

# IBDP

# NEWSLETTER

*Grade 11*

MARCH - MAY

Volume:2 Issue:6



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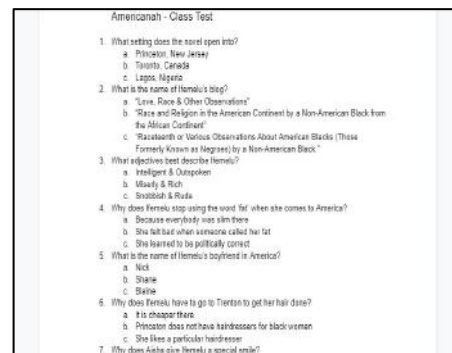
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## EVENTS

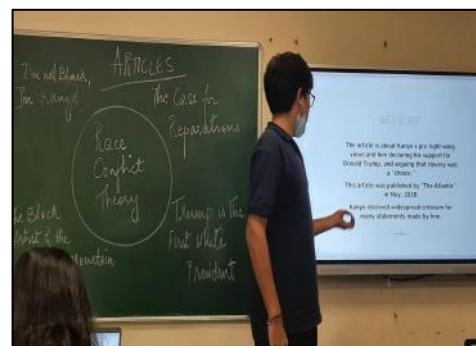
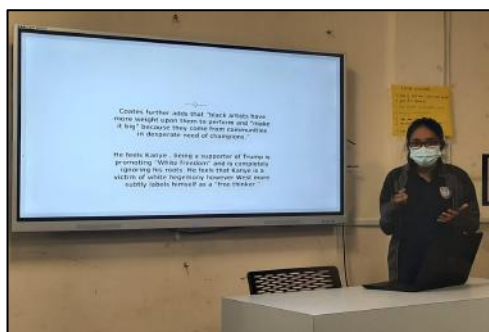
- 6th-8th March  
**CAS Trip**
- 14th March  
**Brainwaves**
- 17th March  
**IBDP Farewell**
- 19th March  
**Link, pitch reach challenge**
- 25th March  
**Faultstop**
- 25th March  
**Effective summer planning section**
- Tok Exhibition  
**8th April**

## ENGLISH A: LANGUAGE AND LITERATURE

Students have completed the study of the novel, *Americanah*, by engaging in literary circles where each one had to take ownership of some aspect of the group's learning. A scoreboard was maintained to keep track of the reading progress. They attempted a class test to assess their understanding. They next started demonstrating their understanding by practicing Paper 2 literary responses.



Students also presented their analysis of Ta Naehesi Coates' articles from *The Guardian* that they studied for their Body of Work.



They continued practicing their non-literary analysis for Paper 1 with exam-style worksheets. They attempted their formative assessment and received detailed feedback on their work. They began preparing for their Individual Oral. They even marked a sample and then compared their scores and feedback to that of the IB examiner.

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### How to Prepare for your Individual Oral – Language and Literature

**Stage 1 – What are you going to talk about?** Do the following steps in this part in any order you choose:

1. Pick your global issue and narrow it down to something manageable in a 10-minute oral.
2. Pick your literary work and your non-literary text that comes from a body of work.
3. Create a guiding question about your global issue to frame your thinking for the remaining work that must be done.

You must have your narrowed down global issue, your literary work, your non-literary text (from a body of work) and your guiding question to frame your thinking BEFORE moving to step 2.

**Stage 2 – Find your extracts, annotate, and connect to the whole work/body of work**  
This is all preparatory work to get you ready to create arguments for your IO.

The HL students completed their portion by exploring and analysing the works of Liza Donnelly (cartoonist) and Barbara Kruger (conceptual artist).

Barbara Kruger

- conceptual artist

Art - political, religious, social, economic function

INTENTION + MEANING?  
VISUAL APPEAL - EMOTIONS

Economic function

- Status symbol  
- Tax

Art = commodity (possession - identity)

Skill - not the primary

Technology  
- copy  
- photography

Conceptual Art

- media (multi-modal)  
- Postmodernism - pastiche  
- Intertextuality (borrowing meaning from other texts)  
- Parody - mock and criticise

America - capitalism  
self fulfilment linked to economic fulfilment

- socio-economic climate  
- consumerist identity

branding + logo + font

advertising - photography

exclusivity  
community:  
- globalisation (x religion) (Class - imp)

Global issue:  
identity - consumer

## HINDI B

In the month of March students Second Term Formative Assessment followed by self-correction and detailed feedback related to the writing task. Students explored the theme, 'Experience', through various activities, visual thinking tools, video followed by reflection activity and a discussion. They revised the process of Internal Assessment' and practised a few to sharpen their skills. Students enjoyed the survey activity - 'जिंदगी ने आपको क्या सीखाया है ?' and presented their findings in the class. They practised the productive and receptive skills by solving various reading and listening comprehension questions. Students appeared for their Second Summative Oral Exam in the month of April.



Presentation by student.



Presentation by student.



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Life story- TED talk by Rajeev Poddar.

## SPANISH B SL

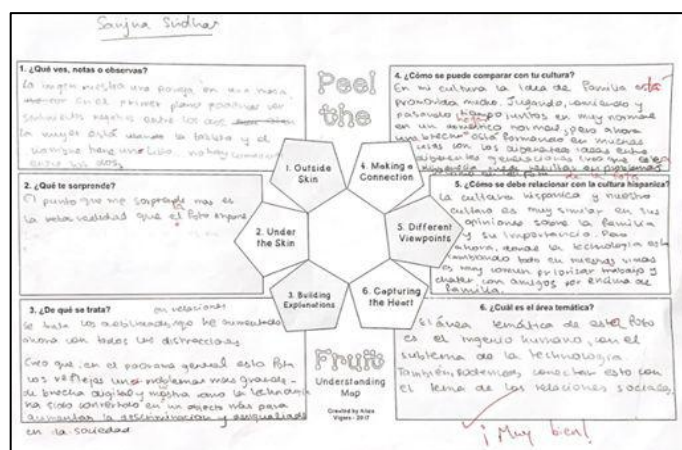
The month of March began with a class test to assess students on their receptive skills which was a combination of reading and listening comprehension. The revision was undertaken where students had practice sessions for their oral exam by describing various visual stimuli with 'Peel the Fruit' activity where students self-evaluated their work based on the given criteria and explored the entire evaluation process of the oral exam. Students then revised for Paper 1 and Paper 2 which comprise writing, listening, and reading comprehension. They also explored 'Brochure Writing' and wrote a tourist brochure to practice it further. Students appeared for their Second Summative Oral Exam in the month of April.

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## El ingenio Humano

¿Cómo juega el entretenimiento un papel importante en nuestras vidas?



## SPANISH AB INITIO

Students began the month of March with a unit test, which was followed by feedback in class. Later students dived into the sub-themes of 'Workplace and Global Questions' under the theme of 'Social Organisations'. We practised the text type of a personal declaration and students also saw how to design a CV in Spanish. Furthermore, all sessions were dedicated to skills-based revision practice sessions, focussing on grammar topics like 'El Preterito Perfecto', 'El Indefinido' and 'El Imperfecto' (types of past tenses). We read a variety of texts, listened to audios, songs, and podcasts with questionnaires to work on their listening and students undertook writing tasks as diagnostic tests.

Students appeared for their orals as a part of the Second Summative Assessment examinations, for which rigorous practice was done in class.

To end our academic year, the whole grade 11 collaborated and prepared a multilingual tabloid which can be referred to in the multidisciplinary section, wherein, AB Initio students have showcased Indian recipes in Spanish, a report, an advertisement and a word puzzle.

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Canción: Alvaro soler – la libertad

Ay, ay, ay, ay...

Las cuatro paredes de nuestro hogar  
No \_\_\_\_\_ suficientes para aguantar  
\_\_\_\_\_ dentro algo más,  
\_\_\_\_\_ la curiosidad

Las cuatro paredes \_\_\_\_\_ ya...

**estribillo**

Ay, ay, ay, ay... Recuerdo el momento  
\_\_\_\_\_ a buscar un mundo más allá

Ay, ay, ay, ay... Correr con el viento  
Rumbo a la libertad y a mí qué más me da.

Si \_\_\_\_\_ una locura, una locura, no \_\_\_\_\_ a parar  
Si fue una locura, una locura íbamos a volar.

Ay, ay, ay, ay... Recuerdo el momento  
Nos fuimos a buscar un mundo más allá  
la libertad...  
la libertad...

El cielo, el cielo, \_\_\_\_\_ ya  
Que ahora sabemos cómo ir a volar  
Yo nunca \_\_\_\_\_ lo que fui,  
siempre \_\_\_\_\_ parte de mí

**NOMBRE APELLIDO**

Título (Licenciado en Derecho)



Email - email@email.com  
Teléfono - 000-000-000  
Dirección: Calle- Número-Ciudad

**OBJETIVO PROFESIONAL**

Incluye aquí una breve descripción  
sobre tu formación y describe cuál es  
tu objetivo profesional.

**FORMACIÓN**

**2011 – 2015**

Centro de Formación  
Nombre del curso o de la titulación.

**2011 – 2012**

Centro de Formación  
Nombre del curso o de la titulación.

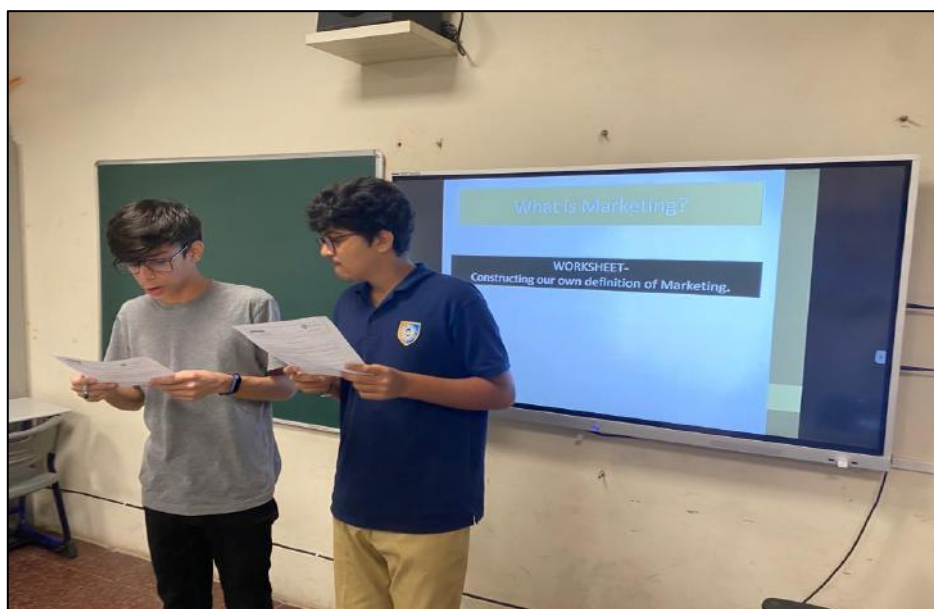
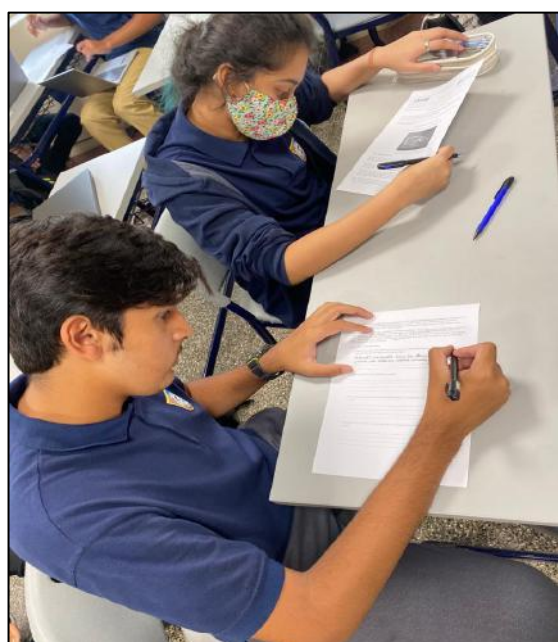
**2013 – 2014**

Centro de Formación  
Nombre del curso o de la titulación.

**INFORMÁTICA**

## BUSINESS MANAGEMENT

The students explored the topic of the role of marketing through a scaffolding exercise of constructing and presenting their own definition of marketing after analysing a series of conversations based on the views of different people's perceptions about marketing.

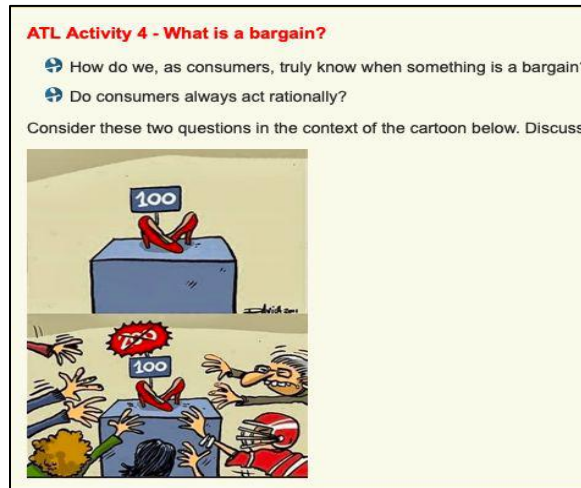
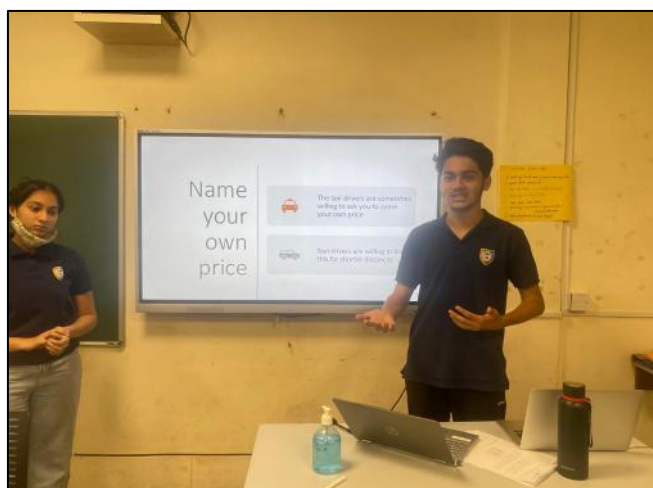




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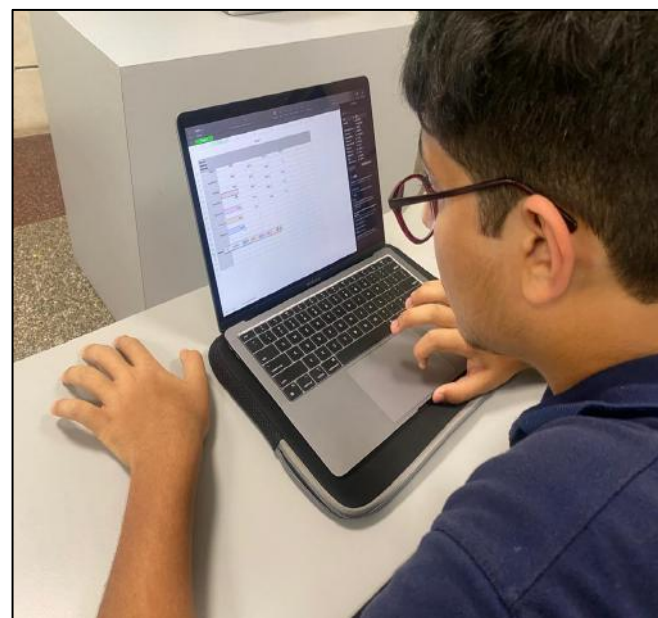
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To enhance students' thinking and research skills two different ATL activities were conducted on the topic of 'Marketing Mix- Price', one involved students to investigate how creativity impacts pricing strategies of different businesses with real world examples and for the other activity students discussed their responses in context to a cartoon image on two key questions related to 'What is bargain?'



A formative class test was conducted for the self study topics of 'E-commerce' and 'Budgets' (HL).

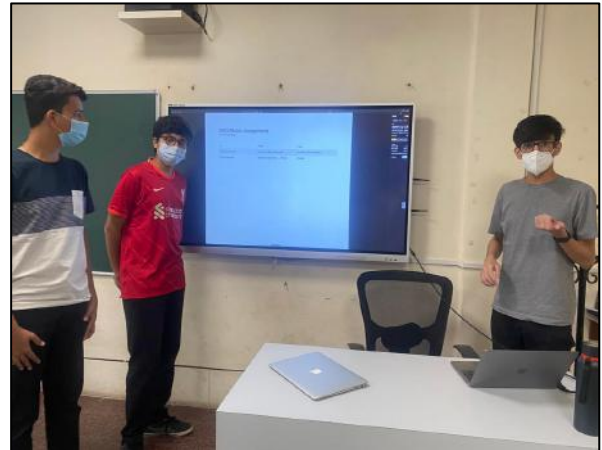
The HL students also solved numerical problems on moving averages for the topic of sales forecasting.



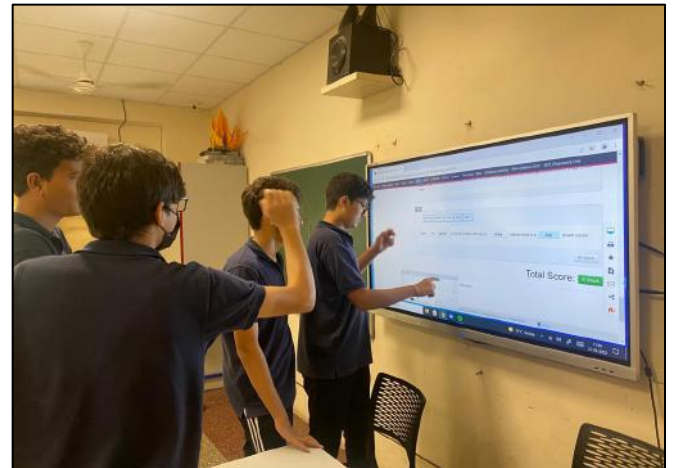
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For the topic of 'Marketing Mix- Product', students in two different groups analysed the product portfolios of companies such as Amazon.inc and Nestle using the business management tools learnt in class and presented their analysis to the rest of the class.



Students played a marketing trivia Kahoot quiz to help stimulate discussion on key topics such as brand and innovation and in the end to review their overall understanding of the Unit of Marketing students played in teams an interactive smart quiz on the board.

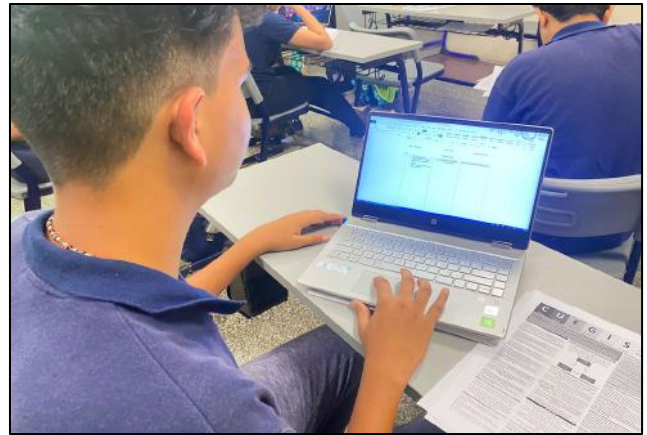
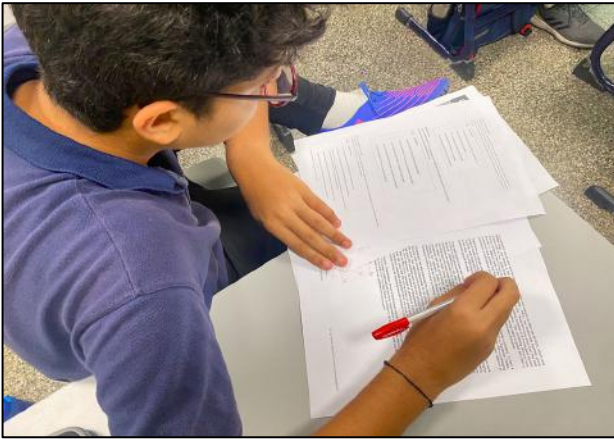


To refresh students' understanding of CUGIES essays, students completed a visual thinking routine task post which they played the role of the examiner and marked two different samples of CUGIES essays in accordance with the assessment criteria.



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## ECONOMICS

Students began with Unit 3- Macroeconomics. The topics covered in these months are: ‘Measuring Economic Activity’ and its variations in —aggregate demand and aggregate supply.


To better comprehend this topic several class activities were conducted, and data from these sources was analysed: [gapminder.org](http://gapminder.org), [ourworldindata.org](http://ourworldindata.org), [visualcapitalist.com](http://visualcapitalist.com), [hdr.undp.org](http://hdr.undp.org), [worldhappiness.report](http://worldhappiness.report), [livingplanetindex.org](http://livingplanetindex.org).

This data analysis helped students to evaluate why GDP is not the best indicator of growth.


Natasha D’Costa gave an interesting introduction on Keynesian economics on 16th of March. Her topic was ‘How did the Great Depression of 1929 Start an Alternative Economic School of Thought?’

- High GDP per capita
- Unemployment benefits
- Better healthcare
- Quality education
- Job opportunities
- Social support
- Low corruption rate

Hariom Talreja

 Hariom Talreja

Natasha D’costa

 Natasha D’costa

Ishaan Umapathy

 Ishaan Umapathy

Manya Bhatia

 Manya Bhatia

padlet

Farida Bearingwala + 3 • 2m

### Happiness Index

Data analysis

**Manya**

Does where we live impact how happy we are?

yes, the area/location does have an impact on happiness due to the availability of resources, health of the economy, weather, and state of the country/nation.

**Can you measure happiness? - Roshni**

Happiness can be operationalized through self report questionnaires, where people can be asked through a survey about how happy they are at certain times. This can be done through rating scales or likert scales allowing us to collect quantitative data

**Nihal Ved**

Does where we live impact how happy we are?

A- Yes, where people live is an important factor to measure their happiness because if they live in an economy with a high crime rate and a bad governemnt then obviously they won't be happy.

**Ignite Curiosity**

- Does where we live impact how happy we are?
- Are the things that make people happy the same in every culture?
- Can you measure happiness? Are some cultures happier than others?
- Does happiness have a cost?

11 A

Heet Mistry

Smeet Shah

Smeet Shah

Hariom Talreja

Hariom Talreja

## PSYCHOLOGY

Students were introduced to the IA format and the formal IA Proposal form was submitted along with the list of tools that the students would prepare for the successful completion of the IA.

In addition , students completed the year 1 syllabus. The final topics included ‘Cooperation’, ‘Prejudice’, ‘Conflict and Conflict Resolution’. In addition, students were given practice for writing answers for previously completed concepts such as ‘Formation of Interpersonal Relationships’ and ‘Social Responsibility’.

**ATL: Critical thinking**

The prisoner's dilemma is perhaps one of the most famous "games" in psychology. In order to understand the dilemma and what it teaches us about cooperation, watch the following film.

The Prisoner's Dilemma

Watch on **YouTube** **5 COUNTY**

### Factors influencing cooperation

The prisoner's dilemma is based on the belief that we are **rational agents** - that is, that we make important decisions using system 2 thinking.

We know, however, that this is not usually the case.

So, which factors affect our willingness to cooperate?

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## ENVIRONMENT SYSTEMS AND SOCIETIES (ESS)

Students studied the impact of humans on the different layers of the atmosphere and discussed ozone depletion and the different protocols implemented for its control. They evaluated the Montreal and the Kyoto protocol. The following conclusions were deduced from the discussion: the biggest reason behind the successful Montreal Protocol was that it had achieved the universal ratification by all countries in the world and the failure of the Kyoto protocol was that it did not encompass the world's largest and fastest growing economies. They suggested a few amendments for better implementation of the Kyoto protocol.



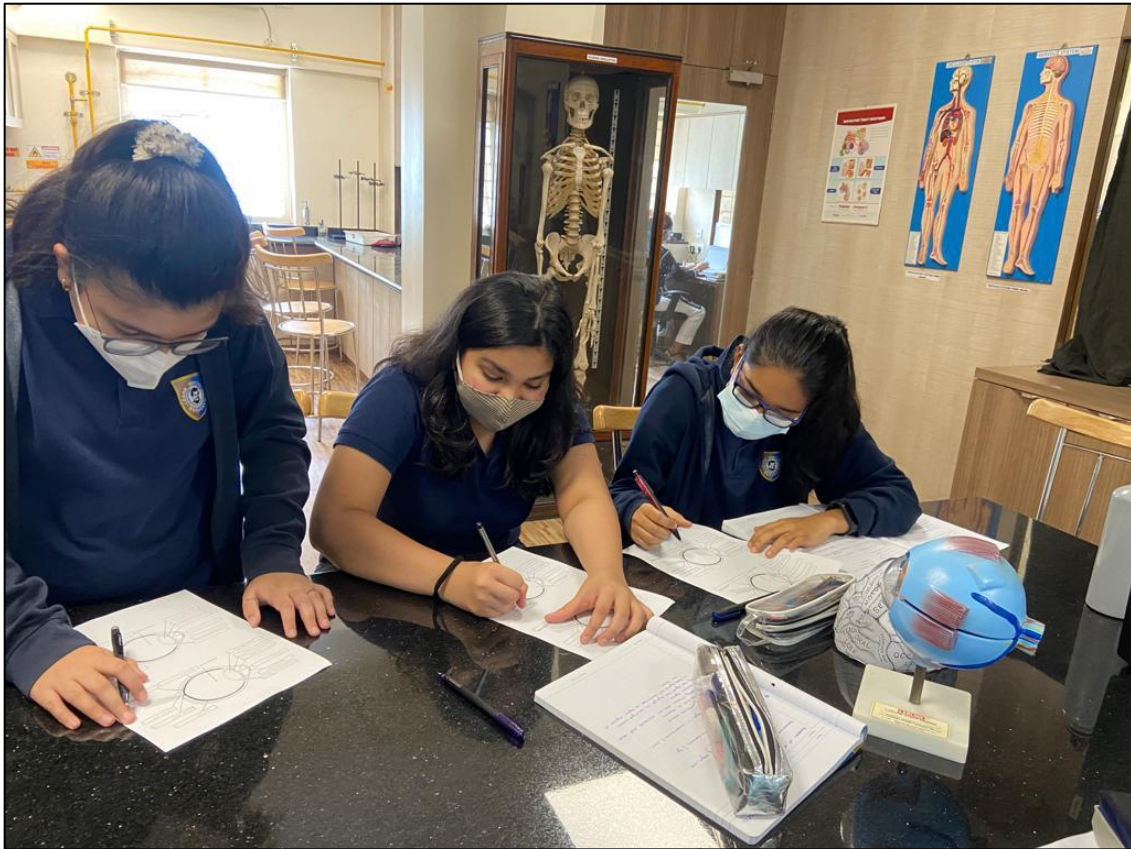
## BIOLOGY

In the month of March, we continued with the optional unit of 'Neurobiology' and 'Behaviour'. The students dissected large models of the eye and ear to identify the different parts and annotate their functions on a worksheet. As a part of their multilingual activity, "BRAINWAVES", guest speaker, Ms. Andrea Fernandes did an activity on 'Music and the Brain'. Students spoke about the effect of visual arts and music on neurobiology.



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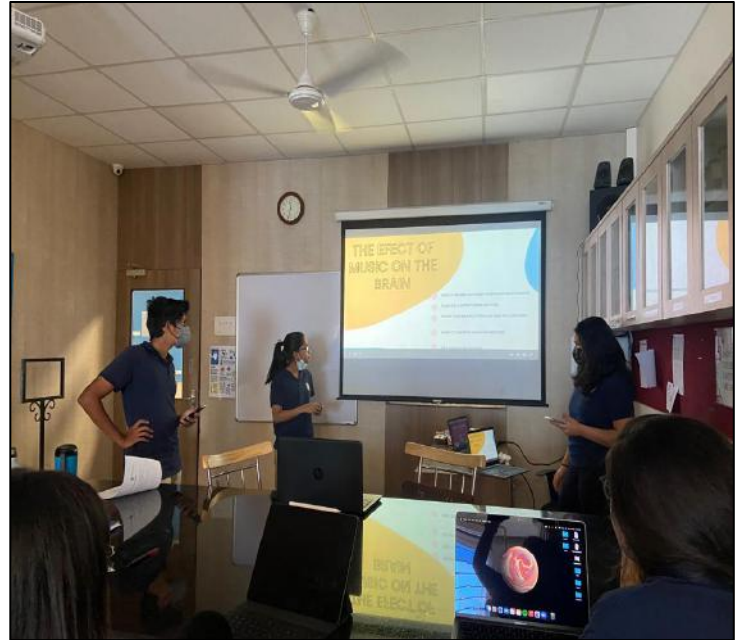
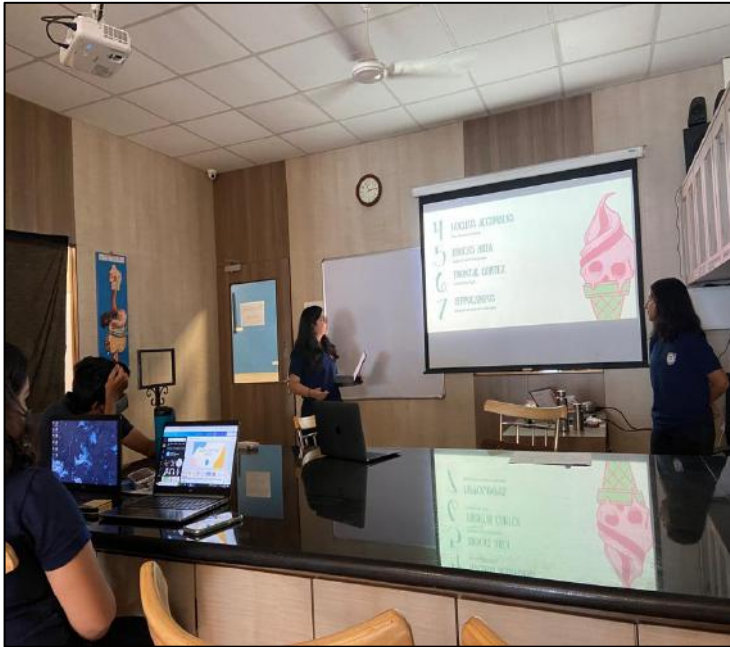
**Comparing a diagrammatic representation and a model of an eye**



**Ms. Andrea Fernandes- giving a guest lecture on music and the brain**

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Students giving presentations and using phrases in their mother tongue

In April, the students started the unit on 'Genetics'. The students were introduced to concepts of nondisjunction during meiosis, down syndrome, karyotyping. They practised different types of inheritance problems and pedigree charts- sex-linked, codominance, autosomal recessive/dominant.

### Sickle Cell

Another example of **codominance**.

Predict the phenotype ratio in this cross:

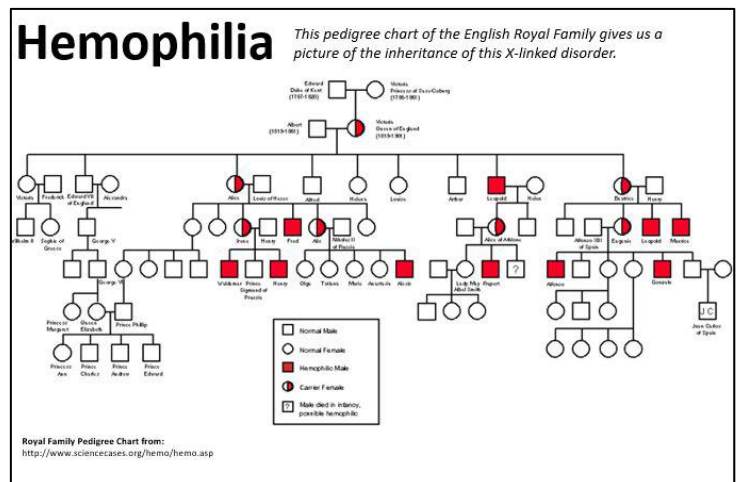
**F<sub>0</sub>** Phenotype: ♀ **carrier** X **unknown** ♂  
 Genotype: **Hb<sup>A</sup>Hb<sup>S</sup>** crossed with **Hb<sup>A</sup>Hb<sup>A</sup> or Hb<sup>A</sup>Hb<sup>S</sup>**

Key to alleles:  
**Hb<sup>A</sup>** = Normal Hb  
**Hb<sup>S</sup>** = Sickle cell

Punnet Grid:

gametes	<b>Hb<sup>A</sup></b>	<b>Hb<sup>A</sup></b>	<b>Hb<sup>A</sup></b>	<b>Hb<sup>S</sup></b>
♀ <b>Hb<sup>A</sup></b>				
♀ <b>Hb<sup>S</sup></b>				

**F<sub>1</sub>** Genotypes:  
 Phenotypes:  
 Phenotype ratio:



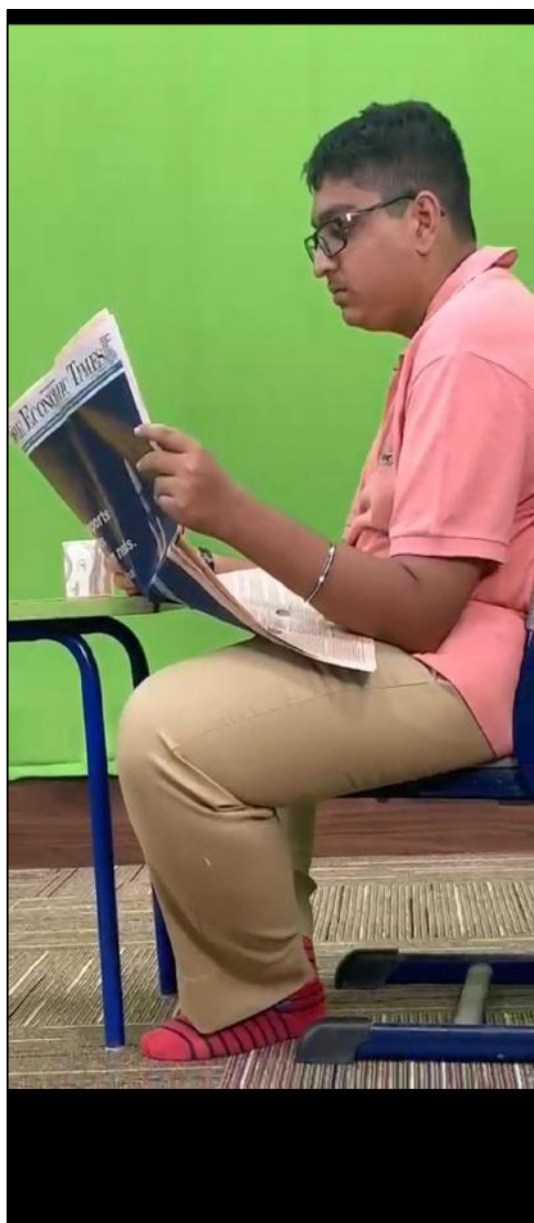


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## CHEMISTRY

Students continued with the topic of 'Medicinal Chemistry'. Their understanding of drugs and the ethical implications was scripted and enacted into a short film. 'Chemical Kinetics' was then introduced in class. Worksheets on the same were solved in class. Internal Assessments in Chemistry were introduced and some good sample IAs were discussed along with the criteria. Revision included questions on difficult subtopics. Special emphasis was laid on solving Paper 3 questions.



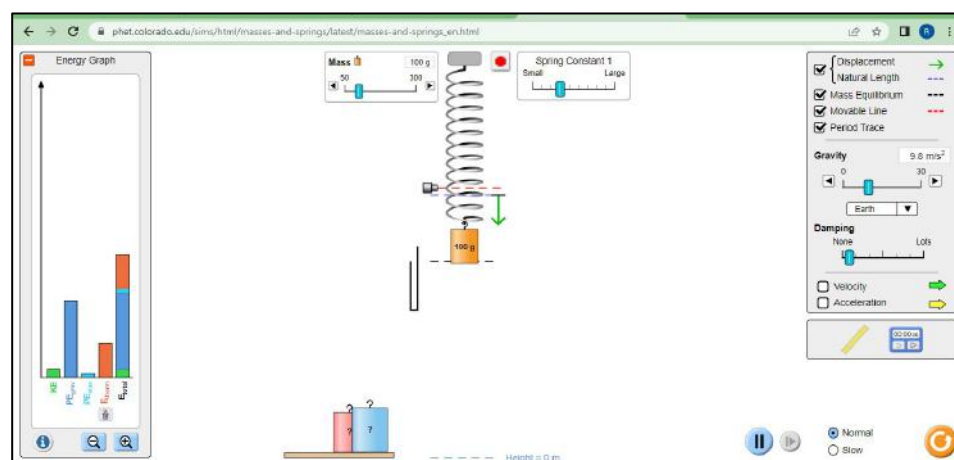
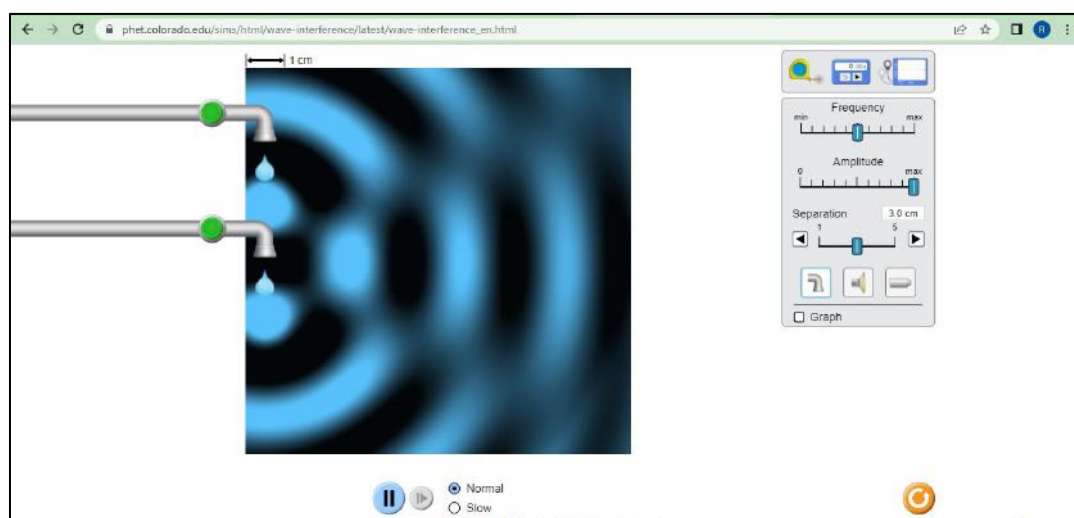


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## PHYSICS

The students in the month of March were introduced to the IA marking criteria and the students marked a sample IA. The students were also introduced to the topic on 'Oscillations and Waves' and an activity on springs and pendulums was conducted based on simple harmonic motion. The students were introduced to types of waves with the help of an activity using a slinky and using Phet simulations. Properties of the waves were discussed using videos and Phet simulations. Reflection of waves on a string depending on boundary conditions was demonstrated using Phet simulations and a slinky. The students also had revision tests on various topics and also played quizzes based on the topics on oscillations, travelling waves and standing waves. A demonstration was also done to show the formation of standing sound waves in a pipe closed at one end using a tuning fork and a half filled measuring cylinder.



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Wave on a String

Electromagnetic Waves

Press **Esc** to exit full screen

0:00 / 7:39

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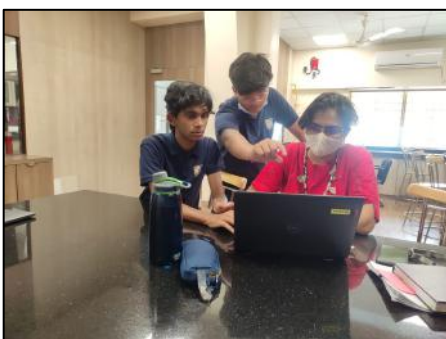
## COMPUTER SCIENCE

Group discussion was conducted on moral, ethical, social, economic, and environmental implications of the interaction between humans and machines.

Experiential learning through hands-on activity 'Faultstop' gave students the opportunity to learn the problems of hardware and software by helping the DBIS teaching community.



Students continued with the topic of system fundamentals and explored the concepts of human interaction with the system. They analysed the overall usability of a device using the eight quality components of usability. Case studies of usability problems of different devices were discussed in the class.





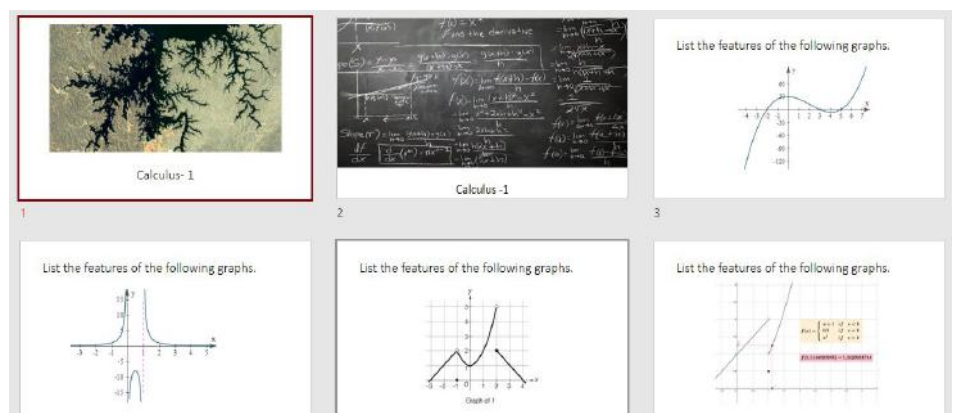
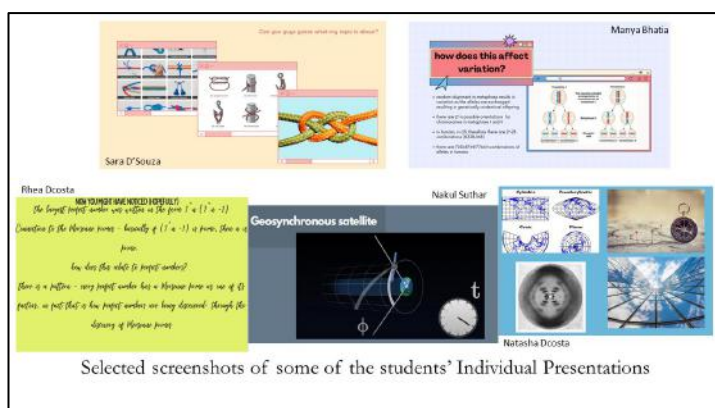
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The topic of resource management was introduced with the identification of all the critical resources that need to be managed within the computer system. Students evaluated the given resources with the help analysis sheet for various devices. Different scenarios were taken to understand and identify the limitations of a range of resources in a specified computer.

## MATHEMATICS: ANALYSIS AND APPROACHES(AA)

In the months of March and April, we completed the topics of vectors, and then moved on to calculus. In calculus we went over the concepts of limits, continuity, and differentiation. In these two months, the students were introduced to the 'Individual Explorations' that they will have to undertake for their Internal Assessment. They were graded on a mini-exploration based on the IA criteria. Class tests and activities were conducted regularly so that the students are able to strengthen their concepts.



Graphical approach to Calculus

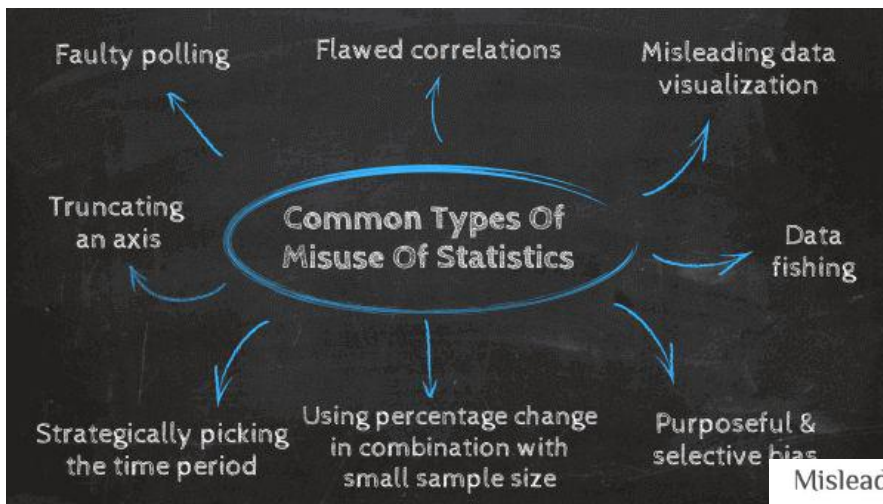
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# MATHEMATICS: APPLICATION AND INTERPRETATION(AI)

During the month of March and April, 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. Different probability distributions provided a representation of the relationship between the theory and reality, allowing students to make predictions about what might happen. Students spoke about how easy it is to be misled by statistics and is it ever justifiable to purposely use statistics to mislead others?

Examples of misleading statistics



## Misleading Graphs: Just Reading it Plain Wrong Global Warming Stopped!

Here's another global warming picture, from the British tabloid the Mail on Sunday. The newspaper used it to claim that global warming had stopped.

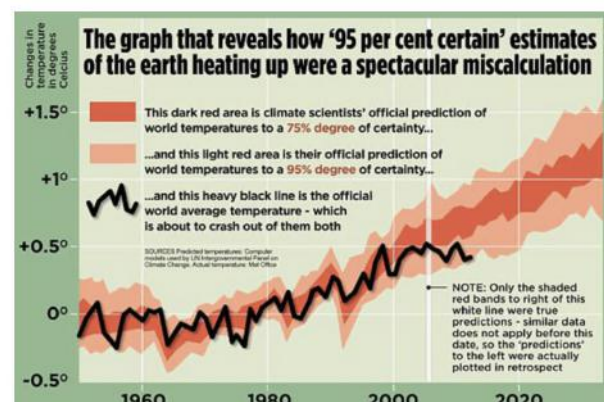


Image credit: Mail on Sunday.

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## VISUAL ART

Students were introduced to the culture of the natives from America and Canada where they explored the reason behind why totem poles were created and how they were created. Further, they researched cultures from different countries and narrowed down to a single culture where they applied their intentions and theme. They planned the various artforms for their theme in a presentation. This was an activity for research on studying an artform from a different country.

Students also experimented and explored different techniques and processes in acrylic paint medium of colour on canvas.





## THEORY OF KNOWLEDGE (TOK)

### TOK EXHIBITION – DRISHTI 2022

Drishti is a Don Bosco International School event that celebrates the culmination of the Grade 11 (IBDP Year 1) students' three-month odyssey in designing their TOK exhibition and producing their commentaries. The TOK exhibition is an internally assessed IBDP component.

Drishti in Sanskrit means vision or philosophical point of view, and the objective of this exhibition is to train students how to think critically, use language with clarity and accuracy, back up their opinion with facts with solid justifications, and argue coherently.

It is an exhibition of three objects curated by each student after selecting one IA prompt (knowledge question). Our students identified each object in its specific real-world context and developed relevant, clear, and coherent arguments, using examples and evidence effectively to support a claim. Through the exhibits, our student demonstrated awareness and evaluation of different perspectives, and considered the implications of arguments and conclusions.

The TOK exhibition is a very rigorous IB internal assessment for year 1 students, it evaluates the students' critical thinking and research skills. The IBDP cohort has worked really hard to meet the demanding criteria of this assessment. The reputable chief guests for this event were, Dr. Sudesh Bhagwat who has a PhD. in Physics and has had an expansive career in science & technology along with renewable energy, and Mr. Rahul Antao who is a consultant at the Youth Desk at the International Fund for Agricultural Development (UN), they applauded and appreciated our students' efforts and dedication to seek more in constructing true knowledge. As facilitators, our journey with Grade 11 students can merely be related to this famous adage given by Socrates: 'I cannot teach anybody anything, I can only make them think.' This is our greatest achievement at DBIS

**Ms. Melica Fernandes**

**TOK Coordinator**

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## EXTENDED ESSAY (EE )

The students have finalised their Extended Essay subjects and have been assigned their respective EE supervisors. The students had attended an in-house session on moving from subject to a topic to research question. The guidance was also given to undertake some preliminary general reading around the issue or the shortlisted topic. The students were also guided on evaluating the research question. This evaluation should be based on whether the question is clear, focused, and arguable.

IBDP Extended Essay assessment criteria was unpacked for the students. The students had to break down the strands of the assessment criteria and create an advice sheet for their juniors. Grade 11 students have finalised their EE subject and had a first informal meeting with their respective EE supervisors.

**Ms. Aarti Malik**  
EE Coordinator

### Subject to Topic

#### Step 1. Choose your subject area

- *Which subject area is of most personal interest to you? Is there something you are especially curious about in one of your IB courses?*
- II. Understand Subject parameters(Overview, Choice, Treatment)



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## CAS (CREATIVITY, ACTIVITY AND SERVICE)

As a part of their Group 3 project, students worked with various organisations associated with social causes. Students worked with Cafe Arpan, Bombay to Barcelona Library Cafe, Carter Clean up and Warli Artist to create marketing campaigns. They presented their marketing strategies to the judges on 19th March, 2022. Their strategies reflected a sense of professionalism, empathy, understanding the requirements of their clients and providing them with the necessary solutions. The students put up a fantastic display of their collaborative skills.

Due to the TOK exhibition and other activities, CAS classes were used for practice. Students have been asked to create and update their CAS experiences along with their reflection and evidence. They have been given individual feedback on their work so far. A lot of students have to plan and initiate their CAS projects as they are an important part of their CAS portfolio.

**Ms. Reema Vora**  
CAS Coordinator

## TRIP TO PANCHGANI

IBDP students had a rejuvenating trip to Panchgani from 6th-8th April after their assessments. The students visited Sydney Point, Parsi Point and Mapro Jam Factory. As a part of an experiential learning the students were trained on an activity called lace of Love.

The students had a hands on experience of designing footwear with recyclable materials. The designed footwear was donated for the underprivileged section by the students.

The trip was relaxing with team building games to build the spirit of cooperation.



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## GR. 12 FAREWELL

As the Grade 12 students are in the last leg of their school life, the gr.11 students planned and hosted a “BLOCKBUSTER” theme farewell party for them. They worked together in groups and committees and planned a wide range of entertainment, games and a dance performance. This event helped build a sense of companionship and camaraderie among the entire class and the grade 12. The evening ended on a high note with lots of dancing, delicious food ,laughter and joy.





## MULTIDISCIPLINARY LEARNING ENGAGEMENTS

### Multilingual Tabloid (Collaboration of Spanish - Hindi Departments)

As a part of Group 2 – Language acquisition, students of Language B and Ab Initio study a theme 'Human Ingenuity' under which they explore sub-themes like 'Entertainment', 'Artistic Expressions', 'Media and communication' and 'Scientific Innovation and Technology'. They also explore a variety of text types for the assessment of their productive skills. Blending this together in order to culminate the theme students made a multilingual tabloid where they were divided into groups and each group was assigned a text type.



The objective of making a multi-lingual tabloid was to focus on and practice the various formats of the texts using the vocabulary of the theme. As a result, students wrote a blog on technology they use daily, interviews of people in the field of theatre and cinema, a report of their group 3 project, an advertisement and reviews of their favourite movies. To make it more interesting, they also added a leisure activities page with some delicious recipes, crossword puzzles, word search, find the difference activity and a comic strip. This collaborative work was an enriching experience for us. We are sure you parents too will enjoy reading it!

### Multilingual Tabloid

Ms. Sushama Paranjpe

HOD Spanish and IBDP Spanish B faculty

## LINK, PITCH, AND REACH

A collaboration project with CAS and Group 3 subjects was conducted over a period of three months and presented on the 19<sup>th</sup> of March 2022.

The learning objective was to demonstrate creativity by providing a platform for students to develop a unique campaign for the chosen non-government organisation clients to enhance their market presence and apply skills learnt during Business management, Economics and Psychology classes.

In January 2022 the Grade 11 students were divided into 4 groups of their choice. Their first task was to choose an organization with which they would like to collaborate for their project over a period of time. The groups formed were as follows:

Group 1: Brand Wave chose Bombay to Barcelona, a library cafe which employs street kids and helps build a better life for themselves by providing them with the opportunity to earn a decent living and a shelter to keep them off the streets. They selected the Twitter app as their social media for marketing.

Group 2: Team HIRD chose for Carter Clean up at Carter Beach in Bandra, Mumbai is a citizen movement which was started nearly 10 months ago to save the beach and its mangroves from environmental degradation. The movement was started initially by two local residents and today they have nearly hundred volunteers who join their weekend clean ups. They selected the Pinterest app as their social media for promotion.

Group 3: Team Adeem Hastakala chose the Warli artists residing in Jawhar and have a small workshop where they create Warli products such as coasters, posters, trays, keychains, and much more, these products are affordable and made from natural raw materials. They selected the Facebook app as their social media for marketing.

Group 4: Team Alter chose Cafe Arpan is a café like no other, with simple and fresh menu choices. Created and served with a special touch by the differently-abled. They selected Instagram app as their social media for marketing.

Each team started by visiting their selected NGO and got more information on the marketing strategies that are required by the NGOs to promote it and raise funds. With the empathy map and design thinking map the foundation was laid for the next step.

On 24<sup>th</sup> Feb 2022 at 9.15 am, during the school assembly period the 4 teams were given an opportunity to promote their chosen NGO. For this assembly each team made a marketing advertisement or trailer to showcase to the secondary students.

On 26<sup>th</sup> Feb 2022, Saturday taking advantage of the open house for secondary students, the 4 teams set up a small stall at the entrance of the school lobby to promote the cause of their respective NGO. They were successfully able to attract several parents, students and other stakeholders to buy products and/or promote the cause of their chosen NGO. The trailer advertisements were played on the smart TV projector at the reception area of the school. The teams also made digital and non-digital advertisements to display in the various areas of the school premises.

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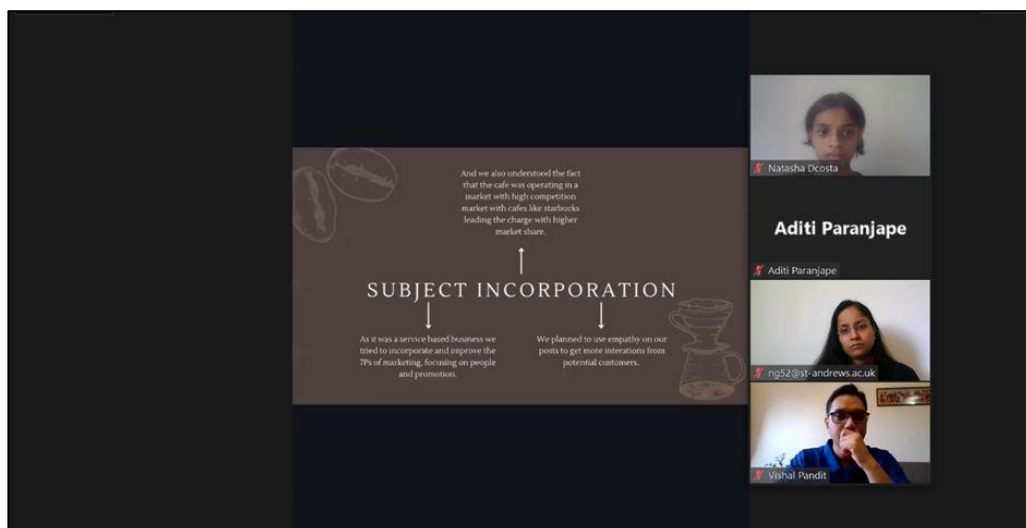
The final presentation took place on 19<sup>th</sup> March 2022, online. The 4 teams presented their empathy map, design thinking map, links to the group 3 subjects, marketing strategies. For this, 3 judges graced the occasion and evaluated the projects based on rubrics provided. The judges were Ms. Gurupriya Singh senior campaigner at 'Purpose', a social impact communications agency, Mr. Vishal Pandit head Business Development and Strategic Partnerships at Tata Capital Moneyfy and Dr. Neha Gopinath an Associate Lecturer in Management, University of St. Andrews. The team that won the first position was Group 4: Team Alter chose [Cafe Arpan](#), and in the second position was Group 3: [Team Adeem Hastakala](#).

The students of Grade 11 will be continuing to serve the NGOs in their capacities even after the official presentations are completed.

Photo: Stall sale on 26<sup>th</sup> Feb 2022 - Group : [Team Adeem Hastakala](#)



Group 1: Brand Wave chose [Bombay to Barcelona, a library cafe](#)

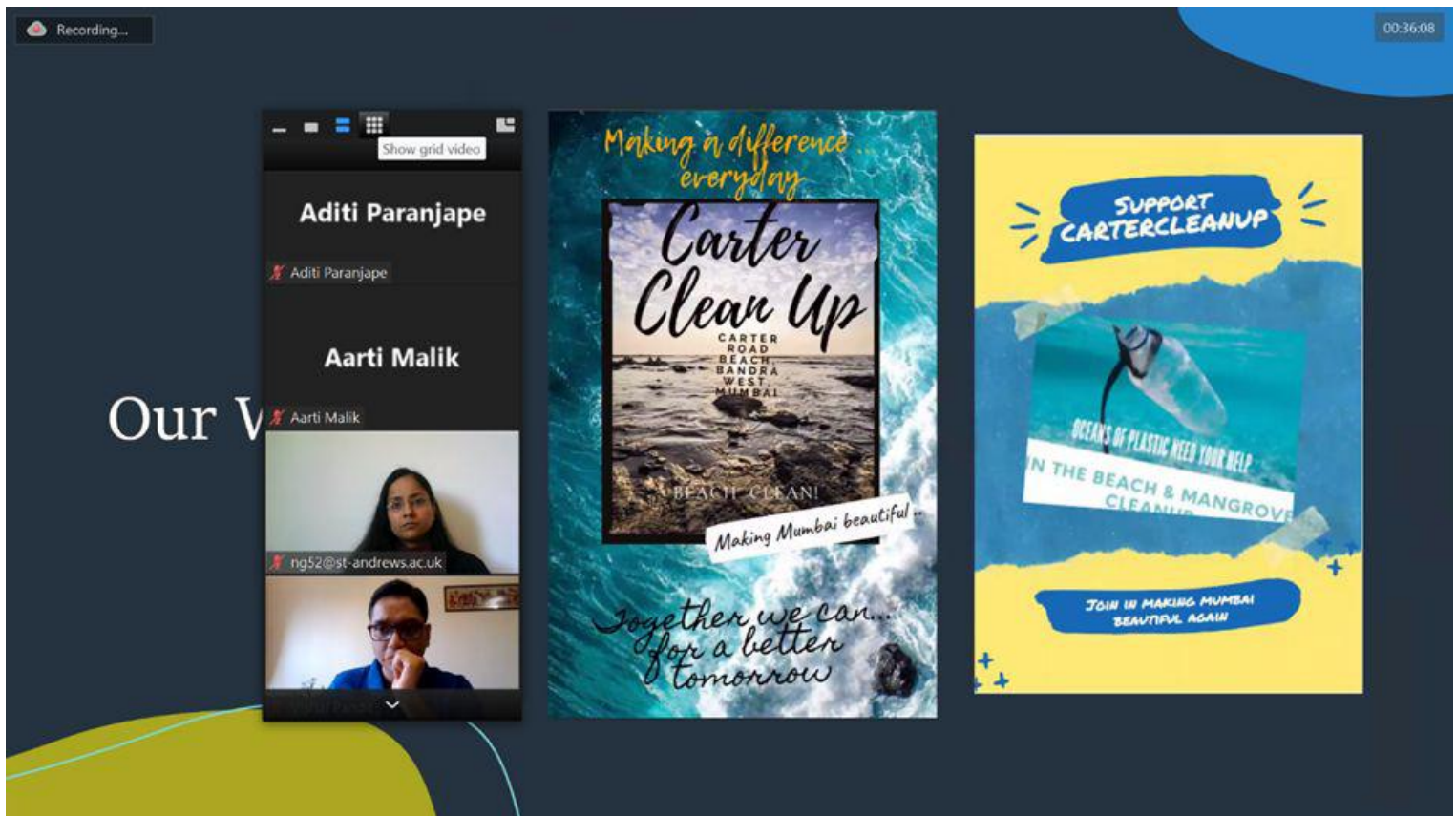




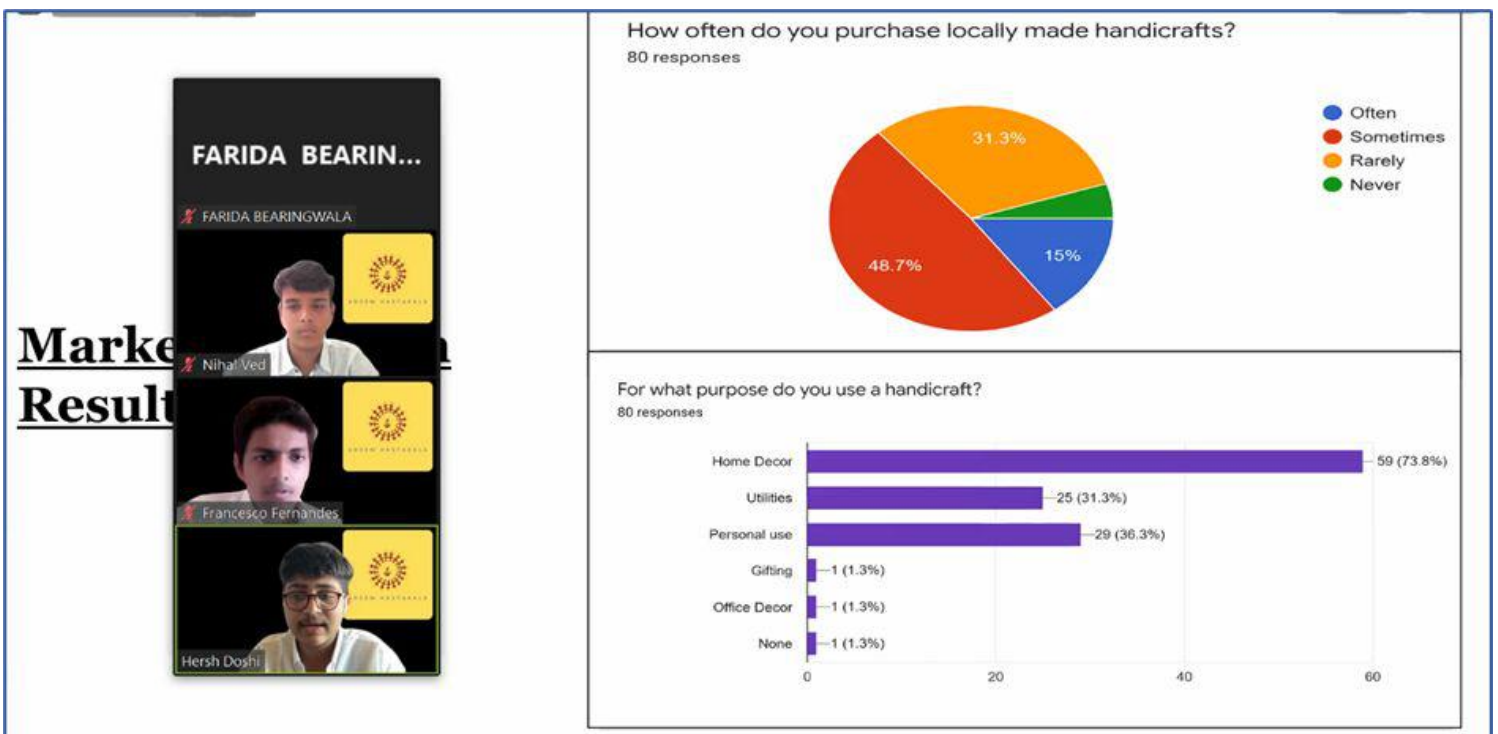
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Group 2: Team HIRD chose for **Carter Clean up at Carter Beach** in Bandra, Mumbai.



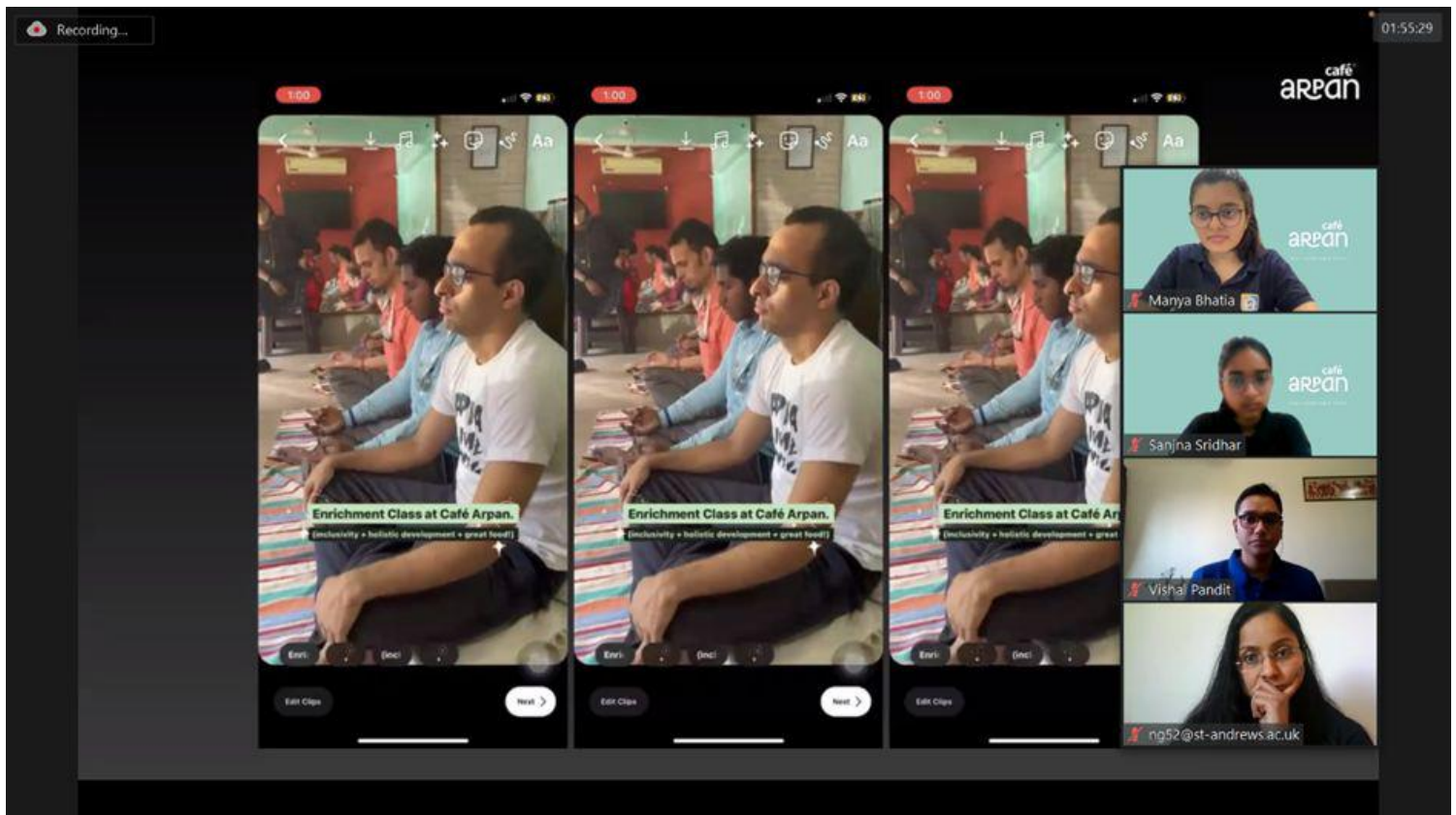
Group 3: **Team Adeem Hastakala**



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Group 4: Team Alter chose **Cafe Arpan**



-Ms. Farida Bearingwala  
IBDP Economics Faculty

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## CAREER AND COLLEGE COUNSELLOR

To help the students with their effective summer planning, a session was facilitated by Ms. Janhavi Ruparel. The session touched upon the importance of planning the summer to learn something new and follow the passion. The database of internship opportunities, summer programs, online courses and other engagements was shared with the students.

It is with great happiness and with pride , we at DBIS would like to share the university placements data of our IBDP Class of 2022.





## **Scholarships | Financial Aid - IBDP Batch of 2022**

### **India**

**Flame University - Rs. 2, 50, 000 ( 3 students)**

### **USA**

**Chowan University - \$9, 000**

**Drexel University - \$23, 100**

**Flame College of Saint Mary - \$9, 000**

**St. Bonaventure University - \$44, 000**

**SUNY University at Buffalo - \$12, 000**

**SUNY University at Buffalo - \$7, 500**

**The University of Arizona - \$5, 500**

**University of Massachusetts Amherst - \$16, 000 (2 Student)**

**University of Massachusetts Amherst - \$14, 000**

### **Canada**

**Huron at Western - CA\$ 1, 000**

**University of Guelph - CA\$ 5, 500**

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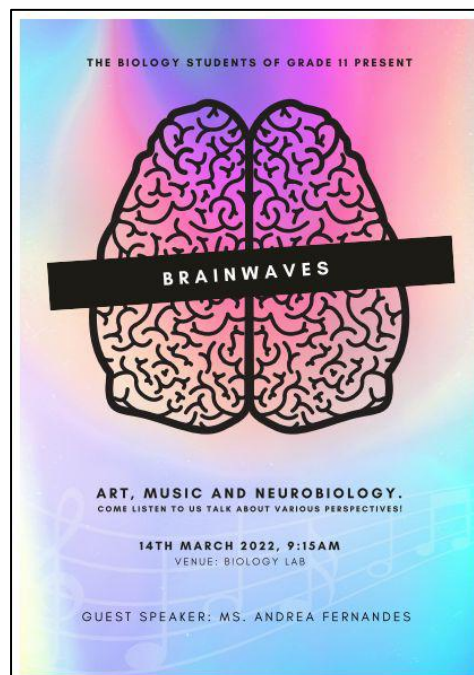
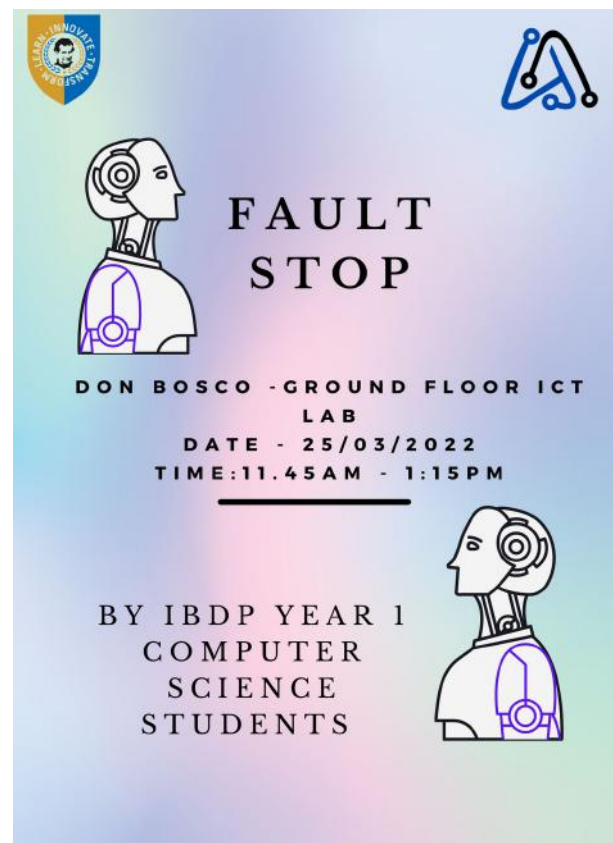
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## IBDP Happenings.....

Block Buster Bash



Faultstop Tech Support

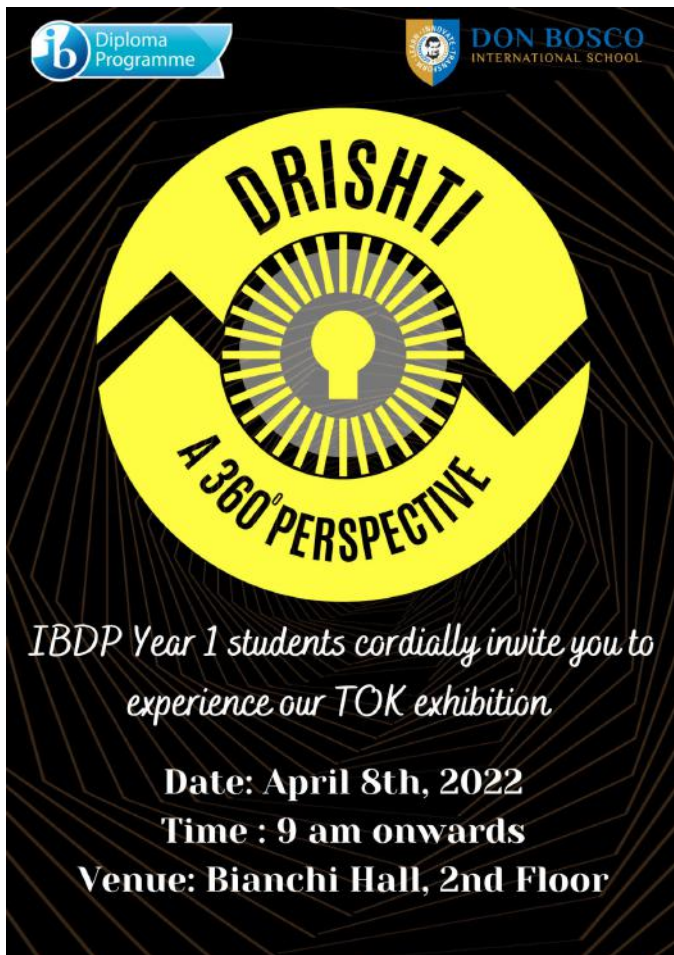


Brainwaves

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TOK Exhibition



Link Pitch Reach





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THANK  
YOU!