



CANDOR INTERNATIONAL SCHOOL

ADMISSIONS FAQ FOR PARENTS & STUDENTS

1. How different are Cambridge and the IB PYP/DP from the National Curriculum?

Cambridge and IB programmes place emphasis on inquiry, critical thinking, problem-solving, creativity, and application of knowledge, while the National Curriculum is generally more focused on rote learning and content knowledge. The IB Primary Years Programme (PYP) builds strong foundational skills through transdisciplinary inquiry. The Cambridge IGCSE offers a broad and balanced subject range, preparing students for either AS Levels or the IB Diploma Programme (DP). The IB DP is a holistic, rigorous, two-year programme recognised worldwide for developing well-rounded learners with strong academic, social, and emotional skills.

2. What are the compulsory subjects?

Cambridge IGCSE: Students usually take a minimum of 5 and up to 7–8 subjects. Compulsory areas include English, Mathematics, at least one Science, and one Second Language. The rest are chosen based on student interests and strengths.

IB DP: Students must take 6 subjects across different groups: Language & Literature, Language Acquisition, Individuals & Societies, Sciences, Mathematics, and The Arts (or an additional subject from Group 3 or 4). Students are meant to take three subjects at a Higher Level and three at Standard Level. In addition, students must complete the Core: Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS).

3. What are the options for Languages?

Candor School offers several second language courses in its academic program.

PYP (G1-5)	Cambridge (G6-8)	IGCSE (G9-10)	IBDP
French Spanish German Hindi Kannada (until G5]	French Spanish German Hindi ESL	French Spanish German Hindi ESL	French – ab Initio & B (SL) Spanish – ab Initio & B (SL) Hindi - B (SL/HL) German - ab Initio

* Note: ESL = English as a Second Language

HL may be offered if there is demand



4. Can a new language be opted that was not done before?

From Grades 6 to 10, we do not encourage opting for a new language, as students have been learning their selected language for a considerable period. Changing languages at this stage may hinder academic progress and affect performance at the board level. **IBDP students** may choose any language they prefer. While it is generally recommended to continue with the same language studied in Grade 10 at the B level, students may also opt for a different language at the ab initio level.

Yes, students may begin a new language at the beginner (ab initio) level in IB DP, depending on availability. However, families should be aware that changing or starting a new language may require extra effort and can impact workload, especially at higher levels.

5. Can we try two languages for a week, then decide?

No, this is not possible. Language classes are timetabled at the same time, so students must commit to one language when making their selection.

6. How challenging will the shift into the IBDP be?

The IBDP is rigorous and academically demanding. The shift can be challenging, but with support from teachers, coordinators, and structured orientation, students gradually adapt to the programme's expectations.

7. Can students take subjects of their choice?

Yes, students may choose subjects, but choices are subject to prerequisites and previous academic performance. Data from reports, admissions tests, and external examinations will be used to ensure students are placed in pathways where they are prepared to be successful.

8. What kind of courses can be taken in India post completing Grade 12?

Both Cambridge AS/A Levels and the IB DP are widely recognised in India, allowing students to pursue undergraduate courses in Engineering, Medicine, Commerce, Humanities, Design, Law, and more, depending on subject choices.

9. Can students take competitive exams or are they eligible?

Yes, students are eligible for competitive exams in India, such as JEE, NEET, CLAT, etc., provided they meet subject and exam requirements.

10. How, when, and where are the final exams conducted?

Cambridge and IB final exams are conducted according to the international **May/June session**. All exams are held on campus at Candor International School under **Cambridge and IB rules and regulations**, ensuring fairness and standardisation.



11. Do you look after college placements?

Yes, Candor has a dedicated team of College Counsellors who guide students in exploring universities, preparing applications, and planning career pathways.

12. How does the scoring/grades/points system work?

Cambridge: Subjects are graded A*–G, with A* being the highest.

IB DP: The diploma points are calculated by adding together the grades achieved from each of the six subjects and the core. Candidates receive a grade of 1–7 for each subject and up to three points for the core elements (EE and TOK). To achieve a diploma, students must earn at least 24 points and have met the several other conditions listed by the IB (Refer to the IB website: [DP passing criteria - International Baccalaureate®](#)). The highest score that a candidate can achieve is 45 points. The maximum points of 45 is obtained from 6 (subjects) times 7 (top grade) plus 3 points from the core. For TOK and the EE, candidates receive a grade from A to E (E is failing condition). The third element of the core, CAS, does not receive a grade. Completion is assessed by the school. Candidates can earn between zero and three points towards the overall diploma points. The number of points is calculated using the table below.

13. Do we have any in-house scores added to the final exam?

No, final grades come from Cambridge or IB exam boards, that is, only Grade 10, 11, 12 (Cambridge), Grade 12 (IBDP). However, internal assessments, coursework, and predicted grades play an important role in preparation and university applications.

14. If a child has difficulty in a particular subject, will teachers provide additional support?

Yes, teachers provide additional support through extra sessions within the time constraint of the schools schedule, differentiated learning, and close monitoring to help students succeed.

15. How will our child adapt to the new system?

The transition is supported by orientation programmes, mentorship, and close monitoring. **Homeroom Teachers, Grade Leads, Subject Teachers, Heads of Department, and Curriculum Coordinators** all play a role in guiding and supporting students. Parents are also kept informed so that children adjust smoothly both academically and personally.

16. How many international students are there at the school?

There are numerous families who have lived for extended periods before returning to India, They have dual passports. Exact numbers vary each year.



17. Can students take 2 subjects from each block?

No, students must follow the block structure, and only one subject per block can be chosen due to timetable constraints.

18. How are sports introduced to the students?

Sports are integrated into the curriculum through PE classes, after-school activities, and opportunities to try different games.

19. How many school sports teams do we have?

Candor has teams in football, basketball, athletics, swimming, and other sports depending on student interest and coaching availability.

20. How many sports can a child join?

Students can participate in multiple sports, provided they can balance academics and training commitments.

21. Can a child join the school team?

Yes, students may try out for school teams. Selection is based on performance, effort, and commitment.

22. What is the Hostel Schedule?

The hostel has a structured daily routine including study time, meals, recreation, and rest to ensure student wellbeing and academic success.

23. What is the gadget policy at school and hostel?

Gadget use is regulated. Devices may only be used at approved times and for academic purposes, with clear rules for both school and hostel to ensure healthy balance.

24. What is the hostel routine?

The routine includes set times for waking up, meals, classes, study sessions, sports/recreation, and lights out, ensuring structure and discipline.

25. Is AS or IB a better curriculum?

Both are rigorous and recognised worldwide. The best choice depends on the student's strengths, interests, and future goals. Coordinators and College Counsellors will support families in making an informed decision.



26. Can students switch from one curriculum (IB or National) to the other?

The IB Diploma Programme is a **two-year programme**, and students must complete the full two years to receive official grades and the diploma. It is possible for students to transition from the national curriculum into the IB; however, it is important to recognise that the style of learning, the nature of the curriculum, and the assessment requirements are very different. Our teachers are committed to supporting students through this transition to ensure they can adapt successfully.

27. Are these curriculums accepted in India?

Yes, both Cambridge and IB are widely recognised and accepted by universities in India and abroad.

28. At AS Level, how many subjects can be opted for?

Students typically take 3–4 subjects at AS Level, depending on university and career goals.

29. How many subjects are compulsory in AS Level?

There are no strictly compulsory subjects, but English and Mathematics are strongly encouraged as they are prerequisites for many pathways.

30. How are the Board Exams for AS & A Level conducted?

Cambridge AS & A Level exams are conducted in the May/June session on campus at Candor, following Cambridge rules and regulations.

31. For IGCSE Grade 9, how many subjects can be taken, and what do we offer?

Students generally take 7–8 subjects including English, Mathematics, Sciences, a Second Language, and electives from Humanities, Arts, and Technology. The exact offerings are shared during subject selection.

32. What is the student-teacher ratio in the PYP?

In Grades 1 to 5, we maintain an average of **24:1**. This allows learners to benefit from both whole-class and small-group discussions. Teachers act as facilitators, moving between groups to engage, support, and extend learning. This balance helps develop collaboration, communication, and critical thinking skills, which are central to the PYP. We also have support staff (Class Nanny) who are shared across sections to provide further assistance and care.

In the Early Years, EY1 and EY2, we maintain an average ratio of **18:1** and in the **Pre K** it is **18:2**. Learning is play-based and inquiry-driven, requiring close interaction and guidance. Teachers facilitate learning through small-group and individual engagements, ensuring each child's social, emotional, and cognitive needs are met. In addition, each section has a **dedicated Class Nanny** who supports care routines, providing a safe and nurturing environment for our youngest learners.