

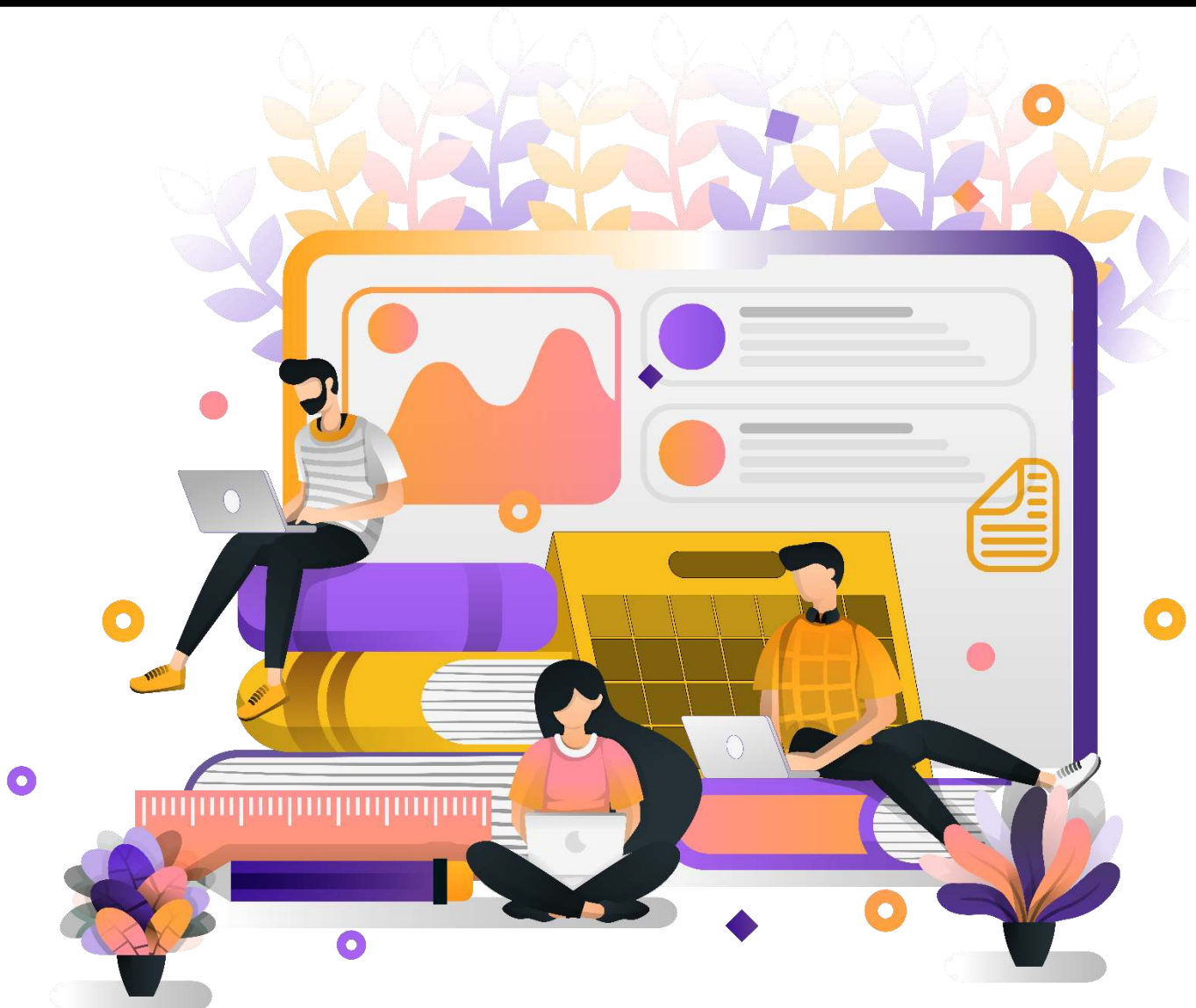
# IBDP

# NEWSLETTER

*Grade 12*

JULY & AUGUST

Volume:1 Issue:1



## EVENTS

- **College Essay writing workshop:28th July**
- **Multidisciplinary Guest Lecture:9th August**
- **Brain Museum:12th August**
- **Stem Cell Tourism:27th August**

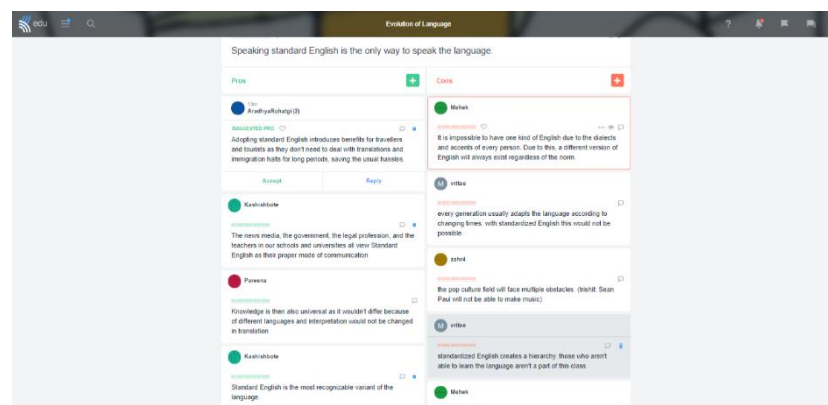
## ENGLISH A: LANGUAGE AND LITERATURE

Students began the Year 2 curriculum by exploring the topic of Postcolonial literature. This helped them understand the background of the novel, *The Shadow Lines* by Amitav Ghosh. They also attempted a quiz on Quizizz.com that tested how well they could identify the features of Postcolonialism in the novel. They also deconstructed the novel and the various themes in it to identify global issues for their Individual Oral. Group presentations were done in class where we conducted an exam setting for these presentations and students acted as examiners assessing their peers. They also assessed other samples to ensure a clear understanding of the assessment criteria.

The students delved into the topic of the Evolution of Language by understanding the phenomenon of Code Mixing, Pidgin and Creole languages and the problem of translation. They participated in an online debate where they either opposed or supported the motion 'English must be standardised as it is the Lingua Franca.' They also assessed sample Paper 1 responses to display a coherent understanding of the assessment criteria.

For their Individual Oral they were introduced to a Body of Work by Sara Rahbar called 'The Oppression Series.' They reacted to the art pieces individually on Classkick.com and then used these responses in groups to form a cohesive analysis of the art. They also worked on Jamboards to link the works of art to ideas and stereotypes about Iran and the United States of America.

### Online Debate

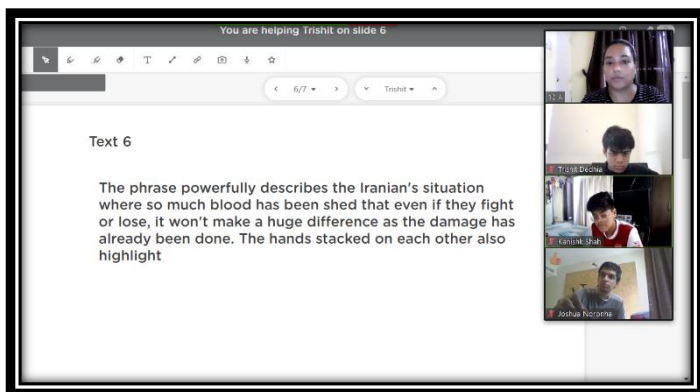


JULY & AUGUST

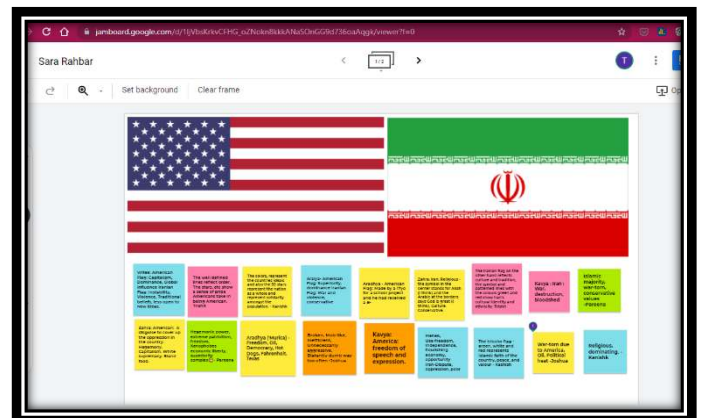
Volume:1 Issue:1



Quizziz: Postcolonialism Test



Studying Sara Rahbar:



Individual Oral Practice





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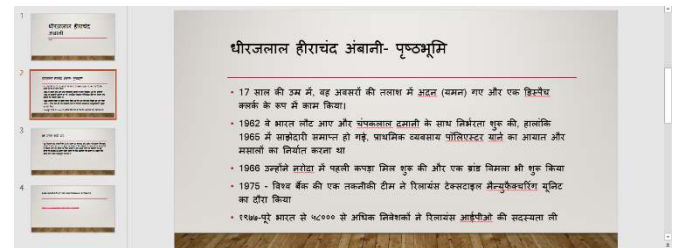
Volume:1 Issue:1

## HINDI B

The new academic year began with exploring the theme ‘अनुभव’- through a brainstorming session followed by discussion and sharing personal experiences. They read and comprehended many articles related to the theme which helped them to enrich their vocabulary and language skills. Students practiced various listening comprehension tasks based on theme. They learned the art of text type- फिल्म- समीक्षा, प्रस्ताव- लेखन, साक्षात्कार लेखन आदि. Students practiced and appeared for their Oral exam followed by a detailed feedback session. HL students explored the second part of ‘Ek aur dronacharya’ and stories written by ‘Mannu Bhandaree’.

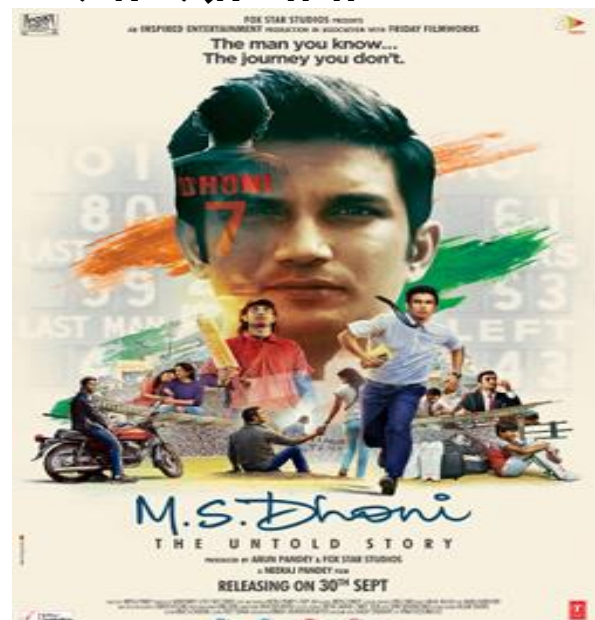
### Word Cloud

आपने क्या सीखा  
अधिक अनुभव प्राप्त करने के  
उम्र का अनुभव  
जिंदगी से क्या सीखा  
उन लोगों के साथ अनुभव साझा  
हर व्यक्ति के परेशानी में  
विफलताओं  
सीख  
अनुभव  
जिंदगी ने हमें क्या सिखाया  
अनुभव सफलता की कुंजी है  
व्यक्ति की परेशानी से सीख



### Presentation on life story

### फिल्म समीक्षा- शेरशाह , एम. एस. धोनी



JULY & AUGUST

Volume:1 Issue:1

## SPANISH B SL

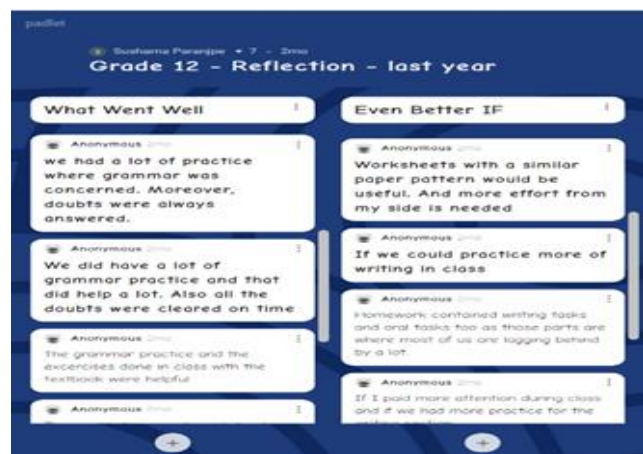
We commenced the academic year with a quick reflection using a padlet link with 3W's and EBI on the last academic year.

We started our ongoing theme "Experiencias" where students are exploring the stories of events, experiences and journeys that shaped lives through various written and audio texts. We began with the sub-topic of "El Ocio y las vacaciones – Leisure and vacations" and for tuning into the topic, students revisited the vocabulary related to the recreational activities and classified them according to the ways they are practiced, for example in groups or solo. Further they reflected on the need of social skills for leisure activities. They explored various forms of leisure in the target culture, going out with friends for 'tapas', taking a ride in a famous Colombian 'Chiva' or going on a trek with 'mochileros,' etc. Students got familiarized with the three text types –formal and informal letter writing and a diary entry and practiced them as class activities and home connections.

Further we continued with our second topic, 'Historias de vida - Life stories' under the same theme 'Experiencias.' Students described pictures while getting into the topic and various inquiry questions were taken in class. They reflected on the influence of the past on people, the importance of genetics and upbringing in shaping the personality of people and how parents play an important role in it. They went through various texts that talked about life stories and stories of immigration.

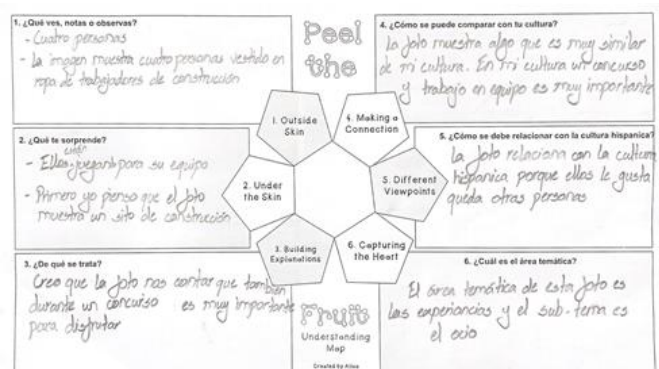
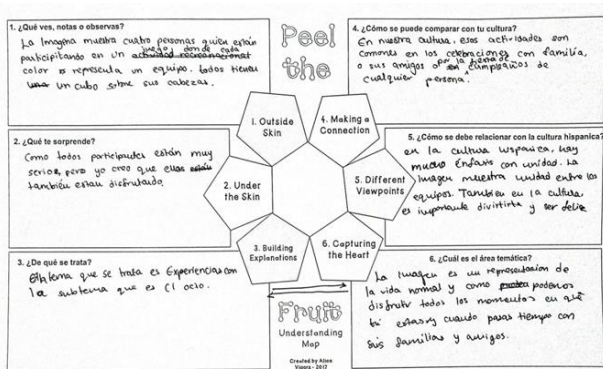
Students appeared for their first Internal Assessment in August. Various practice sessions were conducted to help them get acquainted with the whole process. We also did a 'Peel the fruit' activity to understand better the process of picture description and enhance their critical thinking. The feedback of the oral assessment was shared with the students on Managebac as well as it was discussed in class.

### Peel The Fruit – Picture description



Students Reflection

### Student's Responses



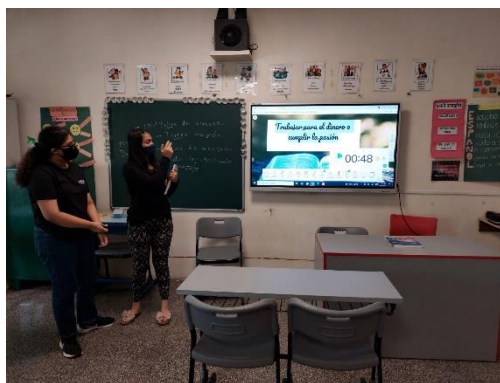


JULY & AUGUST

Volume:1 Issue:1

## SPANISH AB INITIO

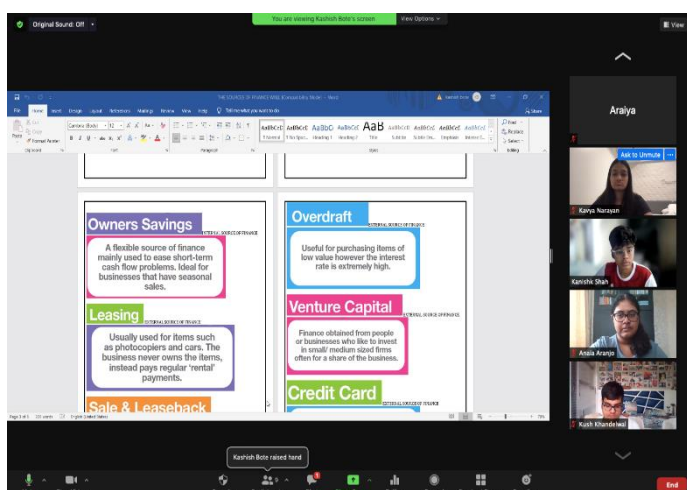
We started this academic year with the theme of social organizations, where there were discussions on workplace, forms of communication, games, abilities, students read blogs, watched videos about leisure time activities in Japan, millennials and their gadgets, reflected on vocabulary related to the same. Furthermore, they wrote a letter of promotion and designed their curriculum using Spanish templates. Students also have started with exploring the theme of Human Ingenuity, there were picture description sessions conducted, an interview has been written by them in pairs. With the activities there have been revision sessions conducted on a regular basis. Students also appeared for their oral assessment. There was a class dedicated for them to debate on the topic of 'working for passion or for money', they posed their arguments in Spanish and relished the



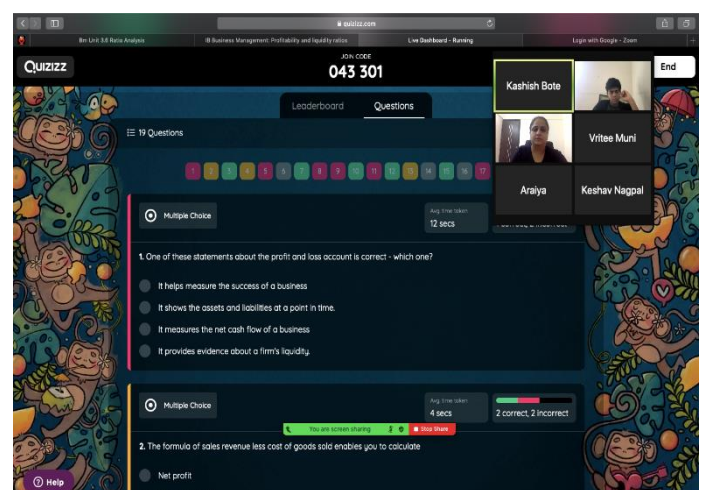
## BUSINESS MANAGEMENT

The new academic year began with the unit of Finance that enabled students to gain an understanding of the different financial accounts of a business and the various accounting principles along with how entries are made into different financial accounts.

The topic of Sources of Finance was explored through creating a Sources of Finance E-wall where students were split up into different groups and given a set of finance cards and they had to match and place them in the form of an E-wall. At the end of the topic a quiz was conducted to test the understanding of the students.



Sources of Finance E-wall created by students



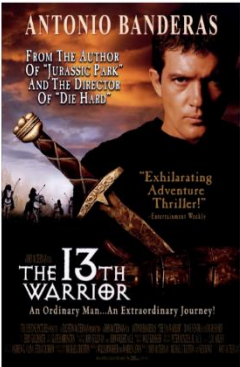
Recap Quiz on Sources of Finance

# JULY & AUGUST

# Volume:1 Issue:1


The topic of investment appraisal was explored through a comparative study of three Hollywood movies with respect to understanding the cost of producing the movie and the return on investment in form of the World Box office sale.

Lets consider the example of Hollywood movies



**ANTONIO BANDERAS**  
FROM THE AUTHOR OF "JURASSIC PARK" AND THE DIRECTOR OF "DIE HARD"  
"Exhilarating Adventure Thriller!"  
"Entertainment Weekly"  
**THE 13TH WARRIOR**  
An Ordinary Man... An Extraordinary Journey!

Cost to produce(in1999) -\$160million  
World Box office sale-\$61.7 million



FROM THE DIRECTOR OF "TITANIC"  
**ENTER THE WORLD AVATAR**  
THURSDAY DECEMBER 17

Cost to produce(in 2009) -\$500 million  
World Box office sale- \$2.78 billion(overtook sales of titanic)  
\*3 weeks to break-even.

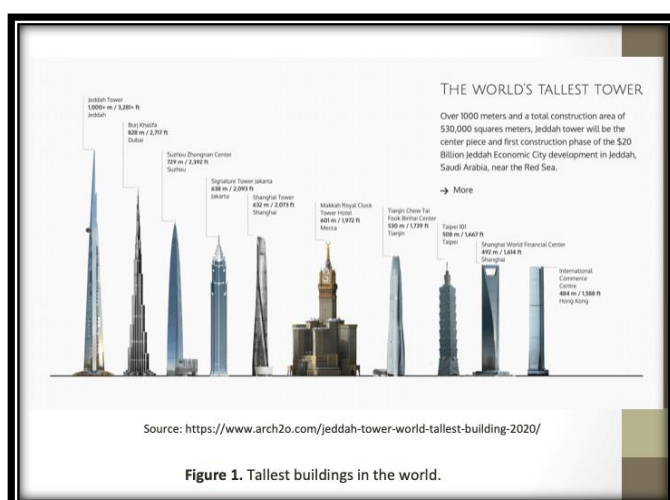


STEVEN SPIELBERG PRESENTS  
**JURASSIC WORLD**  
JUNE 12

Cost to produce(in 2009) -\$150 million  
World Box office sale- \$511.8 million(during its first weekend)  
\*Return on investment- 341.2% in a single weekend

To encourage critical thinking amongst students a case study of the Jeddah Tower (world's tallest building in 2020) along with comparison to the other tallest towers of the world was done followed by brainstorming questions that enabled students to critically analyze whether the project made financial sense and how long it would take for the project to show financial returns.

## Case study of the tallest buildings in the world - Critical Analysis of Jeddah tower (Saudi Arabia)



### Concept

To build skyscrapers such as the ones shown in the Big Picture section of this unit requires a lot of money to be invested. This is not the only thing needed, as these buildings need special attention and an innovative approach. New technologies and new types of materials need to be used to make the buildings sturdy enough and elegant at the same time. The strategies for executing such projects need to combine complex factors and also forecast the way in which such big projects will bring return to the investors. While studying this section on investment appraisal, consider the following:

1. To what extent will such innovations be beneficial for the investors? Do you think that in the future they can be beneficial for other stakeholders?
2. Can a well designed strategy ensure that such projects will yield good returns on investment?

## JULY & AUGUST

## Volume:1 Issue:1

A recap of the topic of Break-Even analysis and Costs and Revenue which was completed in the previous session was done to refresh the concepts learnt earlier. For the self study topic of Budgets a class test was conducted in order to test the understanding of the students.

For the topics of Final Accounts, Ratio Analysis, Cash Flow and Investment Appraisal students simultaneously practiced exam style questions in class and through homework worksheets in order to strengthen their conceptual understanding of the topics.

## ECONOMICS

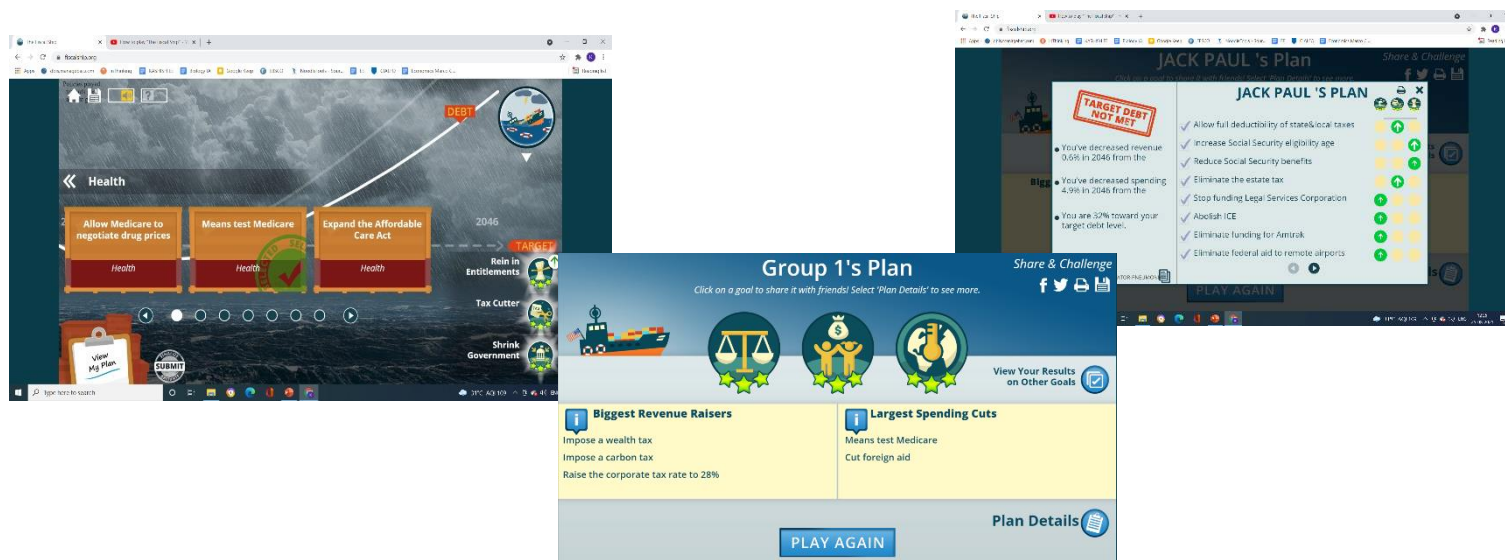
In the months of July and August, the students delved into Macro economics. They explored the theories of unemployment, poverty, inequality, economic growth. The students presented a case study of Dubai and Nauru in the context of economic growth and related it to the pros and cons of economic growth.

The students have completed the topic related to Inflation and Deflation.

The students were given a choice to either play a game, [SPENT](#), visit [Dollar-Street](#) or watch a [TED Video](#) to explore the inquiry questions related to poverty and inequality.

HL students have also completed the topics related to plotting the Lorenz Curve, Progressive Taxation and Sustainable Level of Debt.

The students analysed the data on sustainable debt. They have also completed the various policies to achieve economic goals. The students collaborated and peer taught the market-based and interventionist supply side policies with the help of real life examples. The students explored the game [Fiscal ship](#) to understand the workings of the Fiscal Policy. As a culminating activity students formed an economic advisory board to propose policies for economic issues, discuss the strengths and constraints of the proposed policies and pass the reasoned judgements.





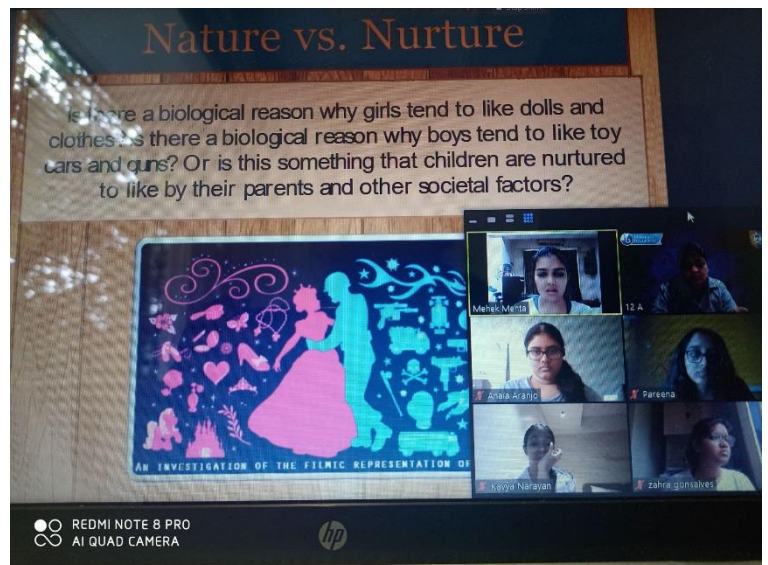
JULY & AUGUST

Volume:1 Issue:1

## PSYCHOLOGY

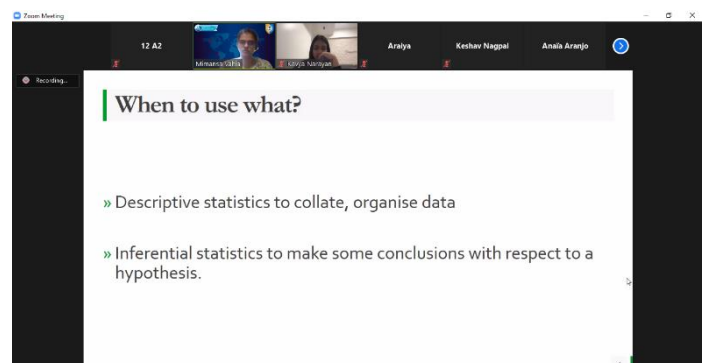
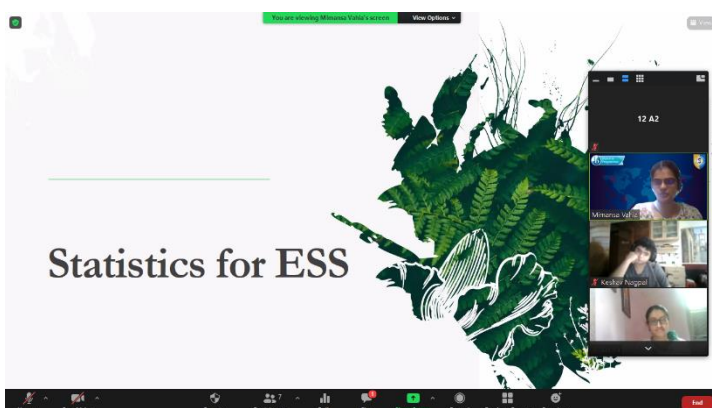
Commencing the new academic year, focus was on the Internal Assessment wherein they gathered their data via experiments. Therein they had a session with Ms. Mimansa on Statistics to calculate their findings. An interesting debate ensued on the Nature vs Nurture paradigm, as they explored the role of genetics and environment on behavior.

In the Human Relationship component, discussion centred around origins of relationships - the process of communication and why relationships end. Socio-cultural factors - divorce, expectations brought about many nuances of how relationships are viewed by the genX.



## ENVIRONMENT SYSTEMS AND SOCIETIES (ESS)

In the first two-weeks Grade 12 students had worked on their IA's. They had a session by Ms Mimansa on 'Statistics for ESS.' They started with the chapter of 'Climate Change' where they learnt the causes and impacts of climate change. They gathered information on various mitigation and adaptation of strategies of climate change and presented it in the class.



JULY & AUGUST

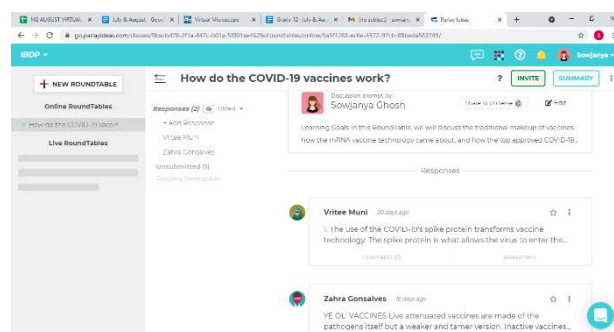
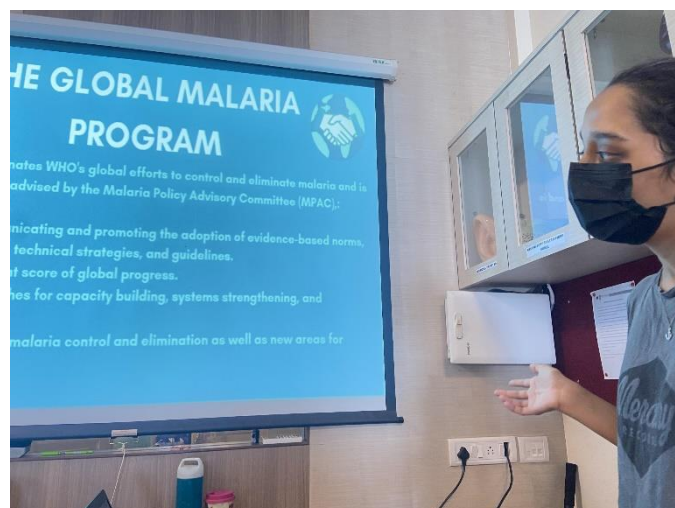
Volume:1 Issue:1

## BIOLOGY

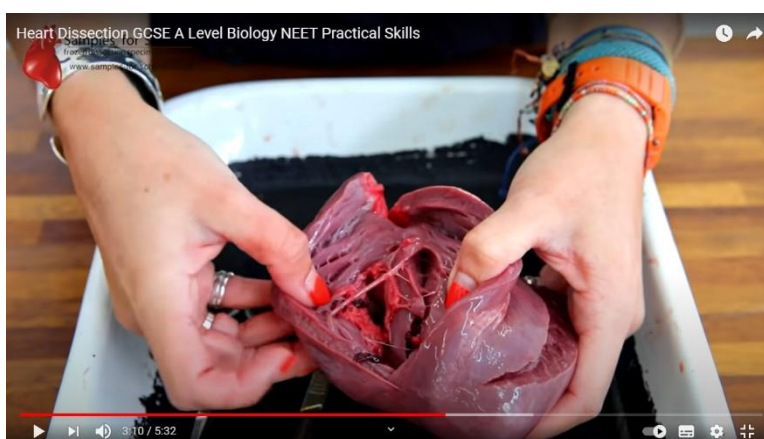
The students started the year in the virtual classroom studying about the enzymatic digestion of food and the different methods of nutrient absorption in the digestive system. They watched videos on the dissection of the heart to study the structure and flow of blood through its associated blood vessels. The HL students studied different bones and muscles and the role they play in movement of the body. They practiced drawing a sarcomere and explained how each part of the sarcomere contributed to muscle contraction.

In the month of August, the students built on their knowledge of the human defense system and studied the different methods by which the body protects itself against diseases. During the virtual session, they exchanged ideas regarding the COVID-19 vaccine through the online platform- Parlayideas.

Through the activity, 'Fighting diseases through international collaboration,' students researched diseases afflicting specific regions around the world and how international collaboration is helping in fighting the diseases.



They also investigated the effects of physical activity on heart rate and breathing rate through an activity on the school turf.





## JULY & AUGUST

## Volume:1 Issue:1

The students have started their data collection and write up for their IA. Ms. Mimansa took a session with them to help and guide them with statistical analysis of their data.

## CHEMISTRY

The year began with revising Organic Chemistry (SL). Various online quizzes were attempted to build a strong foundation on Nomenclature. The AHL syllabus was covered using animations for SN1 and SN2 mechanisms, youtube videos to understand Stereochemistry. In the month of August, students focused on data collection for the Chemistry IAs. The SL syllabus of acids, bases and salts were taught. They also were engaged in a collaborative session with Physics on 'Electric Cells.' Students used task cards to follow instructions on using a simulation and attempt questions.

### ELECTROCHEMICAL CELLS

#### TASK CARD

Use the link given below and follow the instructions on the task card.

<https://teachchemistry.org/classroom-resources/voltaic-cells/>

#### Instructions:

1. Set the left-hand Beaker with Cu electrode in copper nitrate solution and right-hand beaker with Zn Electrode in Zinc Nitrate solution.
2. Note the EMF generated on clicking the ON button.

#### Questions :

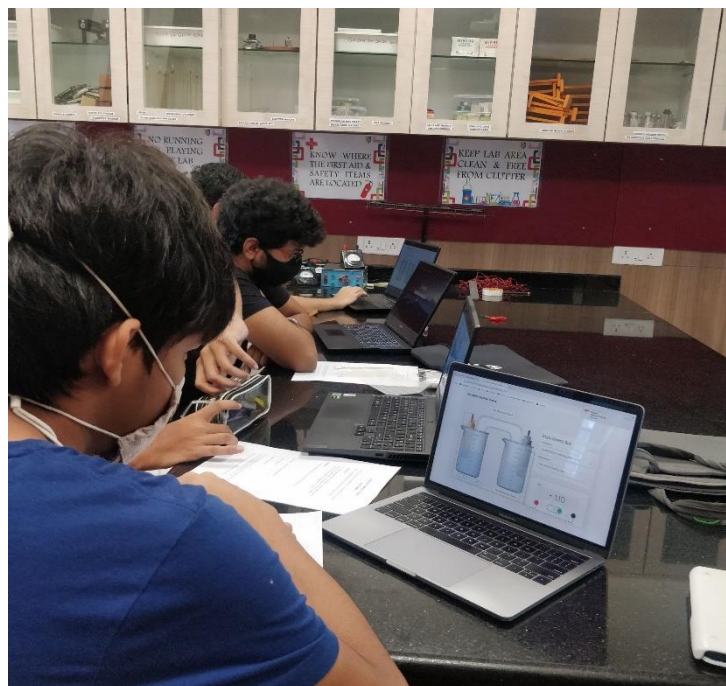
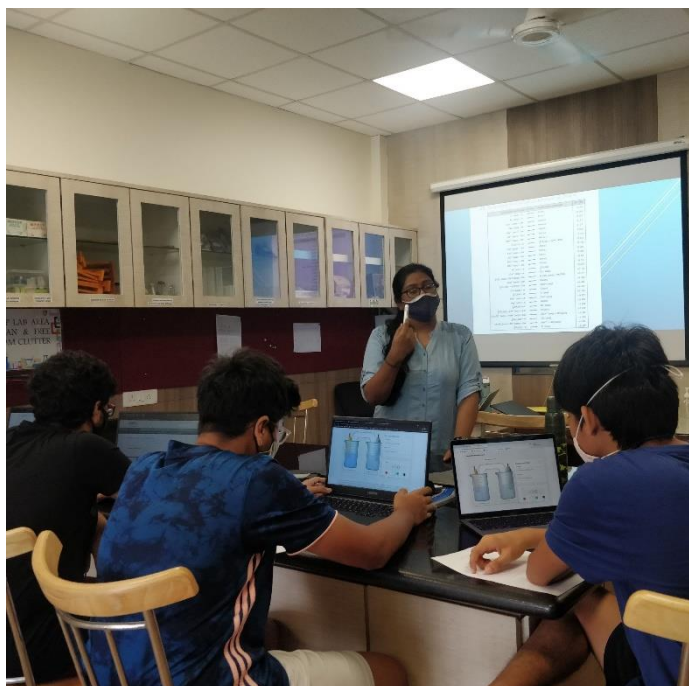
- a. Which metal electrode was chosen as the Anode? Why?

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- b. Write the Anode and Cathode Reactions.





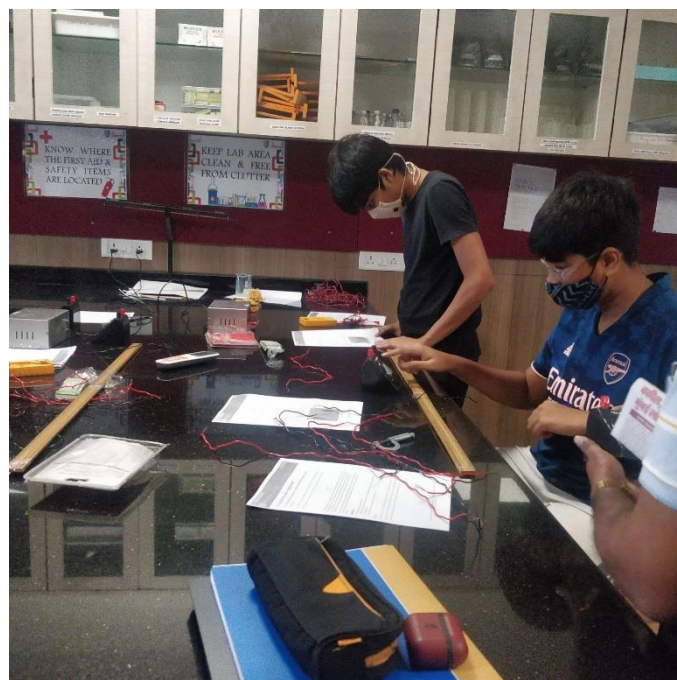
JULY &amp; AUGUST

Volume:1 Issue:1

## PHYSICS

In the month of July students revised the topics on Wave Phenomena. The students were exposed to the topics on static charges, electric fields, and static electricity. The students have also completed the topics on describing fields and fields at work, connection of resistances in series and parallel. The students also did a prescribed practical on finding the internal resistance of a cell.

In the month of August, the topic on Kirchoff's laws was done and the students did a simulation practical on the effect of various factors on the resistance of a wire and also did a practical on potential divider circuits. The students had a collaborative class with Chemistry on the topic of 'Electric Cells.'



## MATHEMATICS: ANALYSIS AND APPROACHES(AA)

We started the year with the unit on Statistics and Probability. We revised what was done in the previous years and built on the existing knowledge base. Students were given regular homework which was paced evenly to aid their time management since they have a lot of IA work.

The new approaches we are using in the classroom include flipped homework (in which the students assign a question to the teacher, and they have to correct her solution), as well as guided learning (in which the students are given notes, and asked to study them individually before the teacher starts teaching the topic formally).

The aim of the flipped homework is to help the students understand how the marking schemes are to be read and how grading works, as well as improve their mathematical writing skills.

The aims of the guided learning are to expose the students to mathematical notes and papers, and show them how to read research papers and understand data.

Old practices like class tests, and independent problem solving practice have been continued since the students respond well to these. The unit was completed in these two months and the content is included in the Formative Assessment.

### EXAMPLE 2

A pair of fair dice is rolled. Let  $X$  denote the sum of the number of dots on the top faces.

1. Construct the probability distribution of  $X$  for a pair of fair dice.
2. Find  $P(X \geq 9)$ .
3. Find the probability that  $X$  takes an even value.

Soln.

1) Sample Space = 36  
n(sample space)

2)  $X = \{2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12\}$

$x$	2	3	4	5	6	7	8	9	10	11	12
$P(x)$	$\frac{1}{36}$	$\frac{2}{36}$	$\frac{3}{36}$	$\frac{4}{36}$	$\frac{5}{36}$	$\frac{6}{36}$	$\frac{5}{36}$	$\frac{4}{36}$	$\frac{3}{36}$	$\frac{2}{36}$	$\frac{1}{36}$

3)  $P(X \geq 9) = \frac{4}{36} + \frac{3}{36} + \frac{2}{36} + \frac{1}{36}$   
 $= \frac{10}{36} = \frac{5}{18}$

3)  $P(X \text{ is even}) = \left( \frac{1}{36} + \frac{2}{36} + \frac{5}{36} \right) \times 2$   
 $= \frac{8 \times 2}{36} = \frac{1}{2}$

Solved examples in an online setting



Independent problem solving practice in a socially distanced classroom

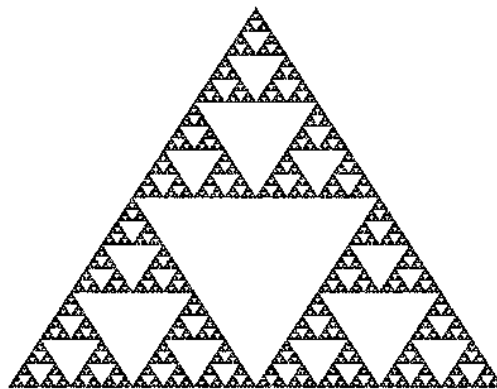
## MATHEMATICS: APPLICATION AND INTERPRETATION (AI)

During this period, the students learnt about different representations of functions, symbolically and visually as graphs, equations and tables provided different ways to communicate mathematical relationships. The students were briefed about an important process of modelling and that mathematics can be used successfully to model real - world processes. They were introduced to the important unifying theme of a function in mathematics and the skills needed to model and interpret practical situations with a variety of key functions. They were given the opportunity to use technology such as graphing packages and graphing calculators to develop and apply their knowledge of functions, rather than using elaborate analytical techniques. Numerous models - (Linear , quadratic, exponential,direct/inverse variation,cubic) were introduced with help of suitable real world applications. Then we went on to explore yet another important process of differentiation.The students understood the links between the derivative and the rate of change and interpreted the meaning of this in context . Patterns in the derivatives of polynomials and their behaviour, such as increasing or decreasing allowed the students a deeper appreciation of the properties of the function at any given point or instant .

HL students learnt the significance of vectors in determining the position, change of position and force in two and three dimensional space. They also learnt about matrices as a form of notation which allowed them to show the parameters or quantities of several linear equations simultaneously. The students refined their powers of abstraction and generalization by practicing a paper 3 style question.

JULY &amp; AUGUST

Volume:1 Issue:1



Iterative techniques to create a fractal and Sierpinski triangle were discussed

## THEORY OF KNOWLEDGE (TOK)

The new academic year began with students exploring Areas of Knowledge: History and Art.

1. **What's worth remembering:** Students viewed a TED talk by the editor of the New York Times obituary page 'How we are honouring people overlooked by history'. This was followed by learners reflecting through a VTR – 321 Bridge and gaining understanding about 'what is worth learning' in history and that in selecting one thing and not another there will always be events, peoples and perspectives that are left out and/or marginalized. (KQ: Why does history elevate a particular perspective to a position of predominance and ignore other perspectives?)

2. **Designing History curriculum for High school:** Students were provided with diverse History curriculums e.g. State board, IGCSE, ICSE and Cambridge A levels. Students were put in groups and given a set criteria to design, defend, and reflect on a plan for what they think would be an ideal high school history textbook. Each proposal was discussed and evaluated. The class then assembled for discussion and viewed TED talks and BBC documentaries on History textbooks coloured with political ideology in India and Pakistan. ( KQ: Do you think that there are any essential historical topics that have such a global and moral significance that everyone should study them, regardless of their culture and social background? Are the curriculum developers prioritizing certain facts over others?)

3. **Investigating Historical issues via media sources:** Through group task learners investigated media sources like Netflix series 'The Crown', Channel 5 historical drama series [Anne Boleyn](#), the movie - Braveheart, and Netflix's period drama, 'Bridgerton.' A thorough exploration of these historical issues helped students to apply TOK to the current issues going on right now, so they can see the usefulness and relevance of this course, understand what we mean when we refer to TOK concepts and TOK themes 'manifesting themselves in the real world', and gain a more nuanced and sophisticated understanding of contemporary events and issues.

4. **History and Art Integration:** A guest lecture by Mr. Juergen D'Souza on 'Exploration of Christian Renaissance Art' was organized.. Through a group task, learners explored various artworks like: the 3D image of Michelangelo's Pieta, Cathedral of Our Lady of Chartres in France, Leonardo da Vinci's paintings 'Annunciation' and 'The Baptism of Christ' and Caravaggio's 'Death of the Virgin.' Each group analysed the art work through the lens of KQs: How does knowing more about the social, cultural or historical context of a work of art have an impact on our knowledge of the work itself? What role does the history of an artform play in evaluating present work? What are the justifications for, and implications of, claiming that there are absolute standards for 'good art'? Can we separate the moral character of the artist from the value of the artwork?



## JULY & AUGUST

## Volume:1 Issue:1

**TOK newsletter Workshop:** Learners were provided with the login details of the TOK newsletter resource which is subscribed by the school for students and staff members. This monthly TOK newsletter connects to what's going on in the world right now, and helps to explore it meaningfully through the lens of the TOK framework and concepts. Through group tasks the learners were given an exploration of the newsletter and the unique and interesting features of the resource.

• Melicia Fernandes  
TOK Coordinator



JULY &amp; AUGUST

Volume:1 Issue:1

# CAS (CREATIVITY, ACTIVITY AND SERVICE)

## CREATIVITY AND SERVICE

### **Learn Something in 30 Minutes**

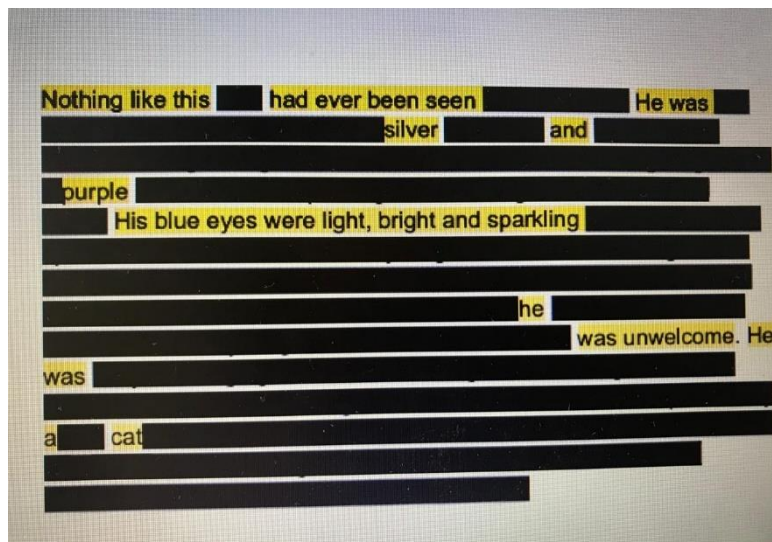
Learn something while making a difference! That's what LSI 30's foundation was based on. Today, we thrive in a rapidly changing world, where we often tend to place individual needs over societal ones. After witnessing the hardships posed by the second wave, Trishit Dedhia and I, Vritee Muni, established a fundraising initiative called LSI 30 or Learn Something in 30 Minutes. LSI30 is a CoVID-19 relief fundraiser in which students, teachers and parents alike all come together to share something they know or love doing in 30 minutes. LSI 30 gave people the opportunity to engage in exciting activities and learn something new from creative crash courses! Additionally, we wished to contribute to the ongoing pandemic by raising and donating required funds to the Don Bosco Development Society (DBDS) which is an established non-profit organisation, catering to the needs of different groups in society. After sharing the idea with two of our classmates, Aradhya Rohatgi and Mehek Mehta, we decided to organize a series of activities and coordinated with the required facilitators for every activity.

We received great support from our talented faculty here at DBIS. Fr. Crispino, Ms. Mimansa, Juergen sir and Ms. Reema were a few of our facilitators, and conducted very creative and insightful sessions. With support from our the entire DBIS community, we were able to set up a variety of sessions and raise sufficient funds, with which we plan to aid the transgender community. Presently, we have been coordinating with a few representatives from the community, to understand how we can cater to their needs. Lastly, we aim to make LSI 30 a part of the DBIS student-led initiatives by passing it down amongst the DBIS youth. In the end, we hope to achieve our aim of making a difference, in every way that we can with the foundation of this project.

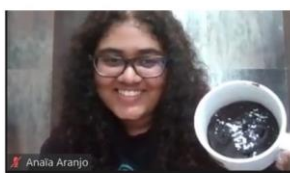
**-Vritee Muni (IBDP Year 2 student)**

## JULY & AUGUST

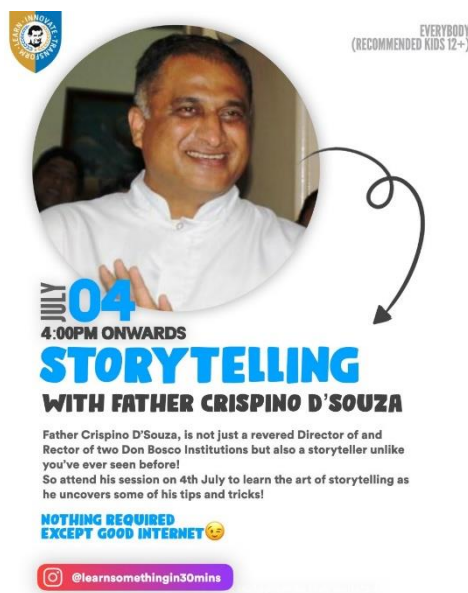
Volume:1 Issue:1



Deeva Shah - Grade 6 participant's blackout poem



Mug cake made by the participants



## ACTIVITY

Students were engaged in a variety of activities which were conducted on the school campus. They participated in Handball, Football, Basketball and Cricket. Most students rotated between their favorite sports, taking part in at least two activities during the months of July and August. Students seemed completely engaged in the sports activities in spite of some really wet and rainy days.

• Reema Vora  
CAS Coordinator



## EXTENDED ESSAY

Most of the students have collected the primary and secondary data as per their respective methodology. The students have started working on the findings and analysis of the collected data. They had to reach the first EE Goalpost and they have submitted the work to the supervisors.



## Coffee With Me Session

The Coffee with me session for grade 12 parents was scheduled on Friday at 5:00 pm. The importance of the IBDP Core was highlighted and how it helps in developing 21st century skills and learner profile attributes. The focus was on introduction to the Extended Essay and Academic integrity, which is the foundation for ethical decision-making in the production of authentic and honest work. The parents explored research skills by exploring a clipping of a movie, The Man Who Knew Infinity. This film explores how Indian Mathematician S. Ramanujan proved his theories in a foreign educational context.

They participated in a discussion led by guiding questions by the facilitator, Ms. Aarti Malik. The pre-writing and the writing phases of EE were introduced. The role of the supervisor and the student from the IB context was elaborated. The marking criteria and the Bonus Point Matrix was explained. A poll was conducted on why students plagiarise?

It was followed by a discussion on a video related to academic integrity that is interpreted in universities. The session culminated with a video on how academic integrity is important in all walks of life .

 **DON BOSCO**  
INTERNATIONAL SCHOOL

## Academic Integrity



INTEGRITY IS DOING THE RIGHT  
THING WHEN NO ONE ELSE IS  
WATCHING.

 Diploma  
Programme

The diploma points matrix

May 2015 onwards

		<b>Theory of knowledge</b>					
		<b>Grade A</b>	<b>Grade B</b>	<b>Grade C</b>	<b>Grade D</b>	<b>Grade E</b>	<b>No grade N</b>
<b>Extended essay</b>	<b>Grade A</b>	3	3	2	2	Failing condition	Failing condition
	<b>Grade B</b>	3	2	2	1	Failing condition	Failing condition
	<b>Grade C</b>	2	2	1	0	Failing condition	Failing condition
	<b>Grade D</b>	2	1	0	0	Failing condition	Failing condition
	<b>Grade E</b>	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	<b>No grade N</b>	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

JULY &amp; AUGUST

Volume:1 Issue:1

## Emotional Wellbeing Session

### Bro-Code: The Buddy Program

Bro-code is a buddy programme initiated by the IBDP year 2 students and the IBDP homeroom teachers. It aims to establish a healthy mentor mentee relationship, maintain a safe space to provide support and guidance to allow the new students of IBDP to become self-reliant. Ms Bindu, our School Counsellor met the Grade 12 mentors to facilitate a session on guidelines and the protocols for peer mentoring.



Each IBDP year 1 student was allotted to one of the IBDP year 2 students. Up until now the overstudies and understudies met twice formally where they discussed their ongoing in school. This programme has been beneficial to both parties as they can talk and gain a better understanding of what IBDP is really about and have a fellow IBDP student to help each other along the process.

Even at an introductory stage, it has effectively benefitted the DP students not only to bond but has allowed the DP year 1 students guidance through their first few months in IBDP. It is a programme that hopefully will be carried on each year when new IBDP students are welcomed into DBIS.

A collaborative initiative by the students, for the students to support one another, gain insights and develop communication and social skills for both the overstudies and understudies.

**-Zahra Gonsalves (IBDP Year 2 student) and Manya Bhatia (IBDP Year 1 student)**

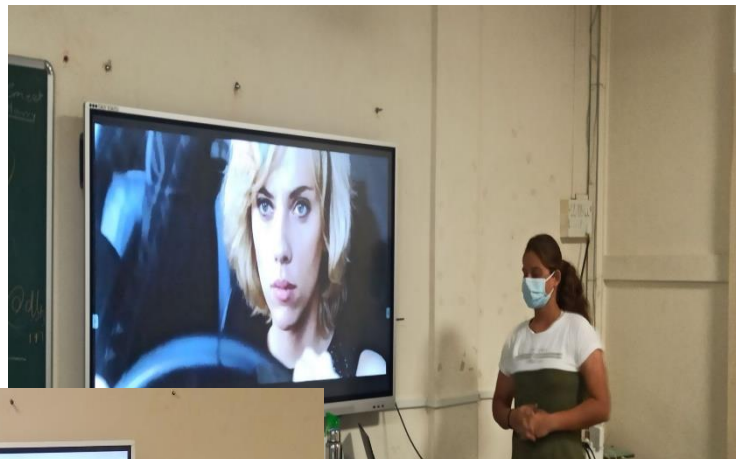
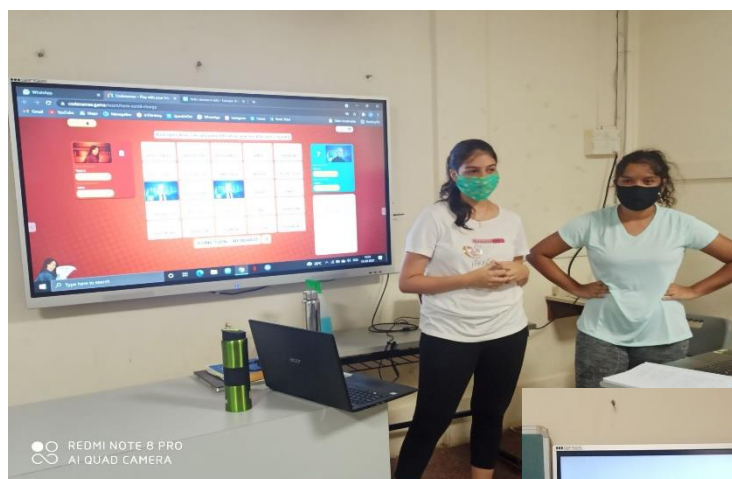
## MULTIDISCIPLINARY LEARNING ENGAGEMENTS

### Psychology and Biology

An interactive and educational collaboration between the Biology and Psychology students gave deep insights into the working of the brain- Different areas of the brain-amygdala, nucleus accumbens, parietal lobe, insular cortex, etc. were discussed via interactive presentations. Students paired their presentations with a student led CODE NAME game that pitted one team against the other. Biology students addressed and questioned the age-old myth of the 10 % functionality of the brain through the movie “Lucy” and gave the biological explanation behind the concept. They also addressed the evolution of empathy through the functioning of the mirror neurons in the brain.

JULY &amp; AUGUST

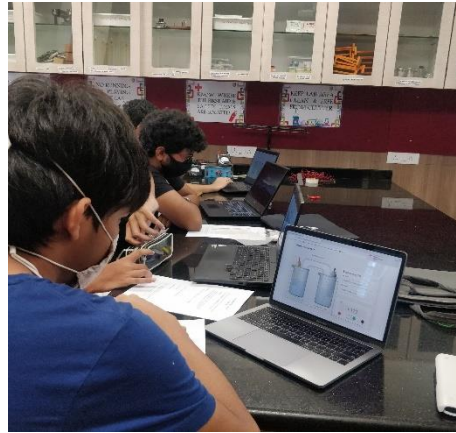
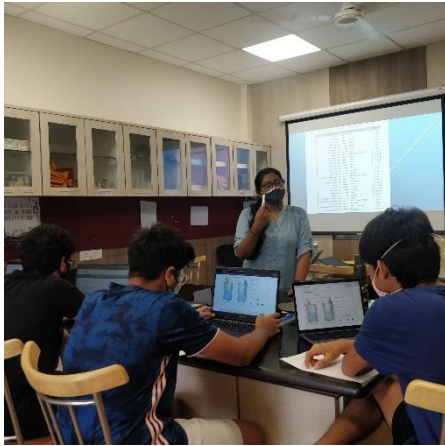
Volume:1 Issue:1



## Collaborative session between Physics and Chemistry

The session was carried out to gain an insight into the working of different types of electric cells. The broad classification of the cells into the primary and the secondary cells, the secondary cells can be recharged but the primary cells cannot be. The learning objective was to acquaint them with the chemical reactions that occur in primary and secondary cells that led to the classification of the cells. They also made use of the electrode potential values from the chemistry data booklet and were made to analyse why a particular metal was chosen as Anode or Cathode. Online Simulation helped them to replace the metal of the Cathode and Anode, thereby checking on the electrical output.





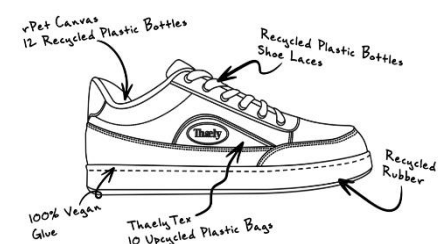
## Guest Lecture

A multi-disciplinary (**Business management, Computer Science, ESS, Economics, Physics, Hindi**) interactive guest speaker session was organised for the Grade -11 IBDP students on the the topic of decoding entrepreneurship by **Mr. Ashay Bhawe**, a 22-year-old former student of Amity University, founder of the startup **Thaely**- a word for plastic bag in Hindi, that ironically confronts the growing issue of plastic waste in the ocean. **Thaely was initially developed as a design exercise by Ashay to develop an ethically produced sneaker that only uses components recycled from waste materials.**

He is a recipient of the Eureka Startup Award at Amity University and his work gained attention from Matteo Boffa, one of the judges at the Amity University Eureka Startup Award. Boffa went on to become Ashay's mentor and business partner. His story was also published in the Khaleej Times.

Ashay shared his inspiring journey from being an IBDP student to becoming a social entrepreneur. *The aim of the exercise was to find a solution to the problem of the 100 billion plastic bags used each year that use 12 million barrels of oil and kill 100,000 marine animals annually.* Ashay answered the students' questions and interacted with the audience.

He showed a [video](#) on how his startup makes upcycled and vegan sneakers which are packed in reusable shopping totes with a basil plant embedded shoebox (simply cut the box and the plant will grow in a matter of days); a whole ecosystem of products that clearly mirrors a high level of creative genius.



JULY & AUGUST

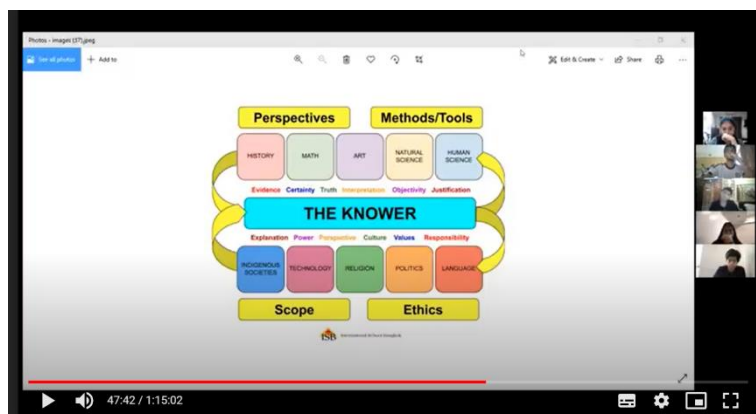
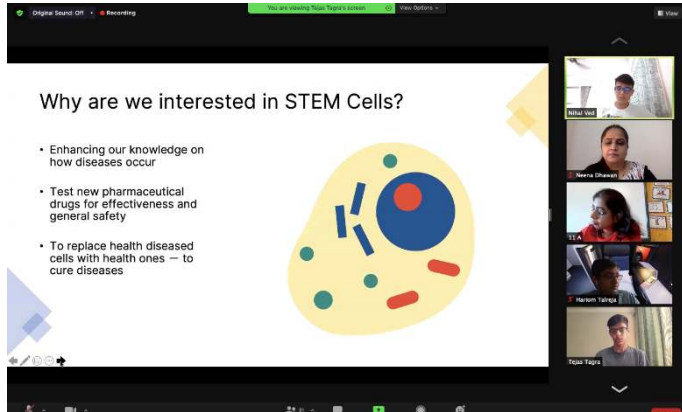
Volume:1 Issue:1

## Stem Cell Tourism

### Biology, Business Management, Economics and TOK

To understand the importance and ethics of the very much talked about Stem cell therapy from the point of economics and business, the students of Grade 11 were divided into different stakeholder groups: Domestic Firm (Not allowed research), International Firm (Allowed research in their country), Policy formulating Govt 1 (Not funding research), Govt 2 (Funding research), Doctors/Scientists and Patients/Consumers/General public. Each group presented their perspective on whether and why stem cell research and therapy should be funded by their government. Each stakeholder elaborated about the importance of research on health as well as their perspective on how it would affect their business and economy of the country.

Grade 12 students were also invited to be a part of the session and different TOK elements were discussed and explored. Students gave their perspective on the ethics of stem cell research and TOK concepts such as evidence, justification, explanation, perspective, culture were applied to question the need for this research

## CAREER AND COLLEGE COUNSELLING

The Career and College Counselling department decided to make student and parent engagement sessions more meaningful by conducting Workshops, Information Sessions, Guest Lectures etc based on interest and feedback received from the students

## JULY & AUGUST

## Volume:1 Issue:1

### Essay Writing for College Applications

In July, students were introduced to the requirements of a college essay by Ms. Sharon D'Souza. The various criteria, and tips and tricks for a good college essay were explained to them and illustrated with the aid of appropriate successful essay samples. They were further encouraged to reflect on aspects they themselves would like to present in their essays through a pallet activity and collate ideas in preparation for the essays they would write for their own applications.

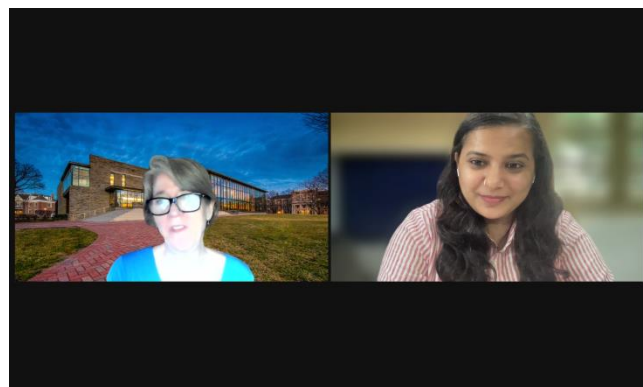
### Global Perspectives on Medical Admissions

An amazing collaboration with Ahmedabad International School, Legacy School Bangalore and Manthan International School Hyderabad. A one-of-a-kind webinar with a truly global look at studying medicine. Leading medical schools from 7 different countries, spanning 4 continents, talked about the program structures, medical licensing and admissions requirements for their countries.



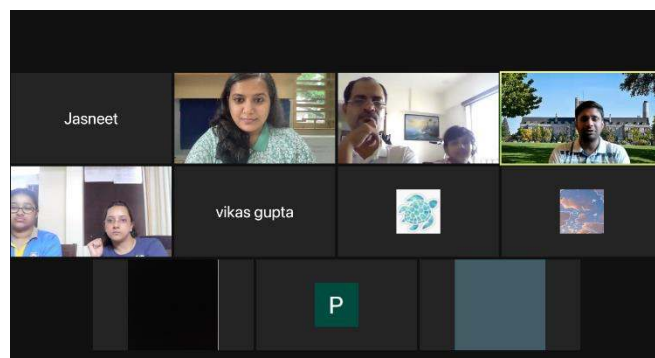
### Lafayette College

A private Liberal Arts College located in Easton, Pennsylvania - USA. Lafayette offers 51 areas of study across four academic divisions: Humanities, Social Sciences, Natural Sciences, and Engineering.



### University of Guelph

The University of Guelph is a comprehensive public research university in Guelph, Ontario, Canada. Research-intensive and learner-centred, their campuses span urban hubs and rural communities. U of G has 29,507 undergraduate and graduate students, including 1,500 international students.





## JULY & AUGUST

## Volume:1 Issue:1

### Ashoka University

Ms. Jinal Shah discussed the concept of liberal education, its relevance to India and the world vis-a-vis the future of work. Session included:

- The Undergraduate Programme
- Faculty and Pedagogy
- Placements & Careers
- Admissions & Need-based Financial Aid
- Internships, Study Abroad and Research opportunities

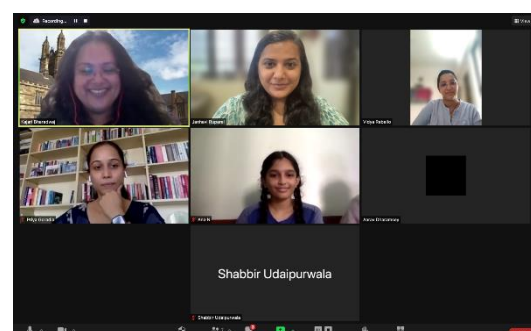
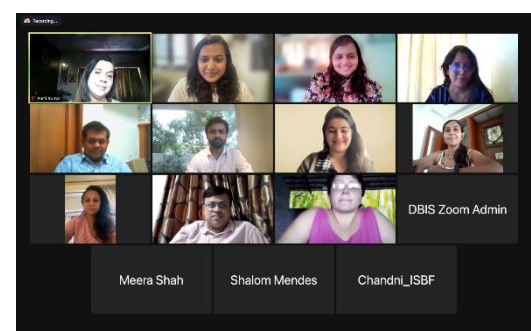
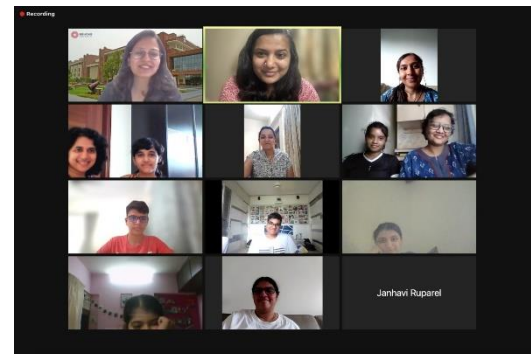
### The University of Alabama

This is where legends are made. Founded in 1831 as the state's first public college, The University of Alabama is dedicated to excellence in teaching, research and service. UA Over 70 undergraduate programs across 12 colleges and schools

**Atlas SkillTech University Mumbai, Indian School of Business and Finance Delhi , Podar World College, Mumbai, Russell Square International College Mumbai** The session introduced the attendees to three Academic programs that give them the opportunity to study courses following academic direction from The London School of Economics and Political Science, UK. They were also introduced to Atlas SkillTech University Mumbai offering new age education in Design & Innovation, Management & Entrepreneurship, Media & Communication, Film & Animation and Digital Technology.

### University of Sydney

The University of Sydney was founded in 1850 as a public institution of higher education. We're consistently ranked in the top 50 universities in the world, and are known internationally as leaders in education, research, student experience and graduate employability. They have many courses students can choose from the following Areas of Academic Interest: Arts and social sciences, Architecture, design and planning, Business, Education and social work, Engineering and computer science, Law, Medicine and health, Music and Science



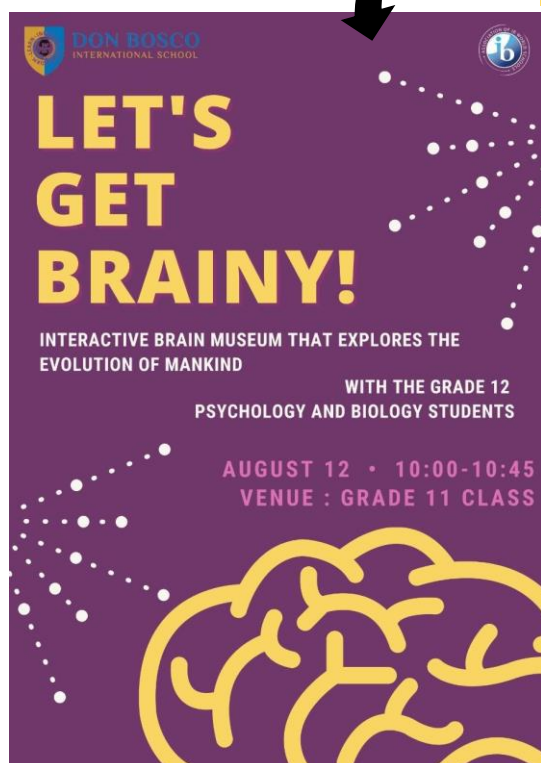
**-Jahanvi Ruparel**  
College and Career Counsellor

JULY & AUGUST

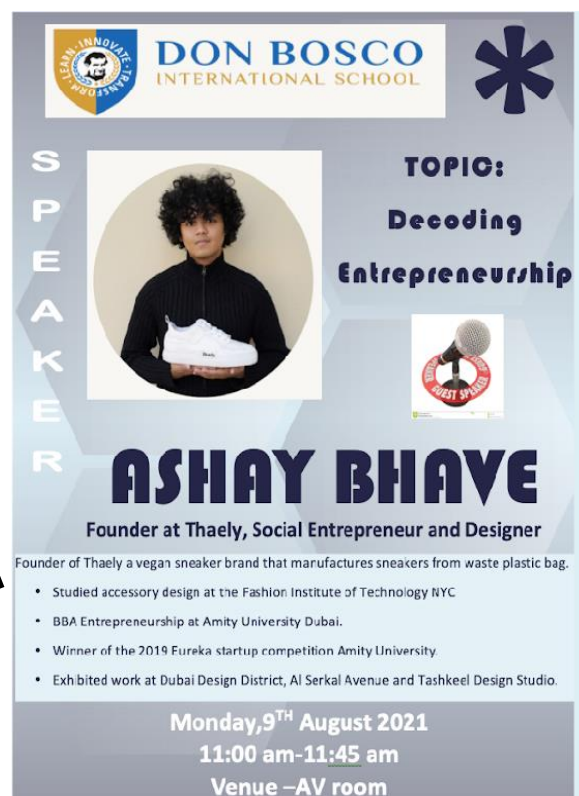
Volume:1 Issue:1

## IBDP Happenings.....

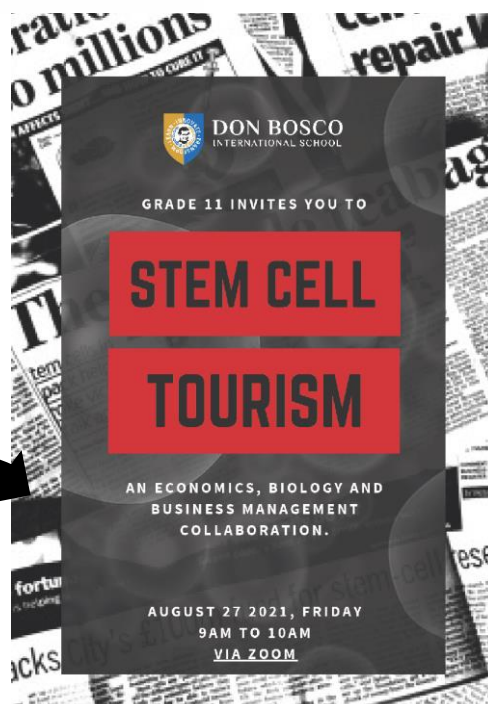
### Brain Museum



### Multidisciplinary Guest Lecture



### Stem Cell Tourism



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JULY & AUGUST

Volume:1 Issue:1

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