

## INFORMATION AND INSTRUCTIONS

Please read this carefully before you fill in the application form. This sheet may be retained by the applicant.

### Choosing Subjects:

It is important that you choose combinations of subjects that qualify you for university or other areas of higher education. Make sure that your choice of subjects supports your plans in college and beyond. The table below is an indicative list of subject prerequisites for various courses in Indian universities.

	<b>Undergraduate Programme, Degree or Diploma</b>	<b>Subject Prerequisites</b>
1.	Architecture	Mathematics
2.	Aviation	Physics and Mathematics
3.	Biotechnology (both B.Tech and B.Sc)	Physics, Chemistry, Biology
4.	Business Management	No subject prerequisites
5.	Engineering	Physics, Chemistry and Mathematics
6.	Fine Arts, Graphic Design and allied fields	No subject prerequisites
7.	Hotel Management	No subject prerequisites
8.	Law	No subject prerequisites
9.	Mass Communication	No subject prerequisites
10.	Medicine	Physics, Chemistry, Biology
11.	Veterinary Science	Physics, Chemistry, Biology

Source: *Albuquerque, Usha; The Essential Guide to Careers in India; Penguin: 2003*

Prerequisites in foreign universities vary widely. Check with specific institutions.

**An Information Session for prospective parents will be held in the school on Saturday, December 3, 2011 at 10:30 a.m**

**Interviews and provisional offers of admission: Saturday April 7, 2012.**

**The application process will be completed by April 15, 2012.**

Please note:

- **Admission will be based on: academic record in Stds.9 and 10, interview, extra-curricular and community contributions, and the student's overall record of commitment and consistency.**

**Checklist for completion of application form:**

- **Attach photograph**
- **Fill in the marks grid and submit copies of academic records from Std.9 and 10.**
- **Include account of one activity**
- **Include summary of extra-curricular activities**
- **Include sample of written work**
- **Complete the form in all respects**

## Cambridge Pre-U Global Perspectives and Independent Research

Universities tell us that Global Perspectives and Independent Research (GPR) is an excellent preparation for undergraduate study as it gives real evidence of independent, critical thinking.

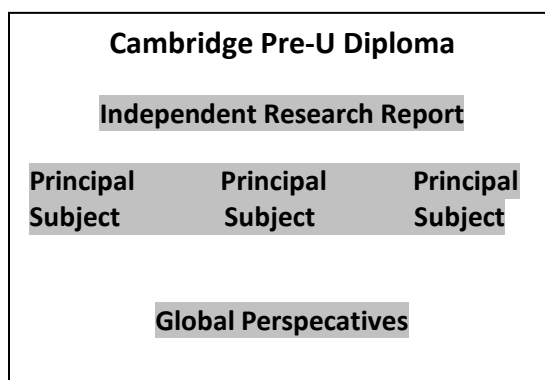
GPR will be taught as two successive on-year courses, with the Independent Research Report growing seamlessly out of the skills introduced and developed as part of the Global Perspectives course. The course is an excellent alternative to Critical Thinking, General Studies and the Extended Project, and is very attractive for schools looking for curriculum enrichment programmes. It enthuses students by offering the opportunity for open debate and research on their own topic.

Global Perspectives guarantees breadth of Study. It takes key themes of global relevance and intrinsic Interest to young people, and encourages students to explore them in an open, critical and disciplined way. Global Perspectives will help to develop critical thinking and research skills that are valued in higher education.

The Independent Research Report gives a student the chance to dig deeper into a particular subject to cross boundaries by doing interdisciplinary work, or to make a new departure by investigating a subject not covered by traditional school syllabuses.

### **GPR – a stand-alone qualification**

Global Perspectives and Independent Research is Certificated separately with no unit re-takes. While it remains, a core component of the Cambridge Pre-U Diploma, the course is now available for students who wish to take GPR in combination with A Levels, and is equivalent in value to a full A Level.



### **Global Perspectives**

Today's students live in a rapidly changing world, confronted by a multiplicity of competing ideas, arguments and information. They need to be able to deal with information and ideas critically and constructively if they are to be successful.

Global Perspectives encourages the ability to follow and deconstruct arguments and assertions, to separate fact from opinion, and to assess and evaluate the truth of claims. Related skills involve knowing where to look for information, how to construct arguments, and how to assemble and handle evidence.

This seminar-based course takes key themes of global relevance that are of interest to young people, and encourages students to explore them in an open, critical, disciplined way. Schools will build their own programme by choosing topics from the different thematic groups.

Ethics	Genetic engineering, Medical ethics and priorities, Standards of living vs. quality of life, Ethical foreign policies, Religious-secular divide
Economics	Globalisation of economics activity, Migration and work, Impact of the internet, Global trade, Ethics and economics of food, Economic role of women
Environment	Science and politics of climate change, Industry and pollution, Biodiversity, Challenge of genetic modification, Urbanisation and the countryside

Technology	Alternatives to oil, Artificial intelligence, Futures, Technology and intelligent buildings, Online and interactive communities
Politics and culture	China as an emerging superpower, Endangered cultures, International law, Supra-national organizations (UN, etc) New nationalities, Integration and multiculturalism

## The Independent Research Report

Universities put great value on a student's ability to engage in independent research because it demonstrates the direct skills of collecting, handling and evaluating information of various kinds, and also wider study skills involving planning, time-management, prioritisation, self-motivation, sustained concentration and communication.

The Independent Research Report focuses on the ability to design, plan and manage a research project; to collect and analyse information; to evaluate and make reasoned judgements; and to communicate findings and conclusions. Thus the student moves on to Higher Education with study skills, enhanced subject knowledge and a more general self-discipline in independent, self-directed study.

## Assessment Objectives

AO1	Design, plan manage and conduct own research project
AO2	Select, assess and synthesise information, concepts, arguments and evidence
AO3	Evaluate alternative perspectives and interpretations and make independent reasoned judgements
AO4	Communicate clearly research, interpretations and judgements
AO5	Intellectual engagement with the subject matter of the research

## Assessment

Candidates submit a single report of 4,500 – 5,000 words. The precise nature and format of the report, and the research and reporting conventions adopted, will depend on the subject of the enquiry. The subject is chosen by the candidate in consultation with a tutor.

## Support and Resources

CIE offers a programme of Cambridge Pre-U INSET training for teachers accompanied by support materials on a dedicated Cambridge Pre-U community website.

Full syllabus details and registration for the Cambridge Pre-U online community are at [www.cie.org.uk/cambridgepreu](http://www.cie.org.uk/cambridgepreu)

Specimen assessment materials are available from: [international@cie.org.uk](mailto:international@cie.org.uk)