

# SURKHIYAN सुरखियां

CAS PROJECTS

BOOK WEEK

INDEPENDENCE DAY  
ACTIVITIES



PRIMARY IPC

GAME DESIGN WEBINAR

DIE MIMOSSEN  
GERMAN WORKSHOP

# GICLM as a Centre of Excellence in Learning



We are back, and yes, with a bang! After what seemed like a very long summer break, both students and teachers returned to a brand new academic year to resume their learning journeys. The focus for this year, as always, is improving learning. Helping students learn better, as well as helping teachers facilitate better and long term learning is at the forefront of our academic mission at GICLM. Students are being trained to become better learners — taking charge of their own learning, and supporting their peers in doing so. Students are getting more familiar with the language of learning including: Spacing; Elaboration; Concrete Examples; Visuals; and Retrieval. They are also learning key skills like note-taking and questioning to become better active learners.

## What's New?

All fully vaccinated teachers are back to school, getting used to the new normal, even as they continue with online schooling with their learners. As a result, healthy collaboration and supporting one another has regained its significance. We have also initiated Marathi language, as per Education Board norms in Grades 1, 2, 6, and 7 formally this year, and also appointed a trained qualified teacher to facilitate the same. Our staff that left our organisation last year have been replaced by new faculty members, and the learning has resumed seamlessly.

How can we forget the Garodia celebrations for which our school is known for? From the time we have resumed the new academic year, our learners have rung in Independence Day, Raksha Bandhan, and Janmashtami to add more colour and vibrance to our learning. Students of Primary grades have begun on their journey to improve learning through IPC and also to achieve the IPC Personal goals. Book Week was celebrated in the Primary Grades with a lot of excitement and fervour. Character parades, letters to the author, stories from far and wide, class novels, spin a yarn... the list goes on. We set the ball rolling in the Secondary as well when all four houses competed in the Inter-House Literary Quiz. All students from Grades 3 to 12 participated in this event which was held on the last Saturday of August.

This is just the beginning and we have a lot more in store for the rest of the school year. Stay tuned and stay safe!

**Ms Mahalakshmi Anand**  
**Head of Primary**



## CHIEF EDITORS' ARTICLES

Hello! I am Jia Suri from Grade 10. To start off, I am extremely honoured to become the Chief Editor of our very own GICLM Magazine. I'd like to extend my thanks to my former English Tutor and supervisor of the Magazine Club, Mr Brandon Andreas for providing me with this opportunity. Being the Chief Editor of the magazine, there are several pertinent tasks that need to be completed responsibly and with commitment. My co-partner, Jia Sankhla and I are responsible for editing the entire magazine once it is formatted in regards to its content, style, grammar, vocabulary, layout and structure.

Team management is an important aspect when it comes to producing and delivering significant key ideas. I'd like to provide my peers with the opportunity of having a friendly and reliable workspace to ensure proper Communication and Trust that will help achieve the target goals and allow meaningful ideas to be shared amongst each other. I want our magazine's purpose to be very clear. Even through the Pandemic, GICLM is diligently working towards providing staff and students with a sustainable learning environment. As the editor, I want people to see how effectively activities and tasks are carried out by our students and staff, and convey that LEARNING AT GICLM NEVER STOPS, even in times of a global pandemic!



**Jia Suri**  
**Grade 10**

Hello! My name is Jia Sankhla and I'm currently an 8th Grade student. This year I will be acting as one of the Chief Editors for the school magazine, along with my co-partner Jia Suri. My main responsibilities include looking over content, grammar, vocabulary, style, layout and also editing the magazine as a whole.



The Magazine Club is composed of numerous students with various jobs that, once done, come together to form the complete monthly magazine. I plan on managing my team with cooperation and fruitful discussions. Especially when learning takes place online, there are many hurdles faced when it comes to working in a huge group. This can be improved by compromise and cooperation, which helps everything flow smoothly. Any issues, thoughts and ideas should be discussed and respectfully communicated between all members of the team. The GICLM community is all about learning. As Chief Editor, I feel the purpose of this magazine is to help everybody see the different kinds of activities that take place every month. The magazine extends all the way from the Early Years Department to IBDP. This shows a variety of content that helps engage the different audiences that receive a copy. I want the magazine to continue with this key idea and also explore new, creative ways to expand and reach even more people in our community!

**Jia Sankhla**  
**Grade 8**



## Ladybugs

Nursery class at GICLM got to know their new friend, Joana this month. She is a ladybug! Students enjoyed watching Joana exploring the classroom by flying to different spots in the class. They saw that Joanna is a small ladybug and she is red in colour with black spots on her coat. Students learned and explored more about Joana: that she has more legs than we do (six altogether). Joanna's favourite colour is red. She also likes roses and likes to smell the scent that comes from them. After exploring Joana and her physical features, we decided to make our own ladybugs!



## Kick-Starting Learning in K1



Learning kick-started from day one of school re-opening. Our lovely children were all geared up to attend their virtual sessions which had stories, songs, science experiments, sensory experiences, and activities for improving gross motor and fine motor skills.

Throughout the month of August, K1 learned about a Grumpy (Volcanic) Mountain and Bruna the Dragon. As a follow up, children performed and explored a science activity where they made their very own 'volcanic eruption'. They also learnt about the concept of calm and flowing water. Later on in the month, our young learners went on to create their own waterfalls using inverted blocks, baking soda, vinegar and blue paint. This hands-on exposure gave our students a better understanding of how a real waterfall looks and sounds. Overall, the children had a thrilling experience!

## A New Academic Year and a New Beginning!

With a smile on their faces, K2 children were excited to meet their peers again as well as interact with their tutors virtually. This month saw our children getting involved in different activities and learning many new concepts.

Non-fire cooking was an amazing activity where we got to see the children relish the making of their Oreo Balls during the NFC session. Students seemed engrossed in kneading the dough and rolling it into balls. Hands-on cooking activities like these develop fine motor as well as eye-hand coordination skills. They also enhance confidence and teach children to follow directions.



# Happy Janmashtami!

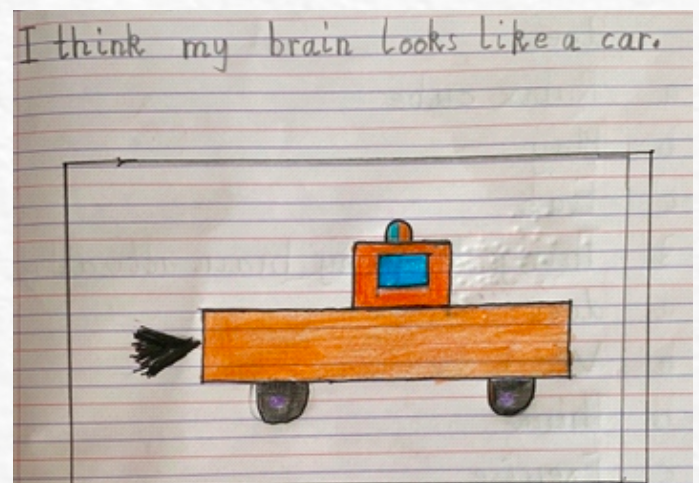
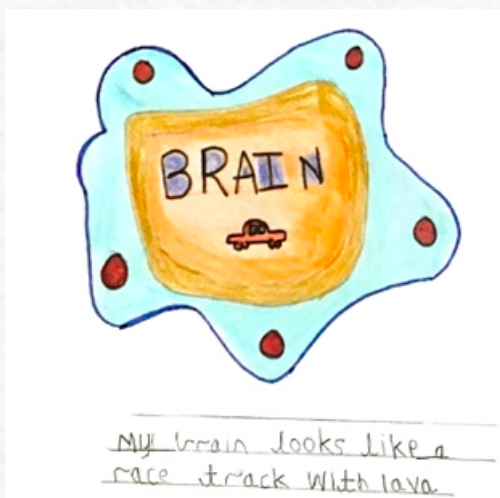
Janmashtami was celebrated with full fervor, as the Early Years Tutors at GICLM hosted traditional festivities for all the kids who came dressed for their online sessions as Lord Krishna and Radha.

Students were all excited to make their very own Krishna Headband. The class was also well decorated for the Janmashtami celebration. A small fun skit was shown to kids by their tutors signifying Krishna's youthful days, the Dahi Handi celebration, and his mischievous side. Students also enjoyed watching the Dahi Handi celebration performed by all tutors in the classroom! Later, our students danced to enchanting songs of Krishna sung by their tutors.



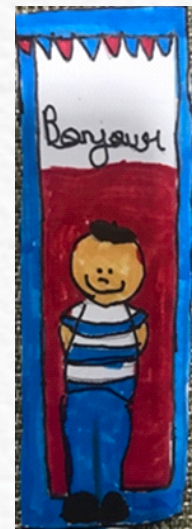
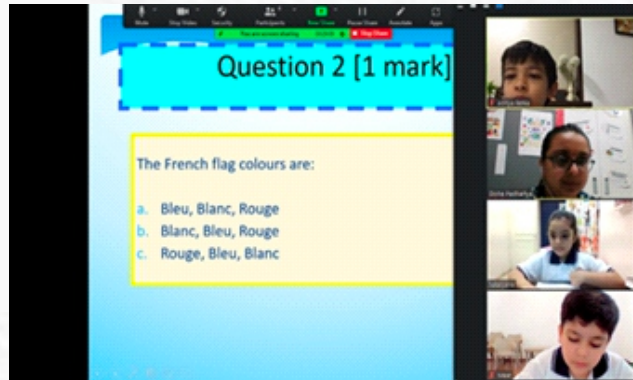
## The Power of Imagination

*"Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world."* This quote perfectly captures the power of imagination, and the limitations of knowledge. Although knowledge is also difficult to acquire, imagination takes bravery and persistence. With this in mind, the students of Grade 2 did wonders with their imagination for a task in the IPC unit 'Brainwave'. In this task, they were to imagine what the human brain looks like according to them. This task was aimed at developing students' communication and language skills while also applying their artistic abilities to create the visuals of our brain.



## Welcome to the New Year. Bienvenue!

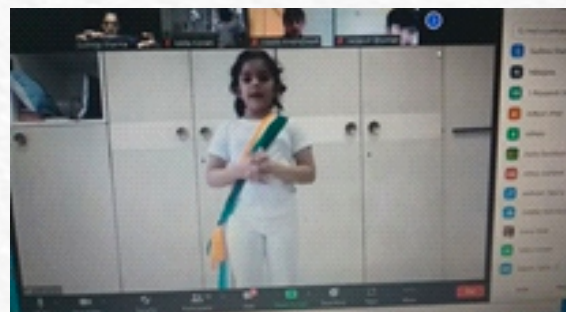
This month, French students from Grade 3 learnt some amazing facts about France. As enthusiastic French learners, students must be equipped with general facts about the country. Now, they are aware of the President of France, the currency, the capital city, and the names of all the neighbouring countries surrounding France. At the end of this topic, a quiz was held to assess their knowledge based on all the facts they learnt. In addition to this, students made beautiful French bookmarks. It was an amazing melange of knowledge, creativity and fun!



**Grade 3**

## A Proud Indian!

For Independence Day, our little GICLM learners spoke about different freedom fighters and their famous slogans. While some danced to patriotic songs, others performed the national anthem on their keyboards. It was an engrossing activity that brought out the spirit of nationalism, which in return filled all the students with knowledge regarding the significance of celebrating our Independence Day.



**Grade 3**

## Book Week

The GICLM Book Week was celebrated during the second week of August for the Primary section to inculcate their love for reading and to enhance literacy skills. To celebrate reading, the students of Grade 4 had a Character Parade activity in which they got dressed as their favourite book characters and wrote a letter to the author of their chosen book. Moreover, they designed a book cover for the story they created as a class. They had a fun storytelling session with parents and capped off the week with an Inter-House Literary Quiz to encourage students to be avid readers!

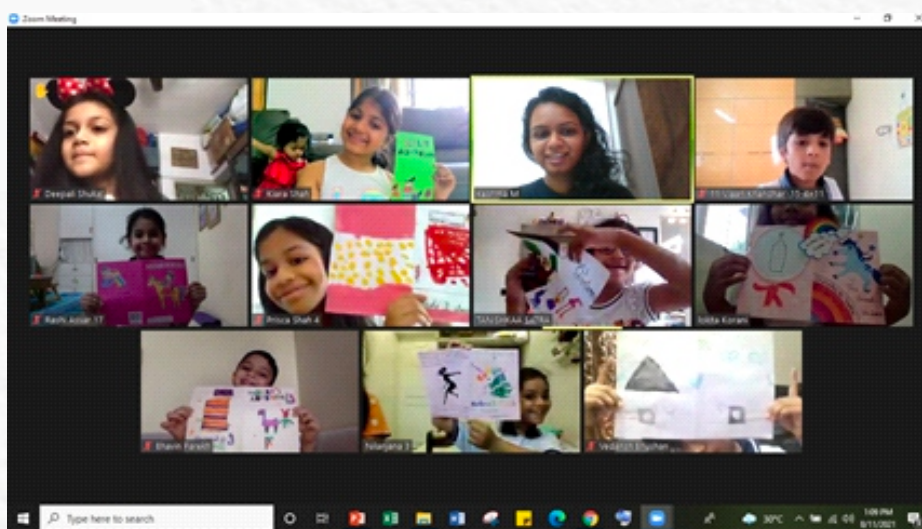


**Grade 4**



Once the “Thinking Caps” were on for our young Grade 3 readers, it was hard to keep up with their endless creative possibilities and ideas during Book Week. With great enthusiasm, the class roared as they celebrated literacy through reading, writing, art, storytelling and performance. The class enjoyed creating and contributing to a one-of-a-kind story where unicorns and zombies were found together. In their very own class story – Scarlet and Her Unicorn, Scarlet was led through quite a journey to return back to her camp. Students also personalized and designed wonderful book jackets for the class book. This allowed our learners to build upon each other’s ideas, which led to many captivating potential leads for the story. Grade 3 also had the opportunity to roll a dice and build a story together with some interesting plots, characters and settings. To commemorate the end of the reading week, they celebrated with a Character Parade. Take a look at some of their costumes and see whether you can recognize the stories they belong to.

### Grade 3



## Healthy Brain, Healthy Life

A healthy brain requires adequate nutrition, sleep, exercise and water. As part of our IPC unit 'Brainwave,' students from Grade 3 enjoyed sharing some of the fun activities they do to keep their minds healthy and active while at home. Some suggestions included cycling, yoga, playing with Lego, involving themselves in brain puzzles, practicing gymnastics, or getting involved with some fun art at home. These kinds of activities not only give them a chance to engage their minds, but also allows students to grow as individuals as they practice some of these things regularly. See whether you can incorporate some of their suggestions into your daily routines!

### Grade 3



# Poster Fun!

For Independence Day this year, our art teacher Mr Amit wanted us to do something different and unique. There is no better way to be creative than to pick up our crayons and pencils and start drawing! Thus, we all drew colourful posters on the topic of Indian Independence Day! The idea behind this was to encourage us to create and send pictures of our own posters to friends and family members instead of random images from the Internet!

Students drew a variety of things that have symbolic meaning to India. For example, our national animal, our national sport, our flag, the Dharma Chakra, and sketches of freedom fighters who risked their lives fighting for India to be a free country were depicted in various works of art. We are all extremely proud to be Indians! Happy Independence Day to all members of the GICLM community!

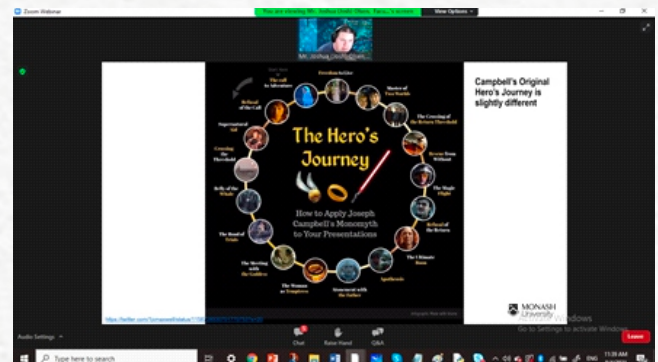
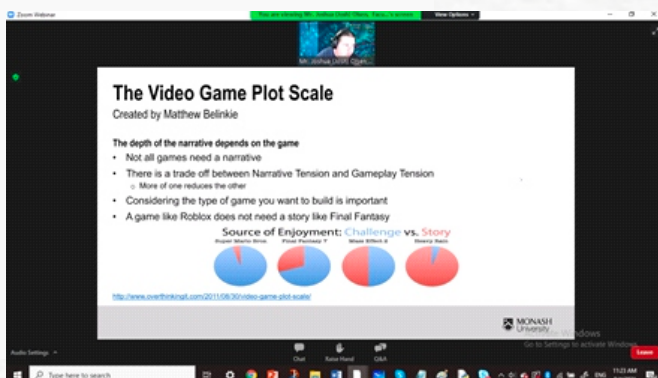


**Sreshta Kanakadandi**  
Grade 6

# Webinar on Game Designing: Monash University

The gaming industry is booming across the globe, and during the month of August, the students of Grades 9 and 10 had the wonderful opportunity to participate in a workshop conducted by Mr Josh Oslen from Monash University in Melbourne, Australia. This masterclass based on game designing was organised by Inked Communications India and the event was mainly for those who were interested in game designing, the gaming industry, or for those who wanted to take gaming as a career option in the coming years.

We all learnt so much about how to make a game with an engaging storyline and how we could develop characters and use tropes to enhance the look and feel of games. Monash University also sent surprise gifts to students who joined from all over India. Isn't that great?



**Syed Maroof**  
Grade 9





# Die Mimosen German Workshop

During the month of August, a number of GICLM students and I got an opportunity to attend a one-week German workshop based on Drama and Theatre. Even though this wasn't a field I was particularly interested in, my teacher strongly recommended giving it a go. Guess what? It turned out to be an amazing workshop! Throughout the course of a week, we got to express ourselves in each and every possible way. At the start of each class, we had a face warm up activity, which helped us be proactive during the workshop. We were also divided into groups and given a specific topic that we had to thoroughly discuss and then act out in German! All of this exposure helped enhance my German listening and speaking skills!

Throughout the workshop I got to interact with different people from various other schools and I also learnt to be a team-player. This definitely helped in developing my collaborative group working skills.



**Dev Mehta**  
**Grade 7**

# IGCSE Business Enterprise Coursework

This month, Grade 10 students who have taken up Business Enterprise as a subject were given the wonderful opportunity to run their own business as a part of their IGCSE Coursework. The Coursework is a task that all students have to do outside of the curriculum.

The chosen business includes everything from planning the expenses and profits to calculating threats, opportunities and strengths. This helps students gain knowledge about being entrepreneurs and how an entrepreneur must think in order to be successful. After planning these expenses, the students began with the final step – running the enterprise as young entrepreneurs. This task will be run by them for the entire year. Furthermore, students can continue with their business activities for as long as they want after the school activity has ended. Through GICLM, these opportunities help increase various skills needed in life!

**Siddhant Sheth**  
**Grade 10**



# CAS Projects

1. What is your CAS project about? What inspired you to take this step, or what drove you to start this project?

**Lopamudra and Riya:** Our CAS project is a podcast that talks about ongoing global issues in an interactive and engaging way. Looking at the current situation, we thought it was really important to spread more information on issues that affect us. We also talk about fun topics which are relevant to GEN Z and give recommendations and tips.

2. What are your roles and responsibilities in this project, and how did you divide them?

**Lopamudra:** I am the writer and an editor of the podcast. My team consists of other writers as well. Our main job is to brainstorm ideas and then go ahead with writing the script.

**Riya:** I am one of the hosts of the podcast and I do the speaking part regarding the issues. The roles are divided depending on our skills and what we prefer.

3. Do you need to have any special skills to execute this project? What skills have you learned so far?

**Lopamudra:** As the writer, I try to work on my research skills and gather as much accurate information as I can get. I try my best to write an interesting script that meets the 'good writing criteria'. Having a team, I have to coordinate effectively. While writing, it is crucial to take into consideration their ideas and opinions. This has definitely enhanced my communication, collaborative, and leadership skills.

**Riya:** Articulation skills and enough knowledge about the topic is important.

4. Have you made any significant progress so far? Have you achieved your goal or are you moving towards it?

**Lopamudra and Riya:** Yes, we have produced two podcast episodes already. The first one is out now and is doing quite well as there are plenty of listeners engaging with us on this journey. Our goal now is to increase our audience engagement. We want to work collaboratively towards making better scripts and executing in a more interactive and captivating way.

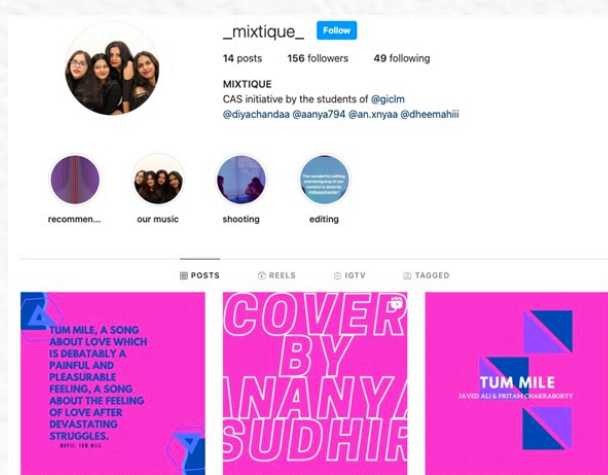
5. What part of this project do you like the most?

**Lopamudra:** My favourite part of this project is definitely the knowledge aspect. I am learning so much from all my team members on the podcast. Furthermore, we love to see people express their own views. It's like sharing personal snippets, taken right out from their lives. I am getting to learn the different likes and dislikes of other people. This has helped me gain a wider perspective.

**Riya:** We learned a lot from each other and have so far compiled a lot of information.

**Lopamudra Bareja**  
**Riya Hirani**  
**Grade 12**





1. What is your CAS project about? What was your inspiration for this or what drove you to start this project?

**Ananya and Dheemahi:** Our CAS project is a music band, where four of us: Aanya, Ananya, Dheemahi and Diya, record songs (singing and instrumental) and post it on our Instagram account. Two out of the four of us already had tried playing and singing music and we were always interested in including the skills of our other two friends in making this into a bigger idea where we could put into action our creative ideas through music. This is where our idea first started.

2. What roles and responsibilities do you have in this project and how have you divided it? What is your role in this project?

**Ananya:** We have a variety of roles for our project such as a social media manager who handles our Instagram platform, a videographer, a photographer, an editor and finally the performers. I am the lead vocalist for the band, but the other's take part in singing as well. We are a group of only four members, which makes us collaborate and help each other when required for the betterment of the group. As of now, we have divided our tasks into what we know the best and enjoy doing to ensure the best quality results.

**Dheemahi:** There are a range of different roles like editor, social media manager, guitarist, vocalist, videographer and photographer, but since we are only four students, we often help each other in different tasks. I am the guitarist of the project and sometimes I accompany Ananya for small singing parts. All of us together also write captions for our posts and shoot clips for our videos. We have divided the roles according to our own strengths and knowledge we had in the particular fields, which makes our workload a lot lighter.

3. Are there any particular skills you need to carry out this project? What skills have you learnt additionally so far?

**Ananya:** An important skill is to be patient and constantly driven to create more. We definitely had to know about music before we started a project like this. The constant motivation to sing more, take more videos at the right angles, and edit and blend the music is something that I think is key. We sometimes have days where we have absolutely no motivation to record and submit our work to our editor, but we didn't have a choice and learnt to push through. I have learnt a little more about getting the right angle and editing from this project (videography), and also about various other styles, singers, and genres of music.

**Dheemahi:** The most important thing according to me was to have sufficient knowledge about music (both vocal and instrumental), about social media platforms, and editing. We have learnt a lot more about social media presence, our audience, styles of music in terms of strumming patterns for the guitar or voice pitches for the vocalists, and we are still in the process of learning a lot more.

4. Have you made any significant progress so far? Have you fulfilled your goal or are you heading towards it?

**Ananya and Dheemahi:** We have recorded close to eight songs and posted them online, with a few of them getting a really great response. For example, our first song got a thousand views within a week of posting it! There are still many more styles of music that we would like to explore and many more creative touches we would like to add to our music which is why we would say that we haven't reached our goal yet, but the process itself has been very rewarding and interesting.



5. What is your favourite part of this project? Are there any particular aspects you would like to change?

**Ananya:** My favourite part of the project is having the opportunity to explore my passion with my closest friends. We come together to discuss songs, sing them and try to find a common pitch for all of us and so on. I have a lot of fun doing this. An aspect I think we can improve on is definitely punctuality and making a schedule for our posts and adhering to deadlines. However, I think we will be able to achieve these targets very soon! I am looking forward to many more adventures like these.

**Dheemahi:** My favorite part is when my friends and I collaborate to come up with new songs to practice, to include creative touches of our own, and to design the captions for our posts. Every detail requires a lot of thought, but that's the best part of the project in my opinion! An aspect that I have already reflected upon is that I would like for us to have a regular posting schedule where we can put out our content every week so that we can start building our presence on social media even more.

**Ananya Sudhir**  
**Dheemahi Udupa**  
**Grade 12**

## Theory Of Knowledge (TOK)

Theory Of Knowledge (TOK) plays a special role in the International Baccalaureate (IB) Diploma Programme (DP) by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know.

In my first TOK class, we discussed the five basic words which form the way we think, act and speak. These five words are — Knowledge, Faith, Truth, Belief and Perspective. All of us exchanged our views on these terms and as it turned out, we discovered that everyone's definition and thoughts on these terms were way different than ours! It's quite fascinating that what we thought we knew wasn't even half of what's actually there to learn. Moving forward with this new knowledge, we were put into a group of five people and asked to make a presentation consisting of quotes by famous philosophers focusing on these words. Each one of us chose one word, analysed the quotes, and explained what it meant. During this entire process, we learned a lot about the essence of these words' meanings and how deeply they impact our way of thinking and our behaviour / actions.

All in all, the purpose of TOK as I understand it, is to connect all these different strands of knowledge and make you think critically about how we learn, and the value of what we learn. This was the perfect start to our journey with TOK!

**Vaneesha Kothari**  
**Grade 11**



# Robotics Innovation Challenge

Recently, my classmate Suvidhi and I participated in an online robotics competition that was organized by SUPROS Robotics Engineer Career Club. In this competition we had to give a presentation showing what a robot looked like and how it would work. We had a lot of fun in the first round. The best part of the round was coding, which was very interesting.

Our experience so far has been amazing, yet challenging. We had to research a lot regarding the internal parts of the robot and the dynamics of the robot. I think our goal for the final round will be to come up with a great presentation, as we will present our idea to some of the most famous people in the field of robotics and engineering. We hope to win this competition with our idea.

**Hemish Parekh**  
**Grade 11**

My teammate Hemish Parekh and I recently received an email congratulating us on being selected to advance in the National Robotics Innovation Challenge organised by SUPROS Robotics Engineer Career Club. There were participants from all over Asia and only six teams were selected for the final showdown and our duo was one of them! This challenge demanded us to design a robot that would be able to differentiate between the types of packages and deliver them twenty metres away to the storage area. My experience up to this point has been a very fulfilling one. Hemish and I were on Zoom calls for more than two hours discussing, interpreting and coming up with various ideas on how we could make our robot cost effective and efficient. This was a whole new area of study and research for me, as I had never experienced anything like this.

Talking about our goals for the finals, I will say that we are here to win and to represent Team Garodia at the national level! We have already started working on the needs required by the final stage and are both eager to see where this takes us.

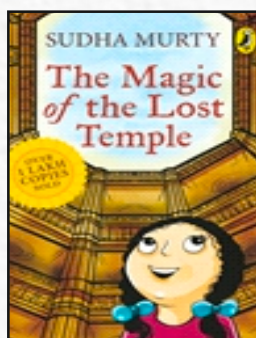
**Suvidhi Bhushan**  
**Grade 11**



## Book Recommendations

### Grade 3 - 5: Charlie and the Chocolate Factory:

I personally think that this book is a very intriguing read and could inspire a lot of creativity in children. It describes the life of a boy named Charlie, who always dreamt of visiting Willy Wonka's chocolate factory, where his grandfather once worked. He finally has the opportunity to go there by winning the special Golden Ticket and tries his best to grab that chance. Read more to find out what happens in this world-famous book!



### Grade 6 - 8: The Magic of the Lost Temple:

I loved reading this book, particularly because it tells us about an independent girl, Nooni, and how she fears nothing, overcomes obstacles and lives her life. It teaches you about how gratefulness is something everyone should have in their hearts and that morals are very important. A 10/10 recommendation!

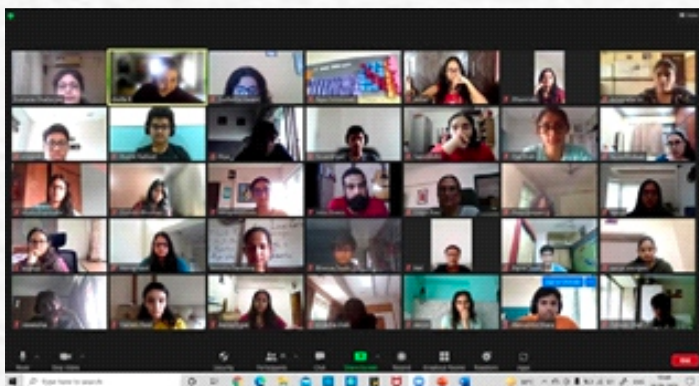
**Gitika Pariani**  
Grade 7

## Inter-House Literary Quiz

Like every year, GICLM organized its own Literary Quiz that took place on the 28th of August, where all students from the school actively participated. This event was mainly to see how much we knew about different novels, short stories, and poems we read throughout our years at GICLM.

To begin, each grade was divided according to the books that they read. For my grade, there were interesting questions asked relating to Katniss and Peeta's vicious journey in the Hunger Games. This quiz was quite intriguing and competitive, mainly because it was the first House Competition of the academic year and all houses were determined to win. I personally enjoyed this quiz as it brought the GICLM spirit back. Not to mention, I was delighted to see my house winning again! Congratulations to all of the participants and winners of this highly spirited event.

**Vihaa Shah**  
Grade 6



# Happy Independence Day!

Independence Day is an honorable festival celebrated annually on August 15. This day marks the end of the British rule in 1947, beginning the formation of a free and independent Indian nation. This auspicious event is significant as it commemorates the courage and spirit of the freedom fighters who fought for India's liberty from British rule. The day is acknowledged as that of patriotism, with Prime Ministers hoisting the national flag and addressing the country from the Red Fort every year. Indeed, Independence Day is marked throughout India with flag-raising ceremonies, military exercises, and the singing of the Indian national anthem. Additionally, various cultural programs are held in the state capitals.

Independence Day is a reminder of all the sacrifices India's freedom fighters made to turn the dream of a free nation into a reality. The citizens of India come together on this following day and share laughs, gifts and love amongst each other. Happy Independence Day to all and Jai Hind!



**Drisana Zaveri**  
**Grade 8**

## Alumni Article

The traits and learner profiles that I developed during IB are still helping me in my university life. The rigorous IB Program taught me how to multitask and, in that process, I learned the importance of effective time management. The faculty at GICLM always encouraged me to become independent and a team-player at the same time. The research skills that I developed working on my IA's and EE and are still handy in university. Consistency and discipline were the keys to my success in IBDP. This helped me to procure the 50% Global IB scholarship at Frankfurt School of Finance and Management. My IB Predicted Grades, my engagement in after school activities at GICLM, my social engagement through CAS, and my German achievements helped me procure this scholarship in October 2020. However, I did not stop working hard after receiving this scholarship. It just motivated me to push my limits and invest time and energy into writing detailed investigation reports. My dedication towards IA's and EE along with the help of the teachers enabled me to score a 44/45 in IBDP.

After my IBDP result, my 50% Global IB Scholarship was upgraded to a 100% President Scholarship at the Frankfurt School of Finance and Management. I was honoured to be the only student to receive this award. I currently study business administration with a focus on finance. In the future, I want to get more practical experience through internships so that I can fulfil my dream to become a financial analyst. Thank you GICLM for your pivotal role in my development through high school. Once a Garodian, Always a Garodian!



**Aryan Shah**



# Scholastic Achievement Test (SAT)

The SAT administered on behalf of the College Board by the Educational Testing Service is a standardized test widely used for college admissions in the United States and some universities in Asia. The main objective of the test is to assess students' readiness for college. It has been developed to evaluate the written, verbal and mathematical skills of the candidates, and is an opportunity for students to show colleges that they have got what it takes to succeed on campus. For international students, the SAT is offered five times a year. The duration of the test is three hours and the registration cost for the International students is \$104. The test is valid for five years and there is no restriction on the number of times a student can take the test. Most students take the SAT for the first time during the second semester in Grade 11 and if required during the first semester of Grade 12.

To elaborate a little more, the SAT has two main sections, namely Evidence-Based Reading and Writing as well as a Math section. These are both further broken down into four sections: Reading, Writing and Language, Math (no calculator), and Math (calculator allowed). The duration of the test is three hours. Section scores are reported on a scale of 200 to 800. A total score for the SAT is calculated by adding the two section scores, resulting in total scores that range from 400 to 1600. While there is no penalty or negative marking for guessing on the SAT, scores are based on the number of questions answered correctly.

To give a little more insight into the test — the SAT Suite of Assessments helps students navigate their path through high school toward college and career, and offers a range of unique benefits to students. The test provides consistent feedback across assessments to help students stay on course and supports teachers as they adjust their instruction for students who are either ahead or behind. Throughout the test, students will be asked questions grounded in the real world, directly related to work performed in college and career. The Evidence-Based Reading and Writing section includes questions on literature and literary nonfiction, but also features charts, graphs, and passages like the ones students are likely to encounter in science, social science, and other majors and careers. Questions on the Writing and Language Test ask students to do more than correct errors; they ask students to edit, revise, and improve texts from the humanities, history, social science, science, and career contexts. The Math section features multistep applications to solve problems in science, social science, career scenarios, and other real-life situations. The test sets up a scenario and asks several questions that give students the opportunity to dig in and model it mathematically. In this way, the assessments call on the same sorts of knowledge and skills that students will use in college, at work, and throughout life to make sense of recent discoveries, political developments, global events, as well as health and environmental issues.

Looking at the wider usage of the test, the SAT has been accepted for admission in some Indian universities as well. For a few years, the College Board has brought into effect an India Higher Education Alliance with various academic establishments in India and these Universities are accepting SAT scores for admission. Although taking the SAT is required for freshman entry to many colleges and universities, it also needs to be noted that the current pandemic has made many institutions go exam optional.

Coming to our students and their experiences with the SAT, needless to say GICLM has consistently fared well on this assessment, and the average score of the school has been in the range of 1300 - 1450. Meanwhile, I cannot miss out on this opportunity to mention the achievement of our current Grade 12 student, Soumil Iyer. He has scored 800 (the perfect score in the Math section) placing him at the 99 percentile rank. While we congratulate Soumil for his accomplishment, we also look forward to hearing more similar success stories at GICLM.







**CollegeBoard SAT**

## SAT Score Report

**Soumil G. Iyer**

MUMBAI, Maharashtra, India  
400086

**Your Total Score**  
**1490** | 400-1600

99th Nationally Representative Sample Percentile SAT Use Percentile  
98th SAT Use Percentile

**Section Scores**

<b>690</b>   200-800 Your Evidence-Based Reading and Writing Score	<b>96<sup>th</sup></b> Nationally Representative Sample Percentile SAT Use Percentile	<b>You've met the benchmark!</b>
<b>800</b>   200-800 Your Math Score	<b>99<sup>th</sup></b> Nationally Representative Sample Percentile SAT Use Percentile	<b>You've met the benchmark!</b>

**Test Scores**

<b>31</b>   10-40 Reading	<b>38</b>   10-40 Writing and Language	<b>40.0</b>   10-40 Math
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**Cross-Test Scores** | 10-40

<b>32</b> Analysis in History/Social Studies	<b>35</b> Analysis in Science
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**Subscores** | 1-15

<b>14</b> Command of Evidence	<b>12</b> Words in Context	<b>15</b> Expression of Ideas	<b>15</b> Standard English Conventions
<b>15</b> Heart of Algebra	<b>15</b> Problem Solving and Data Analysis	<b>15</b> Passport to Advanced Math	

Get your full report online at [sat.org/scoresreport](https://sat.org/scoresreport)

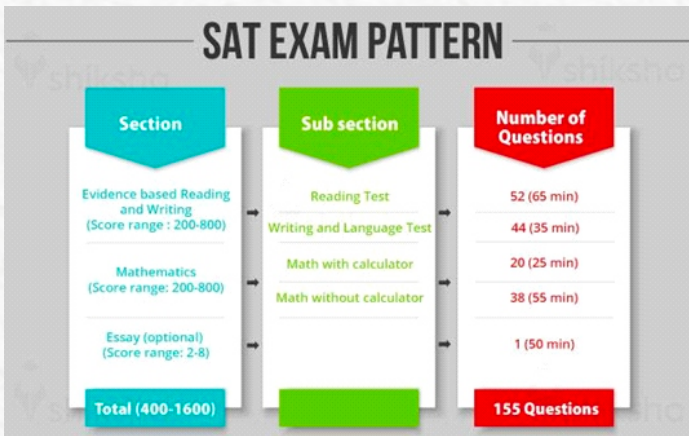
**Test Date:** Mar. 13, 2021  
**Registration Number:**  
**Gender:** Male  
**Date of Birth:** Oct. 15, 2004  
**Test Center Number:**  
**CB Student ID:**  
**High School Code:**  
**High School Name:** Goredia International Centre For Learning  
**Mumbai**

**Am I on Track for College?**  
Look for the green, yellow, or red symbols next to your section scores. They let you know if your scores are at or above the benchmark scores. Benchmarks show college readiness. If you see green, you're on track to be ready for college when you graduate. If you score below the benchmark, you can use the feedback and take your report to get back on track.

**Benchmark scores:**  
**Evidence-Based Reading and Writing:** 400  
**Math:** 500  
**How Do My Scores Compare?**  
A percentile shows how you scored compared to other students. It's a number between 1 and 99 and represents the percentage of students whose scores are equal to or below yours. For example, if your Math percentile is 91, that means 91% of test takers have Math scores equal to or below yours. The Nationally Representative Sample Percentile compares your score to the scores of typical U.S. students. SAT<sup>®</sup> User Percentile compares your score to the scores of students who typically take the test.

**How Can I Improve?**  
To see which skills are your strongest and what you can do to boost your college readiness, go to your full report online and look for "Skill Insights."

**What Are Score Ranges?**  
Test scores are single snapshots in time. If you take the SAT once a week for a month, your scores would vary. That's why score ranges are better representations of your true ability. They show how much your scores can change with repeated testing, even if your skill level remains the same. Colleges know this, and they get score ranges along with scores so they can consider scores accordingly.  
**Your online score report shows your score ranges.**



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# Engaging Minds, Changing Futures

At GICLM, we believe that education is all about the possibilities of curiosity, learning, discovery and achievement.

Join us to create  
endless possibilities  
for your child's education



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