European School
IB Diploma Programme

Student's and parent's Handbook

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MESSAGE FROM THE DP COORDINATOR

Dear Parents and Students,

The IB Diploma Programme (IBDP) is renowned around the world, not only as an excellent university preparatory course, but also as a personally challenging and fulfilling experience.
The programme aims to develop students, who have excellent breadth and depth of knowledge, students who flourish physically, intellectually, emotionally and ethically.

Through the Diploma Programme (DP) core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

Diploma Programme encourages students to become successful society members, lifelong learners driven by empathy and compassion whose intercultural respects aim to create better world.

European School is proud to offer Diploma Programme since 2009. We cherish our reputation prioritizing quality of education and personal development of our students.

European School IB DP successfully handled pandemic challenge from the very beginning of COVID-19 case registration in Georgia. The Programme switched to the distance teaching without any interruption. Applied academic methods and regulations enabled students to obtain knowledge equivalent to face-to face interaction. IB DP approach reduced to the minimum psychological stress on students related to the new lifestyle.
In 2020-2021 academic year European School will meet the students fully equipped with safety measures required by the governmental authorities.
This handbook gives information regarding International **B**accalaureate Diploma (IB DP) and subject guidelines offered at European School.

We wish good luck and hard work to successfully handle Diploma Programme challenges. At the end of your two-year course, you will be prepared fetter for the university education.

Best wishes for a successful year.
Ramaz Sartania
DP Coordinator

Our Mission

The European International School provides an exceptional education in a nurturing and academically challenging environment, inspiring each student to achieve their personal best and become an influential and socially responsible global citizen.

Our Values

Our values-driven international education is expressed through core values that are woven into every academic and extra-curricular activity at the European International School. We actively promote four values that form the basis of everything we do. They include:

- Leading through innovation
- Pursuing excellence
- Growing by learning

Global citizenship

With these values at our core, we encourage independent learning and empower students to embrace responsibility. Students at ES learn to celebrate diversity in a spirit of understanding and tolerance that helps them become citizens of the world.

Our Commitment is to:

- Offer inclusive, diverse and innovative learning communities.
- Develop, support and empower our students intellectually, creatively, socially, physically and ethically in harmony with Georgian culture.
- Focus on academic excellence and integrity.
- Creating lifelong learners.

About the European School in brief

The school was founded in 2007. The school's offerings were initially from preschool to ninth grade. The original purpose in establishing the European School was to provide Georgian children with the opportunity to have access to high quality primary and secondary education with a strong foundation in English. This would give them the chance to succeed both at Georgian and worldwide universities, depending on the educational goals parents had for their children.

The European School quickly became a popular choice for Georgian and international community as international programs were added to the school curriculum.

In 2009, the European School got the authorization for the International Baccalaureate Diploma Programme (DP) that spanned grade levels 11-12 and became an international IB World School. Later the International Baccalaureate Middle Years Programme (MYP) was introduced to allow children earlier access to an International education. In 2012, we received our IB MYP authorization followed by the PYP authorization in 2016. Students began to transition into IB programs rather than seek transfers into other International schools. We are currently authorized to offer all three IB programs.

The European School was accredited by the Ministry of Education and Sciences in 2010 and was re-authorized in 2016.

The European School became a College Board member in November 2015. The school gained a membership of the Council of International Schools (CIS) in 2016.

As an International School, the European School has become a school where Georgian and foreign students learn in a mutually supportive environment. Indeed, a major objective is the facilitation of our students to become internationally minded global citizens.

Today the European School is proud to be considered as one of the best educational institutions in the country and the region with its modern infrastructure and facilities, up to date digital infrastructure and network, scientific labs and robotics classes.

The European School first opened its doors in 2007 to 311 students in grade 1 to Grade 9. Today, the school has an enrollment of 900 students from 33 different nationalities. This multi-cultural exposure complements the high level of education offered at the school.

Today, our graduates are admitted to prestigious colleges or universities worldwide.

We are proud to declare that we have found the right path; we are striving to walk there, always trying to achieve the best and follow the path towards excellence.

IB Learner Profile

The aim of IB Programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

As IB learners we strive to be:

- **INQUIRERS**: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **KNOWLEDGEABLE**: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

- **THINKERS**: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

- **COMMUNICATORS**: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

- **PRINCIPLED**: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

- **OPEN-MINDED**: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

- **CARING**: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

- **RISK-TAKERS**: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

- **BALANCED** We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

- **REFLECTIVE** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

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

IB DP at European School

The European School is the first school in Georgia, which was authorized to offer IBDP in December 2009 and became an IB World School. Highly professional and dedicated teachers have been doing their best to implement this rigorous curriculum in the school and raise the awareness of local community towards the international education. The IB DP at the European School offers a broader education: there are six subject groupings and students have to take a subject from each of the first five. In practice, this means that IB students have to study literature in their own language, a second language, a social science subject, a science and mathematics. It is possible to take one of these subjects as the sixth option or, instead, take an additional science, an additional language or an additional social science subject.

Recognition of the IB Diploma and university placement

The IB actively promotes wide recognition and acceptance of the IB diploma as a basis for entry to courses at universities and other institutions of higher education, but the requirements of individual institutions and the relevant authorities of a country are subject to change beyond the IB's control. Candidates bear the responsibility of verifying the entry requirements of the universities and other institutions of higher education to which they are interested in applying.

European School provides overseas university counseling that aims to help students and parents make informed decisions about studying abroad. Our goal is to help students find the university that matches their interests, ambitions, aspirations, mindsets, and attitudes. Family budgets and circumstances, as well as academic achievements and leadership potential, will also be taken into consideration. As there are many other variables that influence the decision-making process, we are here to discuss each case individually and offer our advice and solutions accordingly.

Use of candidate data

Date relating to a candidate including data such as name, address, email addresses, date of birth, and phone numbers may be used for the following purposes:

- registering candidates in the DP and administering the DP
- to provide DP support and services for the candidate including providing information to institutions of higher education (such as universities and colleges or governmental authorities related to admission to institutions of higher education)
- To fulfill statutory, regulatory, reporting and/or legal obligations.

Candidates or their legal guardians may inquire as to the nature of the candidate data processed about him or her by their school to the extent permitted under data protection or privacy law applicable to the candidate and their respective School.

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 being offered at Higher Level and the others 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 extra-curricular activities known as CAS

All students must be registered by the school's DP coordinator for each intended examination session and must take the requisite courses and examinations within the school. Registrations and payment of fees must be made by the relevant deadlines.

The following categories of registration are available:

- Diploma: candidates intending to complete the requirements for the award of an IB diploma.
- Retake: Diploma candidates who are seeking to improve on their results. The highest grade obtained for a subject will contribute towards the IB diploma.

Assessment

Examiners are appointed by the IB to assess candidates' work in Diploma Programme examinations and other forms of external assessment using common mark schemes. Most courses also require additional work, which is internally assessed and externally moderated. (All components must be submitted for assessment to receive a grade for a course.)

Grades

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum). Performance in theory of knowledge and the extended essay are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total DP points score is 45.

Table 1: Point obtained and description of achievement

Point	Description
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Weak
2	Poor
1	Very Poor

Table 2: Point matrix for grades obtained for TOK and EE

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

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 a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects, (candidates who register for two SL subjects must gain at least 5 points at SL).

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The sessions need not be consecutive.

Diploma Candidates

Successful IB Diploma Candidates will receive an IB Diploma and a document entitled "Diploma Programme (DP) Results" listing the total IB Diploma point's score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and individual grades for the combination of theory of knowledge and the extended essay. An IB Diploma Candidate who fails to satisfy the requirements for the award of an IB Diploma will receive DP Course Results indicating

the grades obtained in individual subjects, together with results in theory of knowledge and the extended essay, and confirmation of the completion of all CAS requirements, as appropriate.

Malpractice

Candidates suspected of academic misconduct

The IB Organization defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

- plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another
- duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements
- misconduct during an IB examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)
- any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

Candidates must avoid any form of malpractice. **Any form of malpractice may disqualify the candidate from the award of the Diploma.**

Responsibility of IB Students

- There is an expectation that IB students model exemplary behaviour, conduct and appearance.
- All students must adhere to the discipline policy in the Student Planner.
- Maintain good standing at the school.
- Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and examinations. In particular, candidates must avoid any form of malpractice.
- IB students are required to attend classes on a regular basis to meet the minimum instructional hours set by the IB.

Mock exams

In order to help students prepare for the actual IB exams in April/May, we offer the grade 12 students the opportunity to sit practice exams in every course for which they are registered. These mock exams can help students understand in which areas they may need improvement, and they can give some indication of student performance on the graduate exams.

Students in grade 12 sit full Mock Exams in March;

These exams are exactly like the IB finals, and are graded accordingly;

These are the last full internal examinations and directly affect the PGs for the IB.

DP Course description offered at ES

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6
English Literature (SL/HL)	English B (SL/HL)	Business Management (SL/HL)	Biology (SL/HL)	Mathematics Studies (SL)	Visual Arts (SL/HL)
Georgian Literature (SL/HL)	Spanish ab initio (SL)	Economics (SL/HL)	Chemistry (SL/HL)	Mathematics (SL/HL)	
Persian Literature (SL/HL)		Geography (SL/HL)	Computer Science (SL/HL)		
Russian Literature (SL/HL)		History (SL/HL)	Physics (SL/HL)		
School-supported self-taught (SL) *		Psychology (SL/HL)			

* *For students for whom English is not their first language, a school supported self-taught option is available (at SL only). In this instance, the student engages a tutor to meet the requirements of this part of the diploma for their mother tongue. Students without a proven qualification tutor are strongly recommended not to choose the option.*

GROUP 1

Language A: literature

Language A: literature is a literature course that may be studied in a wide range of languages. Language A: literature is the subject through which the IB's policy of mother-tongue entitlement is delivered. That policy promotes respect for the literary heritage of the student's home language and provides an opportunity for students to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction.

Distinction between SL and HL

The model for language A: literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels.

SL students are required to study 10 works, whereas HL students are required to study 13. Two of the assessment tasks for SL are less demanding than the comparable HL tasks.

- Individual oral commentary—SL students present a 10 -minute formal oral commentary on one of two works studied in part 2 of the course, whereas HL students present a formal oral commentary on poetry studied in part 2 and then engage in a discussion with the teacher on one of the other two works studied.

- Paper 1—both SL and HL students write a literary analysis of a previously unseen prose passage or poem. However, SL students write in response to two guiding questions, whereas HL students write a literary commentary with no assistance from guiding questions.

In addition, the external assessment criteria for papers 1 and 2 and the internal assessment criteria are clearly differentiated. HL students are expected to show a deeper understanding of content and writers' techniques than SL students. The requirements for depth of knowledge and understanding, and for demonstrating the skills of analysis, synthesis, evaluation and organization are less demanding at SL than at HL.

School-supported self-taught students

Self-taught students may study language A: literature at SL only. They will be expected to meet the same syllabus requirements as for taught SL students, but with the following exception.

Whenever possible, self-taught students should be given assistance with specific aspects of their studies. This may be done either in a special class for the self-taught students or in a class of students preparing a taught language A.

Assessment:

Higher Level (HL)

External Assessment: overall 70 %

Paper 1 Literary commentary *20%*

The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary.

Paper 2 Essay *25%*

The paper consists of three questions for each literary genre.

In response to one question students write an essay based on at least two works studied in part 3.

Written Assignment: 25%

Students submit a reflective statement and literary essay on one work studied in part 1.

The reflective statement must be 300-400 words in length.

The essay must be 1200-1500 words in length.

Internal Assessment (30 %)

- **Individual oral commentary and discussion 15% (20 minutes)**

Formal oral commentary o poetry studied in part 2 with subsequent questions (10 minutes) followed by a discussion based on one of the other part 2 works (10 minutes).

- **Individual Oral Presentation: 15% (10-15 minutes)**

The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task.

Standard Level (SL)

External Assessment: 70 %

Paper 1 Literary commentary *20%*

The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary.

Paper 2 Essay *25%*

The paper consists of three questions for each literary genre.

In response to one question students write an essay based on at least two works studied in part 3.

Written Assignment: 25%

Students submit a reflective statement and literary essay on one work studied in part 1.

The reflective statement must be 300-400 words in length.

The essay must be 1200-1500 words in length.

Internal Assessment (30 %)

- **Individual oral commentary and discussion 15% (20 minutes)**

Formal oral commentary o poetry studied in part 2 with subsequent questions (10 minutes) followed by a discussion based on one of the other part 2 works (10 minutes).

- **Individual Oral Presentation: 15% (10-15 minutes)**

The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task.

GROUP 2

Language acquisition and Language ab initio

Language acquisition consists of two modern language courses—language ab initio and language B—that are offered in a number of languages, and a classical languages course that is offered in Latin and Classical Greek. Owing to the nature of language study in the latter, there are specific aims for classical literature that can be found in the Classical languages guide. Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process allows the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity.
The two modern language courses—language ab initio and language B—develop students' linguistic abilities through the development of receptive, productive and interactive skills (as defined in the "Syllabus content" section). The classical languages course focuses on the study of the language, literature and culture of the classical world.

Distinction between SL and HL

At both levels of language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. The distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills.

Assessment:

HL / SL

External assessment (3 hours) 75%

Paper 1 (1 hour 15 minutes) 25%

Productive skills—writing (30 marks)

Paper 2 (1 hour 45 minutes) 50%

Receptive skills—separate sections for listening and reading (65 marks)

Listening comprehension (45 minutes) (25 marks)

Reading comprehension (1 hour) (40 marks)

Internal assessment 25%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)

GROUP 3

Business management

Business management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from other organizations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organizing resources. Profit- making, risk-taking and operating in a competitive environment characterize most business organizations.

Business management studies business functions, management processes and decision -making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally. Business management also explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability.

Distinction between SL & HL

The HL course in business management differs from the SL course in business management in terms of the:

- recommended hours devoted to teaching
- extra depth and breadth required (extension units for HL)
- nature of the internal assessment task
- nature of the examination questions.

Assessment

SL

External assessment

Paper 1 30%

Section A

Students answer two of three structured questions based on the pre-seen case study.

Section B

Students answer one compulsory structured question primarily based on the additional stimulus material.

Paper 2 45%

Section A

Students answer one of two structured questions based on stimulus material with a quantitative focus.

Section B

Students answer one of three structured questions based on stimulus material.

Section C

Students answer one of three extended response questions primarily based on two concepts that underpin the course.

Internal assessment 25%

Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Written commentary

Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1500 words.

HL

External assessment

Paper 1 **30%**

Section A

Students answer two of three structured questions based on the pre-seen case study.

Section B

Students answer one compulsory structured question primarily based on the additional stimulus material.

Section C

Students answer one compulsory extended response question primarily based on the additional stimulus material.

Paper 2 **45%**

Section A

Students answer one of two structured questions based on stimulus material with a quantitative focus.

Section B

Students answer two of three structured questions based on stimulus material.

Section C

Students answer one of three extended response questions primarily based on two concepts that underpin the course.

Internal assessment **25%**

Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Research project

Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations). Maximum 2000 words.

Geography

> "Geography is the only subject that has given me the skills to interpret and understand reality in a way I could not imagine before and that will remain for life."
>
> A student at the British School of Rio de Janeiro (2013)

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places. These may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision- making processes.

Within individuals and societies subjects, geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The Diploma Programme geography course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

Distinction between SL and HL

Students at SL and HL in geography are presented with a syllabus that has optional geographic themes and a common SL and HL core. HL students also study the HL core extension. The syllabus requires the development of certain skills, attributes and knowledge as described in the assessment objectives, which are externally assessed. Although the skills and activity of studying geography are common to both SL and HL students, HL students are required to acquire a further body of knowledge, to demonstrate critical evaluation and to further synthesize the concepts in the HL extension.

In summary:

- SL students study two optional themes; HL students study three optional themes, providing further breadth.
- Both SL and HL students study the core geographic perspectives—global change.
- HL students study the HL extension geographic perspectives—global interactions, and further examine, evaluate and synthesize the prescribed concepts, which by their nature are complex, contestable, interlinked and require holistic treatment. This provides further depth at HL.
- Both SL and HL students complete a fieldwork study for the internal assessment.

The aims of the geography course at SL and HL are to enable students to:

1. develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales
2. develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including:
– acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes
– synthesizing diverse geographic knowledge in order to form viewpoints about how these issues could be resolved
3. Understand and evaluate the need for planning and sustainable development through the management of resources at varying scales.

The geography course conceptually and contextually embodies international and global awareness in several distinctive approaches. It examines key world issues, such as the nexus of sustainable environmental, societal and economic development, and climate change.

Diploma Programme geography adopts a similar concept-based approach, using the four **key concepts** of place, process, power and possibility.

SL

External assessment **75%**

Paper 1 **35%**

Geographic themes—two options

Paper 2 **40%**

Geographic perspectives—global change

Internal assessment **25%**

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Fieldwork Written report

HL

External assessment **80%**

Paper 1 **35%**

Geographic themes—three options

Paper 2 **25%**

Geographic perspectives—global change

Paper 3 **20%**

Geographic perspectives—global interactions

Internal assessment **20%**

This component is internally assessed by the teacher and externally moderated by the IB at

the end of the course.

Fieldwork

Fieldwork involves the collection of primary data in the field and the subsequent treatment, display and analysis of this information using appropriate skills. The material is presented in a written report.

History

> ... an education for international-mindedness; an education designed to break down the barriers of race, religion and class; an education that extolled the benefits of cultural diversity; above all else, an education for peace.
>
> (George Walker 2011: 19)

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multiperspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

There are six key concepts that have prominence throughout the DP history course.

- Change
- Continuity
- Causation
- Consequences
- Significance
- Perspectives

International-mindedness is an umbrella term through which the IB defines the goal of international education, and which is exemplified by the emphasis in all IB Programmes on promoting global engagement, multilingualism and intercultural understanding.

The DP history course is designed in such a way as to explicitly reinforce the emphasis on the development of international-mindedness. In addition, all students are required to study case studies and examples from different regions of the world, with comparison of such examples helping to ensure that the course adopts a transnational perspective. Teachers also have a great deal of freedom to choose relevant examples to explore with their students, helping to ensure that the course appropriately meets their students' needs and interests regardless of their location or context.

Throughout the DP history course, students have the opportunity to explore historical events that have played a key role in shaping the world today, deepening their understanding of the complex and interconnected nature of past and present events. This helps to meet one of the central aims of the course—to increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

Distinction between SL and HL

Students at standard level (SL) and higher level (HL) are presented with a syllabus that has a common core consisting of prescribed subjects and topics in world history. In addition, students at HL are also required to undertake an in-depth study of three sections from one of the HL regional options. While many of the skills of studying history are common to both SL and HL, the difference in recommended teaching hours at SL and HL signals a clear distinction between the demands made on students, with the greater depth of study required for HL.

SL

External assessment	*75%*
Paper 1	**30%**

Source-based paper based on the five prescribed subjects. Choose **one** prescribed subject from a choice of five.

Paper 2 **45%**

Essay paper based on the 12 world history topics. Answer two essay questions on two different topics.

Internal assessment **25%**

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Historical investigation

Students are required to complete a historical investigation into a topic of their choice.

HL

External assessment **80%**

Paper 1 **20%**

Source-based paper based on the five prescribed subjects. Choose **one** prescribed subject from a choice of five. Answer four structured questions.

Paper 2 **25%**

Essay paper based on the 12 world history topics. Answer two essay questions on two different topics.

Paper 3 **35%**

Separate papers for each of the four regional options. For the selected region, answer three essay questions.

Internal assessment **20%**

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Historical investigation

Students are required to complete a historical investigation into a topic of their choice.

Economics

Economics is a dynamic social science, forming part of group 3—individuals and societies. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

Distinction between SL and HL

SL and HL students of economics are presented with a common syllabus, with an HL extension in some topics. The syllabus for both SL and HL students requires the development of certain skills and techniques, attributes and knowledge—as described in the assessment objectives of the programme. While the skills and activity of studying economics are common to both SL and HL students, the HL student is required to acquire a further body of knowledge—including the ability to analyze, synthesize and evaluate that knowledge—and

to develop quantitative skills in order to explain and analyze economic relationships. These quantitative skills are specifically assessed at HL in paper 3.

Assessment component SL	Weighting
External assessment **Paper 1** An extended response paper **Section A** Syllabus content: section 1—microeconomics Students answer one question from a choice of two. **Section B** Syllabus content: section 2—macroeconomics Students answer one question from a choice of two. **Paper 2** A data response paper. **Section A** Syllabus content: section 3—international economics Students answer one question from a choice of two. **Section B** Syllabus content: section 4—development economics Students answer one question from a choice of two.	**80%** **40%** **40%**
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. Maximum 750 words x 3	**20%**

Assessment component HL	Weighting
External assessment **Paper 1** An extended response paper **Section A** Syllabus content: section 1—microeconomics Students answer one question from a choice of two. **Section B** Syllabus content: section 2—macroeconomics Students answer one question from a choice of two. **Paper 2** A data response paper **Section A** Syllabus content: section 3—international economics Students answer one question from a choice of two. **Section B** Syllabus content: section 4—development economics Students answer one question from a choice of two. **Paper 3** HL extension paper Syllabus content, including HL extension material: sections 1 to 4—microeconomics, macroeconomics, international economics,	**80%** **30%** **30%** **20%**

Internal assessment (This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. Maximum 750 words x 3 (45 marks)	**20%**

Psychology

Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. There is no single approach that would describe or explain mental processes and behaviour on its own as human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. The study of behaviour and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognizing that behaviour is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behaviour.

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour:

- biological approach to understanding behaviour
- cognitive approach to understanding behaviour
- sociocultural approach to understanding behaviour.

The knowledge, concepts, theories and research that have developed the understanding in these fields will be studied and critically evaluated to answer some of the questions being asked by psychologists today. The contribution and the interaction of the three approaches can be best understood through the options. There are four options in the course. They focus on areas of applied psychology:

- abnormal psychology
- developmental psychology
- health psychology
- psychology of human relationships.

The options provide an opportunity to take what is learned from the study of the approaches to psychology and put it into the context of specific lines of inquiry, broaden students' experience of the discipline and develop the students' critical inquiry skills.

Psychologists employ a range of research methods, both qualitative and quantitative, in order to test their observations and hypotheses. As a part of the core syllabus, DP psychology promotes an understanding of the various approaches to research and how they have been used in order to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations.

Psychology studies human beings and as such it is paramount that the ethical implications in any line of investigation, and at all points in the course, are fully explored and understood to ensure that ethical guidelines are always followed.

Distinction between SL and HL

There are three main distinctions between this course at SL and at HL.

1. The following extensions to the core approaches are studied at HL only:
   - the role of animal research in understanding human behaviour
   - cognitive processing in the digital world
   - the influence of globalization on individual attitudes, identities and behaviour.

   This differentiation is reflected in paper 1 section B of the external assessment.
2. SL students are required to study one option while HL students study two options. This differentiation is reflected in paper 2 of the external assessment.
3. Both SL and HL students will be expected to show their understanding of approaches to research in the internal assessment. Additionally, HL students will be directly assessed on their understanding of approaches to research in paper 3 of the external assessment. This will cover both qualitative and quantitative research methods.

Assessment component SL	Weighting
External assessment *Paper 1* Section A: Three short-answer questions on the core approaches to psychology *Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behavior.* *Paper 2* One question from a choice of three on one option	75% *50%* *25%*
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. *Experimental study* A report on an experimental study undertaken by the student.	

Assessment component HL	Weighting
External assessment *Paper 1* Section A: Three short-answer questions on the core approaches to psychology. *Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour.* ***One, two or all*** *the essays will reference the additional HL topic.* *Paper 2* *Two questions; one from a choice of three on each of two options* *Paper 3* Three short-answer questions from a list of six static questions on approaches to research.	80% *40%* *20%* *20%*
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. *Experimental study* A report on an experimental study undertaken by the student.	20%

GROUP 4

Group 4 experimental skills

I hear, and I forget. I see, and I remember. I do, and I understand.
Confucius

Integral to the experience of students in any of the group 4 courses is their experience in the classroom, laboratory or in the field. Practical activities allow students to interact directly with natural phenomena and secondary y data sources. These experiences provide the students with the opportunity to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. Experiments can be used to introduce a topic, investigate a phenomenon or allow students to consider and examine questions and curiosities.

By providing students with the opportunity for hands-on experimentation, they are carrying out some of the same processes that scientists undertake. Experimentation allows students to experience the nature of scientific thought and investigation. All scientific theories and laws begin with observations.

A school's practical scheme of work allows students to experience the full breadth and depth of the course including the option. This practical scheme of work must also prepare students to undertake the independent investigation that is required for the internal assessment. The development of students' manipulative skills should involve them being able to follow instructions accurately and demonstrate the safe, competent and methodical use of a range of techniques and equipment.

The "Applications and skills" section of the syllabus lists specific lab skills, techniques and experiments that students must experience at some point during their study of their group 4 course. Other recommended lab skills, techniques and experiments are listed in the "Aims" section of the subject-specific syllabus pages. Aim 6 of the group 4 subjects directly relates to the development of experimental and investigative skills.

Biology

The Nature of science (NOS) is an overarching theme in the biology, chemistry and physics courses. This section, titled Nature of science, is in the biology, chemistry y and physics guides to support teachers in their understanding of what is meant by the nature of science. The "Nature of science" section of the guide provides a comprehensive account of the nature of science in the 21st century. It will not be possible to cover in this document all the themes in detail in the three science courses, either for teaching or assessment.

Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. Estimates vary, but over the course of evolution 4 billion species could have been produced. Most of these flourished for a period of time and then became extinct as new, better adapted species took their place. There have been at least five periods when very large numbers of species became extinct and biologists are concerned that another mass extinction is under way, caused this time by human activity. Nonetheless, there are more species alive on Earth today than ever before. This diversity makes biology both an endless source of fascination and a considerable challenge.
An interest in life is natural for humans; not only are we living organisms ourselves, but we depend on many species for our survival, are threatened by some and co-exist with many more. From the earliest cave paintings to the modern wildlife documentary, this interest is as obvious as it is ubiquitous, as biology continues to fascinate young and old all over the world.

Distinction between SL and HL

Biology students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes, as described in the "Assessment objectives" section of the guide.

While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth.

Assessment outline—SL

Component	Overall weighting (%)	Approximate weighting of objectives (%)	
		1+2	3
Paper 1	20	10	10
Paper 2	40	20	20
Paper 3	20	10	10
Internal assessment	20	Covers objectives 1, 2, 3 and 4	

Assessment outline—HL

Component	Overall weighting (%)	Approximate weighting of objectives (%)	
		1+2	3
Paper 1	20	10	10
Paper 2	36	18	18
Paper 3	24	12	12
Internal assessment	20	Covers objectives 1, 2, 3 and 4	

Chemistry

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

Earth, water, air and fire are often said to be the four classical elements. They have connections with Hinduism and Buddhism. The Greek philosopher Plato was the first to call these entities elements. The study of chemistry has changed dramatically from its origins in the early days of alchemists, who had as their quest the transmutation of common metals into gold. Although today alchemists are not regarded as being true scientists, modern chemistry has the study of alchemy as its roots. Alchemists were among the first to develop strict experimentation processes and laboratory techniques. Robert Boyle, often credited with being the father of modern chemistry, began experimenting as an alchemist.

Despite the exciting and extraordinary development of ideas throughout the history of chemistry, certain things have remained unchanged. Observations remain essential at the very core of chemistry, and this sometimes requires decisions about what to look for. The scientific processes carried out by the most eminent scientists in the past are the same ones followed by working chemists today and, crucially, are also accessible to students in schools. The body of scientific knowledge has grown and complexity, and the tools and skills of theoretical and experimental chemistry have become so specialized, that it is difficult (if not impossible) to be highly proficient in both areas. While students should be aware of this, they should also know that the free and rapid interplay of theoretical ideas and experimental results in the public scientific literature maintains the crucial link between these fields.

The Diploma Programme chemistry course includes the essential principles of the subject t but also, through selection of an option, allows teachers some flexibility to tailor the course to meet the needs of their students. The course is available at both standard level (SL) and higher level (HL), and therefore accommodates students who wish to study chemistry as their major subject in higher education and those who do not.

At the school level both theory and experiments are undertaken by all students. They should complement one another naturally, as they do in the wider scientific community. The Diploma Programme chemistry course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of science. It also allows students to develop interpersonal skills, and digital technology skills, which are essential in 21st century scientific endeavor and are important life-enhancing, transferable skills.

Distinction between SL and HL

Chemistry students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes, as described in the "Assessment objectives" section of this guide. While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth.

Data booklet

The data booklet must be viewed as an integral part of the chemistry y programme. It should be used throughout the delivery of the course and not just reserved for use during the external assessments. The data booklet contains useful equations, constants, data, structural formulas and tables of information. In the "Syllabus content" section of the subject guide, explicit links provide direct references to information in the data booklet which will allow students to become familiar with its use and contents. It is suggested that the data booklet be used for all in-class study and school-based assessments.

Component SL	Overall weighting	Approximate weighting of objectives (%)		Duration (hours)
	(%)	1+2	3	
Paper 1	20	10	10	¾
Paper 2	40	20	20	1¼
Paper 3	20	10	10	1
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

Component HL	Overall weighting	Approximate weighting of objectives (%)		Duration (hours)
	(%)	1+2	3	
Paper 1	20	10	10	1
Paper 2	36	18	18	2¼
Paper 3	24	12	12	1¼
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

Computer science

Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate.

The Diploma Programme computer science course is engaging, accessible, inspiring and rigorous. It has the following characteristics.

- draws on a wide spectrum of knowledge
- enables and empowers innovation, exploration and the acquisition of further knowledge
- interacts with and influences cultures, society and how individuals and societies behave
- raises ethical issues
- is underpinned by computational thinking. Computational thinking involves the ability to:
- think procedurally, logically, concurrently, abstractly, recursively and think ahead
- utilize an experimental and inquiry-based approach to problem-solving
- develop algorithms and express them clearly
- appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally.

During the course the student will develop computational solutions. This will involve the ability to:

- identify a problem or unanswered question
- design, prototype and test a proposed solution
- liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

Computer science has links with subjects outside of group 4, notably information technology in a global society (ITGS), but it should be noted that there are clear differences between the subjects.

Distinction between SL and HL

While the skills and activities of computer science are common to students at both SL and HL, students at HL are required to study additional topics in the core, a case study and extension material of a more demanding nature in the option chosen. The distinction between SL and HL is therefore one of both breadth and depth.

Additionally, the HL course has 240 hours devoted to teaching, compared with 150 hours for the SL course. Students at SL and HL in computer science study a common core consisting of:

- four topics (system fundamentals; computer organization; networks; and computational thinking, problem-solving and programming)

- one option (chosen from databases; modelling and simulation; web science; or object-oriented programming)
- one piece of internally assessed work, which includes a computational solution. The HL

course has three additional elements:

- three further topics (abstract data structures; resource management; control)
- additional and more demanding content for the option selected
- an additional externally assessed component based on a pre-seen case study of an organization or scenario; this requires students to research various aspects of the subject—which may include new technical concepts and additional subject content—in greater depth.

Assessment objective SL	Paper 1	Paper 2	Internal assessment	Overall
1. Demonstrating knowledge and understanding	24	13	9	46
2. Applying and using	13	7	8	28
3. Constructing, analyzing, evaluating and formulating	8	5	4	17
4. Using skills	n/a	n/a	9	9
Component weighting	**45%**	**25%**	**30%**	**100%**

Assessment objective HL	Paper 1	Paper 2	Paper 3	Internal assessment	Overall
1. Demonstrating knowledge and understanding	21	10	9	6	46
2. Applying and using	12	6	7	5	30
3. Constructing, analyzing, evaluating and formulating	7	4	4	3	18
4. Using skills	n/a	n/a	n/a	6	6
Component weighting	**40%**	**20%**	**20%**	**20%**	**100%**

Physics

> "Physics is an assembly of contrary qualities: of skepticism and rationality, of freedom and revolution, of passion and aesthetics, and of soaring imagination and trained common sense."
>
> Leon M. Lederman (Nobel Prize for Physics, 1988)

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles—currently accepted as quarks, which may be truly fundamental—to the vast distances between galaxies.

Classical physics, built upon the great pillars of Newtonian mechanics, electromagnetism and thermodynamics, went a long way in deepening our understanding of the universe. From Newtonian mechanics came the idea of predictability in which the universe is deterministic and knowable. This led to Laplace's boast that by knowing the initial conditions—the position and velocity of every particle in the universe—he could, in principle, predict the future with absolute certainty. Maxwell's theory of electromagnetism described the behaviour of electric charge and unified light and electricity, while thermodynamics described the relation between energy transferred due to temperature difference and work and described how all-natural processes increase disorder in the universe.

However, experimental discoveries dating from the end of the 19th century eventually led to the demise of the classical picture of the universe as being knowable and predictable. Newtonian

mechanics failed when applied to the atom and has been superseded by quantum mechanics and general relativity y. Maxwell's theory could not explain the interaction of radiation with matter and was replaced by quantum electrodynamics (QED). More recently, developments in chaos theory, in which it is now realized that small changes in the initial conditions of a system can lead to completely unpredictable outcomes, have led to a fundamental rethinking in thermodynamics.

Despite the exciting and extraordinary development of ideas throughout the history of physics, certain aspects have remained unchanged. Observations remain essential to the very core of physics, sometimes requiring a leap of imagination to decide what to look for. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Theories are not always directly derived from observations but often need to be created. These acts of creation can be compared to those in great art, literature and music, but differ in one aspect that is unique to science: the predictions of these theories or ideas must be tested by careful experimentation. Without these tests, a theory cannot be quantified. A general or concise statement about how nature behaves, if found to be experimentally valid over a wide range of observed phenomena, is called a law or a principle.

At the school level both theory and experiments should be under taken by all students. They should complement one another naturally, as they do in the wider scientific community. The Diploma Programme physics course allows students to develop traditional practical skills and techniques and increase their abilities in the use of mathematics, which is the language of physics.

Alongside the growth in our understanding of the natural world, perhaps the more obvious and relevant result of physics to most of our students is our ability to change the world. This is the technological side of physics, in which physical principles have been applied to construct and alter the material world to suit our needs and have had a profound influence on the daily lives of all human beings. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. These concerns have become more prominent as our power over the environment has grown, particularly among young people, for whom the importance of the responsibility of physicists for their own actions is self-evident.

The Diploma Programme physics course includes the essential principles of the subject but also, through selection of an option, allows teachers some fflexibility y to tailor the course to meet the needs of their students. The course is available at both SL and HL, and therefore accommodates students who wish to study physics as their major subject in higher education and those who do not.

Distinction between SL and HL

Physics students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes, as described in the "Assessment objectives" section of the guide.

While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth.

Assessment outline—SL

Component	Overall weightin g (%)	Approximate weighting of objectives		Duration (hours)
		1+2	3	
Paper 1	20	10	10	¾
Paper 2	40	20	20	1¼
Paper 3	20	10	10	1
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

Assessment outline—HL

Component	Overall weighting (%)	Approximate weighting of objectives		Duration (hours)
		1+2	3	
Paper 1	20	10	10	1
Paper 2	36	18	18	2¼
Paper 3	24	12	12	1¼
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

GROUP 5

Mathematical Studies SL

his course is available only at standard level, and is equivalent in status to mathematics SL, but addresses different needs. It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data.

Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. These students may need to utilize the statistics and logical reasoning that they have learned as part of the mathematical studies SL course in their future studies.

The course syllabus focuses on important mathematical topics that are interconnected. The syllabus is organized and structured with the following tenets in mind: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively.

The course includes project work, a feature unique to mathematical studies SL within group 5. Each student completes a project, based on their own research; this is guided and supervised by the teacher.

The project provides an opportunity for students to carry out a mathematical study of their choice using their own experience, knowledge and skills acquired during the course. This process allows students to take sole responsibility for a part of their studies in mathematics.
The students most likely to select this course are those whose main interests lie outside the field of mathematics, and for many students this course will be their final experience of being taught formal mathematics. All parts of the syllabus have therefore been carefully selected to ensure that an approach starting from first principles can be used. As a consequence, students can use their own inherent, logical thinking skills and do not need to rely on standard algorithms and remembered formulae. Students likely to need mathematics for the achievement of further qualifications should be advised to consider an alternative mathematics course.

Assessment

External assessment **80%**

Paper 1 **40%**

15 compulsory short-response questions based on the whole syllabus.

Paper 2 **40%**

6 compulsory extended-response questions based on the whole syllabus.

Internal assessment **20%**

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Project

The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements.

Mathematics SL

The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigour required for mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.
The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

Assessment

External assessment **80%**

Paper 1 **40%**

No calculator allowed.
Section A
Compulsory short-response questions based on the whole syllabus.
Section B
Compulsory extended-response questions based on the whole syllabus.

Paper 2 **40%**

Graphic display calculator required.

Section A
Compulsory short-response questions based on the whole syllabus.
Section B
Compulsory extended-response questions based on the whole syllabus.

Internal assessment **20%**
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.
Mathematical exploration
Internal assessment in mathematics SL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

Mathematics HL

This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.
The course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. This is achieved by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure and should be intellectually equipped to appreciate the links between concepts in different topic areas. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments.
The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.
This course is a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. Students wishing to study mathematics in a less rigorous environment should therefore opt for one of the standard level courses, mathematics SL or mathematical studies SL.

Assessment
External assessment **80%**
Paper 1 **30%**
No calculator allowed.
Section A
Compulsory short-response questions based on the core syllabus.
Section B
Compulsory extended-response questions based on the core syllabus.
Paper 2 **30%**
Graphic display calculator required.

Section A
Compulsory short-response questions based on the core syllabus.
Section B
Compulsory extended-response questions based on the core syllabus.
Paper 3 **20%**
Graphic display calculator required.
Compulsory extended-response questions based mainly on the syllabus options.

Internal assessment **20%**
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.
Mathematical exploration
Internal assessment in mathematics HL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

GROUP 6
Visual arts

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have sociopolitical impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.
The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.
Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

Distinction between SL and HL

The visual arts syllabus demonstrates a clear distinction between the course at SL and at HL, with additional assessment requirements at HL that allow for breadth and greater depth in the teaching

and learning. The assessment tasks require HL students to reflect on how their own work has been influenced by exposure to other artists and for them to experiment in greater depth with additional art-making media, techniques and forms. HL students are encouraged to produce a larger body of resolved works and to demonstrate a deeper consideration of how their resolved works communicate with a potential viewer.

Visual arts aim

In addition, the aims of the visual arts course at SL and HL are to enable students to:

- make artwork that is influenced by personal and cultural contexts
- become informed and critical observers and makers of visual culture and media
- develop skills, techniques and processes in order to communicate concepts and ideas.

Assessment

SL

External assessment **60%**

Part 1: Comparative study **20%**

Students at SL analyze and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.

- SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).
- SL students submit a list of sources used.

Part 2: Process portfolio **40%**

Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

- SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least **two** art-making forms, each from separate columns of the art-making forms table.

Internal assessment

This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Part 3: Exhibition **40%**

Students at SL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

- SL students submit a curatorial rationale that does not exceed 400 words.
- SL students submit 4–7 artworks.

- SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.

SL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.

HL

External assessment **60%**

Part 1: Comparative study **20%**

Students at HL analyze and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.

• HL students submit 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).

• HL students submit 3–5 additional screens which analyze the extent to which their work and practices have been influenced by the art and artists examined.

• HL students submit a list of sources used.

Part 2: Process portfolio **40%**

Students at HL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

• HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least **three** art-making forms, selected from a minimum of two columns of the art-making forms table.

Internal assessment **40%**

This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Part 3: Exhibition

Students at HL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

• HL students submit a curatorial rationale that does not exceed 700 words.

• HL students submit 8–11 artworks.

• HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.

HL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.

CORE

CAS

> "…if you believe in something, you must not just think or talk or write, but must act."
>
> (Peterson 2003)

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the PYP and MYP.

CAS is organized around the three strands of **creativity, activity** and **service** defined as follows.

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination**, **collaboration**, **accomplishment** and **enjoyment**.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life -changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background.

Aims

The CAS programme aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

CAS Learning outcomes

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment to his or her CAS programme over a period of 18 months. These learning outcomes articulate what a CAS student is able to do at some point during his or her CAS programme. Through meaningful and purposeful CAS experiences,

students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

TOK

Knowing about knowing

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. TOK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyze **knowledge claims** and explore **knowledge questions**. A knowledge claim is the assertion that "I/we know X" or "I/we know how to Y", or a statement about knowledge; a knowledge question is an open question about knowledge. A distinction between **shared knowledge** and **personal knowledge** is made in the TOK guide. This distinction is intended as a device to help teachers construct their TOK course and to help students explore the nature of knowledge.

The ways of knowing

While there are arguably many ways of knowing, the TOK course identifies eight specific ways of knowing (WOK s). They are **language**, **sense perception**, **emotion**, **reason**, **imagination**, **faith**, **intuition**, and **memory**. Students must explore a range of ways of knowing, and it is suggested that studying four of these eight in depth would be appropriate.
The areas of knowledge

Areas of knowledge are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of gaining knowledge. TOK distinguishes between eight areas of knowledge. They are **mathematics**, **the natural sciences**, **the human sciences**, **the arts**, **history**, **ethics**, **religious knowledge systems**, and **indigenous knowledge systems**. Students must explore a range of areas of knowledge, and it is suggested that studying six of these eight would be appropriate.

Assessment

There are two assessment tasks in the TOK course: an essay and a presentation. The essay is externally assessed by the IB and must be on any one of the six prescribed titles issued by the IB for each examination session. The maximum word limit for the essay is 1,600 words.
The presentation can be done individually or in a group, with a maximum group size of three. Approximately
10 minutes per presenter should be allowed, up to a maximum of approximately 30 minutes per group. Before the presentation each student must complete and submit a presentation planning document (TK/ PPD) available in the *Handbook of procedures for the Diploma Programme*. The TK /PPD is internally assessed alongside the presentation itself, and the form is used for external moderation.

TOK plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge. The task of TOK is to emphasize connections between areas of knowledge and link them to the knower in such a way that the knower can become aware of his or her own perspectives and those of the various groups whose knowledge he or she shares. TOK, therefore, explores both the personal and shared aspects of knowledge and investigates the relationships between them.

Extended Essay

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student's six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or *viva voce*, with their supervisor following the completion of the extended essay.

- The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.
- t is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.

DRESS CODE

At the European School a uniform is required. Students are required to come to school in uniforms, which consists of white shirts, black vests/jacket, black trousers or black skirts for girls and optional grey ties. Wearing denim/Jeans is not allowed. Students can wear shoes of their choice in which they can feel comfortable ad safe. No headwear is allowed to be worn in the school buildings. All students will be asked to remove headgear/jewelry should it be necessary for safety or hygiene reasons. Students are encouraged to tie up long hair.

MOBILE PHONES

Notebook computers are recommended to be used for academic purposes. It is strongly recommended to keep mobile phones in school lockers or in their bags. Usage of mobiles or other devices that may distract student's attentiveness during lessons is restricted unless necessary for academic purpose upon DP Coordinator discretion.
In case of disobedience, teachers have the right to take a certain device away from them and return it back at the end of the day. The school cannot be held responsible for the loss of or damage to valuable electronic equipment.

DISCIPLINARY VIOLATIONS AND CONSEQUENCES

For more details please see European School Behaviour Policy.

ROLE OF PARENTS AND SCHOOL STAFF MEMBERS

Parents play an important role in ensuring their child's adherence to the disciplinary policy. Parents can assist by encouraging their child to be punctual to prevent lateness for classes and studying, to follow the dress code and act appropriately. The school administration recommends parents to be aware of the school disciplinary principals; keep in close contact with the homeroom teacher, subject teachers and educators as well. Parents may contact to the school administration if necessary.

HOMEROOM TEACHER AND EDUCATORS

The homeroom teacher is a key figure in the relationship between parents and the school regarding student disciplinary matters. Homeroom teacher introduce the Disciplinary Policy to students and parents, supervise and correct students' behavior, and keep in constant contact with subject teachers.

PARENT-TEACHER ASSOCIATION

The Parent-Teacher Association (PTA) aims to enhance the experiences and welfare of students and parents whilst at the European School. The main objectives of the PTA are to:

- encourage parental involvement in a range of school events
- strengthen the relationships among parents, students, staff, leadership and the board
- facilitate the flow of information between the parents and the European School administration.

The PTA also actively supports the European School community by planning, coordinating and running various social and fundraising events and activities that promote a sense of community at the school while raising funds to support activities and purchases that will enhance the educational opportunities offered to our students.

We hold monthly PTA meetings, where all parents are welcome to attend and take part in a discussion about school-related issues together with participating teacher representatives.

Every parent who enrols a student at the European School is automatically a member of the PTA. In order to efficiently coordinate and carry out PTA projects, a PTA Committee is elected every school year. At the European School, we have three PTA Committees-Georgian, IB, AHS committees. Each is led by a Chairperson-parent representative elected for one-year term.

There are many ways to get involved in the PTA and we are always looking for new ideas. Please join us or contact coordinators for more information.

SCHOOL SECURITY AND SAFETY

There's nothing more important than ensuring the safety of our students and staff members. It's important to take precautions when they're at school. For the safety of our children, staff members and visitors we employ a full range of security tools and systems that include:

Security Guards

To ensure school security and security of our students we have properly trained security guards who are able to take necessary steps at right time and safeguard the children at the European School. Our security guards conduct the following activities:

Patrol Campus

Guards set patrol posts at the school' lookout points and inside the building to maintain the protection level. One security guard keeps a watch on all the corners of the schools through the central camera while sitting in his place at the entry point. The entry and exit points are secured 24/7. The security guards carry out random security checks to keep the school premises free from prohibited items.

Guard and Protect Students

The security guards accompany students on school trips, they watch if the students get into school buses properly, they resolve fights between students, protect the kids on campus from various hazards.

Respond to Emergency Situations

The security guards know how to act at the time of emergency, they are able to vacate the school at the earliest without causing chaos and panic among the students, they are also responsible for making a call to the fire authorities and hospitals in case of an emergency.

Access Control Systems

Access Control Systems help us to protect the school entrances by preventing unauthorized persons from entering the school buildings. It is maintained via various elements of Access Control Systems, such as turnstile, swipe cards, video monitoring of access points.

Visitor management systems employed at the school also help deter unwanted persons from entering a school.

CCTV monitoring

CCTV (closed circuit television) is a valuable resource in school security systems. Video cameras monitor areas within the school, such as common areas, laboratories, hallways, locker areas, stairwells and cafeterias. Exterior cameras can monitor all building perimeters, fences, gates and parking lots. Our security personnel can quickly identify suspicious activity by employing information, received from camera systems.

Fire Alarm Systems

We installed a fire alarm system necessary to preserve the life safety of people on our school grounds. We integrate these systems with alarms in every classroom, offices, laboratories. The school carries out drills with students so they're aware of emergency procedures. We educate staff about where sprinklers are located throughout the school, so they know how to react appropriately. Annual drills and various exercises are being planned to ensure the viability of our systems and staff readiness. Every exit point is clearly visible and identifiable and ensures everyone gets out quickly and safely.

SCHOOL MEDICAL SERVICES

The European School is having a full-time qualified and registered doctor. The doctor is not only available to meet students' immediate medical needs but also to advise the Wellbeing Team on health-related issues. The doctor also liaises with external organizations and ensures that ISP meets all our medical obligations with regards to Georgian law. Parents should inform both the classroom teacher and the Doctor of special health information. It is essential for us to know of any allergies, short- or long-term health problems or medical conditions. If your child needs specific medication during the day, it is important to communicate the administration of medication needs, accompanied by a valid prescription, to the school nurse, teachers, and assistants, who are also primary responders, in the nurse's absence. The school will contact you in the case of illness or an injury that may require further observation at home. Please inform Reception immediately of any change in your contact details. Illness If your child has any contagious illness, please notify Reception as soon as possible. This includes measles, mumps, scarlet fever, and chicken pox. Lice and ringworm are also to be reported.

VALUABLES AND LOST & FOUND

Students are asked not to bring valuables to school. Occasionally, students may wish to bring valuable items to school as part of a project or if relevant to school-related work. Under these circumstances, any valuables should be given to the teacher for safe-keeping. Unless items are deposited with the school office, the school is not responsible for the loss or theft of valuables. A lost and found box is kept on the first floor next to the elevator. We ask that all your child's articles be clearly labeled with his/her name. The school takes no responsibility for lost belongings. School keeps found items for a long period of time (approximately 1 academic year). After this time all unclaimed items are given to charity.
European School, Tbilisi

EUROPEAN SCHOOL ALUMNI

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