



International Baccalaureate Programmes

School Curriculum

2025/2026 academic year

Tbilisi, 2025



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Introduction

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

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

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

2. International Baccalaureate programmes work and strategic development principles

The activities and strategic development of the International Baccalaureate are based on:

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

3. International Baccalaureate School Curriculum

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

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

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

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

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

4. Basic principles of learning and teaching

4.1. Authorized International Baccalaureate (IB) programmes:

- Primary Years Programme (PYP) - Grades I-V;
- Middle Years Programme (MYP) – Grades VI-IX;
- Diploma Programme (DP) - Grades XI-XII;
- Career-related Programme (CP) – Grades XI-XII.

Additionally, the school-designed IB Foundation Year (IBFY) - Grade X

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

4.2. Academic year calendar

4.2.1. The academic year is divided into two semesters (September to December, and January to June).

4.2.2. The dates of the beginning and end of the academic year and the time and duration of holidays are determined by the legislation of Georgia. During the academic year, the number of study weeks is 37 (and 33 for Grade XII as the final exams take place in April-May).

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

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

4.2.4. The duration of the lesson is 45 minutes. The exception is the first and second grades, where the duration of the lesson is 35 and 40 minutes, respectively. Exceptions apply during

extreme conditions (frost, extreme heat, pandemic, etc.), when the school may change the duration of lessons for a short period of time to reduce the time of the learning process.

4.2.5. Breaks between lessons last 5, 10, 15, and 25 minutes.

4.2.6. The maximum number of students in a class is 17-18; The number of students in second foreign languages is 8-10 students. Students in different grade levels can be grouped according to their level of language proficiency.

4.3. The overall culture of the school

The school promotes the principles of mutual respect, equality, tolerance and partnership in order to form and develop a common school culture. School activities are aimed at creating a creative and collaborative environment for members of the school community. The school promotes and actively develops sports, artistic, club activities and school projects in which students of different classes, teachers and parents are involved.

4.4. Homeroom teachers

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

4.5. Subject departments

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

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

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

4.6. Curriculum Monitoring and Review Process

Annual Review Cycle:

- May: Department review meetings
- June: Program evaluation based on the previous year's data
- January: Mid-year review and adjustments
- April: Planning for next academic year
- June: End-of-year evaluation

Review Components:

1. Student Achievement Data
 - Academic performance metrics
 - IB exam results analysis
 - ATL skills development
 - Learner profile growth
2. Stakeholder Feedback
 - Student surveys
 - Parent feedback
 - Teacher reflections
3. External Influences Analysis
 - Educational research trends
 - Global educational developments
 - Local context considerations
 - Technology advancement impacts
4. Implementation Documentation
 - Program modifications
 - Resource allocation
 - Professional development alignment
 - Success metrics

5. Educational resources

5.1 Management of educational resources

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

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

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

Types of educational resources are:

- a) school textbooks;
- b) supporting literature;
- c) educational electronic resources;
- d) various types of visual aids (maps, posters, models, etc.);
- e) library;
- f) laboratories.

5.2 Teaching resources

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

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

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

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

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

5.3 Additional educational services

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

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

- a) English language enhanced teaching program (Grades I-XII),
- b) German/French/Spanish/Russian languages teaching (Grades V-XII),

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

5.4. Hourly grid of International Baccalaureate programmes

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

5.5 Inclusive Education

The school has developed a policy of inclusive education. Based on students' needs, an individual learning plan can be developed for students with special educational needs.

6. Academic assessment structure

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

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

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

7: Curriculum Development and Enhancement

7.1 Data-Driven Decision Making

- Student performance analysis
- Program effectiveness measures
- External assessment results
- Stakeholder feedback integration

7.2 Review Documentation

- Standardized review forms
- Evidence collection procedures
- Implementation tracking
- Progress monitoring tools

7.3 External Influence Integration

- Educational research application
- Global trends adaptation
- Local context consideration
- Technology integration planning

7.4 Action Planning

- Clear implementation timelines
- Resource allocation procedures
- Professional development planning
- Progress monitoring systems

Primary Years Programme Assessment (PYP)

The Primary Years Programme (PYP) is an inquiry-based curriculum framework for students aged 3–12 that focuses on the development of the whole child both in school and beyond. At the European School, the PYP serves students aged 6–12 in Grades 1–5. The curriculum is organized around six transdisciplinary themes: Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves, and Sharing the Planet. These themes provide a framework for exploring significant knowledge that transcends traditional subject boundaries. The programme integrates subject areas including language, mathematics, science, social studies, arts, and physical education through units of inquiry. Learning is concept-driven, emphasizing enduring understandings rather than isolated facts. Students develop Approaches to Learning (ATL) skills across five categories: thinking, communication, social, self-management, and research. At the heart of the program is the IB Learner Profile.

The PYP assessment framework at the European School integrates ongoing evaluation with daily teaching and learning, emphasizing student growth through multiple assessment strategies. The system employs pre-assessment to gauge prior knowledge, formative assessment for continuous monitoring, and summative assessment to demonstrate understanding in authentic contexts. Assessment strategies include systematic observations, process-focused assessments, selected

responses, open-ended tasks, and student portfolios maintained through ManageBac. Teachers utilize various assessment tools including rubrics, task sheets, checklists, benchmarks, and anecdotal notes to document student progress.

The framework provides comprehensive support for students with Special Educational Needs (SEN) through targeted accommodations documented in Individual Learning Plans (ILPs), while English as an Additional Language (EAL) learners receive modified assessment approaches with detailed descriptive feedback focusing on both conceptual understanding and language development. Regular reporting to parents occurs through weekly and bi-monthly updates, student-led conferences, parent-teacher and three-way conferences, as well as semester reports, ensuring transparent communication about student progress.

The programme culminates in the Grade 5 Exhibition and graduation ceremony, which together mark the end of the PYP journey. The Exhibition is an extended, collaborative inquiry project where students demonstrate their understanding and ATL skills through independent research and action. The graduation ceremony celebrates their academic, social, and emotional growth throughout the PYP and recognizes their achievements within the IB learning community.

Data analysis is conducted regularly through collaborative teacher meetings to inform instruction and ensure program effectiveness. Student achievements are recognized through Student Council membership, certificates, competition participation, portfolio celebrations, and Learner Profile recognition. The assessment system maintains alignment with IB philosophy while supporting each student's individual growth through regular feedback, clear communication, and meaningful recognition of progress and achievement.

Middle Years Programme Assessment (MYP)

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

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



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

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

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

According to the school and local regulations, if an MYP student misses 30% or more of the total hours allocated to a specific subject during the academic year, the student can only be evaluated based on passing an external (examinational) assessment.

Students with SEN receive tailored accommodations that focus on how they demonstrate learning rather than changing assessment standards, while EAL students are initially assessed through detailed teacher comments until reaching required English proficiency levels. The EAL (English as an Additional Language) Programme, supports students whose home language is not English (our language of instruction), enabling them to develop the necessary reading, writing, speaking and listening skills to be successful in the academic process. During the process of admission to the European School, students will be identified if they need EAL support. The EAL teachers work in close co-operation with homeroom teachers. The EAL teachers work with individuals or small groups of students to further develop English competency. Students receive intensive regular support for several months. These students will be provided with EAL lessons and follow-up Placement Tests every 3 months. The EAL Programme is designed to help students become confident English learners both academically and socially. EAL classes take place during school hours as inclusion support.

Internal standardization ensures consistency through a three-tier process: criteria application standardization during unit planning, achievement level standardization through peer review of student work, and final standardization before semester grades are awarded. The reporting system includes 1st semester and year-end reports using a 1-7 grade scale, with clear grade boundaries and descriptors prescribed by the IB.

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

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

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

IB Foundation Year (IBFY)

The IB Foundation Year (IBFY) is a preparatory academic programme designed for students in Grade 10, serving as a transition between the Middle Years Programme (MYP) and the International Baccalaureate Diploma Programme (DP) or Career-related Programme (CP). It provides a rigorous foundation in academic disciplines, research skills, and personal development, aligned with the principles of international education and the IB learner profile.

Purpose and Rationale

The introduction of the IBFY is based on a strategic review of student performance data from 2011 to 2024, as well as feedback collected from students and teachers in Grades 11 and 12. The goal is to enhance students' readiness for the IB DP/CP by strengthening academic preparation, fostering critical thinking, and aligning subject choices with future university and career pathways. The model is inspired by similar practices implemented in leading international schools in countries such as Sweden, Denmark, Iceland, the United Kingdom, Japan, Singapore, and the United States. The IB has approved and supported this transitional model.

Programme Structure

The IB Foundation Year consists of six main academic subject areas, complemented by additional components that enhance personal, academic, and career-oriented development.

Students are required to study six subjects from the following categories:

- Language and Literature: English, Georgian, or Russian
- Language Acquisition: English B or Spanish
- Individuals and Societies: Business, Economics, Geography, Global Politics, History, or Psychology

- Sciences: Biology, Chemistry, Physics, or Computer Science
- Mathematics
- Arts: Visual Arts

Students intending to pursue the Career-related Programme may also choose Hospitality as part of their career-related studies.

Additional Programme Components

In addition to academic subjects, all students participate in the following:

- Academic Writing and Research Skills: Emphasis on structuring arguments, citing sources, and preparing extended projects.
- Global Citizenship Research Project: A project inspired by the MYP Personal Project and the DP Extended Essay, encouraging inquiry into global issues.
- UCCO-led Career and University Planning: A course led by the University and Career Counselling Office (UCCO) to support students in mapping their future academic and career trajectories.

Teaching and Learning

All IBFY courses are taught by teachers who also deliver IB DP/CP subjects in Grades 11 and 12. This ensures pedagogical consistency and alignment with IB standards. ManageBac is used throughout the year to manage content, assignments, and student progress (as it is the case in MYP, DP, and CP).

Timetable and Attendance

The IB Foundation Year is a full-time programme.

- School hours: Monday to Friday, 9:00 – 17:00
- Schedule: Students will have individual schedules according to their subject choices.

Assessment and Evaluation

Assessment in the IB Foundation Year will reflect IB principles.

It will include:

- Written examinations
- Laboratory and practical work
- Research-based assessments and projects

These assessments aim to build the skills and knowledge necessary for success in the IB DP or CP.

Subject Selection and Flexibility

Students are supported in selecting their subject combinations based on individual academic profiles and career aspirations.

Students are required to choose one subject from each of the following groups:

- Language and Literature: English, Georgian, or Russian
- Language Acquisition: English B or Spanish
- Individuals and Societies: Business, Economics, Geography, Global Politics, History, or Psychology
- Sciences: Biology, Chemistry, Physics, or Computer Science
- Mathematics
- Arts: Visual Arts

The Arts group and Career-related studies (e.g., *Hospitality*) are optional. If a student chooses not to take a subject from the Arts group, they are expected to indicate which other subject area they would prefer to pursue instead.

Students who are interested in alternative subject combinations—for example, taking two Literature subjects in place of Language Acquisition—may submit a request explaining their preference. Such requests will be reviewed on a case-by-case basis, ensuring alignment with academic suitability and programme balance.

Subject selections in the IB Foundation Year are designed to provide exposure and preparation, not restriction. Students will have the opportunity to make entirely new subject choices upon entering the IB Diploma Programme (DP) or Career-related Programme (CP) in Grade 11. The IBFY subject choices do not determine or limit future choices in the DP or CP. Final subject

selections for those programmes will be made during the DP/CP orientation process, guided by individual readiness, interests, and university or career goals.

Programme Inclusivity

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

International Baccalaureate Diploma Programme Assessment (DP)

The IB Diploma Programme (DP) is a rigorous and balanced educational framework for students aged 16–19 (Grades 11–12) that emphasizes academic excellence, critical thinking, and international-mindedness. It consists of six subject groups: Studies in Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, and the Arts, with students selecting one course from each group (or substituting an Arts subject with a second course from another group). Subjects are taken at either Higher Level (HL) or Standard Level (SL), with students choosing three HL and three SL courses.

At the core of the DP are three essential components - Theory of Knowledge (TOK), Creativity, Activity & Service (CAS), and the Extended Essay (EE) - which develop students' ability to reflect, research independently, and contribute meaningfully to society. These components are supported by the IB Learner Profile and the Approaches to Learning (ATL) skills—thinking, communication, social, self-management, and research—which are embedded in teaching and learning across all subjects.

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

Language and Literature:

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

Language Acquisition:

- English B
- Spanish ab initio (for beginners)

Individuals and Societies:

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

Science:

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

Mathematics:

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

Arts:

- Visual Arts

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

At the European School, student progress is tracked through formative and summative assessments, with regular feedback provided via ManageBac, ensuring transparency and timely communication with students and parents. Teachers are expected to submit summative assessment tasks and feedback in a timely manner, in line with the school's internal calendar. Grade boundaries and descriptors set by the IB are consistently applied to determine final



achievement levels on a 1-7 scale for each subject, and the Diploma Points Matrix is used to award up to 3 bonus points based on the combined performance in TOK and EE.

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

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for Theory of Knowledge, the Extended Essay, or for a contributing subject.
- There is no grade E awarded for Theory of Knowledge and/or the Extended Essay.
- There is no grade 1 awarded in any subject/level.
- No more than two grade 2s are awarded (HL or SL).
- No more than three grades of 3 or below are awarded (HL or SL).
- The candidate has gained 12 points or more in HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more in SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Programme Inclusivity

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

Career-related Programme Assessment (CP)

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

Programme Structure

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

1. Main Career-related Studies (CRs, BTEC Pearson - Creative Media or Hospitality)
2. At least two subjects from the Diploma Programme curriculum (HL or SL)
3. Personal and Professional Skills Lessons (PPS)
4. Language and Cultural Studies
5. Reflective Project
6. Community Engagement

Assessment in the Career-related Programme

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

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

BTEC qualifications are graded based on cumulative achievement and follow a criterion-referenced

assessment model. Grades awarded are:

- Pass (P)
- Merit (M)
- Distinction (D)

Each unit has clearly defined assessment and grading criteria:

- To achieve a Pass, a student must meet all Pass criteria.
- To achieve a Merit, a student must meet all Pass and Merit criteria.
- To achieve a Distinction, a student must meet all Pass, Merit, and Distinction criteria.

BTEC Pearson and Career-related Studies

Grading for units and qualifications

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

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

BTEC Pearson Set Assignments (PSAs) and Assessment are verified by internal and external verifiers. In order to finish the program all PSAs or summative assessments must be completed on Pass, Merit or Distinction level.

Final Certificate Grading System:

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

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

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

How CP Certification Is Achieved

To achieve a CP certificate a candidate must meet all of the following requirements.

- The school has confirmed that the candidate has completed the specified career-related study.
- The candidate has been awarded a grade 3 or more in at least two of the DP courses.
- The candidate has been awarded at least a "D" grade for the reflective project.
- The school has confirmed all personal and professional skills, community engagement and language and cultural studies requirements have been met.

- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Programme Inclusivity

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