



International Baccalaureate Programmes

School Curriculum

2026-2027

— academic year —



K. Kutateladze St. #10



www.europeanschool.ge



+995 32 2 14 14 40

The school curriculum of International Baccalaureate programmes (PYP, MYP, IBFY, DP, and CP) derives from the mission of LLC "European School" and is based on national goals of general education and IB standards and requirements. The main task of the curriculum is to create the educational environment and resources to achieve the tasks set by the mission, as well as to set ways and means necessary for the implementation of international programmes and standards. The plan is focused on the development of the International Baccalaureate Learner Profile attributes. Orientation to the result implies not only remembering the information provided to the student but also transforming this information into solid, dynamic and functional knowledge.

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Introduction

1. The fundamental principle of the school curriculum is to focus on results, which means equipping students with practical knowledge and acquiring the skills to apply the knowledge gained in school. There is also a commitment to develop students' global and digital citizenship skills. The International Baccalaureate educational programmes promote the development of such qualities in students as activity, empathy and tolerance, striving for perfection of knowledge and skills. The school's program is focused on providing students with academic knowledge and, in addition,

- to develop in them the skills of adaptation in the modern world;
- critically approach the received information; to be able not only to acquire knowledge but also to evaluate it, according to its content, purpose and quality;
- to form the ability of independent logical thinking;
- develop the ability to make independent decisions and make the right choices.

2. International Baccalaureate programmes work and strategic development principles

The activity and strategic development of the International Baccalaureate is based on:

- Motivation - we try to create a better world through education;
- Tolerance - we respect the dignity, values and traditions of other people;
- Quality - we value high educational standards
- Reputation;
- Transparency - all interested parties receive maximum information about the educational process and have the opportunity to participate in it;
- Leadership - we strive for innovation in pedagogical activities and welcome the creative approach of students and teachers.

3. International Baccalaureate School Curriculum

3.1. The curriculum of the International Baccalaureate programmes is based on both national educational values and International Baccalaureate standards.

3.2. Heads of International Baccalaureate programmes, Programme Coordinators, and subject departments participate in the development of the school curriculum. The plan is approved by the Director of the European School.

3.3 The school curriculum is approved no later than three months before the beginning of the new academic year.

3.4 The school curriculum takes into account the requirements of the International Baccalaureate and the priorities of the school

- a) mandatory and standard subjects given in the curriculum according to classes and hourly workload for each subject;
- b) additional educational services;

c) planned school-educational events.

4. Basic principles of learning and teaching

4.1. Four authorized International Baccalaureate (IB) programmes:

- Primary Years Programme (PYP) - Grades I-V;
- Middle Years Programme (MYP) – Grades VI-IX;
- IB Foundation Year (IBFY) - Grade X;

The IBFY is a Grade 10 programme of studies designed by the European School in consultation with the IB. It is not an authorized IB programme.

- Diploma Programme (DP) - Grades XI-XII;
- Career-related Programme (CP) – Grades XI-XII.

4.1.1 The language of instruction in the International Baccalaureate is English. Georgian language and literature are taught in Georgian.

4.2. Academic year calendar

4.2.1. The academic year is divided into two semesters, it is divided into semesters by the winter holidays.

4.2.2. The dates of the beginning and end of the academic year and the time and duration of holidays are determined by the legislation of Georgia. During the academic year, the number of study weeks is 37 (and 29 for Grade XII as the final exams take place in April-May).

4.2.3. The academic week is five days long. The sixth day (Saturday) is used for club and circle work.

If necessary, teaching six days a week is allowed, if due to unforeseen reasons, the school day/days will be missed.

4.2.4. The duration of the lesson is 45 minutes. The exception is the first and second grades, where the duration of the lesson is 35 and 40 minutes, respectively. Exceptions apply during extreme conditions (frost, extreme heat, pandemic, etc.), when the school may change the duration of lessons for a short period of time to reduce the time of the learning process.

4.2.5. The break between lessons is 5, 10, 15, 25 minutes.

4.2.6. The maximum number of students in a class is 20; The number of students in second foreign languages is 8-10 students. When possible, students in different grades are grouped according to their level of language proficiency.

4.3. The overall culture of the school

The school promotes the principles of mutual respect, equality, tolerance and partnership in order to form and develop a common school culture. School activities are aimed at creating a creative and collaborative environment for members of the school community. The school promotes and actively

develops sports, artistic, club activities and school projects in which students of different classes, teachers and parents are involved.

4.4. Homeroom teachers

To conduct the educational process perfectly, every class (Grades VI-XII) is assigned a homeroom teacher at the beginning of the academic year. Their role is to help students achieve their academic goals, promote the development of mental and physical skills in students, and help students adopt a healthy lifestyle. Homeroom teachers are also the main point of contact for parents.

4.5. Subject departments

The European School has six departments created according to subject groups: Languages & literature, social sciences, sciences, mathematics, creative & performing arts, and innovative technologies.

International Baccalaureate programmes actively cooperate with the school's subject departments in the following matters:

- Coordinating teaching, sharing experience, determining prerequisites for success and searching for ways to solve problems,
- Selection of educational resources,
- Taking care of the professional development of teachers,
- Development of recommendations for the introduction of modern teaching-learning methodologies and approaches.

5. Educational resources

5.1 Management of educational resources

In the learning process, it is necessary to use diverse educational resources for both teachers and students.

International Baccalaureate programmes provide access to educational resources (library, computer laboratory, etc.) for students and teachers.

The programmes inform students about the appropriate rules for using various educational resources available in the school.

Types of educational resources are:

- a) school textbooks;
- b) supporting literature;
- c) educational electronic resources;

- d) various types of visual aids (maps, posters, models, etc.);
- e) library;
- f) laboratories.

5.2 Teaching resources

5.2.1 Textbooks are selected by subject departments in collaboration with Heads of Programmes and Programme Coordinators;

5.2.2 The teacher has the right, in the form of auxiliary (additional) material during teaching, to use any educational material agreed with the Heads of the departments in collaboration with Heads of Programmes and Programme Coordinators.

5.2.3 To promote digital learning and the use of technologies, European School students and teachers have access to electronic databases and various educational online platforms (JSTOR, Britannica, Turnitin, Learning A-Z, Scholastic Learning Zone, Reading A-Z, Twinkl, Generation Genius, InThinking, Active History, Holt McDougal, Twinkl, etc.).

Students and teachers have individual user accounts that allow them to access these resources outside of school.

5.2.4 Every academic year, taking into account the requests of teachers and students, the book fund (electronic/print) of the library is updated.

5.3 Additional educational and educational services

5.3.1 The school offers students educational and educational services not foreseen by the curriculum.

Additional educational services provide above-standard teaching in the following subjects as mandatory subjects:

- a) English language enhanced teaching program (Grades I-XII),
- b) Russian language teaching (Grades II - XII grades),
- c) German/French/Spanish language teaching (Grades V – XII).

5.3.2 The school offers additional educational services to students, such as an extended regime; Participation in various intellectual and cognitive clubs, a way to engage in creative activities, sports activities, etc.

5.4. Hourly grid of International Baccalaureate programmes and the IBFY

The hourly grids of International Baccalaureate programmes (PYP, MYP, DP, and CP) and the IBFY indicate compulsory and optional subjects and the weekly number of hours.

5.5 Inclusive Education

The school has developed a regulation of inclusive education, which determines the existence of students with special educational needs (SEN) and the direction of work with them. Based on the national curriculum, an individual curriculum has been developed for students with special educational needs, if necessary.

6. Academic assessment structure

The goal of the IB programmes' student evaluation system is to manage the quality of teaching and learning, promote student learning, and provide quick feedback on the learning process to students, parents, teachers, and administration.

Assessment is intended to guide planning and instruction. In each programme, there are differences in the assessment process to meet the needs of students of specific ages, developmental stages, and the requirements of the world's top educational institutions. However, to ensure continuity and unity, a set of common evaluation principles for all four programmes has been developed.

These principles have been adopted by the European School to meet our needs. Assessment practices are consistent with the PYP, MYP, IBFY, DP, and CP assessment philosophy.

Primary Years Programme Assessment (PYP)

The Primary Years Programme (PYP) is an inquiry-based curriculum framework for students aged 3-12 that focuses on the development of the whole child both in school and beyond. The curriculum is organized around six transdisciplinary themes: Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves, and Sharing the Planet. These themes provide a framework for exploring significant knowledge that transcends traditional subject boundaries.

The programme integrates subject areas including language, mathematics, science, social studies, arts, and physical education through units of inquiry. Learning is concept-driven, emphasizing enduring understandings rather than isolated facts. Students develop approaches to learning (ATL) skills across five categories: thinking, communication, social, self-management, and research. At the heart of the program is the IB Learner Profile. The programme culminates in the Grade 5 exhibition, where students demonstrate their understanding and skills through an extended, collaborative inquiry project.

The PYP assessment framework at European School integrates ongoing evaluation with daily teaching and learning, emphasizing student growth through multiple assessment strategies.

The system employs pre-assessment to gauge prior knowledge, formative assessment for continuous monitoring, and summative assessment to demonstrate understanding in authentic contexts. Assessment strategies include systematic observations, process-focused assessments, selected responses, open-ended tasks, and student portfolios maintained through ManageBac.

Teachers utilize various assessment tools including rubrics, task sheets, checklists, benchmarks, and anecdotal notes to document student progress. The framework provides comprehensive support for students with Special Educational Needs (SEN) through targeted accommodations documented in Individual Learning Plans (ILPs), while English as an Additional Language (EAL) learners receive modified assessment approaches with detailed descriptive feedback focusing on both conceptual understanding and language development.

Regular reporting to parents occurs through weekly and bi-monthly updates, parent-teacher conferences, and semester reports, ensuring transparent communication about student progress. Student attendance is carefully monitored through ManageBac, with modifications for students whose

attendance falls below 70%. Additionally, homeschooling options (via ManageBac task uploads and self-paced student work) are available for extended medical treatment.

The programme recognizes student achievements through various means including Student Council membership, certificates, competition participation, portfolio celebrations, and Learner Profile recognition.

Data analysis is conducted regularly through collaborative teacher meetings to inform instruction and ensure program effectiveness.

Throughout all aspects, the assessment system maintains alignment with IB philosophy while supporting each student's individual growth and development through regular feedback, clear communication, and meaningful recognition of achievements.

Middle Years Programme Assessment (MYP)

The MYP (Middle Years Programme) curriculum is a comprehensive educational framework for students aged 11-15 (grades 6-9) that emphasizes intellectual challenge and connections between studies and the real world. It consists of eight subject groups: Language & Literature, Language Acquisition, Individuals & Societies, Sciences, Mathematics, Arts, Physical & Health Education, and Design. The curriculum features interdisciplinary learning and is organized around key concepts that promote deep understanding across subjects.

The IB Learner Profile together with the Approaches to Learning (ATL) skills - communication, social, self-management, research, and thinking skills are central to MYP students' development. Students engage in service as action, applying learning to community needs. In the final years, students complete a Community Project demonstrating their ability to manage complex, extended work independently.

The MYP assessment framework at European School integrates criterion-based assessment with comprehensive student support and growth monitoring.

Each subject group uses four assessment criteria (A-D) with maximum achievement levels of 8, assessed through diverse strategies including observation, performance tasks, process-focused activities, selected responses, open-ended assignments, and portfolios.

Teachers must summatively assess each criterion at least once per semester and twice annually, providing regular feedback through ManageBac for both formative and summative assessments. The system emphasizes transparent communication with stakeholders, maintaining strict deadlines while offering accommodations for special circumstances.

The programme culminates in a Grade 9 Graduate Portfolio, providing a comprehensive overview of student achievement through predicted grades, Community Project, Service as Action completions, and teacher recommendations. This portfolio serves as a key document for progression decisions into various academic pathways including IBFY, DP, CP, American School of Advanced Studies, or Georgian Program.

Throughout all aspects, the assessment system prioritizes holistic development, meaningful feedback, and clear communication while maintaining alignment with IB philosophy and standards. The framework emphasizes both the process and product of learning, encouraging critical and creative thinking through real-world contexts while supporting interdisciplinary connections and skill transfer across subjects.

Regular data analysis through placement tests, baseline assessments, and grade analysis informs instructional planning and student support strategies, ensuring continuous improvement and maintenance of high academic standards.

Assessment Principles

Assessment in the MYP is criterion-related. Student achievement is evaluated against published MYP objectives and criteria rather than by comparison with other students. Assessment is designed to support learning, provide meaningful evidence of understanding and skills, guide teaching, and communicate progress clearly to students and families.

Both formative and summative assessment are used. Formative assessment occurs throughout learning and provides information that helps students and teachers identify next steps. Summative assessment provides evidence of achievement at appropriate points in a unit or sequence of learning. Students receive the criteria and task-specific clarification in advance so that expectations are transparent.

Assessment Criteria and Evidence

Each MYP subject group uses four assessment criteria, identified as Criteria A-D. Each criterion has a maximum achievement level of 8. Teachers make professional best-fit judgements by comparing the evidence in a student's work with the full descriptors; achievement is not determined by mechanically averaging percentages or isolated task scores.

Assessment evidence is collected through varied and developmentally appropriate strategies, which may include:

- observations, conferencing and oral responses;
- performances, presentations and demonstrations;
- process-focused activities and practical work;
- laboratory investigations, fieldwork and design tasks;
- selected-response and open-ended tasks;
- essays, source analysis and research-based assignments;
- individual and collaborative projects; and
- portfolios, process journals and reflective work.

Determining and Reporting Achievement

At reporting points, teachers review the body of evidence for each criterion and determine the achievement level that most accurately represents the student's sustained performance. The four

criterion levels produce a total out of 32, which is converted to an MYP grade from 1 to 7 using the current IB grade boundaries and descriptors.

ManageBac is used to communicate assignments, assessment criteria, formative and summative feedback, criterion achievement and progress. Reports are issued at the end of the first semester and at the end of the academic year. Feedback identifies both demonstrated achievement and specific priorities for further development.

Internal Standardisation

Internal standardisation supports fairness, consistency and a shared understanding of the MYP criteria. European School uses a three-stage process:

- **Criterion application during unit planning** - teachers clarify how the selected criteria and strands are represented in the task and task-specific clarification;
- **Achievement-level standardisation** - teachers review samples of student work and compare judgements using the published descriptors; and
- **Final standardisation before semester and year-end grades** - departments review evidence and proposed levels where needed to support consistent reporting.

Academic Integrity

Academic integrity is taught progressively and in age-appropriate ways across the MYP. Students learn how to distinguish their own ideas from those of others, acknowledge sources, reference research, use information and digital tools responsibly, collaborate appropriately, and submit authentic work. Teachers design tasks and checkpoints that make the learning process visible and respond to concerns in accordance with the school's Academic Integrity Policy.

Inclusion and Student Support

The MYP is inclusive by design. Differentiation is embedded in the written, taught and assessed curriculum so that students can access learning, experience appropriate challenges and demonstrate understanding in suitable ways. Teachers may adjust content access, learning processes, scaffolding, resources, grouping, time, environment or response format while maintaining the intended learning objectives and assessment standards.

Students with special educational needs receive individualised accommodations in accordance with documented needs and school policy. These arrangements focus on how students access learning and demonstrate achievement; they do not automatically change the MYP criteria or lower academic expectations. Teachers, the inclusion team, families and programme leadership collaborate to review effectiveness and update support.

Students who are developing English as an additional language receive language-aware teaching, scaffolding, targeted support and appropriate opportunities to demonstrate subject understanding. During an initial adjustment period, narrative feedback and carefully selected assessment evidence may be used in accordance with school procedures until sufficient evidence is available for reliable criterion judgements.

Attendance is monitored through ManageBac because sustained participation is essential for valid assessment and successful learning. Where attendance falls below 70 per cent, the school reviews whether sufficient evidence exists to make reliable judgements and determines appropriate support or modifications to the assessment schedule. Alternative home-learning arrangements may be approved for extended medical treatment in line with school policy.

Programme Structure

The Middle Years Programme is organised around the principal academic areas represented within the school's IB pathways. Students develop an individual programme of study and receive assessment from the following subject areas:

Language and Literature

- English
- Georgian
- Russian

Language Acquisition

- English
- Spanish
- French
- German
- Russian

Individuals and Societies

- I&S (Individuals & Societies or Integrated Humanities)
- Geography
- History
- Sociology

Sciences

- Science (Integrated)
- Biology
- Chemistry
- Physics

Mathematics

- Standard Mathematics (Grades 6 to 8) and Extended Mathematics (Grade 9)

Arts

- Visual Arts
- Theatre

Design

- Digital Design

Physical and Health Education

- Physical and Health Education

Extracurricular Subjects (no assessment)

- Georgian for Beginners (Language Acquisition)
- Robotics (Design)
- Cultural Studies (I&S)
- Global Citizenship (I&S)

Progression and Readiness for Grade 10 (IB Foundation Year)

Progression decisions consider the whole student. Academic achievement is reviewed alongside ATL skills, attendance, engagement, Service as Action, Community Project completion, teacher feedback, the Grade 9 Graduate Portfolio, student interests and future educational goals. Students and families receive guidance so that pathway choices are informed, realistic and appropriately ambitious.

The MYP prepares students for progression to the IB Foundation Year or other European School pathways, including the American School of Advanced Studies and the Georgian Program, and supports longer-term preparation for the IB Diploma Programme or Career-related Programme. The transition process identifies both readiness and areas that should be strengthened before the next stage.

IB Foundation Year Assessment (IBFY)

Programme Overview

The IB Foundation Year (IBFY) is a school-developed preparatory academic programme for students in Grade 10, designed to provide a structured transition from the Middle Years Programme (MYP) to the International Baccalaureate Diploma Programme (DP) or the Career-related Programme (CP).

The programme provides students with a strong academic foundation while developing the knowledge, skills, learning habits, and personal attributes required for successful participation in the DP or CP. It is informed by the principles of international education and reflects the values of the IB Learner Profile, inquiry-based learning, academic integrity, intercultural understanding, and student agency.

The IBFY also allows students to explore different academic disciplines before making final subject choices for Grades 11 and 12. In this way, the programme supports both academic preparation and informed decision-making regarding future university studies and career pathways.

The IBFY is a European School preparatory programme aligned with the educational philosophy and approaches to teaching and learning that underpin the school's MYP, DP, and CP programmes. It does not constitute a separate IB-authorized programme.

Purpose and Rationale

The IB Foundation Year was introduced following a strategic review of student performance data, transition patterns, and feedback from students and teachers in Grades 11 and 12. The review identified the importance of strengthening academic readiness before students enter the demanding two-year DP or CP.

The programme therefore aims to provide students with additional opportunities to develop subject knowledge, independent learning skills, academic writing, research competence, critical thinking, time management, and personal responsibility.

A further purpose of the IBFY is to help students make informed decisions about their future studies. During Grade 10, students are able to explore subjects that may later form part of their DP or CP pathways and receive guidance regarding the relationship between subject selection, university admission requirements, personal interests, and future career aspirations.

The programme also reflects international practice in which preparatory or foundation pathways are used to support students transitioning into academically demanding upper-secondary programmes.

Programme Aims

The IB Foundation Year aims to:

- strengthen students' academic readiness for the IB Diploma Programme and Career-related Programme;
- develop critical thinking, inquiry, problem-solving, communication, and research skills;
- build effective study habits, independence, organisation, and time-management skills;
- introduce students to the academic expectations and approaches to learning used in Grades 11 and 12;
- support students in identifying their academic strengths, interests, and areas for development;
- provide meaningful exposure to potential DP and CP subject areas;
- strengthen academic writing, referencing, research, and academic integrity;
- encourage international-mindedness, intercultural awareness, and global citizenship;
- support informed university and career planning; and
- enable students to make well-informed subject choices for Grade 11.

Programme Structure

The IB Foundation Year is organised around the principal academic areas represented within the school's IB pathways.

Students develop an individual programme of study from the following subject areas:

Language and Literature

- English
- Georgian
- Russian

Language Acquisition

- English B
- Spanish

Individuals and Societies

- Business

- Economics
- Global Politics
- History
- Psychology

Sciences

- Biology
- Chemistry
- Physics
- Computer Science
- Design Technology

Mathematics

Arts

- Visual Arts

Students interested in progressing to the IB Career-related Programme may also study Hospitality as preparation for the career-related component of their future programme.

Subject combinations are developed according to students' academic profiles, interests, future study plans, timetable possibilities, and school recommendations.

Additional Programme Components

In addition to their academic subjects, IBFY students participate in several components designed to strengthen their academic, personal, and career readiness.

Academic Writing and Research Skills

Students receive structured instruction in academic writing and research. Particular attention is given to:

- developing and structuring arguments;
- formulating research questions;
- identifying reliable and appropriate sources;
- using evidence effectively;
- academic referencing and citation;
- avoiding plagiarism;
- academic integrity;

- planning extended written assignments;
- analysing and evaluating information; and
- presenting research findings effectively.

These skills provide important preparation for the extended research, coursework, internal assessments, projects, and reflective tasks students will encounter in the DP and CP.

University and Career Planning

The University and Career Counselling Office (UCCO) provides structured university and career guidance throughout the IB Foundation Year.

Students explore:

- personal interests and strengths;
- possible career pathways;
- university programmes and admission expectations;
- links between Grade 11 subject selection and future study;
- international higher education opportunities;
- career-related skills and competencies; and
- personal academic planning.

This process supports students in making informed and realistic decisions regarding their future DP or CP pathway.

Teaching and Learning

IBFY teaching is designed to prepare students progressively for the academic expectations of Grades 11 and 12.

Where possible, courses are taught by teachers who also teach within the school's DP and CP programmes. This supports continuity in expectations, teaching approaches, assessment practices, academic terminology, and subject-specific skills.

Teaching and learning emphasise:

- inquiry and conceptual understanding;
- critical and creative thinking;
- independent learning;
- collaborative learning;
- communication and presentation;
- application of knowledge;
- reflection and self-evaluation;

- research and information literacy;
- academic integrity; and
- connections between classroom learning and real-world contexts.

Teachers use differentiated teaching strategies to respond to students' individual learning needs while maintaining appropriately challenging academic expectations.

ManageBac is used throughout the programme for curriculum organisation, assignment management, assessment information, communication, feedback, and monitoring student progress, supporting continuity with the school's MYP, DP, and CP programmes.

Assessment and Evaluation

Assessment within the IB Foundation Year is designed to measure academic achievement while also preparing students for the assessment approaches they will encounter in the DP and CP.

Both formative and summative assessment are used throughout the programme.

Assessment may include:

- written examinations and tests;
- essays and structured academic writing;
- research-based assignments;
- individual and group projects;
- oral presentations;
- laboratory investigations;
- practical work;
- case studies and problem-solving tasks;
- source analysis;
- reflective activities; and
- subject-specific assessments.

Assessment criteria are communicated clearly to students, and teachers provide feedback that identifies both achievement and areas for further development.

Assessment is used not only to determine student progress but also to identify academic strengths, areas requiring additional support, and readiness for particular DP or CP subjects.

Students are expected to demonstrate increasing independence, responsibility, academic integrity, and effective management of deadlines throughout the year.

Academic Progress and Readiness for Grade 11

Student progress is reviewed throughout the IB Foundation Year. Academic performance, learning skills, attendance, engagement, teacher feedback, student interests, and future educational goals are considered when advising students about their Grade 11 pathway.

At the end of the programme, students receive guidance regarding their readiness for the DP or CP and the suitability of proposed subject combinations.

This process is intended to ensure that students enter Grade 11 with a realistic, academically appropriate, and personally meaningful programme of study.

Programme Inclusivity and Student Support

The IB Foundation Year is based on the principles of equity, inclusion, and appropriate academic challenge for all students.

Students enter the programme with different academic backgrounds, language profiles, learning needs, strengths, interests, and future aspirations. The school therefore uses differentiated teaching and appropriate support strategies to enable students to access the curriculum and demonstrate their learning effectively.

Support may include differentiated classroom instruction, academic guidance, language support, learning support, individual feedback, counselling, and targeted intervention where appropriate.

The purpose of differentiation is not to reduce academic expectations but to provide students with appropriate pathways and support to achieve meaningful progress.

Through close cooperation among students, teachers, programme coordinators, the UCCO, learning support staff, and families, the IB Foundation Year aims to create an inclusive learning environment in which every student is supported in preparing successfully for the next stage of their education.

Progression to the IB Diploma Programme or Career-related Programme

The IB Foundation Year serves as an important transition between Grade 10 and the final two years of secondary education.

Throughout the year, students develop a clearer understanding of their academic strengths, interests, learning preferences, university aspirations, and career goals. This information, together with academic performance and teacher recommendations, informs the final selection of either the IB Diploma Programme or the IB Career-related Programme.

The ultimate purpose of the IBFY is to ensure that students begin Grade 11 with the academic preparation, skills, confidence, self-awareness, and informed subject choices necessary to succeed in their selected IB pathway and beyond.

Diploma Programme Assessment (DP)

The International Baccalaureate Diploma Programme (IB DP) is a pre-university programme designed for students aged 16-19, providing an academic challenge for its participants. Upon completion of the full course, students are awarded a diploma that is globally recognized and serves as an authoritative document confirming their education.

Programme Structure

The Diploma Programme consists of six subject groups and the core of the programme. The core includes three compulsory components:

- Extended Essay (EE)
- Theory of Knowledge (TOK)
- Creativity, Activity, and Service (CAS)

Content of the IB Diploma Programme

Candidates for the IB Diploma must satisfy assessment requirements in six subjects and the core, each studied over a period of two years.

- The six subjects must be selected from six groups as prescribed by the IB for the appropriate examination session.
- At least three and not more than four subjects must be offered at Higher Level, with the remaining subjects at Standard Level.

In addition to the six subjects, candidates for the IB Diploma must:

- Take a course in Theory of Knowledge (TOK) and complete the required assessment.
- Complete an approved programme of extracurricular activities known as CAS.
- Complete the Extended Essay

IB Diploma Requirements

All assessment components for each of the six subjects and the additional diploma requirements must be completed in order to qualify for the award of the IB Diploma. The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for Theory of Knowledge, the Extended Essay, or for a contributing subject.

- There is no grade E awarded for Theory of Knowledge and/or the Extended Essay.
- There is no grade 1 awarded in any subject/level.
- No more than two grade 2s are awarded (HL or SL).
- No more than three grades of 3 or below are awarded (HL or SL).
- The candidate has gained 12 points or more in HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more in SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Subjects Offered at the European School

At the European School, students have the opportunity to choose from 19 subjects across six groups.

Studies in Language and Literature:

- Georgian Literature
- English Literature
- Russian Literature
- School-supported Self-taught Course (if the subject is not offered in the student's native language): The student familiarizes themselves with the subject requirements and studies the subject independently. The school is obligated to assign a qualified specialist to guide the student and introduce the International Baccalaureate Diploma Programme's requirements for that subject.

Language acquisition:

- English Language
- Spanish Language (for beginners)

Individuals and Societies:

- Business Management
- Economics
- History
- Psychology
- Geography
- Environmental Systems and Societies

Science:

- Biology
- Computer Science
- Chemistry
- Physics
- Environmental Systems and Societies
- Design Technology

Mathematics:

- Mathematics: Applications and Interpretation
- Mathematics: Analysis and Approaches

Arts:

- Visual Arts

Assessment in the DP is both external and internal, guided by criterion-related rubrics prescribed by the IB. External assessments include essays, structured problems, and examinations marked by IB examiners, while internal assessments are subject-specific tasks such as oral presentations, lab reports, and investigations assessed by teachers and moderated externally. All assessments aim to evaluate both subject mastery and higher-order thinking skills.

At the European School, student progress is tracked through formative and summative assessments, with regular feedback provided via ManageBac, ensuring transparency and timely communication with students and parents. Teachers are expected to submit summative assessment tasks and feedback in a timely manner, in line with the school's internal calendar. Grade boundaries and descriptors set by the IB are consistently applied to determine final achievement levels on a 1–7 scale for each subject, and the Diploma Points Matrix is used to award up to 3 bonus points based on the combined performance in TOK and EE.

Programme Inclusivity

The International Baccalaureate Diploma Program is based on the principles of full equality for all students, achieved through the use of differentiated teaching methods.

Career-related Programme Assessment (CP)

The International Baccalaureate Career-related Programme (IBCP) is a pre-university programme designed for students aged 16-19, providing an academic challenge for its participants. Upon completion of the full course, students are awarded a certificate that is recognized in many countries around the world as a valid educational credential. The programme is aimed at students who have already identified their future university or career path. In addition to academic knowledge, it helps students develop practical, professional skills and provides insight into the real conditions of professional fields. Its goal is to develop an ethical approach to professional aspects for students.

Programme Structure

The Career-related Programme consists of one main career-related subject, at least two subjects from the Diploma Programme curriculum, foreign language skills development (language and cultural development), personal and professional skills training, and a main research project (Reflective Project). Apart from the academic part, students are required to implement a project based on community interests, which will contribute to their personal development (community engagement). The students' timetable includes the following components:

1. Main Career-related Studies (CRS, BTEC Pearson)
2. At least two subjects from the Diploma Programme curriculum
3. Personal and Professional Skills Lessons (PPS)
4. Language and Cultural Studies (LCS)
5. Reflective Project
6. Community Engagement (CE)

Students must dedicate time outside of class to community engagement (Service Learning). To complete the final project, students begin research with the guidance of a personal mentor and largely carry it out independently. The format of the research can be text-based or combined (film, interview, installation).

Assessment in the Career-related Programme

The International Baccalaureate assessment system is based on the use of criteria and corresponding rubrics. The Career-related Programme assesses students similarly, comparing their work across subjects for evaluation purposes. Subjects are graded on a seven-point scale, with the maximum score being '7' and the minimum being '1'. Students must achieve at least a score of 3 in the Diploma Programme subjects and must receive a positive grade in all components of the Career-related Programme.

Throughout the course, teachers use various formats for formative and summative assessments: written assignments, oral questioning, essays, tests, quick tests, presentations, and exams. At the end of each semester, summative tests and exams are held. In the second semester of the 12th grade, students undergo a mock final exam session.

BTEC Pearson (Business Technology and Education Council, since 1984) and **Career-related Studies**

Grading for units and qualifications



Achievement of the qualification requires demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or for progression to higher education, and successful development of transferable skills.

Learners who achieve a qualification will have achieved across mandatory units, including synoptic assessment, where applicable. Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade.

Qualifications in the suite are graded using a scale of P to D*, or PP to D*D*, or PPP to D*D*D*.

GRADING SYSTEM FOR PSAs and Assessments Grading Criteria

BTEC GRADING SCALE		
GRADE	Unit size	60 GLH
U	U	0
✓	PASS	6
★	MERIT	10
◆	DISTINCTION	16

A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied all the pass assessment criteria.
- to achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria.
- to achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.
- Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'

BTEC assignments must be submitted on time as the Lead Internal Verifier can only approve re-submissions on work which has met all the submission criteria.

Students who do not meet the initial deadline will not be allowed to "re-submit" if their work is not of a passing standard

Programme Inclusivity

The International Baccalaureate Career-related Programme is based on the principles of full equality for all students, achieved through the use of differentiated teaching methods.