

IBDP

NEWSLETTER

Grade 12

January – February

Volume:1 Issue:3

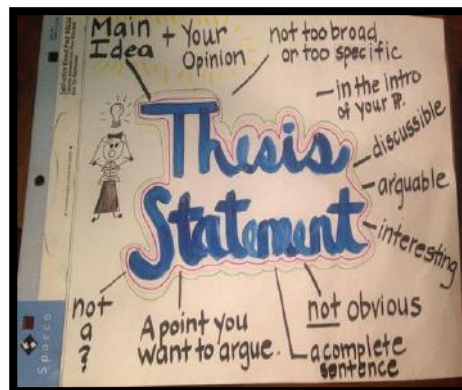


EVENTS

- 17th Feb:
Psychology
multilingual
activity
- 17th Feb:
Physics Guest
lecture

English A: Language And Literature

In the months of January and February students focused on their writing skills. They began with revising how to write effective thesis statements. They also attempted a test on Quizziz.com to test their understanding of what comprises a good thesis statement. They created graphic organisers for the same.



Don Bosco International School

Name: _____ Grade: 11&12 Dtr: A Date: _____

Topic: Paper 1 - Marking Samples

MAY 2017 Paper 1 - Indian Food

Read the text and then mark the samples provided in the table below:

SAMPLE 1

Criteria	Comments

SAMPLE 2

Criteria	Comments

What part of this statement is the claim:

Thor is better than Iron Man because he has an indestructible hammer, he doesn't need suit of armor, and he has super strength.

1

because he has an indestructible hammer, he doesn't need suit of armor, and he has super strength.

2

Thor is better than Iron Man

They also attempted a practice test under exam conditions. But before they received feedback from their teacher they themselves checked and provided feedback to their peers, applying the assessment criteria and giving each other a justified score. They furthered their comprehension of the assessment criteria by marking samples and then studying the examiner's scores and feedback. By comparing their own allocations and that of the examiners' helped them gain clarity of what is expected in Paper 1.

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Hindi B

During this term, IBDP-2 students focused more on revising the themes, topics and text types. They appeared for their revision test. A mark scheme was shared for the revision test and general mistakes were pointed out and last minute tips for the language examination were given. They practised for their final Internal Assessment and appeared for the Mock oral examination followed by a detailed feedback session with the help of rubric. In the month of February, students successfully attempted their IA with confidence. Students attempted their Mock examination to enhance their productive and receptive skills.

लेखन विधाओं के प्रारूप

अनौपचारिक ई मेल लेखन

प्रति –

विषय –

संबोधन – आदरणीय (बड़ों को), प्रिय (छोटों को), प्रिय (मित्रों को)

अभिवादन – सादर प्रणाम (बड़ों को), सदा खुश रहो (छोटों को), सप्रेम नमस्ते (मित्रों को)

कुशलता व कारण -----

विषय विस्तार -----

समापन + रिश्तेदारों को अभिवादन -----

संबंध
नाम

Internal Assessment Criteria
Language B – Hindi: HL

Productive and interactive skills: individual oral assessment
Criterion A: Language – 12 Marks
How successfully does the candidate command spoken language?

Marks obtained -

Comments-

Criterion B1: Message – Literary extract- 6 Marks
How relevant are the ideas in the literary extract?

Marks obtained -

Comments-

Criterion B2: Message – Conversation- 6 Marks
How relevant are the ideas in the conversation?

Marks obtained -

Comments-

Criterion C: Interactive skill: Communication- 6 Marks
To what extent does the candidate understand and interact?

Marks obtained -

Comments-

Spanish SL B

In the month of January, we focused on the sub-topics that we were not able to cover. We started with the theme 'Identidades' that explores the nature of the self and what it is to be human. Considering the role of language, culture and food in forming our identities, we started with the topic 'Lengua e Identidad' where students investigated the influence of the English language on modern Spanish and some of the native languages spoken in Latin American countries. We then moved on to the theme 'El Ingenio humano' and explored the sub-topic 'Innovación científica y tecnología', where students comprehended a few texts related to the contribution of Hispanic inventors in this field.

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Our next theme we focused on was ‘Cómo compartimos el planeta’ and the sub-topic ‘Globalización’ where students discussed some challenges and benefits that globalisation brings such as the integration of the immigrants, its effect on the Latin American cultural expressions, etc.

Students appeared for their pre-mock test which was based on evaluating their receptive skills. After reiterating the themes, we then continued with our internal assessment preparations by recapitulating the guiding principle of each theme. Students appeared for their Mock Internal Assessment at the end of January month. The feedback was shared and the common errors were discussed in class in order to prepare them for the final internal assessment.

Experiencias

¿Por qué las tradiciones son importantes en una cultura, en este caso la de Guatemala?

¿Crees que vale la pena mantener tradiciones ancestras como la de la foto en el siglo XXI? ¿Por qué? ¿Por qué no?

¿Podrías darme un ejemplo de una tradición de tu cultura que se ha mantenido con el paso de los años? ¿Qué hace que se mantenga?

Muchos afirman que las tradiciones son partes indispensables del legado cultural de una comunidad, ¿cuál es tu opinión al respecto?

¿Cómo se pueden relacionar las tradiciones con la religión? ¿La que se muestra en la foto es una tradición religiosa?



Spanish Ab Initio

In the last two months we have been doing skills-based practise with more focus on speaking in Spanish on various themes studied in class. We had self-evaluation and peer evaluation sessions, picture presentations, individual mock orals, a pre-mock test and theme-based conversations in class. There were revision sessions for concepts like por vs para, the contrast in past tenses, el futuro y el condicional. We also heard exemplary orals and students evaluated them using the criteria and then reflected on how they can improve their orals.

On 15th February they appeared for their final oral exams and will be appearing soon for their mock reading, writing and listening exams.

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La presentación:



Business Management

The business management students completed the unit of operations and management. They explored the topics of production methods and planning, location, and research and development. Students viewed a clip about how Toyota uses an Andon (audio visual control) system in its production process. They critically evaluated the importance of supply chain logistics and the limitations of relying on a just-in-time delivery system. The technique of continuous improvement (Kaizen) was analysed through looking at the history behind the evolution of the little black dress by Vogue.



The students saw the journey of a unique fashion brand Tonle, a company that took cradle to cradle (Zero waste fashion) design philosophy to heart.

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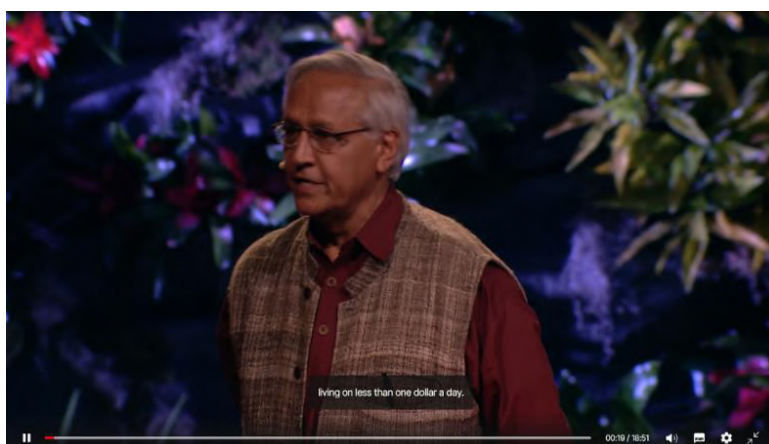
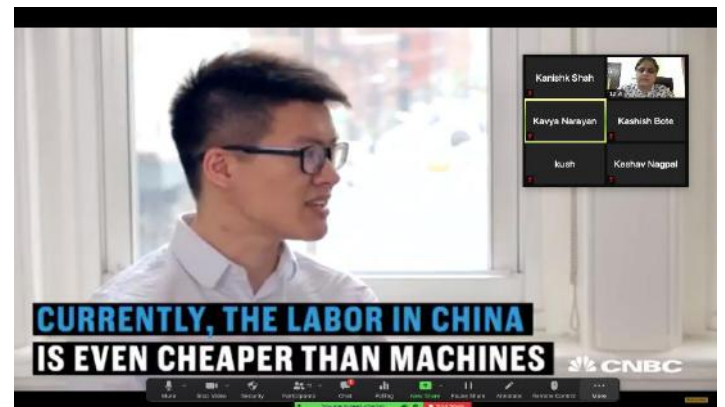
A different take on understanding outsourcing as a concept was done through a video on “Outsourcing according to The Simpsons.” This was followed up by a brainstorming session on analysing the drawbacks of outsourcing through a business insider video case study on an interview with a man who worked undercover in the Chinese Iphone factory.



The topic of ‘Crisis Management’ and ‘Contingency Planning’ was assigned as a self-study topic. and was reviewed through a class test.

Economics

During these two months, the students completed the unit: global economy which consisted of balance of payment, barriers of economic development and strategies to gain economic development. The students analysed and evaluated the case studies of Botswana, Senegal, and Rwanda to understand the effectiveness of the policy measures adopted by the government to enhance economic development.



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Psychology

Students of Psychology completed and submitted their IA. Revision of chapters was done through Flipped classroom activities, wherein the students presented one topic each with the use of PPTs. Feedback was given for each presentation and summarization of the topic by the teacher .

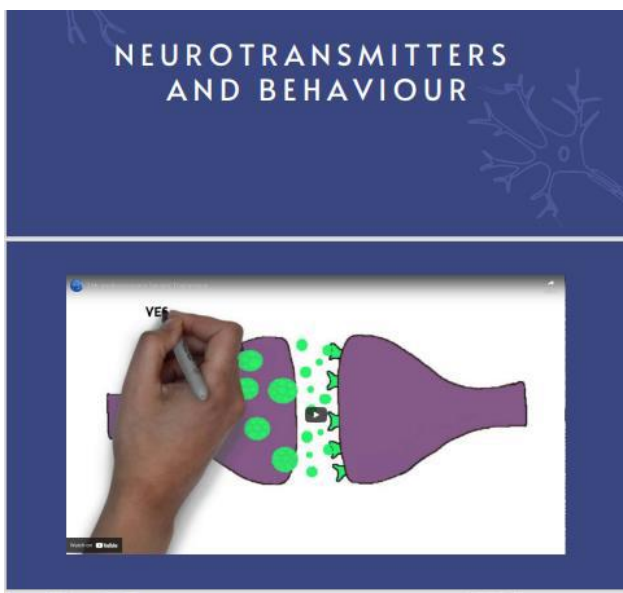
The students also conducted an activity on Multilingualism and its effect on ‘Stereotyping’. The aim of the activity was to show how language affects our perception of people. The students had a series of activities and games which were meaningful and thought provoking.

genes are heritable units made up of DNA.

genotype: a set of genes in the DNA that determines the unique traits possessed by a living organism

phenotype: the expression of those set of genes (eg. physical appearance or behavioural characteristics)

What is a gene?



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Environment Systems And Societies (ESS)

Students worked on the final draft for their IAs. Topics of soil, water and atmosphere were revised in the class. The past papers were discussed after the revision.

Biology

In the last two months, students revised previous topics completed in grade 11. They had a revision test of the ecology and evolution and feedback was given. Traffic light activities were done to identify areas of weakness in individual students. Resources were shared to help with exam preparation. Kahoot quizzes were done on the complete unit 1 and 2. Data based worksheets were discussed in class.

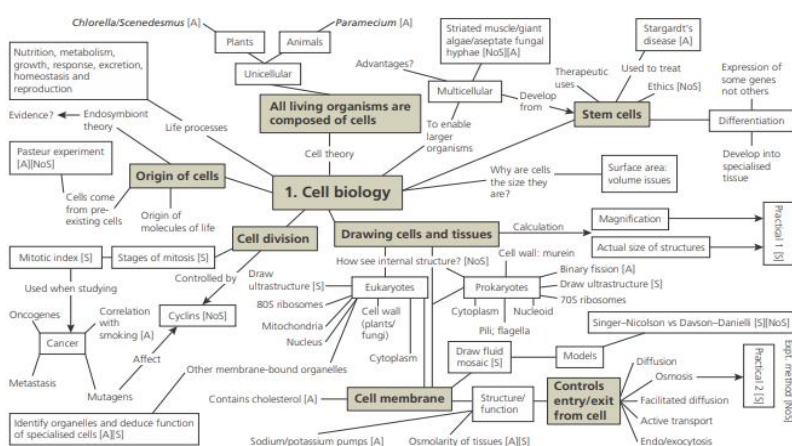
4 Ecology

Traffic lights

4.1 Species, communities and ecosystems

Essential idea: The continued survival of living organisms including humans depends on sustainable communities	Covered	Revised	Exam ready
Species are groups of organisms that can potentially interbreed to produce fertile offspring			
Members of a species may be reproductively isolated in separate populations			
Skill: Testing for association between two species using the chi-squared test with data obtained by quadrat sampling. An ecosystem should be chosen in which one or more factors affecting the distribution of the chosen species varies. Sampling should be based on random numbers. In each quadrat the presence or absence of the chosen species should be recorded			
Skill: Recognising and interpreting statistical significance			
Species have either an autotrophic or heterotrophic method of nutrition (a few species have both methods)			
Autotrophs obtain inorganic nutrients from the abiotic environment			
Nature of science: Looking for patterns, trends and discrepancies – plants and algae are mostly autotrophic but some are not			
Consumers are heterotrophs that feed on living organisms by ingestion			
Detritivores are heterotrophs that obtain organic nutrients from detritus by internal digestion			
Saprotrophs are heterotrophs that obtain organic nutrients from			

Mind maps Topic 1



Biology for the IB Diploma Study and Revision Guide © Andrew Davis 2017

Chemistry

The syllabus for Chemistry HL was completed in the month of January. The last topic to be dealt with was 'Spectroscopic Techniques'. Students attempted a comprehensive worksheet on it. Few Chemistry classes were taken up for the completion of the internal assessment. Students' understanding on the Term 2 topics was tested in a Revision test. Topic 2 and Topic 8 were revisited and a worksheet on the same was solved.

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Physics

Students were introduced to the key concepts of atomic and nuclear physics and explored the simulations on Photoelectric Effect and Wiens Displacement Law. Students also solved worksheets on the topic. In HL students were introduced to matter waves, probability waves and Schrodinger's equation. The students were also introduced to the topics on Energy Sources and Global Energy Transfer. Students also attended a guest lecture on Stars- their birth to death by Dr Mayank Vahia (Prof retired from Tata Institute of Fundamental Research, Mumbai). The students worked on their IA.



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Mathematics: Analysis And Approaches (AA)



The syllabus for SL and HL were completed in January and since then revision has started. Topics have been revised through discussion and problem solving. Sources for the revision include textbooks and revision guides from multiple publishers and the InThinking and StudyIB websites. The students appeared for a revision test in January before their mock examinations.

The students were given several resources for self study. A glossary of command terms has been shared with the students for their reference. The students have started working on their Mathematics Individual Exploration for the internal assessment component of their coursework. They are expected to complete these explorations by 11th March 2022.

Mathematics : Application and Interpretation (AI)

Students were introduced to the key concepts and techniques of differential and integral calculus and their use to approach practical problems. Throughout this topic students were given the opportunity to use technology such as graphing packages and graphing calculators to develop and apply their knowledge of calculus. Calculus helped them understand the behaviour of functions and allowed them to interpret the features of their graphs.

In HL, students further developed their understanding that many physical phenomena can be modelled using differential equations and analytic, numerical methods can be used to calculate optimum quantities. Phase portraits enabled students to visualise the behaviour of dynamic systems.

 	
Name: _____	Grade: 12 Div: A Date: 17 th February, 2022
Topic: Glossary of command words	

Subject: Mathematics Analysis and Approaches

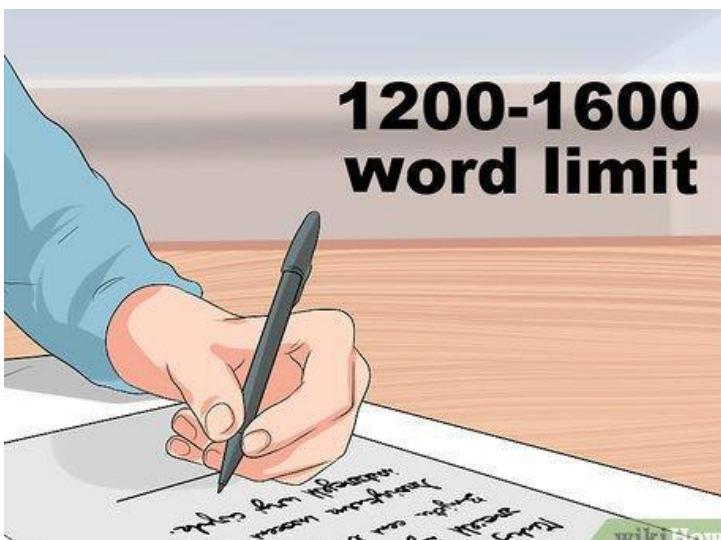
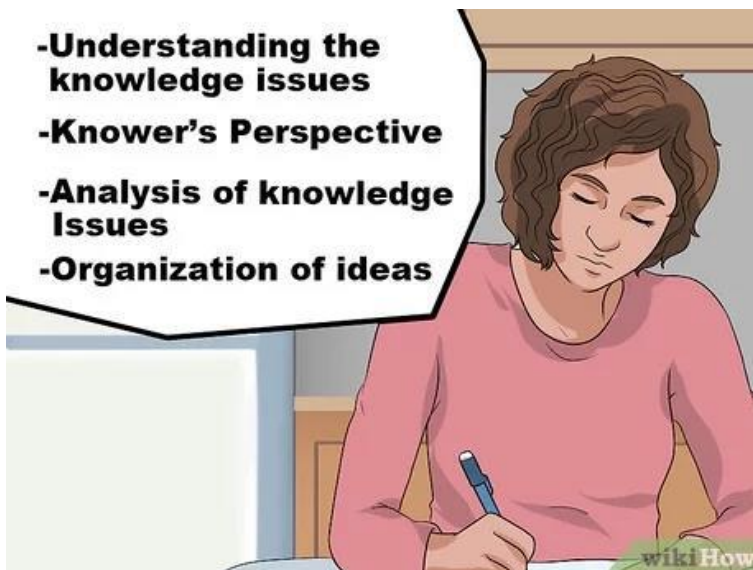
Glossary of command terms, taken from the subject guide.

Command term	Definition
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Display information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Deduce	Reach a conclusion from the information given.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Describe	Give a detailed account.
Determine	Obtain the only possible answer.
Differentiate	Obtain the derivative of a function.
Distinguish	Make clear the differences between two or more concepts or items.
Draw	Represent by means of a labelled, accurate diagram or graph, using a pencil.

Theory Of Knowledge (TOK)

The TOK essay is an individual compulsory assessment task in the year two of the DP course. It represents two-thirds of the overall marks for TOK. It is externally marked. We began with the unpacking of the six prescribed titles in the month of November. From December onwards, students began with the process of selecting a prescribed title. After selecting a title and developing the first idea associated with it, students had to discuss the original work and share findings in writing through a graphic organiser. These interactions and series of notes and ideas took the form of a more formal essay plan later.

The context of the essay is explicitly about the five [areas of knowledge](#). Students met the TOK Co-coordinator for three formal interactions (online and offline mode) to discuss their essay progress. They were provided with constructive feedback to develop their ideas and proficiency in the essay. During the interactions, the key areas that were considered and assistance given to all students were on the clarity of arguments, level of effectiveness of examples (RLS and RLS), and the focus on answering the title.



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Emotional Wellbeing Session

Managing Stress

An interactive session was facilitated by Ms. Bindu Chadha on 'managing stress' for grade 12 students. Every developmental stage comes with a set of challenges that we keep overcoming as life goes on. During adolescence, as 'Autonomy and independence' become very important and things don't flow as per expectations, consistent periods of confusion, self-doubt and the need to be their best in every single area of life bring in a lot of stress which at times forces one to resort to unhealthy ways of dealing with the same.

The session started with music to relax the mind and focused on becoming aware of the physical indicators of stress, self-help techniques, self-talk one has during difficult situations, reassessing the situations creating stress, and taking help when one feels helpless. The students were divided into random groups and each group handled a different case study relevant to the age group. The students discussed the problems and recommended productive solutions to the issues. Students could connect to the topic and participated well during the session. It ended on a positive note with the students creating effective personal positive affirmations.



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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)

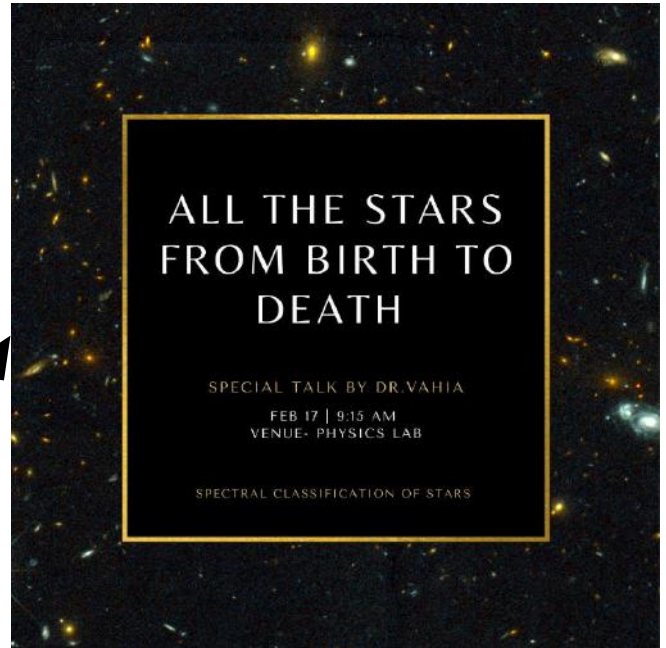
Canada: 2 | India: 11 | Netherlands: 1 | Singapore: 1 | USA: 4

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Happenings @IBDP

17th Feb: Physics Guest lecture



THE GRADE 12
PSYCHOLOGY
CLASS INVITES
YOU TO

ZAबान
सँभाल के

~a psychological take
on multilingualism~



GRADE
12

11-11:45 PM
17TH FEBRUARY

17th Feb: Psychology
multilingual activity

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