



DIPLOMA PROGRAMME

What is an IB Education ?

It is a non-profit educational and non-governmental (NGO) organization that was established in 1968 in Geneva, Switzerland. The IBO offers four programmes of international education for students aged 3–19 years:

- The Primary Years Programme (PYP) for 3–11 year olds.
- The Middle Years Programme (MYP) for 12–15 year olds.
- The Diploma Programme (DP) for 16–19 year olds.
- The Career-related Programme (CP), also for 16–19 year olds.

The International Baccalaureate Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Gateway International School Vision and Mission Statement

Vision

Creating responsible global citizens who realize their maximum intellectual and human potential.

Mission

Gateway International School (GIS) provides a whole education program that balances academic excellence with character building. We foster knowledgeable, unbiased, caring inquirers with an inclusive perspective by inspiring them to become life-long learners, peace ambassadors and tomorrow's leaders in the local as well as the global context..

As IB learners we strive to be

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.



GIS- Diploma Programme

Gateway International School (GIS) is an authorized Diploma Programme (DP) school since January 2018. The International Baccalaureate Diploma Programme (IBDP) is a rigorous academic course within a broad and balanced curriculum in the local and global contexts. GIS integrates the IB mission statement and the learner profile attributes into its day-to-day practices, thereby developing inquiring, knowledgeable and caring young people, who help create a better and more peaceful world, through intercultural understanding and respect. Widely regarded as one of the best pre-university courses in the world, the IB Diploma Programme aims to develop students who have excellent breadth and depth of knowledge – students who nourish physically, intellectually, emotionally and ethically. Unique to the IB Diploma Programme are its Inquiry Cycle and a core comprising three components:

Theory of Knowledge which explores the nature of knowledge

CAS – Creativity, Activity and Service

The Extended Essay, including the world studies extended essay, offers the opportunity for IB students to investigate a topic of special interest, in the form of a 4000-word piece of independent research. Students select an area of research from Diploma Programme subjects, also in the case of the interdisciplinary world studies essay from two subjects, and become acquainted with the independent research and writing skills expected at University.



The Diploma Programme: Preparing students for success in higher education and to be active participants in a global society

The Diploma Program prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- develop physically, intellectually, emotionally and ethically
- acquire breadth and depth of knowledge and understanding by studying courses from six subject groups
- develop the skills and a positive attitude towards learning that will prepare them for higher education
- study at least two languages and increase understanding of cultures, including their own
- make connections across traditional academic disciplines and explore the nature of knowledge through the program's unique theory of knowledge course
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- enhance their personal and interpersonal development through creativity, action and service



DP Subject Groups

Students choose courses from the following subject groups: studies in language and literature ; language acquisition ; individuals and societies ; sciences ; mathematics; and the art. Students may opt to study an additional sciences , individuals and societies , or languages course, instead of a course in the arts Furthermore, students must also choose either an arts course from the arts group or a second course from one of the other subject groups. DP courses can be taken at higher level or standard level. At least three and not more than four are taken at higher level (240 teaching hours), while the remaining courses are taken at standard level (150 teaching hours). The IB Subjects offered at GIS are:

Group	Subject	Courses
1	Group 1 (Studies in Language & Literature)	English A: Language & Literature SL/HL
2	Group 2 (Language Acquisition)	French ab Initio, French B SL, Hindi B SL, Spanish ab Initio, Tamil B SL
3	Group 3 (Individuals & Societies)	Business Management SL/ HL, Economics SL/HL, History SL/HL, Psychology SL/HL, Digital Society SL/HL
4	Group 4 (Sciences)	Biology SL/HL, Chemistry SL/HL, Physics SL/HL, Environmental Systems and Societies SL and Computer Science SL/HL, Design Technology SL/HL
5	Group 5 (Mathematics)	Analysis & Approaches HL / SL
6	Group 6 (The Arts)	Visual Arts SL /HL



The Diploma Programme core

The Extended Essay (EE) requires students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The EE option allows students to focus on a topic of global significance, which they examine through the lens of at least two DP subjects.

Theory of Knowledge (TOK) develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

Creativity, Activity, Service (CAS) emphasizes helping students to develop their own identities in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. It involves students in a range of activities alongside their academic studies throughout the DP. The three strands of CAS are creativity (exploring and extending ideas leading to an original or interpretive product or performance), activity (physical exertion contributing to a healthy lifestyle) and service (collaborative and reciprocal engagement with the community in response to an authentic need).

Assessment

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. The grades awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on TOK and the EE. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the CAS requirement. The highest total that a DP student can be awarded is 45 points. Assessment is criterion-related, which means the student's performance is measured against specified assessment criteria based on the aims and objectives of each subject's curriculum, rather than the performance of other students taking the same examinations.

Gateway International School

(An IB Continuum World School)

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