

# IBDP

# NEWSLETTER

*Grade 12*

SEPTEMBER & OCTOBER

Volume:1 Issue:2



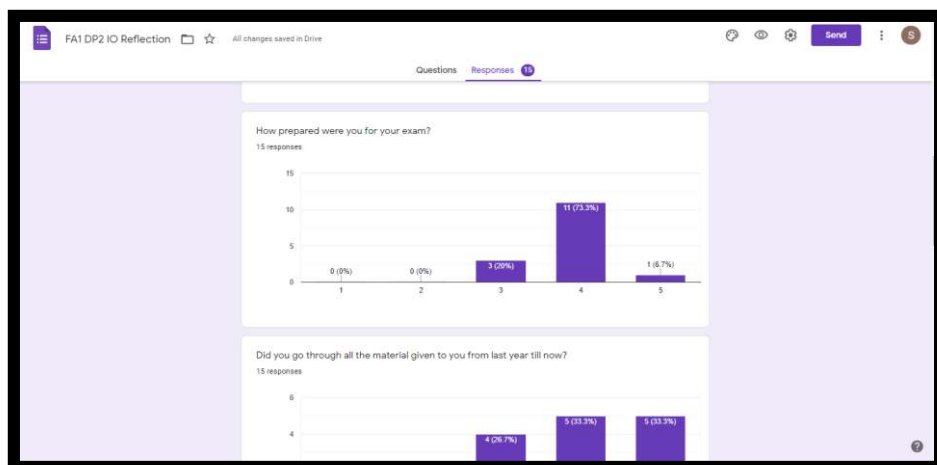
## EVENTS

- **2<sup>nd</sup> September 2021**  
TOK and Mathematics
- **3<sup>rd</sup> September 2021**  
TOK and Spanish integration
- **22<sup>nd</sup> September 2021**  
Hindi Debate
- **22<sup>nd</sup> October 2021**  
IBDP Talent Show

## ENGLISH A:LANGUAGE AND LITERATURE

In September, students reflected on their performance in the first formative assessment and individual oral. They worked on a checklist of mistakes that must not be repeated. They began discussing the play, *Rosencrantz & Guildenstern are Dead* by Tom Stoppard. They watched the movie where the play was adapted to the screen by the playwright himself. For the summative oral assessment the final body of work from the comic, *Calvin & Hobbes* was explored and the class had a discussion about the philosophical theories of Determinism and Free Will. They were able to link these to the play. They began working on ideas for their summative oral assessment. For Paper 1, they were taught the text conventions of a speech. They watched Michelle Obama's speech and noted how these techniques were adapted. They started planning an analysis of a speech on Classkick.com where the teacher was able to give them real-time feedback on their progress. They continued to write an exam-style answer for the same as a home task.

The HL students worked on linking ideas of Free Will and Determinism to the Greek play, *Oedipus Rex*, that they were studying. They also undertook additional practice for their Paper 1 assessment.

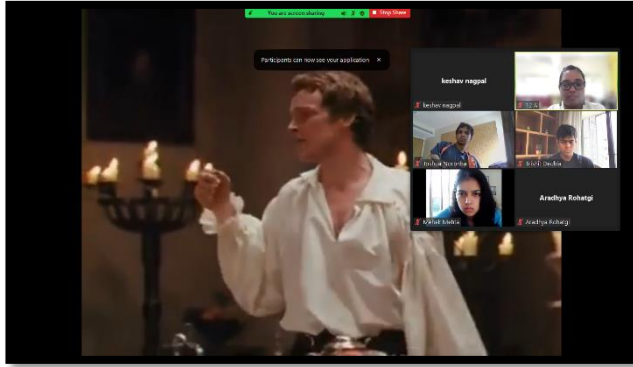


Google form showing the students' reflections on their formative assessment

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Students watching and discussing the screen adaptation of *Rosencrantz & Guildenstern are Dead*



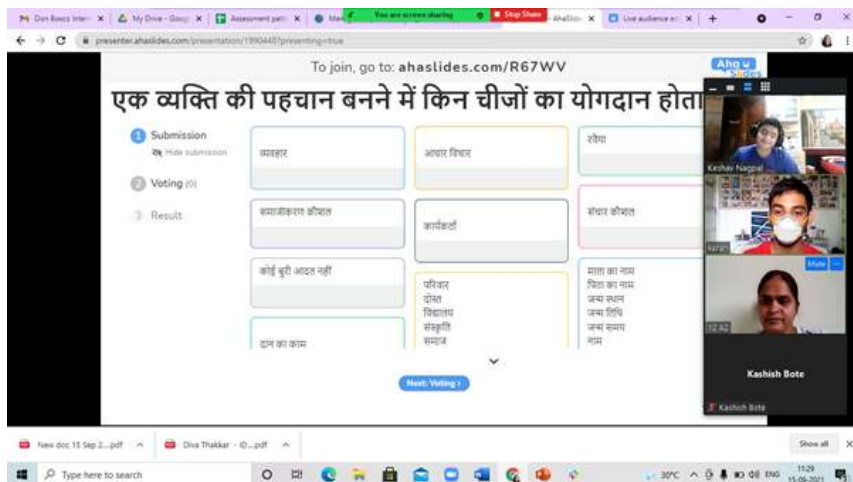
Students watching and analysing Michelle Obama's speech



## HINDI B

We started our final theme 'पहचान' in the month of September and learnt more about the sub topics – life stories, lifestyle, beliefs and values. Students researched and presented a debate on the topic 'पुराने रीति – रिवाजों का पालन करना अंधविश्वासी होने की निशानी है।' They practiced various listening tasks to understand the above themes. Students enhanced their writing skill by learning the art of debating and writing a book review. They practiced for the oral examination and revised the concepts to prepare for the summative exam.

The HL students explored the new stories written by Ms. Mannu Bhandari – 'मजबूरी और नई नौकरी.' They practiced the oral skill as per the DP higher level requirement.



**Starter activity for the theme - Identity**



# SPANISH B SL

We began September with the first formative assessment. The feedback was given to the students in person going into the breakout rooms and we discussed how they can improve their receptive and productive skills. Further we continued with our theme 'Experiencias - Experiences' with the topic 'Customs and traditions' where students enjoyed learning about various feasts celebrated all over the Hispanic countries. They also compared the famous 'Spanish quinceañera' to various rituals and customs in their culture and reflected on how some rites of passage mark our lives. To strengthen their research skills, students gathered information and made presentations comparing one of the rituals in their culture to one in Spanish culture. They got an insight of different feasts like 'El Grito de México', 'Las corridas de los toros de Valencia', 'las fallas de Valencia', 'El Rocio de Andalucía' And 'El flamenco de Andalucía' discovering the history of traditional Flamenco dress and how it got evolved over the period of time. Students revisited their grammar concepts with a quiz session using Kahoot and Quizizz. Students appeared for their Second Internal and First Summative Assessments in October.

Students learned two new text types, 'El discurso' and 'El anuncio / la publicidad en las redes sociales'. They practiced to identify the appropriate text type by comprehending and analysing the given question prompt after recognizing the context, audience, and purpose. Following are a few glimpses of the activity:



# Introducción

Diwali es un festival de luces y es celebrado en **various** lugares de India. Normalmente este festival es **para** cuatro o cinco días. Los nombres de los días son Danteras, Kali Chaundas, Diwali, New year y Bhai Dhuj.

# Identificar el tipo de texto

- **Receptor**
- **Contexto**
- **Propósito**
- **Requerimientos**

Estás interesado en participar en un programa de intercambio en un país hispano para mejorar tu español. El programa lo ofrece una institución local que cuenta con una amplia experiencia en la organización de estos intercambios de idiomas. El año pasado hiciste un intercambio con otra institución y tu experiencia no fue positiva. Por lo tanto, necesitas conocer con certeza más detalles para poder decidir si es lo que estás buscando. Escríbele al responsable de comunicación de la institución comentando tu experiencia anterior y pregunta en detalle sobre cómo es este programa (opciones de alojamiento, clases, actividades o excursiones diarias, monitores, vuelos, precios, etc.).

| Blog | Correo electrónico | Correspondencia formal |
|------|--------------------|------------------------|
|------|--------------------|------------------------|

## ¿Cómo se celebra?

La hermana prepara el **rakhi thail**, que incluye el rakhi, una lámpara, una pasta para marcar la frente y dulces para comer.

La hermana **ata el rakhi** en la muñeca de su hermano como símbolo de amor y afecto.

El hermano lo acepta y promete protegerla en todo momento. El ritual finaliza con el **intercambio de regalos** entre hermanos.

La fiesta continua con toda la familia compartiendo viandas, música y bailes. Todos visten en ropa tradicional.

A close-up photograph of traditional Rakhi decorations. In the foreground, a silver-colored metal bowl is filled with bright orange, round sweets. To its right, a small, ornate silver-colored pot (thail) sits on a reflective surface. A Rakhi thread, featuring a red and gold border with intricate patterns, is draped across the scene. The background is softly blurred, showing more of the same sweets and decorations, creating a warm and festive atmosphere.

# El significado del día



**El anuncio / La publicidad**

**1er SALÓN INMOBILIARIO DE CARTAGENA**

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**FINANCIACIÓN 100%**  
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**Eslogan / título**

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**Preguntas retóricas**

**Información breve y atractiva sobre el servicio**

**Órdenes retóricas al lector**

**Contactos para más detalles y sitio web**

<https://www.brande.es/proyectos/eventos-salon-inmobiliario/>

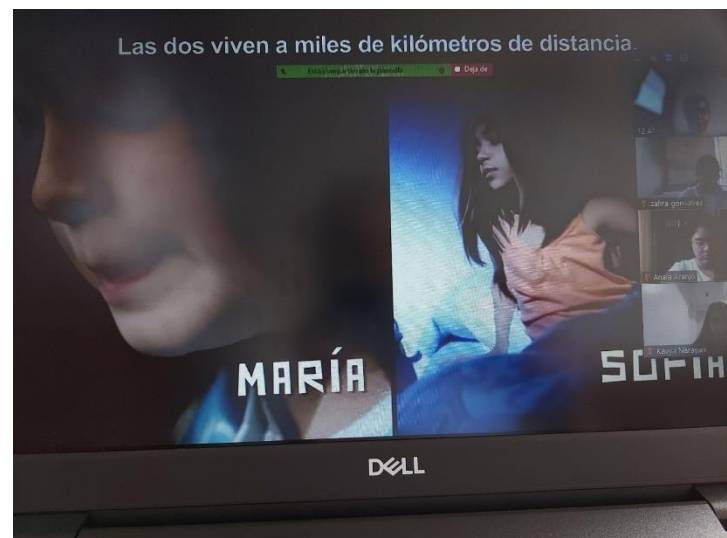
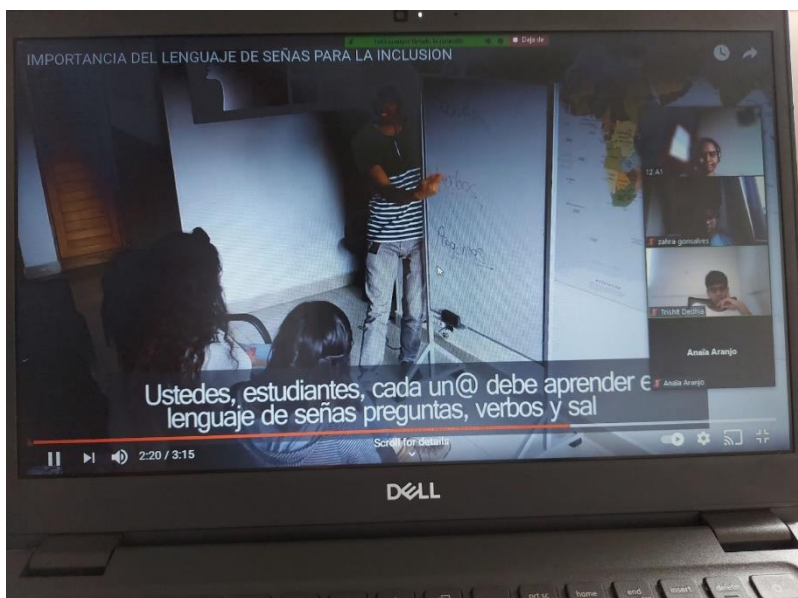
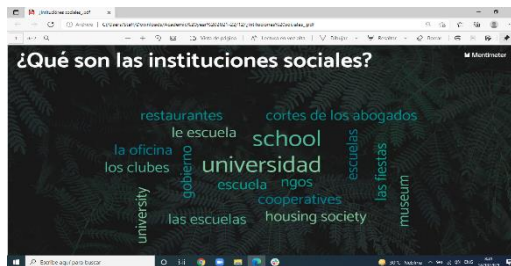
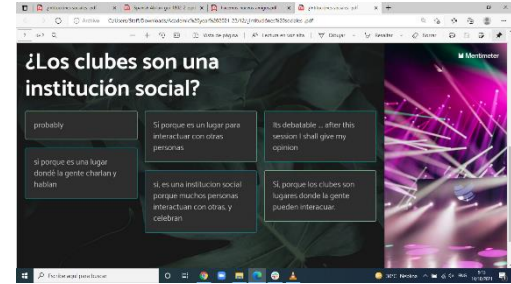
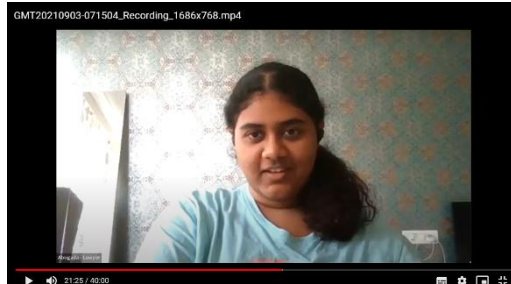
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# SPANISH AB INITIO

Students appeared for the first formative assessment while preparing for the first summative assessment. The themes covered were Identities, Social Organisations, Experiences and Human Ingenuity. They learnt the concept of future simple and future perfect tenses and practiced them via various grammar and skills-based exercises, they also learnt the conditional tense and its various uses while forming meaningful sentences.

There was a TOK session conducted in collaboration with Miss Melicia, wherein, they took up roles of different stakeholders in a society and debated on the topic of 'Nightclubs as part of the Social Organisations.' Alongside, regular reading, listening, writing, and speaking activities were conducted for a holistic development of their language skills.





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# BUSINESS MANAGEMENT

The month of September started with a skill development session for the students to enable them to further enhance their writing skills and to ensure to cover the gaps if any in the understanding of the skills assessment through solving case studies.

The topic of employee-employer association was covered through the flipped classroom method as a part of the formative task for the students. The students performed a role-play to explain the various types of unions and the forms of industrial actions taken by employees.



The topic of 'Motivation' was covered through a series of activities that involved revising the motivation theories.

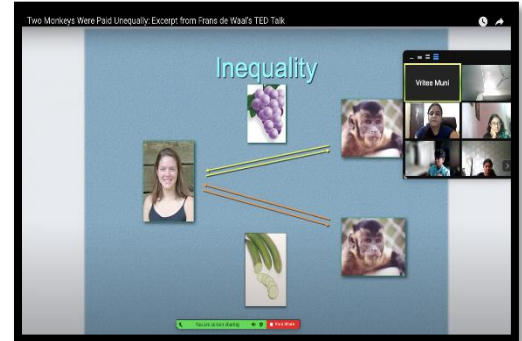
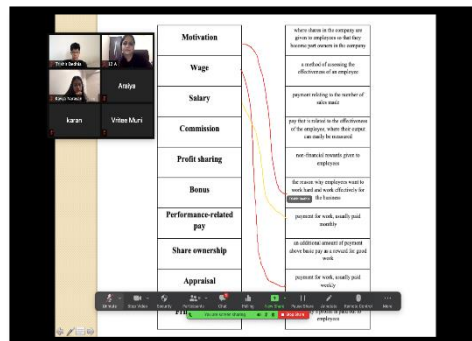
Maslow's hierarchy of needs was revised by watching an interesting video of Despicable Me where different scenes explained the hierarchy of needs humorously. The application of these theories in the modern world were seen through linkages with E-commerce giants like Amazon and Fashion brand stores like Primark.

The concept of financial and non-financial motivators was introduced through an interesting video that showed the Top 10 Cool Benefits of Working at Google. This was followed by a match the following activity where students matched the various financial and non-financial factors with their meanings.

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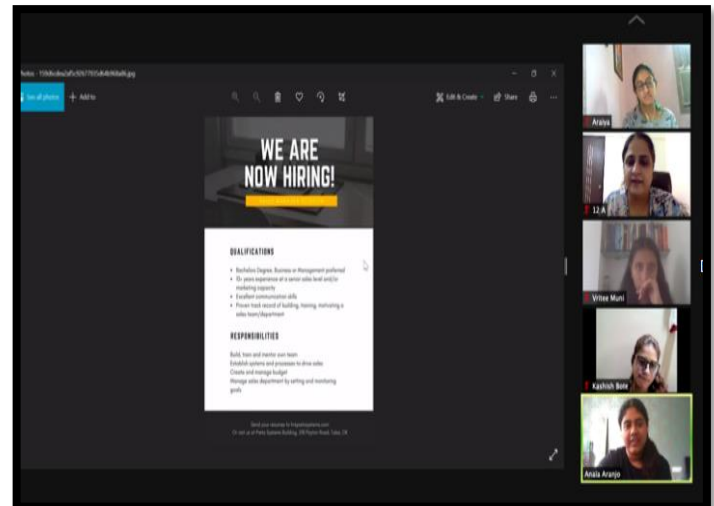
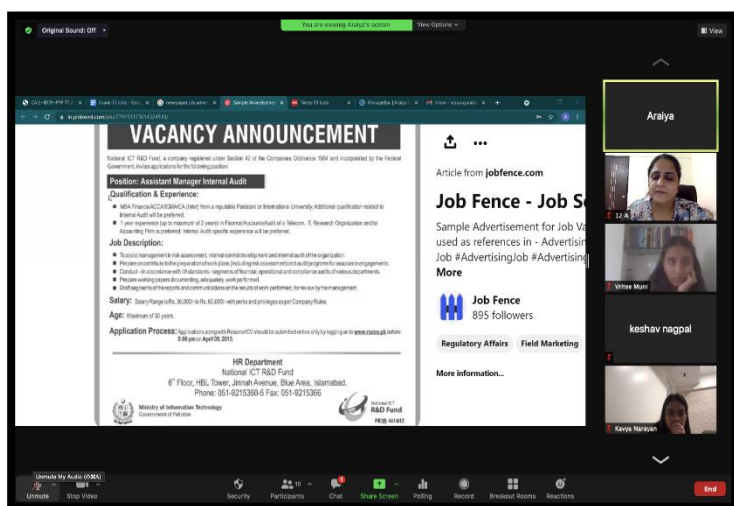
Adam's Equity Theory was explained through a Ted Talk video that showed an experiment that was conducted on two monkeys who were paid unequally.



Students also watched the trailer of the Netflix documentary, 'Why women are paid less than men (on average)' and discussed their views on why the gender pay gap is still apparent around the world.

Students also watched an animated video on the 'Power of Union' to understand the value of teamwork as a non-financial motivator along with critically analysing an interesting statistical graph that showed how the financial rewards are calculated for the top-paid sports persons in the world.

For the topic of 'Functions and Evolution of Human Resource Management' students researched online newspapers for examples of job advertisements and analysed the advertisements by identifying various aspects of job description and job specification.



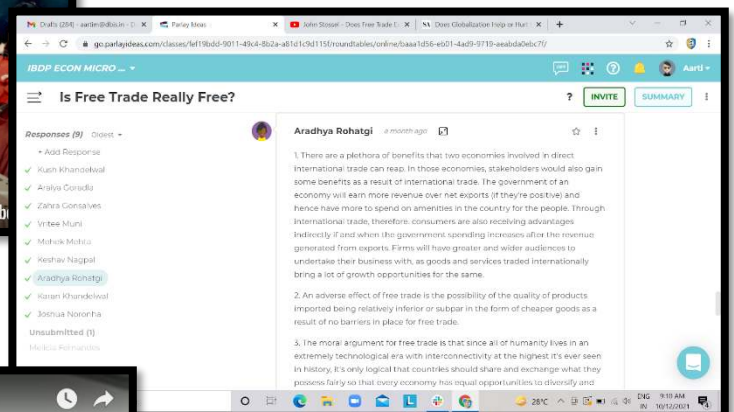
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# ECONOMICS

In the month of September, the students were introduced to a unit: the Global Economy. They played a virtual trade game. The students were divided into random teams representing a country. Countries competed against each other to 'manufacture' paper shapes and sell them to an international commodity market trader. The students colluded, competed, and negotiated with other team members. After culmination, the students discussed the elementary trade theory to issues of imperfect information and even issues surrounding international inequality. The students were introduced to trade protectionism and looked into the concept of tariffs with the help of real life examples. HL students also explored the Tariff calculations.

They participated in an online group discussion: 'Is Free Trade Really Free?' They delved into the benefits enjoyed by the different stakeholders of international trade and researched on the adverse effects of free trade in the world. The students evaluated the moral as well as economic arguments in favour of free trade in the context of third world countries.



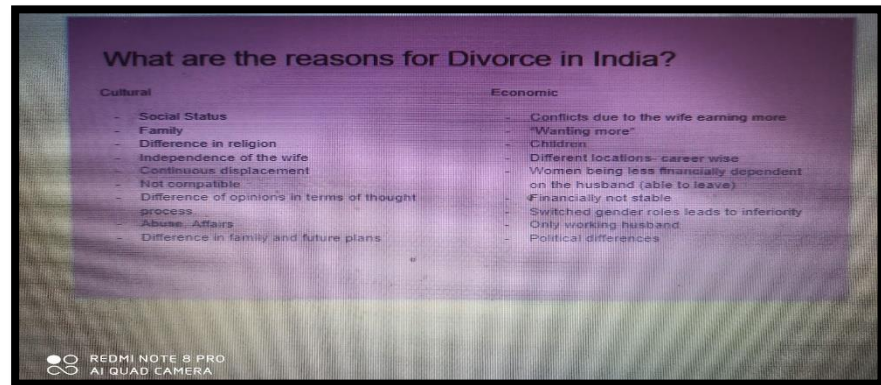


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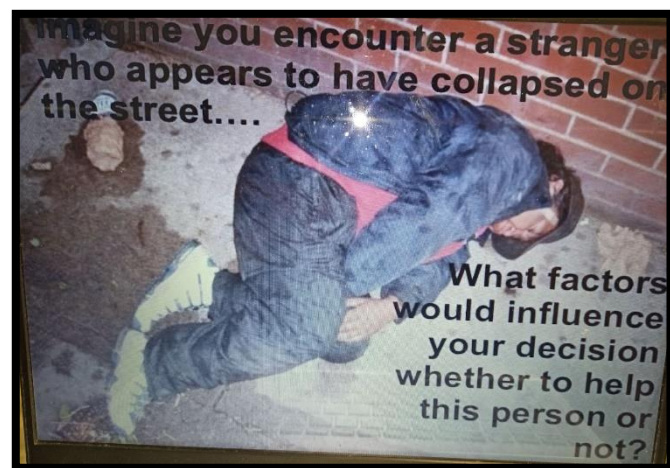
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## PSYCHOLOGY

Continuing with the unit on Human Relationships, students looked at why relationships end and the reasons for divorce in India. Breakdown in communication patterns, compatibility issues and falling out of love were concerns that were explored.



Why do we help? What leads to an altruistic relationship? Looking at research in a Stanford lab, subway samaritans, students described various theories of Prosocial Behavior and ways to enhance helping behavior



## ENVIRONMENT SYSTEMS AND SOCIETIES (ESS)

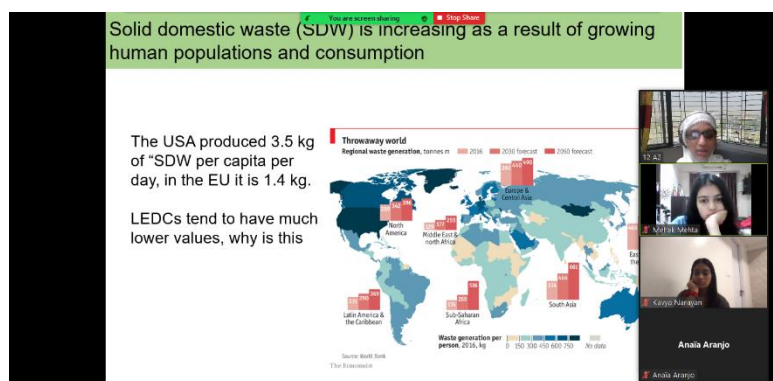
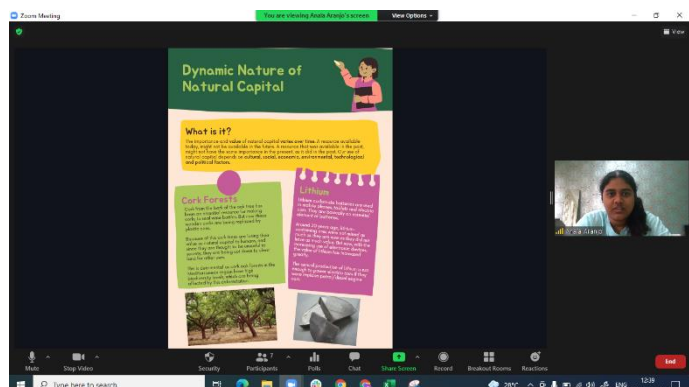
Grade 12 students learnt various demographic tools like Crude Birth and Death Rate (CBR and CDR) for quantifying human population. They evaluated the human population growth curve from 1800 to 2000 and discussed the factors affecting the population. They noted that industrialization, growth in the healthcare sector, availability of resources, vaccination



drives, and birth control methods have played a significant role in changing the population pyramids overtime. They discussed the unsustainable extraction of natural capital and its impact on the environment. They were shaken up by the fact and figures of e waste generated every year by their own country. They concluded that a circular economy can be a paradigm shift in the sustainable management of SDW. The governments must have an ecocentric approach towards this problem was the highlight of their discussion. They realized that it is very important for the human population to not exceed its carrying capacity and the ecological footprint is an important tool in keeping the populations within their carrying capacity.

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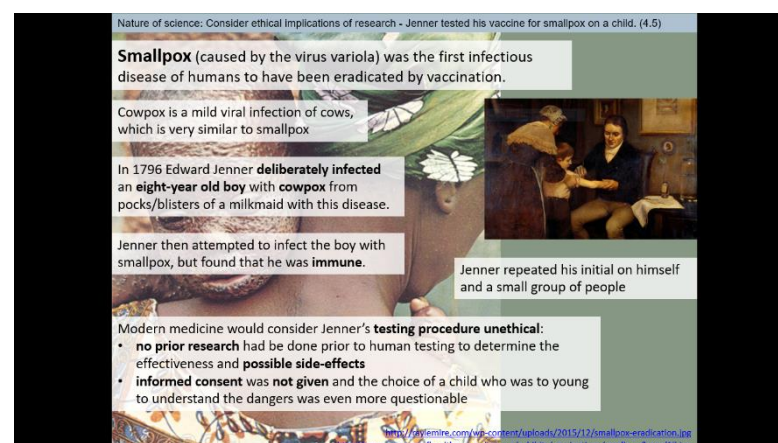
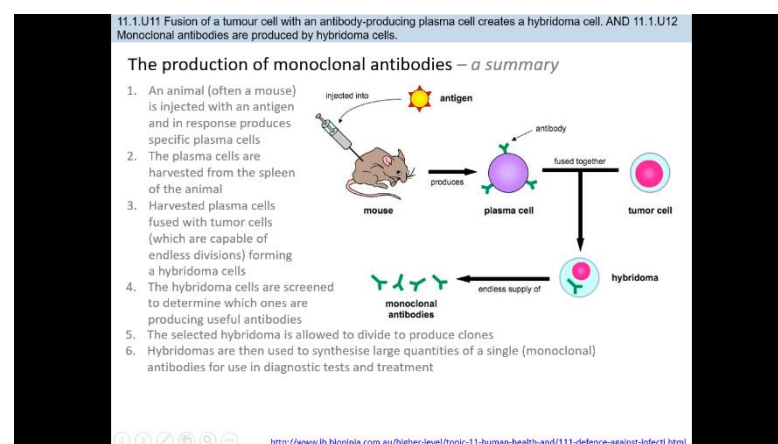
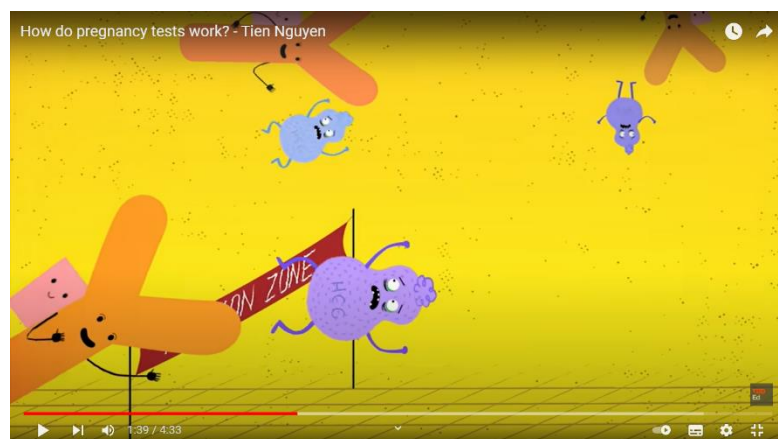


## BIOLOGY

The month of September started with the HL students exploring the functions of specific antibodies production and the uses of monoclonal antibodies in pregnancy kits and other diagnostic tests. They also discussed the ethics and possibility of conducting tests similar to Edward Jenner, who attempted the first vaccine.

Both HL and SL students built on their previous knowledge of the respiratory system and studied about the different respiratory diseases such as Lung cancer and Emphysema. They worked together in groups and made awareness posters about the different diseases. Using data, they discussed the correlation of tobacco and lung cancer.

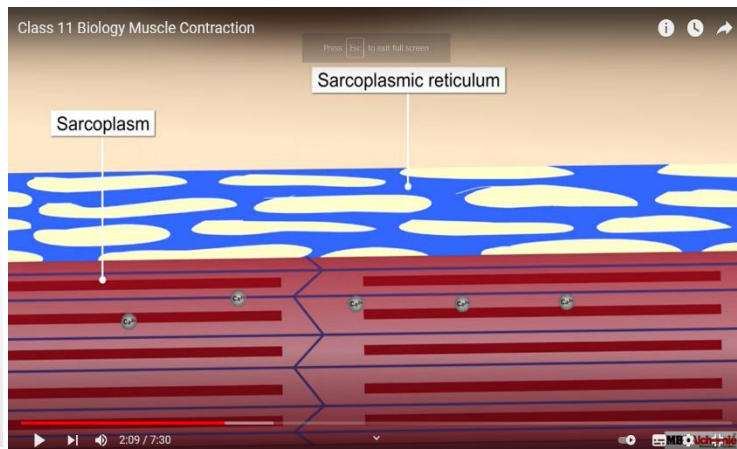
HL students were then introduced to the muscle contraction unit, the sarcomere. They studied the process of contraction and relaxation of muscle fibres. They discussed in class antagonistic muscle movements observed in their own bodies which, in turn, facilitated movement in the different types of joints.



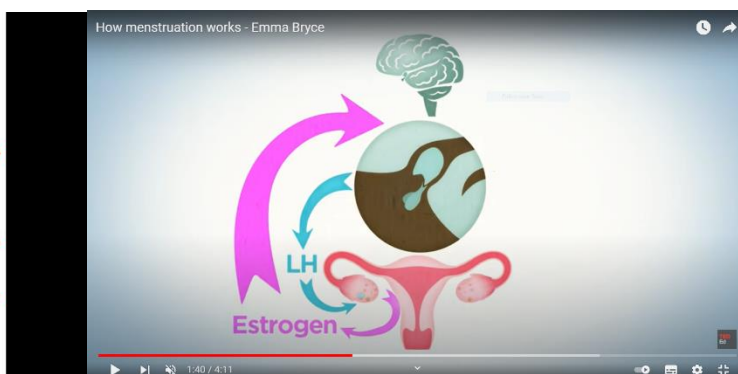
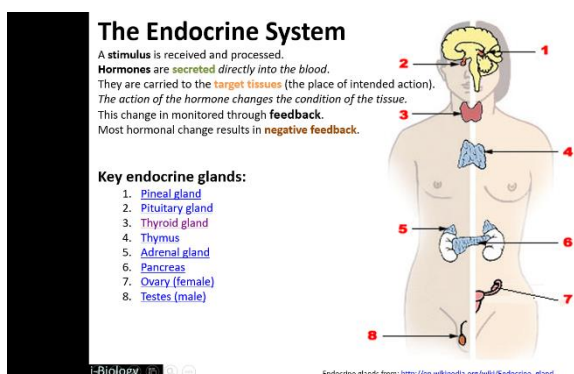


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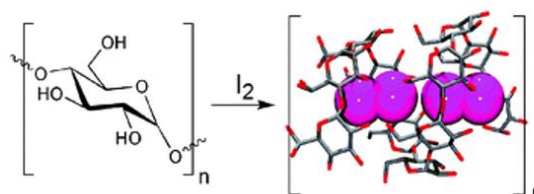
The HL and SL students then built on their previous knowledge of hormones and their functions and discussed the hormonal control of the menstrual cycle and sexual development. HL students went on further to understand the hormonal control of childbirth. They also learnt about the development of sperms and eggs.



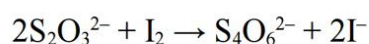
## CHEMISTRY

During the month of September, a subtopic on 'Stereoisomers' was introduced. For better understanding, animated Youtube videos were used. Topic of 'Redox Processes' was then introduced. Questions on each subtopic were solved in class. Subtopics that were new were introduced linking to the IA topic chosen. Topics that required additional help were discussed in class. Extensive revision was done for the syllabus covered, testing the students on multiple choice and structured questions too.

Starch is now added to react with the  $I_2$  formed making a blue-black complex:



This is titrated with thiosulfate, removing it from this complex to make the solution clear.



### Reactions involved in the Winkler Method.

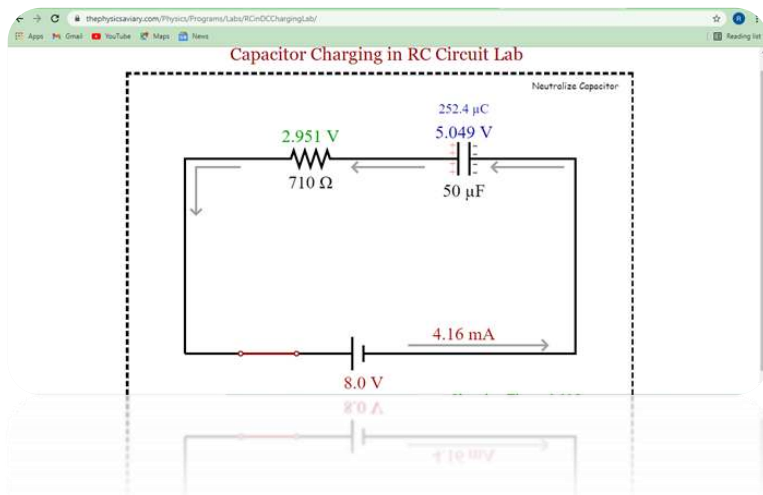


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# PHYSICS

In the month of September HL students were introduced to the topics on 'Fields at work', 'Electromagnetic Induction', 'Power Generation' and 'Transmission' and 'Capacitors'. Simulation experiment on capacitors was done. Questions based on the above topics were discussed in class. Extensive revision was done on the topics covered. Worksheets based on MCQ and structured questions were solved in class. Topics which required revision were also done in class.



**Topic 11: Electromagnetic induction - AHL**  
11.2 – Power generation and transmission

*Transformers in AC electrical power distribution*

•Observe the simplified electrical grid:

Color Key:  
Black: Generation  
Blue: Transmission  
Green: Distribution

Generating Station  
Generating Step Up Transformer  
Transmission Lines (765, 500, 345, 230, and 138 kV)  
Transmission Customer (138kV or 230kV)  
Substation Step Down Transformer  
Neighborhood Step Down Transformer  
Subtransmission Customer (26kV and 69kV)  
Primary Customer (13kV and 4kV)  
Secondary Customer (120V and 240V)

**FYI**

- Power is lost as heat during **transformer** step-up and -down of the voltage due to **eddy currents** ( $I_{\text{eddy}} \propto f^2$ ).
- Power is lost as heat in the **lines** during the current transmission due to internal **resistance** ( $P = I^2R$ ).

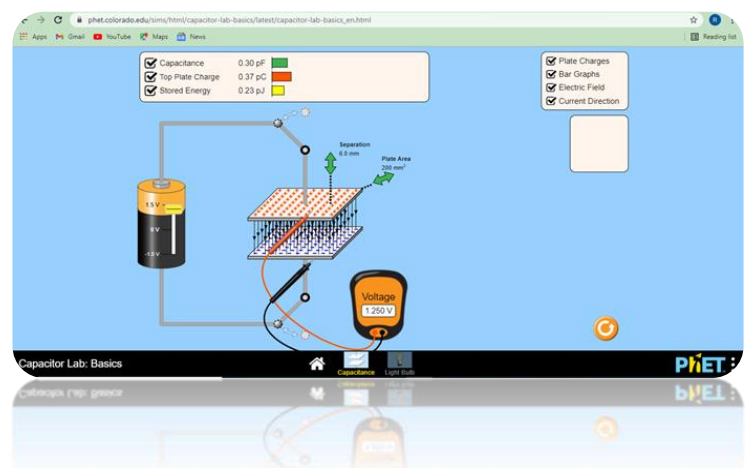
**Topic 11: Electromagnetic induction - AHL**  
11.1 – Electromagnetic induction

*Magnetic flux linkage*

- If instead of a single loop we make a coil of  $N$  loops, the flux  $\Phi$  through each loop is "linked" to each of the other loops in what is termed **flux linkage**.

$\text{flux linkage} = N\Phi$   $N$  is the number of loops

- Each loop produces its own emf, and the emfs from each loop add to the total emf.
- Note that an **emf** is **only produced while the flux is changing**.



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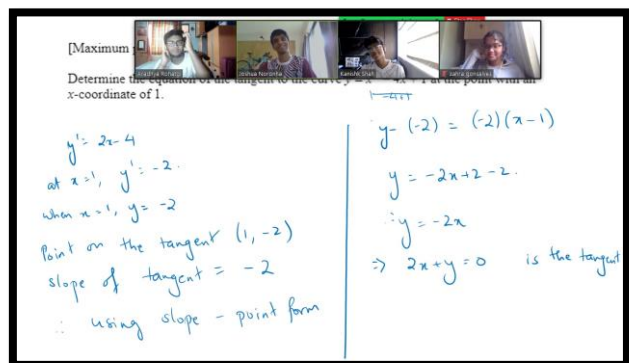
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## MATHEMATICS: ANALYSIS AND APPROACHES(AA)

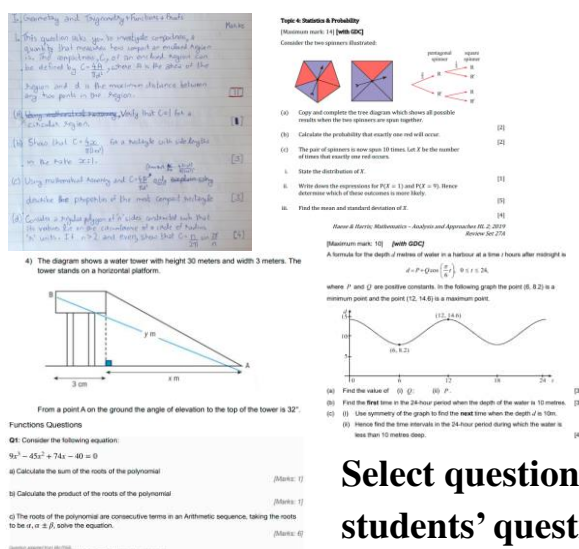
In the month of September, we concluded the unit on statistics and probability in both the HL and SL courses. The formative test was conducted mid-September. We then moved on to differentiation and practiced exam-style questions on the concepts of Derivatives which the students have learned previously.

After that we revised the syllabus of the course completed so far, since all of it was on the summative. Topics of Proof Writing, Complex numbers, Trigonometric Proofs, and Application of Trigonometric Identities were given more time during revision. These topics were selected as per the students' request.

The students enthusiastically created a question bank for the curriculum covered in grade 11 and the first semester of grade 12. This was written for their internal assessment, and the students did well in this.



**Problem solving practice on derivatives**



**Select questions from the students' question bank**

## MATHEMATICS: APPLICATION AND INTERPRETATION(AI)

During the month of September, the students learned about a systematic approach to hypothesis testing which allowed them to make statistically valid inferences about the population. They also gained knowledge about two powerful tools such as correlation and regression for identifying patterns and equivalence of systems. They acquired knowledge about the appropriateness and limitations of Pearson's product moment correlation coefficient and

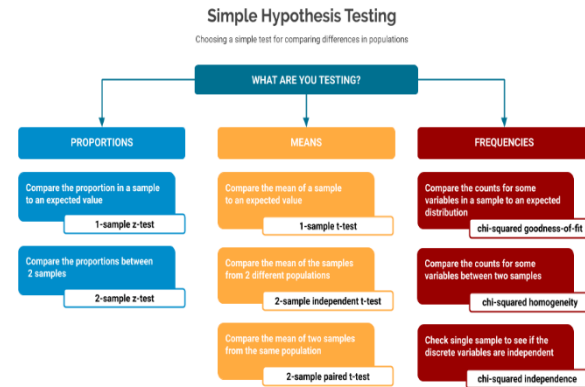
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Spearman's rank correlation coefficient and the effect of outliers on each .

The HL students have developed their understanding about inferential statistics. They studied two unbiased estimators - distribution of sample means and sample standard deviation. They further applied their knowledge about unbiased estimators while evaluating probability intervals and confidence intervals.

Extensive revision of previous concepts has been carried out in the months of September and October. Topic-wise revision worksheets had been solved during the classes.



## THEORY OF KNOWLEDGE (TOK)

### 1. Investigating Issues integrating with different AOKs

Series of sessions were designed to help students apply TOK to the burning global issues which are currently happening in the world. Through these group activities students appreciated the usefulness and relevance of this course for life, they gained understanding on what we mean when we refer to TOK concepts and framework 'manifesting themselves in the real world', and gained a more nuanced and sophisticated understanding of contemporary events and issues.

### 2. Exploring TOK Essay as an Assessment

The six prescribed essay titles were released on the 1<sup>st</sup> of September, 2021. A series of sessions titled 'What a good TOK essay looks like?' was designed to enable students to gain complete knowledge about the TOK essay and its assessment criteria. Through videos by Michael Dunn, founder of Theoryofknowledge.net, pair activity-unpacking past essay titles and critically evaluating essays through a graphic organizer framed according to the assessment rubrics, how the essay is evaluated and marked by examiners etc. were discussed and explained to the students.

### 3. Prerequisite Research Writing skills for TOK essay

A session was conducted on developing research writing skills for our students. A past prescribed title was critically examined based on the assessment rubrics criteria. The essay title: 'The production of knowledge is always a collaborative task and never solely a product of the individual. Discuss with reference to two areas of knowledge' was examined through a comprehensive graphic organizer with a broad criteria namely: What are the main ideas of the essay discussed? Which two AOK were focused? What strong perspectives were drawn about knowledge with the AOKs in relation to the prescribed title? Explain how the TOK concepts are developed in the knowledge claims. Students were asked to select one PT from the six and begin the preliminary research work for the same during the vacation.

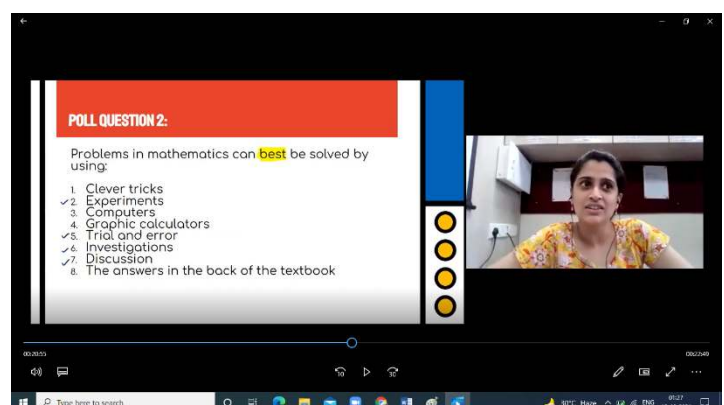
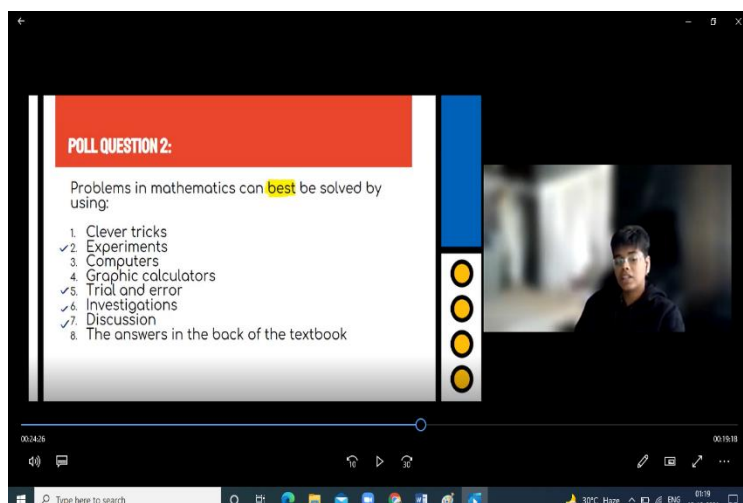
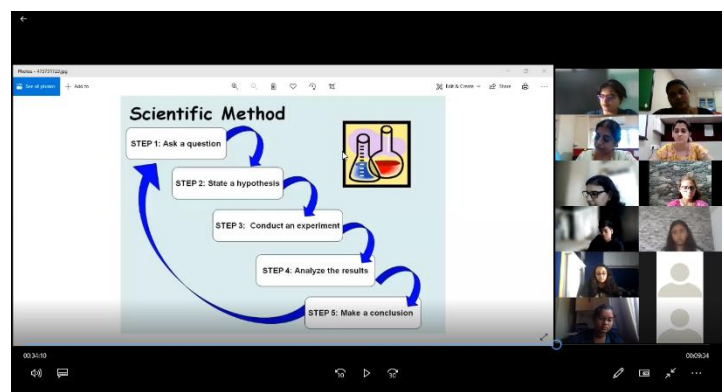
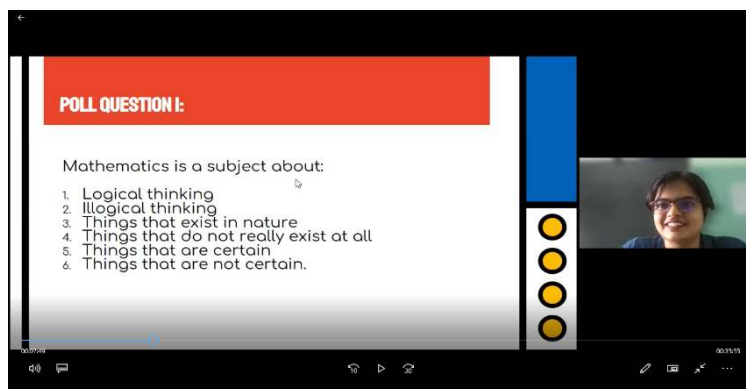


#### 4. Nature and Formation of Mathematical knowledge

A special session was conducted by Ms. Mimansa Vahia, exploring the KQ- ‘How does the formation of mathematical knowledge differ from other areas of knowledge?’ Through an interactive discussion Ms. Mimansa made students reflect on the nature, formation and limits of mathematical knowledge and developed arguments for and against various issues surrounding the formation of mathematical knowledge. This was followed by a collaborative interdisciplinary discussion on the scope of Natural Science, Human Sciences and History which was presented by Ms. Sowjanya Ghosh, Ms. Farida Bearingwala and Ms. Melicia Fernandes.

#### 5. Ethics in the application of scientific knowledge

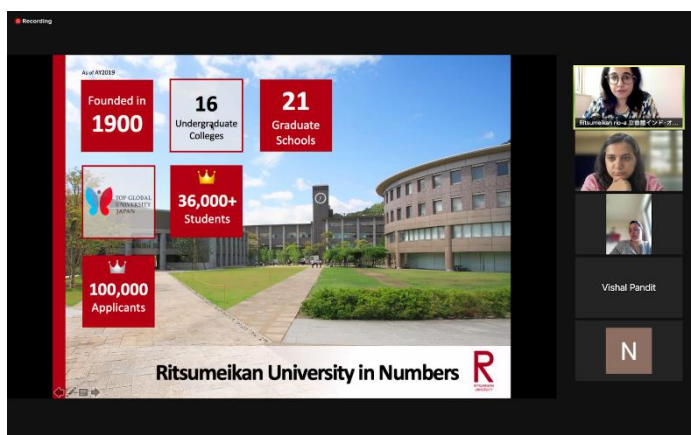
A multi-discipline session was organized on Stem Cell Tourism. A well-researched presentation was put up by grade 11 students from the Biology, Economics and Business Management departments. Students of grade 12 attended the session sharing their thoughts and opinions examining the issues through the TOK lens. They evaluated the need for scientists to use results from experimental overseas stem cell therapies to advance their own work when the therapies unmatched their own country's scientific or ethical guidelines.



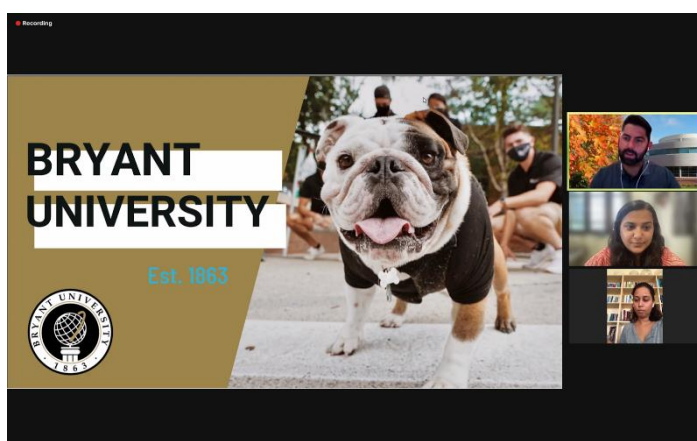
## CAREER AND COLLEGE COUNSELLOR

**University of California Riverside** - University of California, Riverside is part of the world's most prestigious public university system, an institution powered by an entrepreneurial spirit, a record of innovation and results, and a commitment to excellence and collaboration.

**Ritsumeikan University, Japan** - Ritsumeikan University(RU) is one of the top leading private universities in Japan with a history of 120-year! As a global university, RU has a long tradition of welcoming students from across Japan and the world . RU is home to more than 2,600 international students representing diverse cultures from 71 countries and regions.



**Hofstra University, USA** - Hofstra is located in New York, 25 miles from Manhattan and ranked in the top third of U.S. colleges by the Wall Street Journal & Times Higher Education. Hofstra offers 160 undergraduate and over 175 graduate program options with more than 100 dual-degree program options (e.g. Business, Biology, Computer Science and Engineering, Psychology, Education).



### **Bryant University, USA**

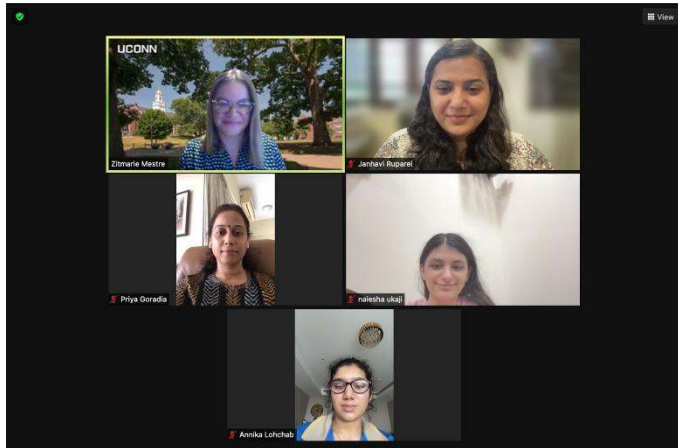
Bryant is a private New England university with a tradition of innovation and a global vision for success. Their academic programs are distinguished by an integration of business and the arts and sciences with a global perspective. Please click to watch the [session Recording](#)

**Wake Forest University, USA** - Founded in 1834, Wake Forest University is a private university located in Winston-Salem, N.C., with more than 8,000 students. The undergraduate population of more than 5,200 hails from 49 states and more than 50 foreign countries.

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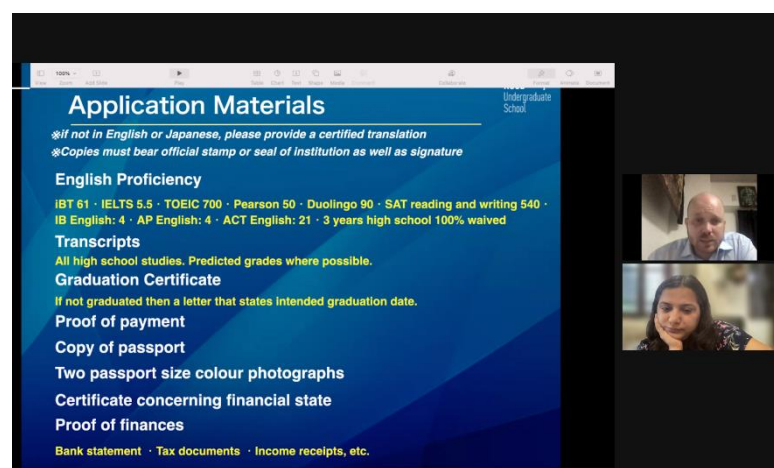
**University of Connecticut, USA** - The University of Connecticut, founded in 1881, is ranked among the top 25 public research universities in the United States. With over 110 majors, UConn provides students unparalleled access to hands-on learning opportunities.



**Drexel University, USA** - Drexel University is a comprehensive R1-designated research institution that has maintained a reputation for academic excellence and positioning students on the frontlines of innovation alongside experts tackling today's most complex issues.

**Savannah College of Art and Design, USA** - SCAD is a private, nonprofit, accredited university, offering more than 100 academic degree programs in more than 40 majors across its locations in Atlanta & Savannah, GA; Lacoste, France; and online via SCADeLearning. 99% of Spring 2019 alumni were employed, pursuing further education or both within 10 months of graduation.

**Nagoya University of Commerce & Business (NUCB), Japan** - NUCB Undergraduate School is a non-profit, private university located in Nisshin City, Aichi prefecture within the Tokai region of Japan. The School was founded by [Kurimoto Educational Institution \(KEI\)](#), which is a legally incorporated educational institution.





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**Jacobs University** - Jacobs University is a private, state-recognized university, located in Bremen, Germany, and one of the most international universities worldwide. Founded in 2001, the university attracts highly talented and open-minded students from all over the world.

**Campus Spain**- Campus Spain promotes Spain as a study destination. They offer a preparatory Spanish LCA Course at the University of Vigo, which enables students to continue to degree or masters in top public universities with subsidized tuition fees offered by the Spanish Government.

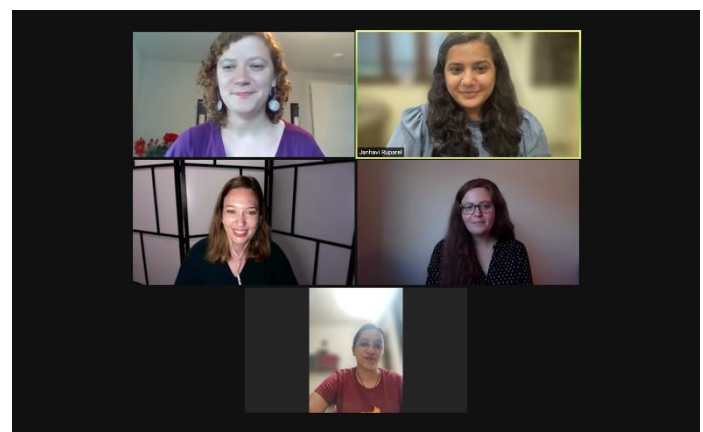


### Hamilton, Macalester, Richmond

**Hamilton College** - It was founded in 1793 as the Hamilton-Oneida Academy; chartered in 1812 as Hamilton College; the third oldest college established in New York State.

**Macalester college** - At Macalester, the mission is to prepare students for lives of meaning and purpose. Students here receive unparalleled support and mentorship as they discover their place in the world and learn how to become agents of change.

**University of Richmond** - For more than 180 years, Spiders have come to the University of Richmond with the expectation to exceed expectations. As a top-25 liberal arts university, they celebrate the idea of a changing and evolving world.



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### October University Visits

**Ahmedabad University** - Ahmedabad University was founded in 2009 by Ahmedabad Education Society (AES), a non-profit educational foundation located in Ahmedabad. Ahmedabad University is envisioned to become a global leader that provides liberal arts education within a research university. Interdisciplinary curriculum, experiential learning environment, and research define an Ahmedabad education.

**University of Tennessee** - The University of Tennessee, Knoxville (UT) is a public research university, centrally located within the United States.

**Newcastle University** - Newcastle University is a World Top 140 institution, home to teaching and research across a diverse and exciting range of subject areas. They have over 200 undergraduate and 300 postgraduate degrees to choose from.

**Wayne State University** - Founded in 1868, Wayne State University is a nationally recognized metropolitan research institution offering more than 370 academic programs through 13 schools and colleges to nearly 27,000 students.

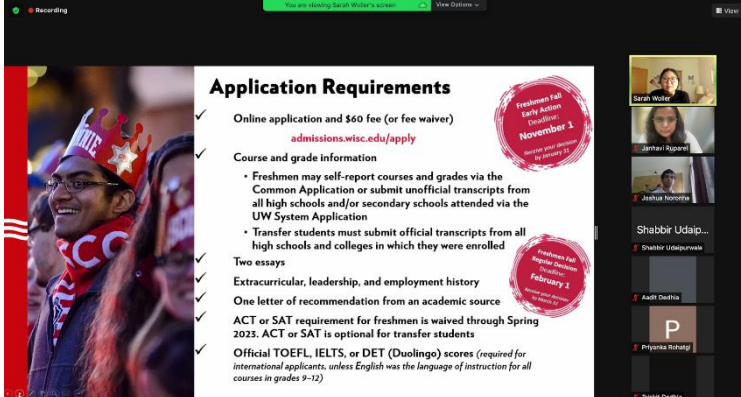
**University of Wisconsin Madison** - The University of Wisconsin - Madison is a large public research university in the United States. At University of Wisconsin-Madison. Each school and college is distinct and provides unique academic communities, facilities, resources, professors, and academic programs.

The poster is for an "ONTARIO UNIVERSITIES INFORMATION SESSION". At the top, it says "EXCLUSIVELY FOR" and lists several international schools: Life Enrich International School, Hill Spring International School, Don Bosco International School, Jamnabai Narsee International School, The British School New Delhi, and a 50th anniversary logo. The main text on a spiral-bound notepad graphic says "OCT 4" in large red letters, followed by "1800HRS - 1930HRS". Below that, it says "REGISTER HERE:" and provides the URL "HTTPS://ADMISSIONS.MCMASTER.CA/REGISTER/ONTARIOUNIVSESSION4OCT". At the bottom, logos for participating universities are shown: uOttawa, University of Waterloo, McMaster University, University of Alberta, Carleton University, York University, and University of Guelph.

**Ontario Universities Info Session, Canada**

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**Application Requirements**

- ✓ Online application and \$60 fee (or fee waiver)  
[admissions.wisc.edu/apply](https://admissions.wisc.edu/apply)
- ✓ Course and grade information
  - Freshmen may self-report courses and grades via the Common Application or submit unofficial transcripts from all high schools and/or secondary schools attended via the UW System Application
  - Transfer students must submit official transcripts from all high schools and colleges in which they were enrolled
- ✓ Two essays
- ✓ Extracurricular, leadership, and employment history
- ✓ One letter of recommendation from an academic source
- ✓ ACT or SAT requirement for freshmen is waived through Spring 2023. ACT or SAT is optional for transfer students
- ✓ Official TOEFL, IELTS, or DET (Duolingo) scores (required for international applicants, unless English was the language of instruction for all courses in grades 9-12)

**Deadlines:**

- Freshmen Fall Early Action: **November 1**
- Transfer students: **February 1**

**University of Surrey** - The University of Surrey is a global community of ideas and people, dedicated to life-changing education and research. With a beautiful and vibrant campus, they provide exceptional teaching and practical learning to inspire and empower their students for personal and professional success.



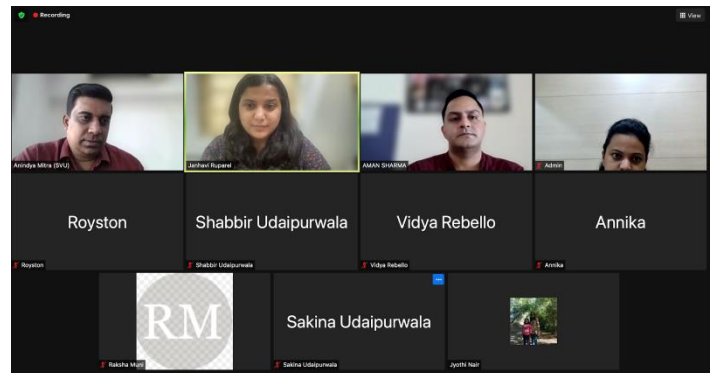
**ACCOLADES AND RANKINGS**

- 15 Faculty Fellows of the National Academy of Inventors
- One of the 100 safest college or university campuses in America
- Ranked 5th in the nation for undergraduate diversity by U.S. News & World Report
- U.S. News & World Report's 2018 "Best Graduate Schools" rankings include more than 20 graduate programs at UTA
- Fifth fastest-growing doctoral public institution in the country (The Almanac of Higher Education)

**University of Texas at Arlington** - UT Arlington is a public, urban, large, diverse Carnegie Research-1 powerhouse committed to life-enhancing discovery, innovative instruction, and caring community engagement. They are dedicated to producing lifelong learners and problem solvers.

**Arts University Bournemouth** - Arts University Bournemouth is a leading specialist university offering high quality preparation, undergraduate and postgraduate courses in Art, Design, Media and Performance.

**Somaiya Vidyavihar University** - It has established itself as a leading educational institution across the globe. It is proudly the first private university in Mumbai. Somaiya Vidyavihar University offers 60 undergraduate programmes through 6 colleges.

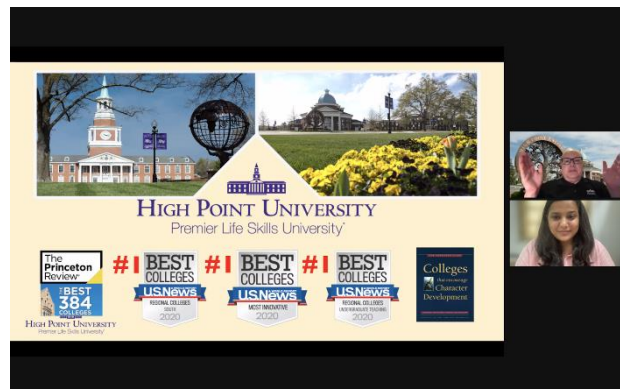




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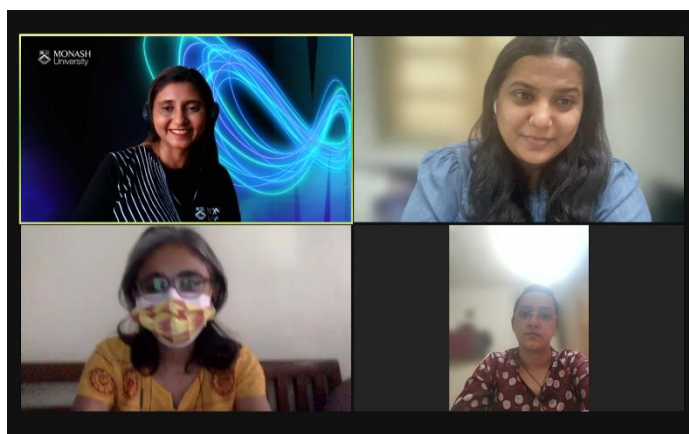
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**High Point University** - At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.® High Point University, founded in 1924, is a private, 4-year comprehensive institution that is rooted in the liberal arts.



**Huron at Western University** - Huron is the founding institution of Western University and one of Canada's oldest universities. Their distinctive business, liberal arts and ethics-based learning environments offer elite, yet accessible education, where personalized learning experiences position students for leadership and professional success, while also developing their character. Huron is the only university in Ontario to have a partnership with Harvard Business School.

**Monash University** - Monash University is a public comprehensive based in Melbourne Australia. It is a member of Australia's prestigious Group of Eight (Go8) research-intensive universities and is ranked in the world's top 60.



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## IBDP Happenings.....

### Hindi Debate

Students Of IBDP Year 2 (Hindi)  
Cordially Invite You For Our  
Debate

पुराने रीति रिवाज का पालन  
करना अंधविश्वासी होने की  
निशानी है ।

On September 22, 2021, at 11:00 am.

12 A2 link  
ID: 98565196120  
PASS: 395161

THANK YOU

**TOK AND MATHEMATICS INTEGRATION**

***IS MATH FOR REAL?***

A SESSION BY MS MIMANSA VAHIA  
WITH GRADE 12 STUDENTS  
2ND SEPTEMBER @ 11.45- 12.30

Followed by a discussion on....

How does the formation of mathematical knowledge  
differ from that of other areas of knowledge ?

Special Appearance.....  
Ms Sowjanya, Ms Farida, Ms Jessica & Ms Melicia

Join via grade 12 class zoom link [Click here to join](#)

### TOK and Mathematics

**TOK AND SPANISH INTEGRATION**

*A simulated session  
exploring Knowledge Question*

What role does cultural institutions play in  
society and how this have come about ?

GRADE 12  
DATE: 3RD SEPTEMBER, 2021  
TIME: 12.30 to 1.15 PM

[CLICK HERE TO JOIN THE SESSION](#)

THE HRTs OF GRADE 11 AND 12  
WELCOME YOU TO A FUN-FILLED DAY

**KAUN BANEGA  
KALAKAAR!**

OCTOBER 22ND  
9 AM ONWARDS  
BIANCHI HALL

### IBDP Talent Show

### TOK and Spanish integration



Diploma  
Programme



DON BOSCO  
INTERNATIONAL SCHOOL

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A decorative floral wreath made of green leaves, blue stems, and small orange berries, with two large pink flowers at the top and bottom. The words 'thank you' are written in the center in a black, cursive script.

thank  
you