

Life's lessons start at...



K-12 | DAY & RESIDENTIAL SCHOOLS



Diploma Programme

www.treamis.org



THE DIPLOMA PROGRAMME (DP) is a curriculum framework for students in the last two years of high school (Grades 11 & 12). To be awarded an IB Diploma, candidates must clear six subjects from different groups, out of which they must opt for three at Higher level and three at Standard level. Generally subjects studied at a Higher level reflects the student's area of interest and specialization and will be covered in greater depth and breadth than subjects studied at Standard level. In addition to these, they must fulfill three core requirements CAS, EE, TOK.

Subjects Offered at Treamis

Group 1: Studies in Language and Literature

Language A – English Language & Literature
HL/SL

Group 2: Language Acquisition, study an additional language

Language B Acquisition – French HL / SL
Language B Acquisition – Hindi HL / SL
French ab Initio SL

Group 3: Individuals and Societies

Business Management HL / SL
Economics HL / SL
Psychology SL

Group 4: Experimental Sciences

Physics SL / HL
Chemistry SL / HL
Biology SL / HL
Computer Science SL / HL
Environmental Systems and Societies SL

Group 5: Mathematics

Mathematics: Analysis and Approaches HL / SL
Mathematics: Applications and Interpretation
HL / SL

Group 6: The Arts

Visual Arts HL / SL

The Diploma Programme Core

EXTENDED ESSAY (EE)

Students write an independent research essay of up to 4,000 words in a subject from the list of approved EE subjects. Students are recommended to ideally choose from one of the six chosen subjects for the IB Diploma.

This essay in which ideas and findings are presented through structured writing, in a reasoned and coherent manner, is followed by a short, concluding interview, or viva voce, with the supervisor.

CREATIVITY, ACTIVITY, SERVICE (CAS)

CAS provide students with opportunities for personal growth, self-reflection, intellectual, physical, and creative challenges, and awareness of themselves as responsible members of their communities through participation in social or community service, athletics or other physical and creative activities. All proposed CAS activities need to meet the following four criteria:

- Real, purposeful activities with significant outcomes.
- Tasks must provide personal challenges and be achievable in scope.
- Thoughtful consideration, planning, reviewing progress, reporting.
- Reflection on outcomes and personal learning.

CAS is not formally assessed but students document their activities and also provide evidence that they have achieved eight key learning outcomes. Approximately 3–4 hours per week are spent on these activities.



THEORY OF KNOWLEDGE (TOK)

The TOK course encourages critical thinking about knowledge itself, to try to help students make sense of what they encounter. Students entering the Diploma Programme typically have already acquired sixteen years of life experience and more than ten years of formal education. In these years, they have accumulated a vast amount of knowledge, beliefs, and opinions from various academic disciplines and their lives outside the classroom. In TOK, they have the opportunity to step back from this relentless acquisition of new knowledge; share ideas with others and to listen to and learn from what others think. In this process, students' thinking and their understanding of knowledge as a human construction are shaped, enriched, and deepened.

TOK requires the completion of an externally assessed essay and an internally assessed exhibition or presentation on the candidate's chosen topic.

ADVANTAGES OF IBDP

1

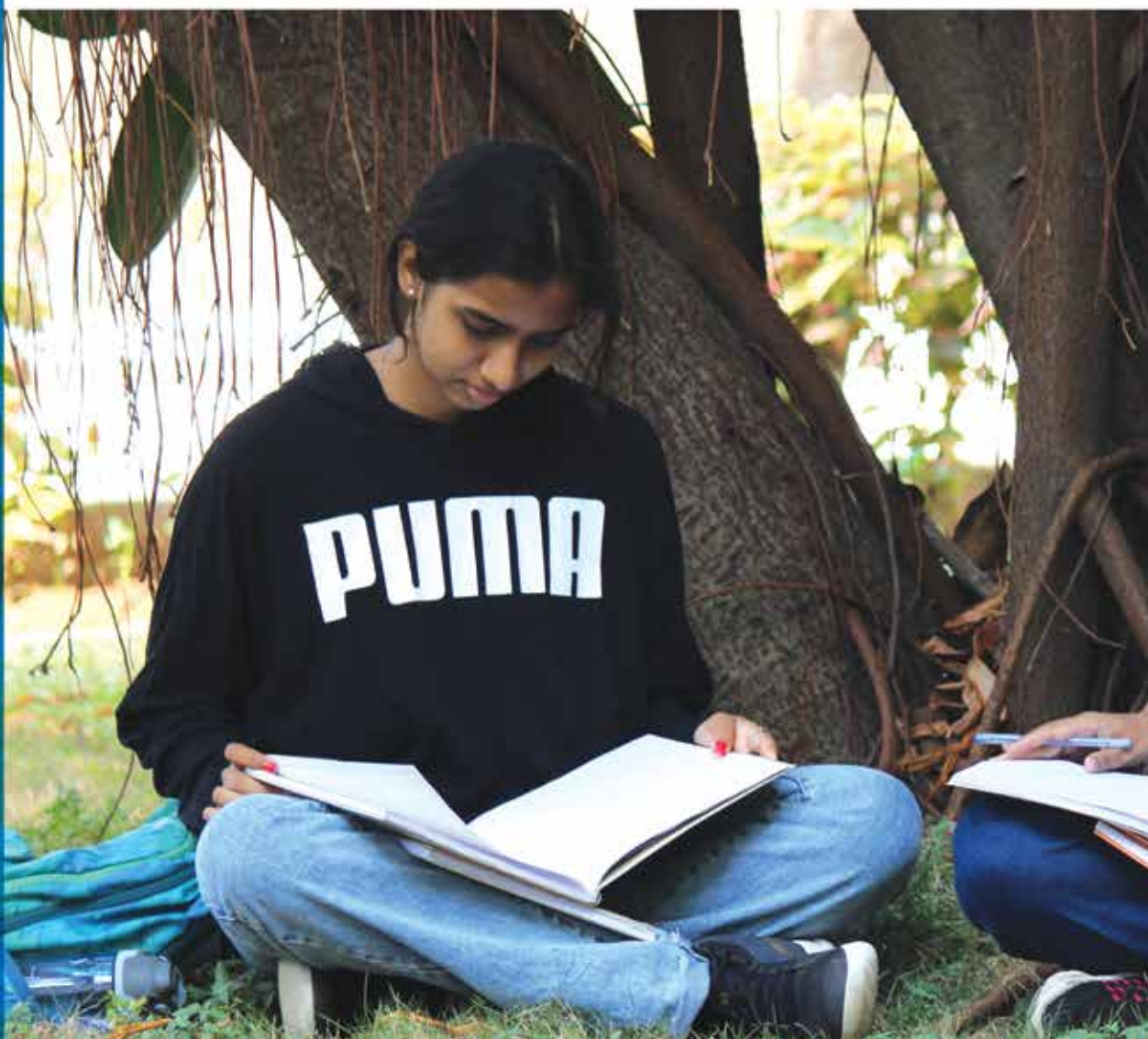
College Preparatory Program

The DP program is intentionally recognized as representing one of the highest standards in university preparatory education. IB program helps students with tools such as the sense of preparedness, self-confidence, research skills, ability to manage resources etc, needed to succeed at college. IB develops time management and organization skills.

2

Admissions to Universities Worldwide

Students graduating from IB diploma are able to study at universities around the world, often with advanced credit. IBDP is offered in over 140 countries. International Baccalaureate Diploma has been recognized by the Association of Indian Universities as an entry qualification to all universities in India. With the requirement for percentage conversion by universities in India, students applying to Indian universities receive a transcript with IB grades and suggested percentages.



3

No Stringent Criteria to Sign Up

Prior academic success of a student is not a criteria to successfully earn the diploma. It is important that a student should have the determination to do his or her best, willingness to be organized in order to complete the work, strong commitment to learning in and beyond the classroom while leading a fully balanced life. Most successful Diploma Programme students are often members of sports & athletic teams and involved in a wide range of activities. IB develops time management and organization skills in students.

4

Choice between Full Diploma and Course Certificate

It is not necessary that a student should choose to take the full course load leading to a Diploma. Instead, students can take a few DP courses in areas where they have a particular interest or strength, similar to honours and Advanced Placement classes. Certificates are awarded on a course-by-course basis to students who choose not to do the full programme. Students who satisfactorily complete a DP course earn a certificate and may be eligible for university credit.



5

Advantages Over Other College Preparatory Programs

IBDP, Advanced Placement (AP) and other college-preparatory curricula like Cambridge are all academically rigorous university preparatory programmes. The difference, however is in the content and exams. The DP is a cohesive and comprehensive programme, not a collection of individual courses as is the case with Advanced Placement and Cambridge. The IBDP has a culminating set of externally graded final exams. The most important distinguishing factor is the core of the Diploma Programme (CAS, TOK and Extended Essay).

- **Advanced Writing Skills:** As the programme places emphasis on self-reflection and written expression, completing multiple essays is easy for IB students. They can capitalize further on this by using the interdisciplinary model of learning to respond to college/university admissions questions from multiple perspectives.
- **Individual Portfolios:** Some universities allow students to submit individual portfolios of work. The DP programme places emphasis on the development of a student's abilities over time. IB students would have amassed a significant body of work in their personal Portfolio based applications which will allow admission officers to understand how an IB student is reflective and critical in their work.
- **Managing Interviews:** DP students give multiple presentations over their two-years course work. The confidence and experience they develop in these public speaking opportunities will translate into a big advantage when interviewing for university admissions, internships, and work. In addition to academic credentials, the creativity, activity, service (CAS) gives an extra edge over students from other curricula.
- **Showcasing Global Perspective:** IB students have a strong sense of their cultural identity and respect the values and differences of other cultures. Trained to think globally and act locally, IB students participate in civic engagement through a community service project that ties into some aspect of their coursework.

In studies on the impact of an IB program, statistics note that the diploma program was the best predictor of college performance and, across income groups, IB students earned higher grade point averages and graduated at higher rates. Students with an IB education averaged far better acceptance rates to 20 most elite universities in the USA than non-IB students.

IB Diploma (DP) students

- know how to do an independent research.
- have a demonstrated foreign language skill.
- contribute a global perspective to current events.
- have given back to their communities through volunteerism and community service.
- study the language, history and arts of diverse cultures and approach problems from multiple perspectives.
- have above-average time management skills and are exceedingly well-prepared for the rigour of college level coursework.
- develop critical thinking, analysis and explore ways of knowing through theory of knowledge (TOK).



Renu Ravichandran from the Class of 2020 is currently pursuing her BA in Economics (Hons) from the University of Manchester and simultaneously doing internship at Walt Disney in Finance & Accounts.

"Success in an IB program correlates well with success at Harvard. We are always pleased to see the credentials of the IB Diploma Program on the transcript. GPA is not nearly as important factor in university admission as the IB Diploma. If a student has to choose, choose the Diploma over protecting the GPA."

Marilyn McGrath Lewis
Asst. Dean of Admissions
Harvard University



Why Choose treamis for IBDP?

Day, Weekly & Full
Boarding options

Qualified
instructors who
have consistently
produced global
toppers

Ideal environment
for CAS with a mix
of Art, Sports &
Service activities

100% placements in
universities across
the globe & alumni
interns at top MNCs

Small class size of
20 students allows
individual attention.
Overall teacher-
student ratio 1:8

Spacious classrooms
and green & secure
campus enable
wholesome learning
environment

The International Baccalaureate Organization in Geneva developed academic programmes with the purpose of unifying the best practices of different national education systems, facilitating geographical and cultural mobility, and promoting international understanding through a shared educational experience. It offers three programmes of international education:

- **Diploma Programme (IBDP)**
- **Middle Years Programme (MYP)**
- **Primary Years Programme (PYP)**

TREAMIS MISSION STATEMENT

Create tomorrow's global citizens by inculcating the universal values of team work, respect, responsibility, ethics, empathy, service, and providing an integrated learning environment that facilitates intellectual, social and physical development.

IB MISSION STATEMENT

"The International Baccalaureate Organisation 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 IBO works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

