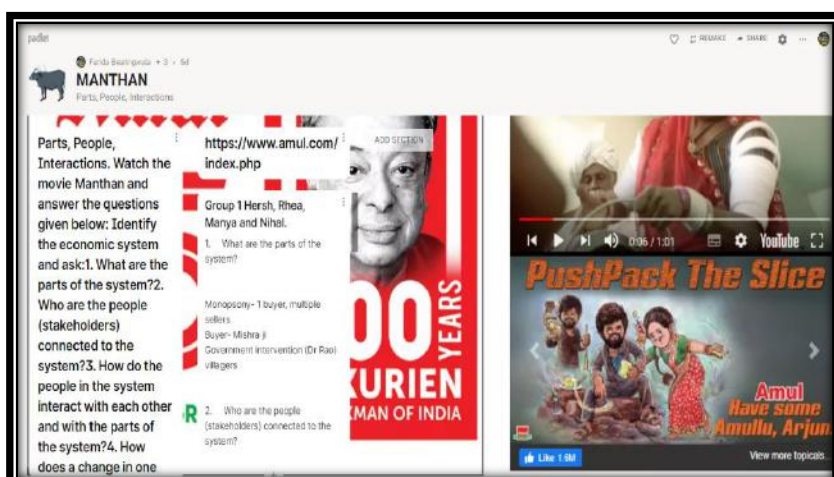
Students identified and critically evaluated examples of various unethical/deceptive marketing practices used by businesses through watching a series of Netflix/hostar documentary movie trailers based on each of the practices.



Economics

This term the students enhanced their learning experience with different activities like movie watch parties, multilingual stand up comedy, games based on economic concepts and reading of interesting newspaper articles. The topics covered were Market failure HL and SL, Market Power HL. Students correlated the economic concepts and theories and wove a story line revolving around Star wars, Chota Bheem, Cinderella and Mission Impossible. This was a stand up comedy in any language of their choice- mother tongue or a foreign language. The groups of students enacted the skits for JAM (just a minute) and brought out the hilarious part of economics.

One of the Monday afternoons we had a movie watch party on Manthan. The 1976 [Hindi](#) film directed by [Shyam Benegal](#), inspired by the pioneering milk cooperative movement of [Vergheese Kurien](#). This movie evaluated the difficulties faced by an economic system to bring about a change in society, and how challenging it is for stakeholders to change their perspective. Monopsony and its disadvantages were clearly highlighted all through the movie. Students read and analysed through news articles based on market failure and market power. They also watched interesting videos with worksheets from the resource bank.

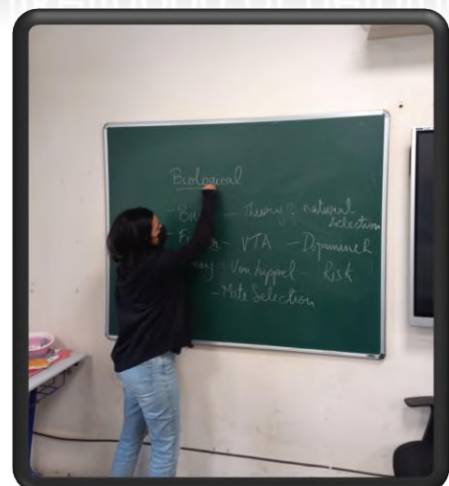
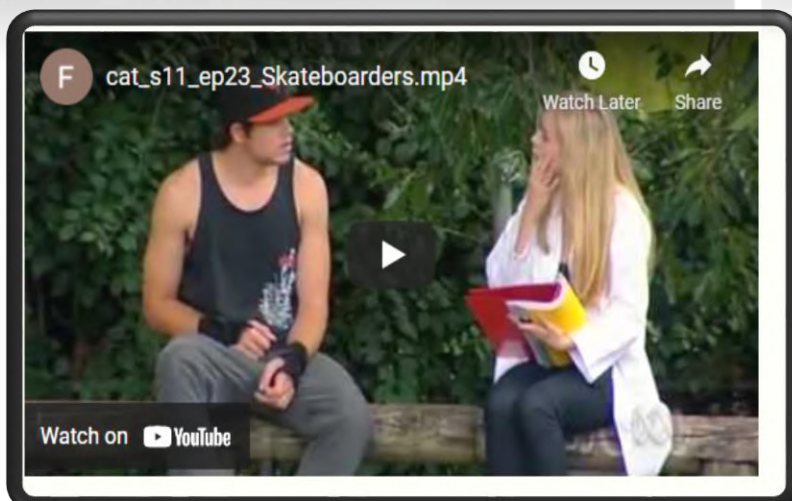


Psychology

Students completed the unit on research methods and have started the unit 'Human Relationships'. Research methods included the evaluation of individual research studies by the students. They also evaluated the research studies on the basis of ethics. Students were shown videos of research and asked to evaluate them and identify the aim, method, procedure, results, conclusion and evaluation. Students were also encouraged to design their own experiments and operationalize the constructs. After the completion of research methods, students are in the process of understanding the optional unit: 'Human Relationships'. Topics covered so far in human relationships is: formation of interpersonal relationships - biological, cognitive and cultural. Students were given topics for which we used flipped classrooms wherein the student explained an already completed topic.



Will raising one's level of self-esteem increase their likelihood of helping?



Environment Systems & Societies (ESS)

While discussing the percentage of water in different forms on the Earth, they realised that the amount of freshwater available is limited and sustainable utilisation of water is the need of the hour. They saw videos on aquatic food production systems and discussed the unsustainable extraction of resources. However, they researched and came with strategies to save natural capital. They studied the strategies to manage water pollution at different levels.

Students were fascinated by the role and impact of soil on human life through a movie clip 'dirt'. They realised that the soil need not be considered a mere piece of dirt rather an entire ecosystem that harbours millions of life forms and tonnes of organic matter. They presented information on various topics like 'the formation of soil, structure of soil, soil horizons, soil productivity, soil degradation and sustainable use of soil'. They compared different terrestrial food production systems, created system diagrams and evaluated the sustainability of these food production systems. They brought the soil samples from different places and used a dichotomous key to identify the type of soil. Students studied the impact of humans on the different layers of the atmosphere. They discussed ozone depletion and the different protocols implemented for its control. They evaluated the Montreal and the Kyoto protocol.

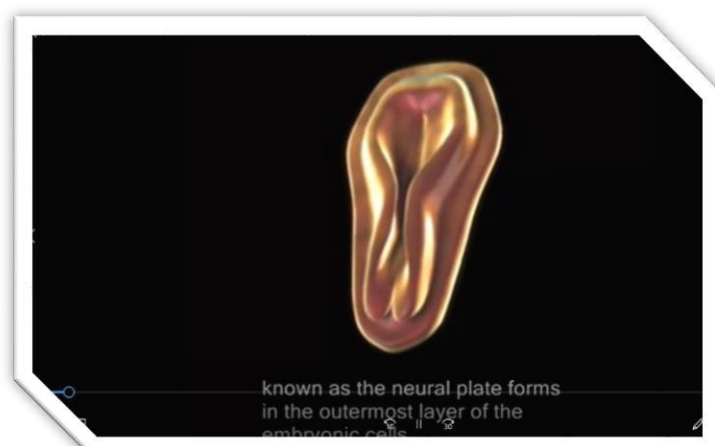
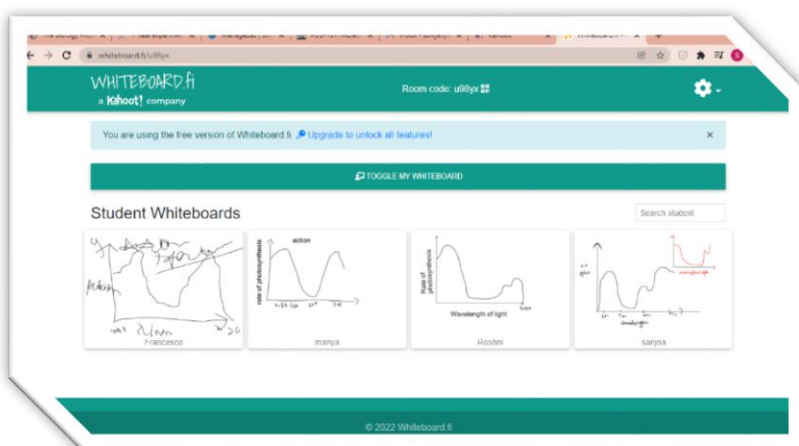
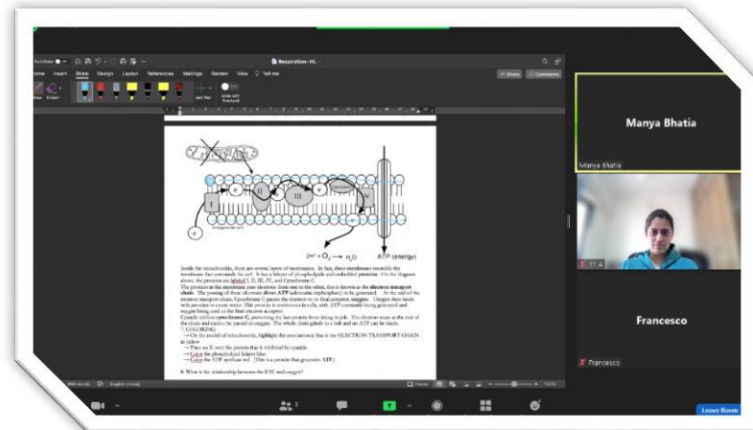


Grade 11 student- Hersh Doshi gave a talk on 'Invasive species' to grade 7 CAIE students. He gave an elaborated explanation on invasive species of different regions. He explained a few ESS terminologies in Spanish, Hindi and Gujarati giving a multilingual twist to the talk.

Biology

During the month of January, students were introduced to the molecular study of the process of respiration and photosynthesis. Students applied the theory of light waves into the absorption and action spectra of photosynthesis. They were introduced to the basics of the internal assessment rubric through a lab simulation worksheet. The HL students did different activities to understand the different complex metabolic processes and cycles.

In the month of February, as an introduction to the options: Neurobiology, they studied the impulse transmission through a neuron and across the synapse in detail. The process of neurulation and nerve cell migration were discussed. The students found the implications of extra synaptic connections, pruning and brain plasticity very interesting.

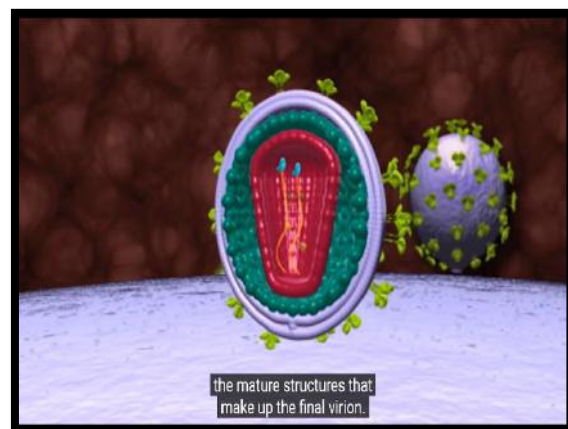


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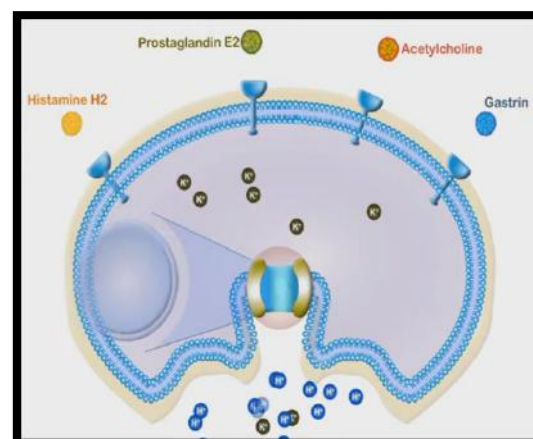
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Chemistry

Students were tested on their understanding of chemical bonding by conducting a class test, after completion of the topic. We then started with the topic of 'Chemical Energetics'. Worksheets on the same were solved in class and also as home assignments. Students performed an experiment to determine enthalpy of neutralisation in the lab using a temperature sensor. Grade 9 Chemistry students were invited to show the working of logger pro sensors. As a part of home assignment an interesting activity on multilingualism was performed and submitted. Students were made to choose a sentence from the textbook and translate into one National and one International language. Optional topic of Medicinal Chemistry was started in the month of February. Students enjoyed the group discussions done in class. We also had a brain storming session to create a script ' Ethical Ecstasy,' inspired by the topic of Medicinal Chemistry. The script will soon be enacted and made into a short film.



Video on Life Cycle of HIV Virus



Video on the functioning of Proton Pump



Practical on Enthalpy of Neutralization



Poster on Multilingualism

Physics

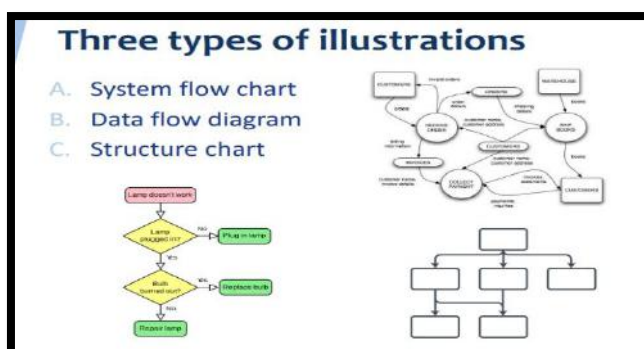
During the month of January, students completed the topic of 'Circular Motion' and 'Gravitation' and solved worksheets on it. Students were introduced to the topic of 'Thermal Physics' and 'Modelling of a Gas'. The students also did a simulation experiment on Boyle's Law. The students were also introduced to Astrophysics and the students did an activity on multilingualism in which they spoke about the planets and the solar system in different languages and also explored the mythology related to the planets in different countries. A guest lecture was facilitated by Dr. Mayank Vahia (Professor retired from Tata Institute of Fundamental Research, Mumbai) on the classification of stars based on their emission spectrum, absorption spectrum, colour, and temperature. The entire story of a star from their birth to their death was talked about in the lecture. Students were also introduced to topics on SHM and oscillations. The students also did an experiment on oscillations of a pendulum using a Motion Sensor and Logger pro.



Computer Science

Different scenarios were analysed to understand how data loss is a process or event that results in data being corrupted, deleted and/or made unreadable by a user and/or software or application. Students understood how it occurs when one or more data elements can no longer be utilised by the data owner or requesting application. Prevention methods implementing data backup solutions and adding strong data access controls and security mechanisms on data storage assets were discussed.

Different case studies were given to the students for which they created system flowchart, data flow diagrams and structure charts. These illustrations are also important for designing part of the system life cycle. This concept is useful for designing prototypes which are abstract representations of a system, often focusing on only one or two key aspects of the system. They are important in testing as each component of the system can be tested before implementing, and to illustrate the working of the future system to the client



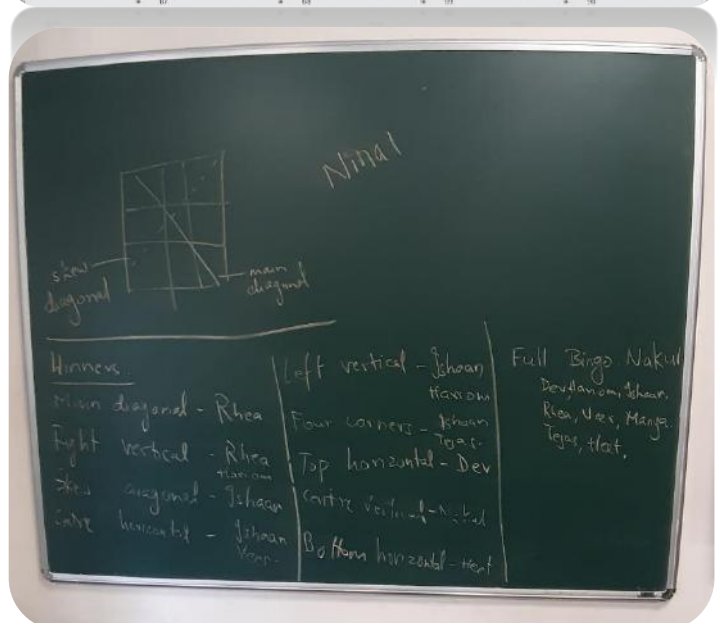
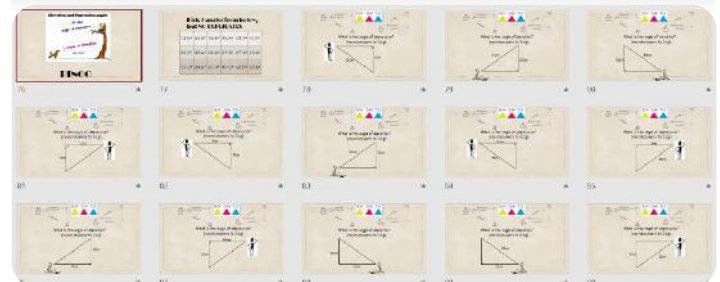
Mathematics: Analysis & Approaches

(AA) HL

During the months of January and February, we wrapped up the unit on 'Functions'. We then started and completed the unit on Geometry and Trigonometry. Activities for reinforcement of concepts are conducted regularly. These activities include Kahoot, Quizziz, Spider worksheets (timed, levelled, sequential worksheets), Bingo, and Jeopardy quizzes. During the topic of vectors, the students were given handmade pieces that demonstrate intersecting planes. The students were introduced to Paper 3 style questions, with worksheets being discussed in class and assigned as homework on Managebac. We have had regular class tests to prepare for the formative assessments. Students are enthusiastic and participate well in class discussions.



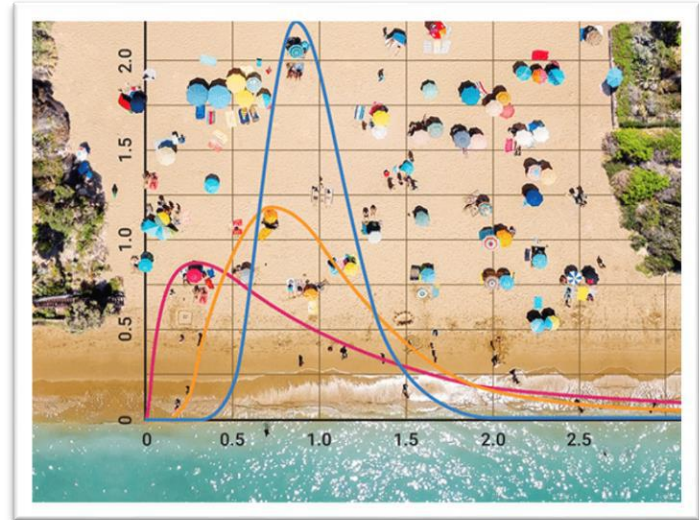
Students holding models of 3 intersecting planes



(Some) Bingo questions and winners

Mathematics: Application & Interpretation (AI)

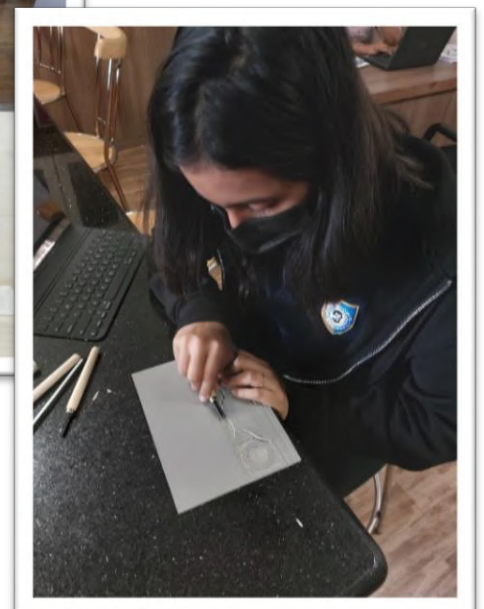
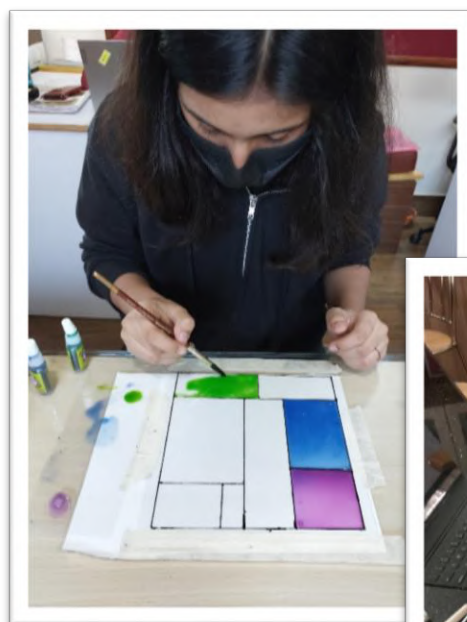
Students were introduced to important concepts, techniques and representations used in statistics and probability and their meaningful application in the real world. They were given the opportunity to approach this topic in a practical way, to understand why certain techniques are used and to interpret the results. The use of technology such as simulations, spreadsheets, statistics software and statistics apps were used to enhance this topic.



Introduction to the probabilistic world through probability distributions helped HL students to select between the normal, the binomial and the Poisson distributions, recognizing where a particular distribution is appropriate.

Visual Art

Students are exploring and experimenting with various techniques and processes during their art making practice. They have been focusing on their process portfolio where they are developing their fine motor skills. Students were introduced to composition techniques in 2D and 3D forms of art. They are in the process of experimenting and developing their artworks with glass paints.



Theory Of Knowledge (TOK)

Areas of knowledge Arts:

A series of sessions on what art is and the functions it serves, how it is interpreted, how it relates to knowledge and knowing and how it helps to shape each of us as knowers. Mr. Juergen D'souza (HOD of Art & Design) facilitated and collaborated on some of these sessions. The Knowledge Questions explored were delved deep into the TOK knowledge framework. Students responded and reflected on the following Knowledge Questions through group activity, discussions, padlet, documentaries and famous artworks from different genres.

•Are the arts best seen as a system of knowledge, a type of knowledge, or a means of expressing knowledge? How does culture decide what is beautiful?

Students watched a TED Talk by Esther Honig who demonstrates that the notion of beauty depends on cultural expectations. This was followed by discussion and reflection through a VTR-4Cs (Connections- Challenges- Concepts- Changes)

•Is beauty the determining factor for considering a piece of ART? How would you explain the difference between subjectivity and objectivity in relation to the appreciation of art? How can you decide whether an artwork has meaning?

Students were exposed to several RLSs with diverse perspectives on how beauty was perceived in different culture: Greek concept on Golden ratio, the Hour Glass Body image, Japanese philosophy - Wabi Sabi, Delia Derbyshire composition for the original theme of Doctor Who and Le Pigeon aux petits pois (Pigeons with peas) by Pablo Picasso

After analysing and evaluating the genres of different artworks through discussion, students were led to understand concepts like Aesthetic Judgement, subjectivity and objectivity in Art and to gain in-depth understanding of TOK concepts like Truth, Culture and Perspectives.

•Can some knowledge in the arts only be gained through experience? & How does the medium used change the way that knowledge is produced, shared or understood?

The TOK framework Methods and Tools were examined knowing the purpose of art, considering the intention of the artist, the functions of the arts, the power of the art, and the notion of beauty. Through padlet and group task responses and presentations, students gain insightful knowledge on several concepts.

•On what criteria could it be decided if the state has the right to censor art that is deemed immoral or blasphemous?

Here the TOK framework Ethics was scrutinised considering that art has a significant link with cultural, national or political beliefs, the ethics of using art to promote products, ideas and ideologies and thinking about the ethical responsibilities of artists. Through a padlet, several relevant RLSs and group discussion students gained knowledge on this subject.

TOK Exhibition

3rd object display :

Creating Mind Map: Students had to create a mind map depicting the various linkages drawn to the IA Prompt namely link to the prompt, imbed it to a core theme or one of the optional themes and display how this question manifests in the world around us through an object.

Presentation and Commentary Writing: Students then presented to the class their mind-map, and the proposed linkages to the IA prompt. Peer evaluation was conducted after the session. This was followed by students reflecting on their learning through a VTR- (Claim, Evidence, Reasoning). Presently, students are working on writing their commentary (maximum 350 words) for the selected one object and reflecting its specific real-world context and links to the IA prompt.

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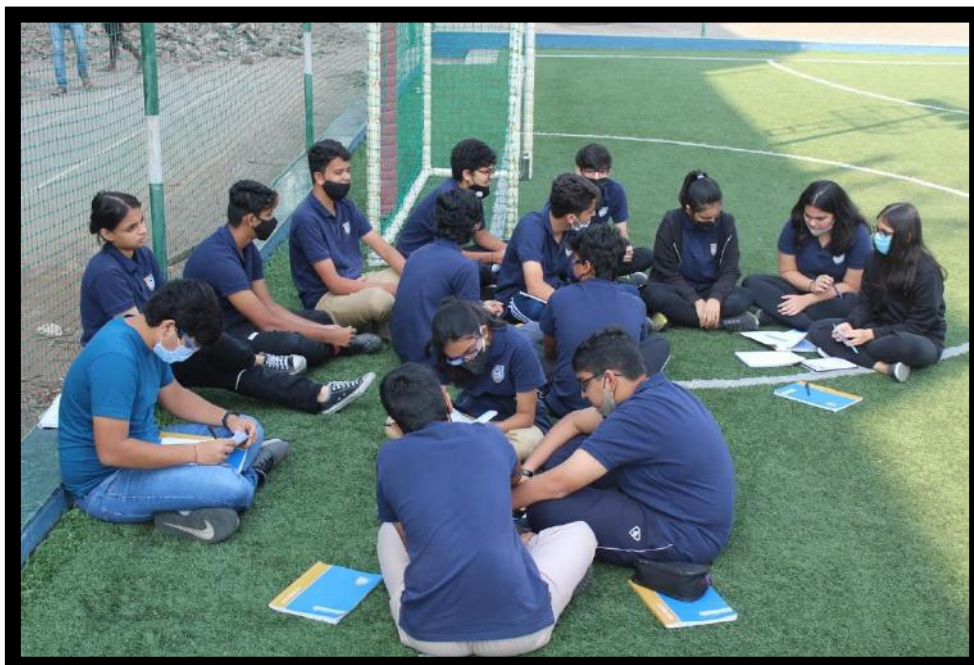
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Extended Essay

The students have been introduced to the subject specific EE requirements through EE info cafe where the teachers presented their respective subject requirements. The students have selected and finalised their EE subjects.

IBDP EE supervisors helped the students decode the roles and responsibilities of students, EE supervisors, and EE coordinator for their extended essay journey through a roleplay. The students analysed the issues and concerns that the candidates may face, prepared a piece of advice for themselves on their EE journey and a plan of action to shortlist tentative EE topics.



CAS (CREATIVITY, ACTIVITY AND SERVICE)

For Creativity, Activity and Service, the Grade 11 students are currently working on their upcoming Group 3 project: Link, Pitch and Reach which will take place on 19th March. The students are divided into 4 groups and are working with various organisations to create a marketing campaign. They visited these organisations, namely: Cafe Arpan, Bombay to Barcelona Library Cafe, Carter Clean up and Adeem Hastakala - The Warli Artists from Jawhar.

The students have had a series of meetings with their respective organisations, visited them and interacted with the various members of their organisations to understand them and their purpose better to ensure they stay true to the essence of the organisation. The students were able to empathise with the various causes as they chose to work with these organisations from the various options given to them. They have been working closely and carefully with them and will continue to do so till their goal is met. It is important that for this task the students are able to empathise, connect and communicate well with the members of their organisations.



Team Alter with the staff at Cafe Arpan:



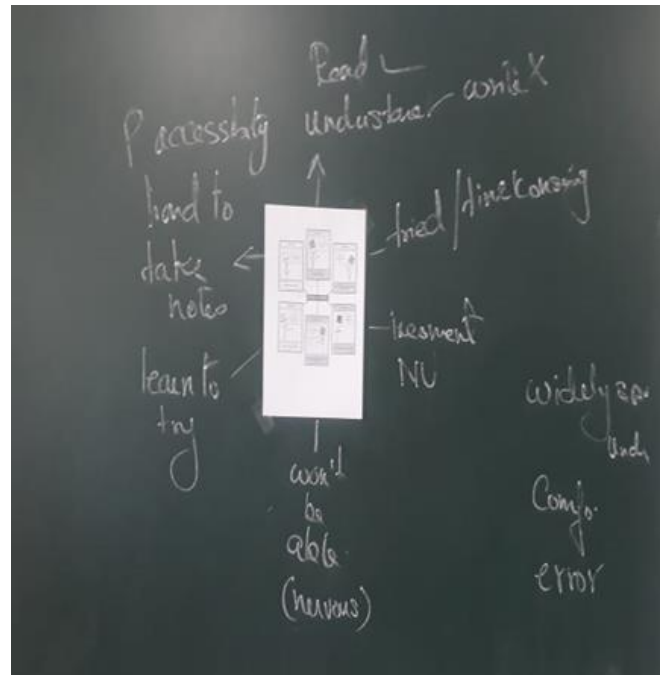
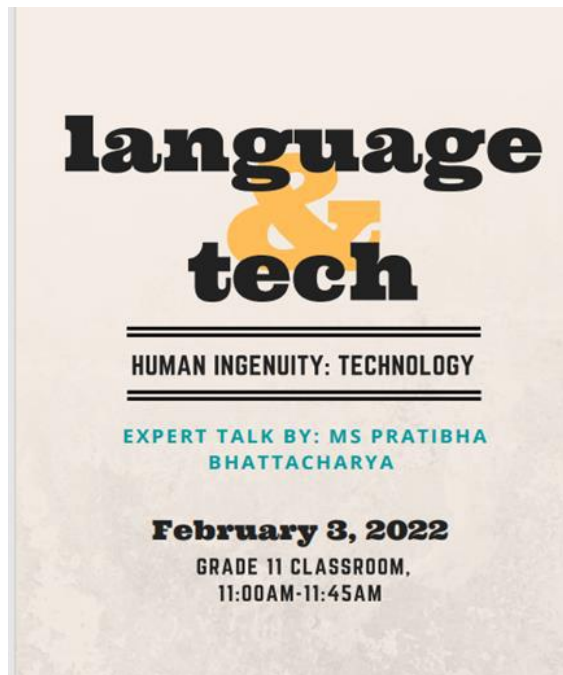
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Multidisciplinary Learning Engagements

Hindi- Spanish SL- Spanish AB Initio

With the theme 'Human Ingenuity' we were exploring the ways in which human creativity and innovation affect our world. To understand better Ms. Pratibha Bhattacharya - Head of ICT department was invited as a guest speaker, who shared the insights that languages play an important role in the field of technology. Students filled Visual Thinking Routines (VTR) and reflection sheets to pen down their learning.



Guest speaker's session-Ms. Pratibha Bhattacharya



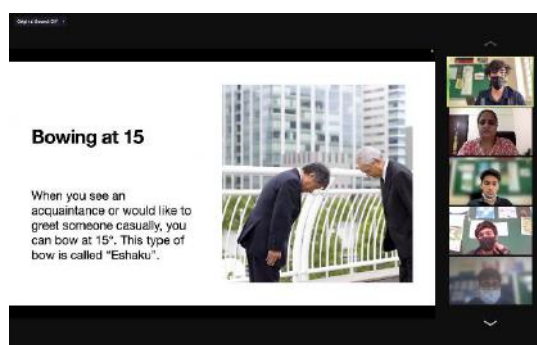
Business Management Multi-Linguistic Project

Language and Cultural differences in International Marketing

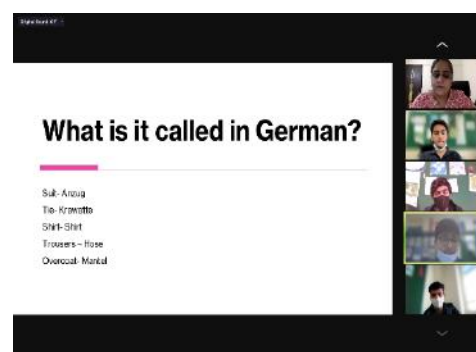
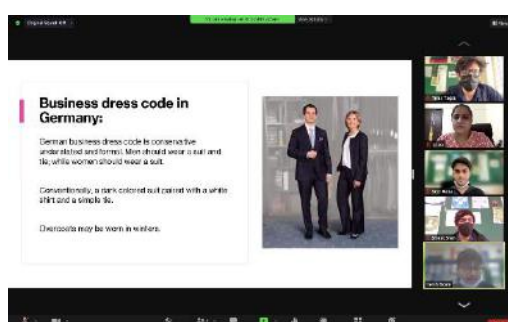
Multilingualism provides an insight into the understanding of different cultures and experiences hence a multilingual individual becomes multicultural in nature. It is an important academic value for millennials to have awareness of different cultures and appreciate different languages to gain a competitive edge in today's job market.

As an extension task to the flipped classroom activity on the topic of international marketing the students were asked to research and investigate the TOK link- "Discuss the role of language and culture in marketing a product in international markets." In order to answer the question, students decided to explore the aspect of business etiquettes of around five different countries in the world and present their findings to the rest of the class.

Body language and business etiquettes: Tejas Tagra



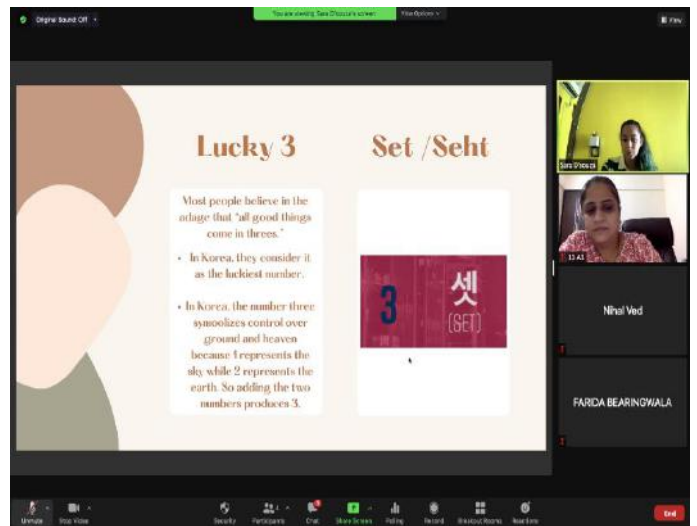
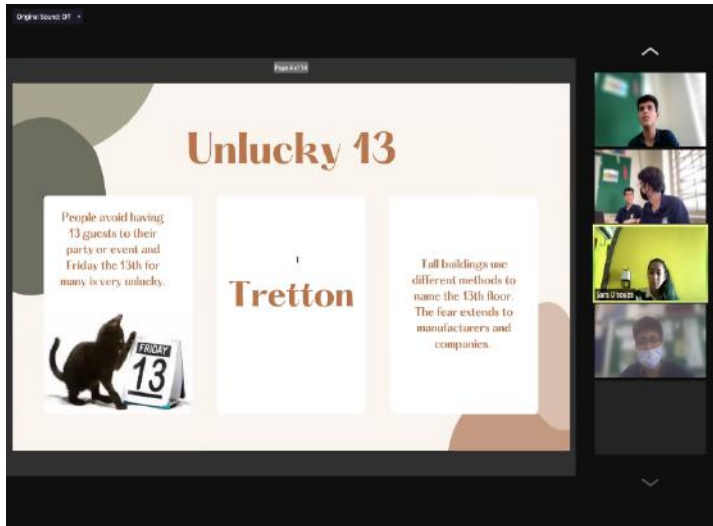
Dress Codes in International Business : Hersh Doshi



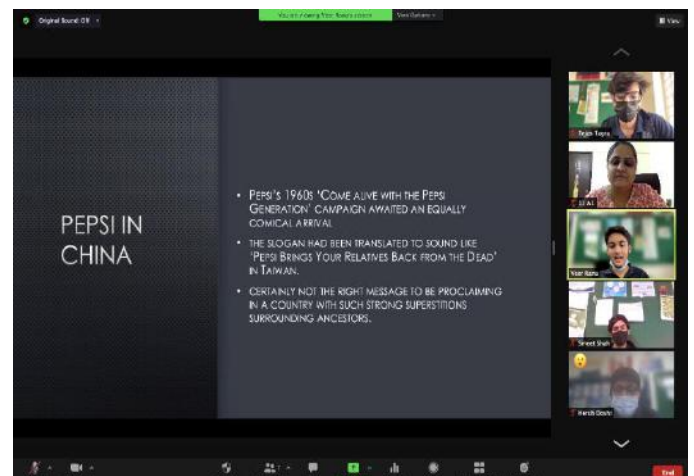
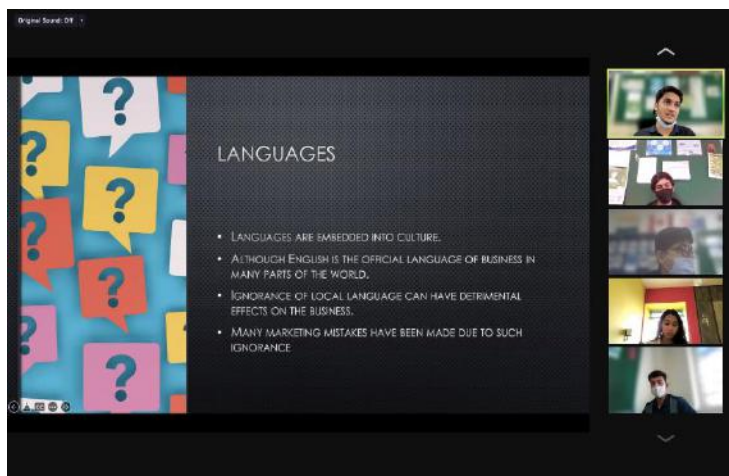
JANUARY & FEBRUARY

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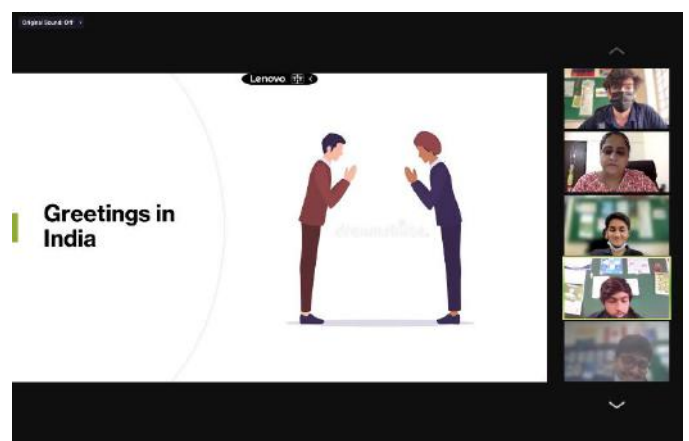
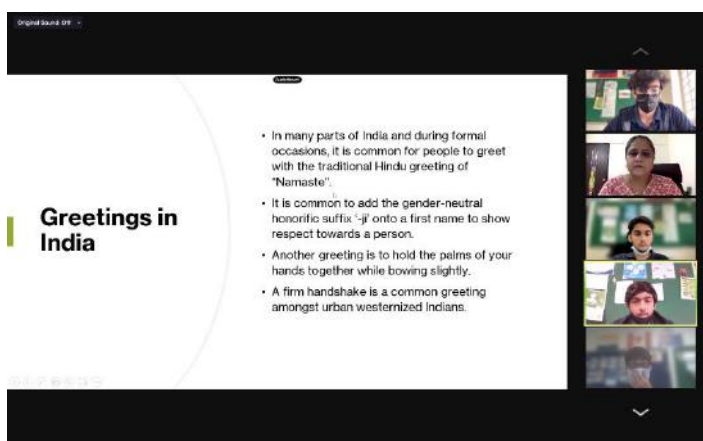
How numbers play a role in international business etiquettes: [Sara Dsouza](#)



Spoken Language and business etiquettes: Veer Rana



Greetings and business etiquettes: Smeet shah



Physical contact and business etiquettes: Nihal Ved

Emotional Wellbeing Session

A session on 'Handling Relationships' was facilitated by Ms.Bindu Chaddha

Adolescence is marked by puberty accompanied by major socio-emotional changes. This is also an age where they think of abstract concepts such as love, fear, and freedom. They are impulsive and involve in risk-taking behaviors. With never-ending means of influence, making a choice is confusing.

In this session, we tried to focus on the relationship we have with ourselves which helps us make a choice of relationships we have in our lives as enrichment or entrapment. The importance of boundaries in different relationships, communication with self and others, awareness of our own patterns and beliefs affecting us physically, the need to build tolerance, acceptance, respect, and meaning of love was discussed. It was an engaging session.



DBIS Undergraduate Admission Highlights



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Statistics

Total Students: 15

Applications Processed: 75+ applications sent as on date

Number of Countries: 5

Application Demographic (student applications to each country) Canada: 2 | India: 11 | Netherlands: 1 | Singapore: 1 | USA: 4

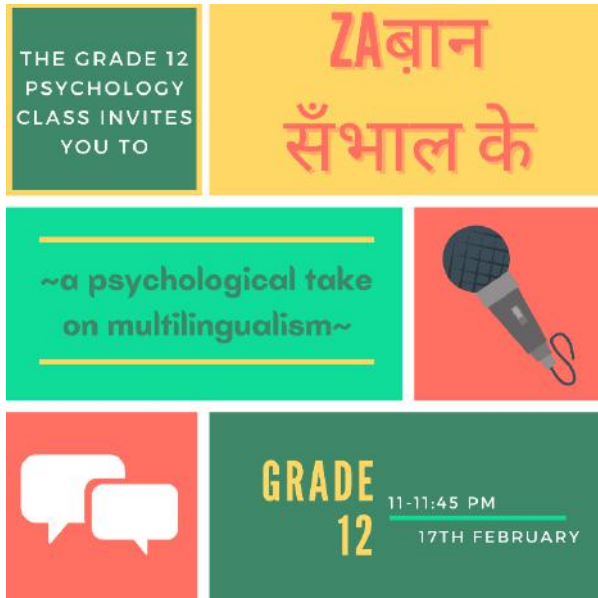
Total Scholarships as on date

Canada: CA\$5,500 | India: Rs. 2,50,500 | USA: \$51, 000

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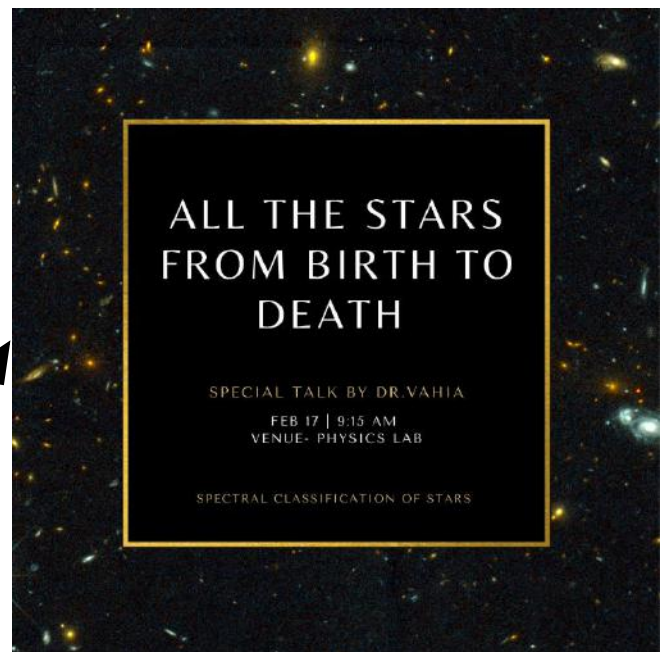
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Happenings @IBDP



17th Feb: Psychology multilingual activity

17th Feb: Physics Guest lecture

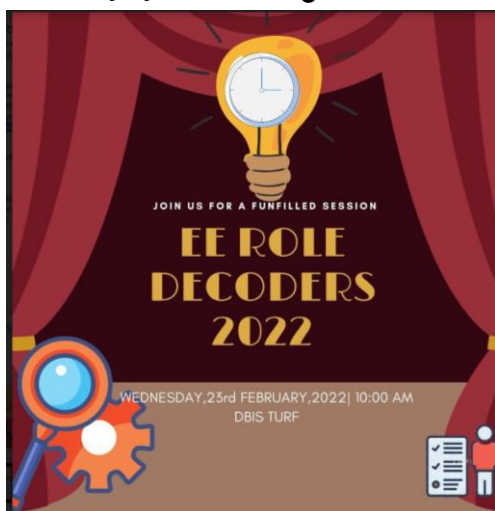


27th Jan: Physics multilingual activity

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Happenings @IBDP



23rd Feb: EE Roleplay

**language
&
tech**

HUMAN INGENUITY: TECHNOLOGY

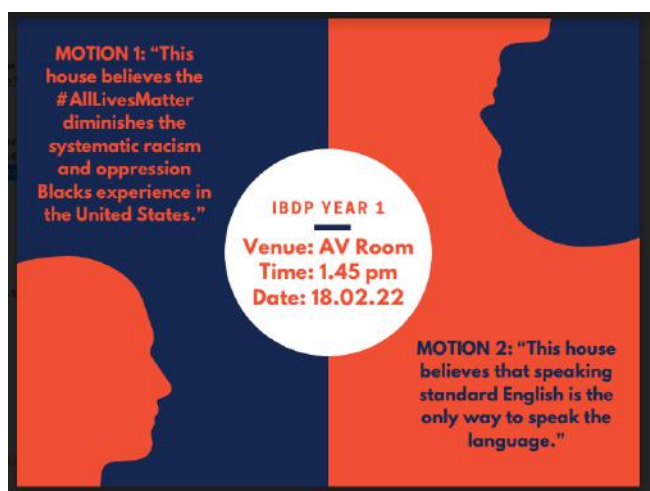
EXPERT TALK BY: MS PRATIBHA BHATTACHARYA

February 3, 2022

GRADE 11 CLASSROOM,
11:00AM-11:45AM

BE THERE!

3rd Feb: Group 2 Languages and Tech guest lecture



18th Feb: English Debate

24th Feb: Group 3 and CAS assembly



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