

IB Diploma Program

Handbook of Policies and Procedures 2025 - 2026



caring
communicators
reflective
thinkers
knowledgeable
inquirers
risk-takers
principled
balanced
open-minded



International Baccalaureate Organization (IBO) 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 programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

Pierce - The American College of Greece Mission Statement

“The mission of Pierce is to provide a holistic education to form intellectually independent, morally responsible, socially engaged global citizens. “Non ministrari sed ministrare” (“Not to be served but to serve”) defines our institutional character and our aspiration for our students.”



IB learner profile

The aim of all 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 analyse 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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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1. THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME LEARNER PROFILE

The IB learner profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. (IBO,2018)

	Description
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 others and ourselves. 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.

2. AN INTRODUCTION TO THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM (IBDP)

The International Baccalaureate Diploma Program (IBDP) was established in Geneva in 1968 to provide an internationally recognized university-entrance qualification for students studying outside of their home country. The IBDP is a two-year intensive academic program recognized and taught by both national schools and international schools. Pierce offers the International Baccalaureate Diploma Program (IBDP) to students starting at 11th grade (B Lyceum). Students take IBDP External Exams in May of 12th grade (C Lyceum). Students in the Pierce IBDP must also qualify for the Greek National High School Diploma to graduate and must successfully complete three courses taught during their 11th and 12th grade years. The three courses, Greek Literature, Greek History, and Greek Language/Composition combined with the IBDP, allow for the equivalency of the Greek Diploma and is awarded in July after completion of the 12th grade. The IBDP is integrated into the Pierce student life and students in the program are active members of the Pierce community. Students admitted into the Pierce IBDP must follow all rules, regulations, and expectations of both Pierce and the IBO.

A student will be eligible for the award of the IB Diploma if he/she meets the criteria outlined by the IBO. This includes taking external examinations in all courses plus completing the following additional work specific to the IB Diploma: Theory of Knowledge (TOK), Creativity, Activity, and Service (CAS), and the Extended Essay. The award of the IB Diploma is granted externally by the IBO. The students typically receive their diplomas after graduation once the Greek Ministry of Education processes all appropriate paperwork. Final transcripts are available through the school after graduation.

2.1 University Recognition of the IBDP

The IBDP is recognized and valued by many leading universities and colleges throughout the world. An IB Diploma is not a guarantee for university acceptance. University admissions are based upon the student's overall academic performance during the two-year program, their active participation in clubs, activities, and sports as well as performance on mandated international exams such as SAT/ACT/IELTS as required by individual institutions. Recognition of the Diploma will differ from institution to institution, country to country, based upon the competitiveness and selectiveness of the academic institution. The IBDP is a university-level academic program requiring each student to design a two-year program of courses suited to their needs and academic interests.

All students and their parents in the Pierce IBDP must meet with the IBDP Coordinator and International University Counseling Office to discuss possible course options and how these options align with the admissions process of the universities they are interested in applying to.

2.2 The IBDP Curriculum Model for Grades 11-12 (B Lyceum and C Lyceum)

The curriculum for the IBDP is comprised of three core components studied alongside six individual subjects each year during the two year program. The three core components are Theory of Knowledge (TOK); Creativity, Activity, and Service (CAS); and the Extended Essay. TOK is a course for students to explore the nature of knowledge, develop critical thinking skills, and learn to respect and appreciate diversity and culture. The Extended Essay is a 4,000-word academic and formally-structured paper that includes a bibliography. Students are expected to participate in a number of different CAS experiences in the strands of Creativity (related to cultural activities like theatre), Activity (maintaining a healthy, well-balanced and positive lifestyle) and Service (volunteering to help others or raise awareness about important issues).



2.3 IBDP Subjects Offered at Pierce-The American College of Greece:

- Group One: Studies in Language and Literature
- Modern Greek
 - English
- Group Two: Language Acquisition
- English
- Group Three: Individuals and Societies
- History
 - Psychology
 - Economics
 - Business Management
- Group Four: Sciences
- Biology
 - Chemistry
 - Physics
 - Computer Science
- Group Five: Mathematics
- Analysis and Approaches HL/SL
 - Applications and Interpretation HL/SL
- Group Six: The Arts
- Visual Arts
 - Theatre

Core:

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

2.4 Admissions Requirements for Internal and External Candidates

Admission to the Pierce IBDP is open to all Pierce and non-Pierce Grade 10 students (A Lyceum). Selection is not based solely on high scores on a standardized English test. Student-applicants must demonstrate the ability to be independent learners and critical thinkers, to be ‘internationally-minded’ in their thinking and their actions, and meet the key attributes of the IB Learner Profile. The IB Learner Profile traits are embedded within the IBDP and reflect the student’s ability to respect themselves, demonstrate respect to others and the wider communities of which they are members.

Student-applicants must demonstrate a competent international English language proficiency level in order to be successful in the IBDP. The three core components are in English as are the overwhelming majority of IBDP courses. Student-applicants must also have a mathematical background sufficient to successfully undertake one of the following: IBDP Mathematics – Analysis and Approaches (HL/SL) or Mathematics – Applications and Interpretation (HL/SL).

2.5 Admission Procedures for Internal and External Candidates

A. Admission Procedure for Internal (Pierce) Candidates

1. All student-applicants must complete an application form by the announced deadline.
2. Student-applicants must fulfill the following **academic criteria**:
 - **English Language**: a minimum grade of 16/20, in C’ Gymnasium (9th grade) Graduation’s Certificate grade report, as well as in the grade report of the 1st semester of A’ Lyceum (10th grade).
 - The paper of the exams in English Language of the 1st semester of A’ Lyceum, will also be reviewed by the Group 2 (Language Acquisition) Representative.
 - **Mathematics**: a minimum grade of 16/20, in written –graduation- examinations of C’ Gymnasium (9th grade), as well as in the grade report of the 1st semester of A’ Lyceum (10th grade).
 - The paper of the common exams in Mathematics of the 1st semester of A’ Lyceum, will also be reviewed by the Group 5 (Mathematics) Representative.
 - **Graduation Certificate Grade of C’ Gymnasium (9th grade)**: a minimum of 17/20.
 - **Grade Point Average of the 1st semester of A’ Lyceum (10th grade)**: a minimum of 17/20.
3. **All student-applicants who meet the above academic criteria** will be invited to the next step, **an interview**, with a panel comprised of Pierce IB DP faculty and administrators. *(Please note that the invitation to the interview is not admission into the Pierce IB DP, it is the next step in the admissions process.)*

Based upon the academic criteria, the interview and given that the student-applicants will continue to meet the academic criteria by the end of the current academic year, Pierce IB Admissions Committee will discuss and make a first choice for admission into the Pierce IB DP.

Students accepted into the Pierce IB DP, wishing to claim an academic scholarship, must participate in the following DP-related Scholarship/Entrance Exams:

- A written response on a topic related to the IB DP philosophy (duration: 1/2 hour)
- A Mathematics exam (duration: 1 hour).

The final allocation of scholarships will be based upon the exam results and the interview.

4. **All student-applicants who do not meet the above academic criteria** and wish to be accepted into the Pierce IB DP, must successfully complete and pass the following DP-related Entrance/Scholarship Exams:

- A written response on a topic related to the IB DP philosophy (duration: 1/2 hour)
- A Mathematics exam (duration: 1 hour).

After the written exams, all student-applicants will be invited to the next step, **an interview**, with a panel comprised of Pierce IB DP faculty and administrators. *(Please note that the invitation to the interview is not admission into the Pierce IB DP, it is the next step in the admissions process.)*

Based upon the results of all written exams and the interview, Pierce IB Admissions Committee will discuss and make the final choice for admission into the Pierce IB DP.

Students accepted into the Pierce IB DP, may wish to claim an academic scholarship. The final allocation of scholarships will be based upon the exam results and the interview.

B. Admission Procedure for External (non-Pierce) Candidates

1. All student-applicants must complete an application form by the announced deadline.
2. Student-applicants must fulfill the following **academic criteria**:
 - **English Language**: a minimum grade of 18/20, in C' Gymnasium (9th grade) Graduation's Certificate grade report, as well as in the grade report of the 1st semester of A' Lyceum (10th grade).
 - **Mathematics**: a minimum grade of 17/20, in written –graduation- examinations of C' Gymnasium (9th grade), as well as in the grade report of the 1st semester of A' Lyceum (10th grade).
 - **Graduation Certificate Grade of C' Gymnasium (9th grade)**: a minimum of 17/20.
 - **Grade Point Average of the 1st semester of A' Lyceum (10th grade)**: a minimum of 17/20.
3. All external student-applicants must provide both grade reports and relevant certifications.
4. **All student-applicants who meet the above academic criteria** will be invited to the next step, **an interview**, with a panel comprised of Pierce IB DP faculty and administrators. *(Please note that the invitation to the interview is not admission into the Pierce IB DP, it is the next step in the admissions process.)*

Based upon the academic criteria, the interview and given that the student-applicants will continue to meet the academic criteria by the end of the current academic year, Pierce IB Admissions Committee will discuss and make a first choice for admission into the Pierce IB DP.

Students accepted into the Pierce IB DP, wishing to claim an academic scholarship, must participate in the following DP-related Scholarship/Entrance Exams:

- An English language comprehension exam (duration: 1/2 hour)
- A written response on a topic related to the IBDP philosophy (duration: 1/2 hour)
- A Mathematics exam (duration: 1 hour).

The final allocation of scholarships will be based upon the exam results and the interview.

5. **All student-applicants who do not meet the above academic criteria** and wish to be accepted into the Pierce IB DP, must successfully complete and pass the following DP-related Entrance/Scholarship Exams:

- An English language comprehension exam (duration: 1/2 hour)
- A written response on a topic related to the IBDP philosophy (duration: 1/2 hour)
- A Mathematics exam (duration: 1 hour)

After the written Exams, all student-applicants will be invited to the next step, **an interview** with a panel comprised of Pierce IB DP faculty and administrators. *(Please note that the invitation to the interview is not admission into the Pierce IB DP, it is the next step in the admissions process.)*

Based upon the results of all written exams and the interview, Pierce IB Admissions Committee will discuss and make the final choice for admission into the Pierce IB DP.

Students accepted into the Pierce IB DP, may wish to claim an academic scholarship. The final allocation of scholarships will be based upon the exam results and the interview.

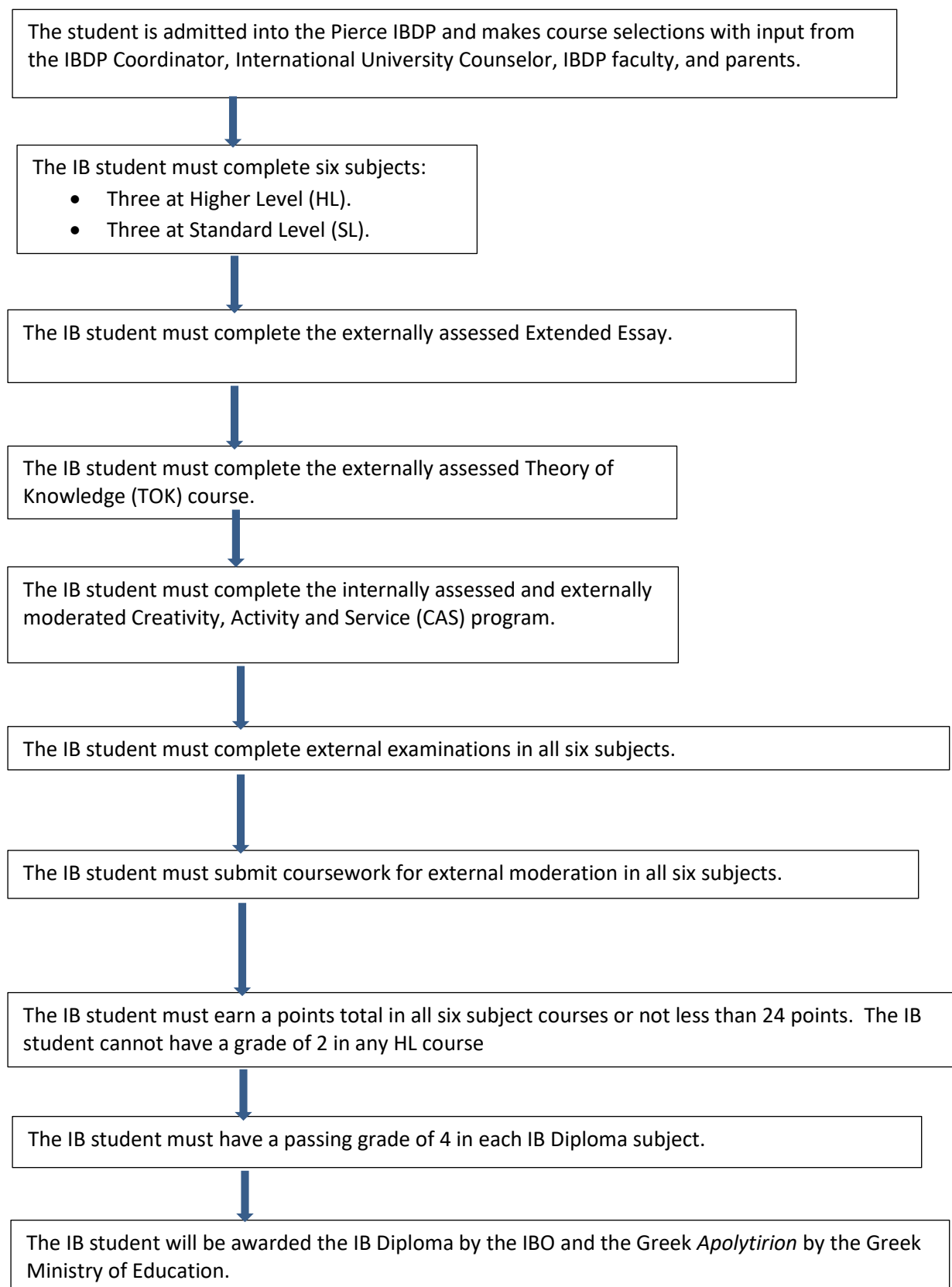
2.6 The IBDP Course Selection Process

Students should begin the process of selecting their diploma course program by consulting the list of subjects offered by the Pierce IBDP. When making course selections students should also take into account their future education and career plans. Students should become familiar with the specific requirements of the universities in the countries to which they intend to apply as different universities in different countries have different entrance requirements. It is very important that students are aware that specific subjects or combinations of subjects could be required (or excluded) by the country or university of choice.

The school strongly recommends that students spend time discussing their options with the IBDP Coordinator, the International University Counselor, IB Faculty, and parents. Students should read the IB course descriptions before making any selections. Decisions made at this stage in a student's education may affect their future, so it is vital that choices are made only after full research and consultation.

1. To be eligible for the awarding of the IB Diploma, each student is required to follow six IB courses, with one subject taken from each group in the curriculum model:
 - Group 1:** Language A (literature and/or language and literature)
 - Group 2:** Second language (language acquisition)
 - Group 3:** Individuals and Societies
 - Group 4:** Sciences
 - Group 5:** Mathematics
 - Group 6:** Arts OR one subject from groups 1-4
2. IB Diploma students must choose:
 - Three courses at higher level(HL)
 - Three courses at standard level(SL)
3. IB Diploma students must complete:
 - The Theory of Knowledge course
 - The 4,000-word Extended Essay in the subject of their choice
 - The Creativity, Activity, & Service program

2.7 A Summary of the IB Program



2.8 Changes in IBDP Courses

Requests for changes in the Pierce IB Program course selections must be submitted in writing to the Pierce IBDP Coordinator before courses begin in the academic year. The process for approval of a course change will require the input of the International University Counselor, IBDP Coordinator, IBDP Faculty, and parents. It is in the student's benefit to make changes as early as possible to prevent the possibility of missed work and academic difficulty in the new course.

Requests for changes may be permitted based upon strength of request, course scheduling, and numbers of students in the course.

2.9 Promotion from Grade 11 to Grade 12

A Pierce IBDP student may be promoted from Grade 11 to Grade 12 by meeting the requirements of the Greek Ministry of Education. This requires the student to pass the academic standards required for the three subjects for the equivalency of the Diploma in the 11th grade (B Lyceum).

2.10 IB Diploma Equivalent to Greek "Apolytirion"

If a student fulfills the additional graduation requirements set out by the Greek Ministry of Education (Law 2327/95, 1566/85, 2767/96) to the IBO-awarded Diploma, they will be awarded the equivalent of the Greek High School Graduation Diploma or *Apolytirion*. The students must pass the following three classes each year during the two years of the IBDP:

B' Lyceum (11th grade)

1. Greek Literature (two hours per week)
2. Greek History (two hours per week)
3. Greek Composition (two hours per week)

C' Lyceum (12th grade)

1. Greek Literature (three hours per week)
2. Greek History (two hours per week)
3. Greek Composition (three hours per week)

The syllabus for these courses are the same as those mandated by the Greek Curriculum of the 11th grade (B' Lyceum) and 12th grade (C' Lyceum) and they are taught in the Greek language.

2.11 The Award of the IB Diploma

In all courses, students must complete mandatory coursework assignments; typically the coursework amounts to 25% of the final grade for each course, although in some cases it may be higher or lower.

The IBDP grades scale from one to seven, seven is the highest score possible for excellent work. All IB courses are graded on the seven point scale. Students will receive a grade for each of the six DP courses. The final score is the combined scores of each subject; a 42 is the highest possible without the addition of the TOK and EE three points. The maximum IBDP final result is 45 points.

The Diploma is awarded to students who earn a minimum of 24 points across all six subject areas and successfully complete the three core elements. The Pierce IBDP does not offer a certificate component nor does the school allow for students to take less than the six mandated courses. All Pierce IBDP students must fulfill all obligations of the IBO and Pierce in order to receive the Diploma.

The IB 7 Point Scale
7 = Excellent
6 = Very Good
5 = Good
4 = Satisfactory
3 = Mediocre
2 = Poor
1 = Very Poor
Note: 4 is required as the minimum IBDP passing grade

The IB Diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met:

- Numeric grades have been awarded in all six subjects registered for the IB Diploma;
- All CAS requirements have been met;
- Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them;
- There is not a grade 1 in any subject;
- There is not a grade 2 at Higher Level;
- There is not more than one grade 2 at Standard Level;
- Overall, there are not more than three grade 3's or below;
- At least 12 points have been gained on Higher Level subjects. Candidates who register for four Higher Level subjects must gain at least 16 points at the Higher Level;
- At least 9 points have been gained on Standard Level subjects. Candidates who register for two Standard Level subjects must gain at least 6 points at the Standard Level;
- The final award committee has not judged the candidate to be guilty of malpractice.

The IB Diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met:

- Numeric grades have been awarded in all six subjects registered for the IB Diploma;
- All CAS requirements have been met;
- Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them;
- There is not a grade 1 in any subject;
- There is not more than one grade 2 at Higher Level;
- There are not more than two grade 2's at Standard Level;
- Overall, there are not more than three grade 3's or below;
- At least 11 points have been gained on Higher Level subjects. Candidates who register for four Higher Level subjects must gain at least 14 points at the Higher Level;
- At least 8 points have been gained on Standard Level subjects. Candidates who register for two Standard Level subjects must gain at least 5 points at the Standard Level;
- The final award committee has not judged the candidate to be guilty of malpractice.

3. GROUP REQUIREMENTS

Group 1: Studies in Language and Literature

3.1 Literature (HL/SL) Modern Greek A

Course Description

The Language A Modern Greek Literature course is primarily a pre-university course in literature. It is aimed at students who intend to pursue literature or related studies at university, as well as students whose formal study of literature will not extend beyond the IBDP. The former would normally follow the higher level program and the latter the standard level program.

The program encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied.

Works must be studied across the three areas of exploration (1. Readers, writers and texts, 2. Time and space, 3. Intertextuality). Seven concepts (identity, culture, creativity, communication, perspective, transformation and representation) are vital in foregrounding aspects of literary study that have been the focus of attention and inquiry. The concepts interact with the three areas of exploration in numerous ways.

Students keep an ongoing record of their work throughout the two-year course in the learner portfolio. This is an individual collection of their work, and a place for them to reflect on the literary works studied, create connections between them and with the areas of exploration and the seven central concepts. The learner portfolio formulates the basis of students' preparation for the assessment components.

Links are established between all areas of exploration (AoE), theory of knowledge (TOK), and creativity, activity, service (CAS).

The Language A1 Higher Level (HL) is a course for Native or near-Native speakers. The students study thirteen works: five works written in the language studied (Modern Greek) chosen from the IB Prescribed Reading List (originals in A1 language), four works in translation also from the IB Prescribed Reading List (translations into A1 Language) and four works of their own choice. The students study at least three works per area of exploration. Works are selected to cover the four literary forms, three periods, four countries or regions in at least two continents.

The Language A1 Standard Level (SL) is designed for Native or near-Native speakers. The students study ten works: four works written in the language studied (Modern Greek) chosen from the IB Prescribed Reading List (originals in A1 language), three works in translation also from the IB Prescribed Reading List (translations into A1 Language) and two works of their own choice. The students study at least two works per area of exploration. Works are selected to cover the three literary forms, three periods, three countries or regions in at least two continents.

External assessment

1. Paper 1: Guided literary analysis. 35%

Paper 1 consists of two previously unseen literary passages, from two different literary forms (drama, poetry, prose: non fiction, prose: fiction). Each passage is accompanied by a guiding question.

- Students write a guided analysis of one of these passages at Standard level (1 hour 15 min).
- Students write a separate guided analysis on both of the passages at Higher level (2 hours 15 min).

2. Paper 2: Comparative essay. 1 hour 45 min. (SL: 35%, HL: 25%)

Paper 2 contains four general questions. Students are asked to write a comparative essay referring to two of the works studied in the course.

3. HL Essay: A formal essay of 1,200-1,500 words. 20%

At HL, students submit a formal essay on one literary work studied in the course. They develop a particular line of inquiry in connection with the work chosen and construct a focused, analytical argument, examining the literary work from a broad literary angle. Students cannot choose a work used for the Individual Oral and Paper

Internal Assessment

Individual Oral. SL: 30%, HL: 20%

The individual oral is a 10 minute prepared response on extracts from two literary works (one work written originally in Modern Greek and one from a work in translation) followed by a 5 minute conversation between the teacher and the student. Students choose the extracts and the global issue and discuss their suitability with the teacher. The response addresses the prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. The individual oral is recorded; it is internally assessed and externally moderated.

Course Requirements

Completion of one oral assessment (Individual Oral) – SL, HL

Two external examination papers (Paper 1, Paper 2) – SL, HL

Completion of one essay (HL essay) – HL

- Three Areas of Exploration
- SL: 9 works / HL : 13 works
- Assessment HL: 4 (P1, P2, Essay, IO)
- Assessment SL: 3 (P1, P2, IO)
- The Learner Portfolio

SL

Paper 1	35%
Paper 2	35%
Individual oral	30%

HL

Paper 1	35%
Paper 2	25%
HL Essay	20%
Individual oral	20%

Group 1: Studies in Language and Literature

3.2 Language and Literature (HL/SL) English A

Course Description

In the Language A English Language and Literature course, students will learn about the complex and dynamic nature of language and explore both its practical and aesthetics dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language, develop their productive skills, and explore various ways in which language choices, text types, literary forms and contextual elements all affect meaning. Students will also consider their own interpretations, as well as the critical perspectives of others through close analysis of various text types and literary forms. The Language A English Language and Literature course is designed to support future academic study by developing social, aesthetic and cultural literacy, as well as improving language competence and communication skills. Students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type, students investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. The assessment model for the course is the same at higher level (HL) and standard level (SL), but there are significant quantitative and qualitative differences between the levels. For example, HL students study six literary texts, SL students study four and both levels study a number of non-literary texts that is equivalent in teaching and learning time; HL students have a fourth assessment component, the higher level(HL) essay, in which HL students are expected to demonstrate a deeper understanding of the nature of linguistic or literary study

Areas of Exploration

Readers, writers and texts. The area introduces students to the nature of language and literature and its study. Students will learn to understand the creativity of language, the relationship between language and thought and the aesthetic nature of literature. The area also aims to introduce students to the skills and approaches required to closely examine texts as well as to introduce metacognitive awareness of the nature of the discipline.

Time and space. The area focuses on the idea that language is a social capacity and as such is intertwined with community, culture and history. Students will investigate ways in which texts may represent, and be understood from, a variety of cultural and historical perspectives.

Intertextuality- connecting texts. This area of exploration focuses on the concerns of intertextuality, or the connections between and among media, text and audience involving diverse traditions and ideas. Students gain deeper appreciation of both unique characteristics of individual texts and complex systems of connection by focusing on the comparative study of texts.

Links are established between all three areas of Exploration, TOK and CAS.

Development of linguistic skills. Students will use and develop Receptive, Productive and Interactive skills at all levels in the English A Language and Literature course.

Conceptual understanding. Seven concepts are selected to foreground aspects of linguistic and literary study that have been the focus of attention and inquiry: Identity, Culture, Creativity, Communication, Perspective, Transformation and Representation. The concepts interact with the three areas of exploration.

Course Requirements

- Completion of one HL Essay (HL Level only)
- Completion of one oral assessments (IO)
- Two external examination papers (Paper 1 & Paper 2)

Group 2: Language Acquisition**3.3 Language B (HL) English****Course Description**

Language B (SL and HL) is a language acquisition course designed for students with some previous knowledge of the language. The focus of the course is the development of language skills in order for students to communicate effectively in an environment where the language studied is spoken; students become aware of cultural diversity and develop an understanding of the world beyond the confines of the classroom.

The syllabus—with areas of study common to both levels—is divided into five prescribed themes:

- Identities
- Experiences
- Social organization
- Human ingenuity
- Sharing the planet

Course Requirements for both SL/HL:

Individual oral assessment:

SL: The student has a conversation with the teacher which is based on a visual stimulus and this is followed by a discussion based on an additional theme.

HL: The student has a conversation with the teacher based on an excerpt from one of the two literary works that have been studied in class; the conversation is followed by a discussion based on one or more of the themes from the syllabus.

Externally assessed exam papers:

- Paper 1 (Productive skills – writing)
- Paper 2 (Receptive skills. Two separate sections: Listening comprehension and Reading comprehension).

Group 3: Individuals and Societies**3.4 History (HL/SL)****Course Description**

The world history course is based on both a comparative and multi-perspective approach to history. It involves the study of a variety of political, economic, social and cultural factors. There is an emphasis on critical thinking and developing an understanding of the multiple interpretations of history.

All students, higher and standard level, look at one of the prescribed subjects, which is assessed through a source-based examination paper. The prescribed subjects are:

- Military leaders
- Conquest and its impact
- The move to global war
- Rights and protest
- Conflict and intervention

All students will also explore two key topics in world history. These will be chosen from:

- Origins, development and impact of industrialization(1750–2005)
- Independence movements(1800–2000)
- Evolution and development of democratic states(1848–2000)
- Authoritarian states (20thcentury)
- Causes and effects of 20th-centurywars
- The Cold War: Superpower tensions and rivalries (20th century)

In addition HL students will study one of four regional options:

- History of Africa and the Middle East
- History of the Americas
- History of Asia and Oceania
- History of Europe

Assessment

Historical investigation: 1,500-2,000 words (SL 25%, HL 20%)

- Paper 1 (HL/SL): Source Analysis Paper: five source questions (1 hour)
- Paper 2 (HL/SL): Essay paper: two timed essays (1.5 hours), based on world history topics.
- Paper 3 (HL): Essay paper: three timed essays (2.5 hours)

Group 3: Individuals and Societies**3.5 Economics (HL/SL)****Course Description**

The course enables students to develop an understanding of microeconomic and macroeconomic theories and concepts and their real world application. In addition, the course develops an awareness of development issues that nations face as they change.

No prior knowledge of economics is required, however, HL Economics students should be taking at least SL Mathematics due to the mathematical content of the Higher Level course. SL Economics students will benefit if they feel comfortable using index numbers, percentages, simple multiplication, and drawing and interpreting graphs. There is no requirement to take SL Mathematics in conjunction with this course.

Course Outline**Section 1: Microeconomics**

- Competitive Markets: Demand and Supply
- Elasticity
- Government Intervention
- Market Failure
- Theory of the Firm (HL Only)

Section 2: Macroeconomics

- The level of overall economic activity
- Aggregate Demand and Aggregate Supply
- Macroeconomic Objectives
- Fiscal, Monetary and Supply-side Policies

Section 3: International Economics

- International Trade Exchange Rates
- The Balance of Payments Economic
- Integration Terms of Trade (HL Only)

Section 4: Development Economics

- Measuring Economic Development
- The Role of Domestic Factors
- The Role of International Trade
- The Role of Foreign Direct Investment
- The Role of Foreign Aid and Multilateral Development Assistance
- The Role of International Debt

Assessment**A. Internal assessment**

Candidates must produce a portfolio of four commentaries, each 650-750 words, based on a news media extract linking economic theory to a real-world situation. Three of the four commentaries must have as their main focus a different section of the syllabus. It is acceptable for commentaries to make reference to other sections. The fourth commentary can focus either on a single section or on two or more sections of the syllabus. Deadlines in both IB1 and IB2 will be determined for both a draft and final version of the required commentaries.

A. External assessment

- Extended-response question paper (HL and SL): 1hours. Each question is divided into two parts and may relate to more than one section of the syllabus.
- A data response paper (HL and SL): 2hours
- Short answer question paper (HL): 1hour. This paper is based on all five sections of the syllabus.

Group 3: Individuals and Societies

3.6 Business Management (HL/SL)

Course Description

In this course an emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. Students study the links between these topics because they are central to the course and it promotes a holistic overview of business management. Through the exploration of the six concepts underpinning the subject: change, culture, ethics, globalization, innovation and strategy, this course allows the students to develop their understanding of interdisciplinary concepts from a business management perspective.

Course Outline

Unit 1:	Business organization and environment
Unit 2:	Human resource management
Unit 3:	Finance and accounts
Unit 4:	Marketing
Unit 5:	Operations management

Assessment

1. Internal assessment (25%)

Written commentary (SL): 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.

Research project (HL): 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.

2. External Assessment (75%)

Paper 1 SL (1 hour and 15 minutes) Based on a case study issued in advance, with additional unseen material included.

Paper 2 SL (1 hour and 45 minutes) Students answer structured questions based on stimulus material. In addition, one extended response question is based primarily on two concepts that underpin the course.

Paper 1 HL (2 hour and 15 minutes) Based on a case study issued in advance, with additional unseen material.

Paper 2 HL (2 hour and 15 minutes) Students answer structured questions based on stimulus material. In addition, one extended response question is based primarily on two concepts that underpin the course.

Group 3: Individuals and Societies**3.7 Psychology (HL/SL)****Course Description**

The knowledge, concepts, theories and research that have developed the understanding in this field will be studied and critically evaluated. The interaction of different approaches to studying psychology will form the basis of a holistic and integrated approach to understanding mental processes and behavior as a complex, dynamic phenomenon. As the world and societies change, so does behavior, allowing students to appreciate the diversity as well as the commonality between their own behavior and that of others. No prior knowledge of psychology is needed to follow the course.

Course Outline**Core approaches to understanding human behavior****Biological approach**

Brain and behavior. Hormones and behavior.
Genetics and behavior. Role of animal research in understanding human behavior.
(HL only)

Cognitive approach

Cognitive processing. Reliability of cognitive processes. Emotion and cognition. Cognitive processing in the digital world.
(HL only)

Sociocultural approach

The individual and the group. Cultural origins of behavior and cognition. Cultural influences on individual attitudes, identity and behaviors. The influence of globalization on identities and behavior.
(HL only)

The contribution and the interaction of these three approaches can be best understood through the following four options in the course focusing on areas of Applied Psychology. SL students are required to do one option while HL students do two of the following options: 1. Abnormal psychology, 2. Developmental psychology, 3. Health psychology, 4. Psychology of human relationships.

Surrounding the approaches and the options are the overarching themes of research and ethics. It is important that students understand the advantages and limitations of different approaches in order to critically evaluate research studies. Only HL students will be directly assessed on Approaches to Research.

Assessment

• Higher Level	Paper 1	40%
	Paper 2	20%
	Paper 3	20%
	IA	20%
• Standard Level	Paper 1	50%
	Paper 2	25%
	IA	25%

Group 4: Sciences**3.8 Biology (HL/SL)****Course Syllabus**

Syllabus component	Teaching hours	
	SL	HL
Syllabus content	110	180
A: Unity and diversity	19	33
B: Form and function	26	39
C: Interaction and interdependence	31	48
D: Continuity and change	34	60
Experimental programme	40	60
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10
Total teaching hours	150	240

SL - Assessment

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (1 hour and 30 minutes) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (four questions that are syllabus related, addressing all themes) (Total 55 marks)	36%
Paper 2 (1 hour and 30 minutes) Section A—Data-based and short answer questions Section B—Extended-response questions (Total 50 marks)	44%
Internal assessment (10 hours)	20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	

HL - Assessment

Assessment component	Weighting
External assessment (4 hours 30 minutes)	80%
Paper 1 (2 hours) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (four questions that are syllabus related, addressing all themes) (Total 75 marks)	36%
Paper 2 (2 hour and 30 minutes) Section A—Data-based and short answer questions Section B—Extended-response questions (Total 80 marks)	44%
Internal assessment (10 hours)	20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	

Group Four: Sciences**3.9 Chemistry (HL/SL)****Course Syllabus**

Syllabus component	Teaching hours	
	SL	HL
Syllabus content	110	180
Structure 1. Models of the particulate nature of matter	17	21
Structure 2. Models of bonding and structure	20	30
Structure 3. Classification of matter	16	31
Reactivity 1. What drives chemical reactions?	12	22
Reactivity 2. How much, how fast and how far?	21	31
Reactivity 3. What are the mechanisms of chemical change?	24	45
Experimental programme	40	60
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10
Total teaching hours	150	240

SL – Assessment

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (1 hour and 30 minutes) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (Total 55 marks)	36%
Paper 2 (1 hour and 30 minutes) Short-answer and extended-response questions (Total 50 marks)	44%
Internal assessment (10 hours)	20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	

Assessment component	Weighting
External assessment (4 hours and 30 minutes)	80%
Paper 1 (2 hours) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (Total 75 marks)	36%
Paper 2 (2 hours and 30 minutes) Short-answer and extended-response questions (Total 90 marks)	44%
Internal assessment (10 hours)	20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	

Group Four: Sciences

3.10 Physics (HL/SL)

Course Description

Syllabus component	Teaching hours	
	SL	HL
Syllabus content	110	180
A. Space, time and motion	27	42
B. The particulate nature of matter	24	32
C. Wave behaviour	17	29
D. Fields	19	38
E. Nuclear and quantum physics	23	39
Experimental programme	40	60
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10
Total teaching hours	150	240

SL – Assessment

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (1 hour and 30 minutes) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (Total 45 marks)	36%
Paper 2 (1 hour and 30 minutes) Short-answer and extended-response questions on standard level material only. (Total 50 marks)	44%
Internal assessment (10 hours)	20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	

Assessment component	Weighting
External assessment (4 hours 30 minutes)	80%
Paper 1 (2 hours) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (Total 60 marks)	36%
Paper 2 (2 hour and 30 minutes) Short-answer and extended-response questions on standard level and additional higher level material. (Total 90 marks)	44%
Internal assessment (10 hours)	20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	

Group Four: Sciences**3.11 Computer Science (HL/SL)****Course Syllabus**

Syllabus component	Teaching hours	
	SL	HL
Syllabus content	105	195
Theme A: Concepts of computer science		
A1 Computer fundamentals	11	18
A2 Networks	11	18
A3 Databases	11	18
A4 Machine learning	5	18
Theme B: Computational thinking and problem-solving		
B1 Computational thinking	5	5
B2 Programming	40	42
B3 Object-oriented programming	7	23
B4 Abstract data types—HL only	–	23
Case study	15	30
Internal assessment	35	35
The computational solution	35	35
Collaborative sciences project	10	10
Total teaching hours	150	240

SL – Assessment

Assessment component	Weighting
External assessment (2 hours 30 minutes)	70%
Paper 1 (1 hour 15 minutes) Section A—extended response questions linked to theme A: Concepts of computer science Section B—short-response questions linked to the pre-seen case study (50 marks)	35%
Paper 2 (1 hour 15 minutes) Extended response questions linked to theme B: Computational thinking and problem-solving (50 marks)	35%
Internal assessment (35 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. IA consists of one task: the computational solution (30 marks)	30%

HL – Assessment

Assessment component	Weighting
External assessment (4 hours)	80%
Paper 1 (2 hours) Section A—extended-response questions linked to theme A: Concepts of computer science Section B—short- and extended-response questions linked to the pre-seen case study (80 marks)	40%
Paper 2 (2 hours) Extended-response questions linked to theme B: Computational thinking and problem-solving (80 marks)	40%
Internal assessment (35 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. IA consists of one task: the computational solution (30 marks)	20%

3.12 Mathematics (Analysis and Approaches HL/SL)

Course Description

Mathematics: analysis and approaches is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take Mathematics: analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization.

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

Study Topics

Syllabus component	Suggested teaching hours	
	SL	HL
Topic 1—Number and algebra	19	39
Topic 2—Functions	21	32
Topic 3— Geometry and trigonometry	25	51
Topic 4—Statistics and probability	27	33
Topic 5 —Calculus	28	55
The toolkit and the mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30	30
Total teaching hours	150	240

Assessment

1. Internal assessment / Exploration

The internally assessed component in this course is a short report written by the student based on a topic chosen by him or her, and it should focus on the mathematics of that particular area. The emphasis is on mathematical communication (including formulae, diagrams, graphs and so on), with accompanying commentary, strong mathematical writing and thoughtful reflection. This accounts for **20%** of the final assessment.

2. External assessment (HL)

There are three written examination papers:

- Paper 1 (two hours): **30%** of final assessment (no calculator allowed)
- Paper 2 (two hours): **30%** of final assessment (graphic display calculator required)
- Paper 3 (one hour): **20%** of final assessment (graphic display calculator required)

3. External assessment (SL)

There are two written examination papers:

- Paper 1 (1 hour & 30 minutes): **40%** of final assessment (no calculator allowed)
- Paper 2 (1 hour & 30 minutes): **40%** of final assessment (graphic display calculator required)

Group Five: Mathematics**3.13 Mathematics (Applications and Interpretation HL/SL)****Course Description**

Mathematics: applications and interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

Study Topics

Syllabus component	Suggested teaching hours—SL	Suggested teaching hours—HL
Topic 1—Number and algebra	16	29
Topic 2—Functions	31	42
Topic 3—Geometry and trigonometry	18	46
Topic 4—Statistics and probability	36	52
Topic 5—Calculus	19	41
The “toolkit” and Mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30	30
Total teaching hours	150	240

Assessment

1. Internal assessment / Exploration

The internally assessed component in this course is a short report written by the student based on a topic chosen by him or her, and it should focus on the mathematics of that particular area. The emphasis is on mathematical communication, with accompanying commentary, good mathematical writing and thoughtful reflection. This accounts for **20%** of the final assessment.

2. External assessment (HL)

There are three written papers:

- Paper 1 (2 hours): **30%** of final assessment (graphic display calculator required)
- Paper 2 (2 hours): **30%** of final assessment (graphic display calculator required)
- Paper 3 (1 hour): **20%** of final assessment (graphic display calculator required)

3. External assessment (SL)

There are two written papers:

- Paper 1 (1 hour & 30 minutes): **40%** of final assessment (graphic display calculator required)
- Paper 2 (1 hour & 30 minutes): **40%** of final assessment (graphic display calculator required)

Group Six: Arts**3. 15 Theater (HL/SL)****Course Description**

This course is available at both the Higher Level and the Standard Level and requires no previous experience in drama or theater. The course is designed to help students to experience Theater on a personal level. Achievement in this subject is reflected in how students develop, extend and refine the knowledge, skills and attitudes necessary for studying this art form. Students are challenged in both theory and practice to work creatively and imaginatively and to communicate in dramatic form. The course lays a foundation for further study in Theater, Performing Arts and other related subjects.

Area 1: Theatre Processes

This area of the syllabus addresses the students' exploration of the skills, techniques and processes involved in Theater. Students reflect on their own creative processes and skills acquisition as well as gaining a practical understanding of the processes of other professionals such as: creators, designers, directors and performers.

Area 2: Presenting Theater

This area of the syllabus addresses the staging and presentation of Theater as well as the presentation of ideas, research and discoveries through diverse modes of practical and written presentation. Students consider the impact the Theater may have on the spectator. They are encouraged to think about their own artistic intentions as creators, designers, directors and performers and the impact they wish to have on an audience.

Area 3: Theater in Context

This area of the syllabus addresses the students' understanding that Theater does not occur in a vacuum. Students examine the personal, theoretical and cultural contexts that inform theater-making and the ways in which these affect and influence creating, designing, directing, performing and spectating.

Area 4: The Theater Journal

From the beginning of the course, and at regular intervals, students at both SL and HL are required to maintain a theater journal. Students should be encouraged to find the most appropriate ways of recording their development and have free choice in deciding what form the journal should take. The content of the journal should focus specifically on an analysis of learning experiences.

Assessment

• Higher Level	Task 1	35%
	Task 2	20%
	Task 3	20%
	IA (project)	25%
• Standard Level	Task 2	35%
	Task 3	30%
	IA (project)	35%

Group Six: Arts**3.16 Visual Arts (HL/SL)****Course Description**

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 encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts.

Basic Outline

- **Foundation** (September-January)
Building skills on everything that for the student will need to utilize for the course; from skills and techniques for art making to research and analysis skills for theoretical practice. The content includes but is not limited to:
 - *Drawing* (including observational drawing, perspective, proportions, composition, etc.)
 - *Painting* (including still life painting, Color theory, Abstraction, etc.)
 - *Theory* (study of artworks/artifacts from a wide range of historical periods and cultures and always connected to the work of the student)
- **Independent projects I** (February to June)
Students will investigate the ideas/concerns/issues of their choice and based on these, they will, at the end of the course, submit both resolved works as well as documentation of their creative process in the form of a portfolio.
- **IB1 Portfolio submission** (June)
Students will submit their work of their first year in the form of a portfolio.
- **Independent projects II** (September to April)
Students continue their independent work, which will end roughly in April with the submission of all assessed components.
- **Visual Arts Final exhibition** (late March- early April, exact date is TBA each year)
The Visual Arts exhibition will take place at the ACG gallery, a state-of-the-art facility available to our students.

Assessment

Comparative study (20%): Students analyze and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts. Students compare at least 3 different artworks, by at least 2 different artists, with commentary over 10–15 screens.

HL Students also submit a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined (3–5 screens).

Process portfolio (40%): Students submit carefully selected materials, which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. Students submit 9–18(SL) / 13–25(HL). The submitted work should be in at least two different art-making forms.

Exhibition (40%): Students 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.

Students submit 4–7 (SL) / 8–11 (HL) pieces with exhibition text for each, along with a curatorial rationale [400 (SL)/700 (HL) words maximum].

4. CORE REQUIREMENTS

4.1 The Creativity-Activity-Service (CAS) Program at Pierce

CAS is one of the core components of the IBDP and it is compulsory for all students to complete it. CAS consists of a number of different experiences that each student decides to participate in during the program. Students are expected to engage in a range of experiences that will allow them to demonstrate attributes such as collaboration, initiative, planning and commitment. CAS experiences can be one-off, like the participation at a beach cleaning event, or long-term, like volunteering at an animal shelter for a few months. Additionally, students need to be involved in at least one CAS project which is a collaborative, well-planned series of sequential experiences that aim at a specific goal.

A student's progress in CAS is monitored both through CAS interviews with the CAS Coordinators and also electronically using a specific platform. CAS is evaluated by the CAS Coordinators upon completion of the IB Diploma program.

Which are the aims of CAS?

- Identify their own strengths and develop areas for personal growth.
- Demonstrate that they have undertaken challenges and developed new skills in the process.
- Demonstrate how to initiate and plan a CAS experience.
- Show commitment to and perseverance in their CAS experiences.
- Demonstrate the skills and recognize the benefits of working collaboratively.
- Demonstrate engagement with issues of global significance.
- Recognize and consider the ethics of choices and actions.

All of these have to be achieved by at least one of the student's CAS experiences presented in the CAS portfolio.

Which are the requirements for a project or activity to be considered CAS?

1. For an experience to be considered appropriate for CAS, it needs to fulfill the following criteria:
 - Not be part of an IB course syllabus;
 - Take place during the student's IBDP years, from September of IB1 to March of IB2;
 - Fall under at least one of the three CAS strands: creativity, activity, service.
 -
2. Have the five stages of successful CAS experiences: Investigation, Preparation, Action, Evaluation, and Demonstration.

The Pierce IBDP has a separate CAS Handbook informing both students and parents of the nature of the CAS program. It is meant to be used as an informational handbook explaining the details on what CAS is, how is it structured, and the requirements for completing the CAS experience.

Core Requirements

4.2 Theory of Knowledge (TOK)

Core Theme: “*Knowledge and the Knower*”

The core theme explores our identity as knowers and puts its main emphasis on how knowledge is gained and why knowledge matters. Provides the students with an opportunity to reflect on themselves as thinkers. It also explores the different factors that shape knowledge (for example, the impact of culture and of authority on knowers), ethical issues related to knowledge, the method and scope of pursuing knowledge, the valuing and the application of knowledge.

Five Optional Themes

- Knowledge and Technology
- Knowledge and Language
- Knowledge and Politics
- Knowledge and Religion
- Knowledge and Indigenous Societies

*Two optional themes must be studied.

Knowledge Framework - Four Knowledge Elements: *Scope, Perspectives, Methods and Tools, Ethics*.

These elements are required to recur throughout the study of the five compulsory areas of knowledge and of the two optional themes.

Five Compulsory Areas of Knowledge (AoKs)

- Mathematics
- Natural Sciences
- Human Sciences
- History
- Arts

Assessment:

Students are required to complete two tasks:

- a) **The Exhibition** – Internal Assessment (external moderation) - contributes 1/3 to the final mark. Students are required to explore how the course manifests in the world around us through an exhibition which is based on one of the 35 IA prompts.
- b) **The Essay** – External Assessment - contributes 2/3 to the final mark. Students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session.

*The final TOK grade and the final Extended Essay grade are entered into the Diploma Points Matrix to award a possible maximum of three extra points to be added to a student’s Diploma score. Candidates who fail to submit satisfactory work in either area will fail the Diploma.

Core Requirements

4.3 The Extended Essay

The Extended Essay is an in-depth study of a limited topic within one of the six IBDP subjects. Its purpose is to provide a student with an opportunity to engage in independent research at an introductory level. Emphasis is placed on the process of engaging in personal research, the communication of ideas and information in a logical and coherent manner, and the overall presentation of the Extended Essay in compliance with IBO mandated guidelines. Students are required to devote 40-plus hours to the essay over the course of twelve months.

Subject Choice

In choosing a subject, an essential consideration should be the personal interest of the student. The subject should offer the opportunity for in-depth research but also be limited in scope. It should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation. Extended Essays submitted in Language A (English), Language B (English) or Literature A1 (Greek) must be written in that language. All other essays must be in English. Each student will have an Extended Essay Supervisor to provide support for the student and subject-specific guidance as needed. The Supervisor will be a member of the school's staff who has a strong knowledge of the subject matter to provide guidance.

Organization of the Extended Essay

The Extended Essay is limited to a maximum of 4,000 words and should include an abstract, an introduction, a development methodology, a conclusion, a bibliography, and any necessary appendices.

Reflection in the Extended Essay focuses on the student's progress during the planning, research and writing process. It is intended to help students with the development of their Extended Essay as well as allowing them the opportunity to consider the effectiveness of their choices, re-examine their ideas, and decide whether changes are needed. The emphasis is on process reflection, characterized by reflecting on conceptual understandings, decision-making, engagement with data, the research process, time management, methodology, successes and challenges, and the appropriateness of sources.

Students will be encouraged to informally reflect throughout the experience of researching and writing the Extended Essay. They will also be required to reflect formally during the reflection sessions with their supervisor and when completing the Reflections component on the planning and progress form.

Work on the essay should begin in the second term of the 11th grade. Students are expected to independently research their chosen topic area and to conduct much of this independent research during the summer between the 11th grade and the 12th grade.

Assessment

The Extended Essay is externally examined. Marks are awarded against a set of published criteria (both general and subject-specific). The final Extended Essay grade and the final TOK grade are entered into the Diploma Points Matrix (see page 33) to award a possible maximum of three extra points to be added to a student's Diploma score. Candidates who fail to submit satisfactory work in either area will fail the Diploma.

Core Requirements**4.4 Grading the Theory of Knowledge (TOK) Course and the Extended Essay****Diploma Points Matrix**

The points awarded for the TOK course are linked to the points for the Extended Essay. The matrix for the scoring of points is below; please note that an IBDP candidate will not receive the IB Diploma if:

1. The candidate receives an Elementary (E) grade for either the TOK course or the Extended Essay.
2. The candidate receives no grade for either the TOK course or the Extended Essay.

		Theory of knowledge (TOK)				
Extended essay	Grade awarded	A	B	C ⁺	D	E or N
	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	Failing condition
	D	2	1	0	0	
	E or N	Failing condition				

5. GENERAL INFORMATION

5.1 Eligibility to Register for the IB Exams

IBO authorized schools have the right to determine which students are eligible to take part in the final IB Diploma exams. The student has to be in good academic and behavioral standing with the school before being registered for the exams by the school. A breach of the General IBO regulations or of the regulations contained in this Handbook may result in the school denying the student registration for the exams until the school is satisfied that the student has complied with requirements.

5.2 Academic Performance – Promotion from 11th Grade (IB1) to 12th grade (IB2)

The school strongly recommends that students repeat Year 1 of the IB Diploma program if one of the following scenarios is fulfilled at the end of the first year:

- 1) The student's total in the six subjects is under 24 points.
- 2) The student has a grade 1 or 2 in any subject, even if their overall average is above 24 points.

If a student meets either of the scenarios, the IBDP Coordinator, Pierce Principal, and the International University Counselor will meet the student and parents to discuss Year 2 of the IBDP. The purpose of the meeting is to discuss the serious possibility of failing the Diploma and what the ramifications will be for the university admissions process.

5.3 Attendance –Absences

The IBO prescribes a minimum of 150 hours of class attendance for every Standard Level subject and a minimum of 240 hours of class attendance for every Higher Level subject that a student has selected. This means that a student cannot miss more than 13 hours of any Higher Level class, no more than 17 hours of any Standard Level class and no more than 10 hours of the Theory of Knowledge throughout the two years. Thus, the maximum number of absences allowed over the two years is approximately 100 hours.

IBO regulations stipulate that it is the responsibility of the school to approve a student's registration for the final IB examinations. If a student has not completed the minimum hours of attendance, then the school has the authority to exclude him/her from the final exams.

5.4 Deadlines

All coursework must be submitted according the deadlines published by the IBDP Coordinator. Throughout the two years students are asked to meet a number of internal and external deadlines. Depending on the subject, these may take the form of written essays, commentaries, or research projects, lab reports, oral presentations, etc. Failure to meet a deadline may result in the work not being accepted by the teacher. If there are repeated violations of the deadlines the following consequences may occur:

- The school will not approve the participation of this student in any group activity beyond the school schedule.
- The school reserves the right to reflect the poor academic behavior in the reference letters supplied to the university as a part of the admissions process.

Article 3.3 of the IBO General regulations makes it clear that:

"Candidates are required to act in a responsible and ethical manner throughout their participation in the DP, as determined by the IB Organization at its sole discretion, which includes not engaging in academic misconduct (as defined in article 20), and must be in good standing at the school at the time of the examinations."

5.5 Coursework

Students are responsible for meeting all deadlines for submission of all internal assessments for all subjects. Students are expected to be well-organized, proactive and it is critical they do not fall-behind in their academic work. It is important that students and parents understand the following:

- All assignments are due on the date of the ISP submission dates set by the IBDP Coordinator. It is the student's responsibility to ensure they make note of the due date for both written work and oral presentations and submit the work on time.
- IBO deadlines and interim submission dates are placed on *ManageBac* and communicated to the students and parents through e-mail. The school will not accept that a student has not been informed of coursework deadlines.
- Students who anticipate having difficulty meeting a future deadline must see the teacher well before the due date to discuss strategies to allow them to meet their academic commitments.
- Students with an absence for the day that an assignment was due must hand in the assignment by email or on their return with the instructor's prior permission.
- It is expected that parents are supportive and sympathetic to these expectations and families avoid taking the student from the school for multiple days when the school is open.
- Failure to consistently meet coursework deadlines may be reflected in the reference letter(s) submitted to the university as a part of the admissions process.

5.6 Homework

Homework is an extension of the regular daily schoolwork and is given in all six subjects. The purpose of homework is to help students prepare for class instruction, develop organizational skills, independent responsibility, and self-discipline.

Assignments take careful planning and organization on the part of the student. Parents are encouraged to assist in monitoring student progress toward the completion of the assignments, but should not do the students' work for them. Parents can be most helpful by providing a routine and place that is conducive to undisturbed study. The homework will vary, yet students will be consistently required to be reading texts in preparation for their courses. Meeting deadlines requires careful planning, organization, determination, and self-discipline. These qualities are not only academic skills sets, they are also life skills. The Pierce IBDP homework policy is:

1. All assignments are due by the deadline set by the teacher. It is the teacher's responsibility to ensure that the due date for written work and oral presentations is clearly understood by all students in the class. IBO mandated deadlines are placed in the Pierce IBDP Assessment Timeline and made available to the parents and students.
2. Students who anticipate having difficulty meeting a deadline must see the teacher well before the due date to discuss a possible extension. An extension may be granted if the teacher accepts it is an acceptable and legitimate reason.

5.7 Progress Reports

Parents are informed of the students' progress by grade reports sent after the end of each term and through parent-teacher meetings in two afternoon meetings during the year and the weekly morning meetings. A copy of the yearly calendar detailing all the major yearly deadlines is given to parents so they may monitor the child's compliance to the deadlines and overall progress.

5.8 Final IBDP Results

Final IB Diploma results are made available to schools in early July of the students' graduating year through the IBO. The school releases copies of results to students on the same day. In addition, students receive a personal pin code which they can use to access their results electronically. The IBO authorizes schools to withdraw a candidate's results in cases where there are outstanding tuition fees to the school.

5.9 Enquiry upon Results – Request for Remark

IBO regulations allow parents and students to request the re-examination of the externally assessed component for any of the six subjects. The request, called enquiry upon results, can only be made through the school. The family is responsible for all additional fees set by the IBO. The remark may result in no change of grade, a higher grade, or a lower grade.

5.10 Re-sitting for the IB Diploma

Should a student fail to be awarded the Diploma as a result of low grades in a certain subject(s) the student has the right to improve the grade by either re-attending classes in the subject, or by re-sitting the exam. Choosing to re-attend classes provides the student the opportunity to also improve their grade in the internally assessed component.

The family is responsible for all additional fees set by the IBO for repeating a subject or subjects. The fees will vary depending on the total number of hours the student is required to attend in order to re-sit for the IB Diploma. A student is allowed to sit a maximum of three examination sessions (regardless of number of subjects examined) in order to satisfy the IBO requirements for the award of the IB Diploma.

5.11 Inclusive Assessment Arrangements – Special Educational Needs

The Pierce IBDP provides an educational program with equal opportunities in an inclusive environment. The program welcomes individuals with special educational needs, provided that the nature and severity of their difficulties can be accommodated within the school and allows the student to complete the Diploma Program requirements. Please refer to the school document "Special Educational Needs Policy" for details on related policies and procedures, including assessment inclusion arrangements.

5.12 Participation in School Trips and Delegations

The Pierce IBDP does not endorse the customary five-day school trips taking place in the senior year as this may hinder the students' preparation for the final exams. The IBDP Coordinator may not grant permission for any student to join school trips or school delegations if the student has consistently demonstrated poor academic performance or poor disciplinary behavior.

5.13 Graduation Ceremony

Students participate in the graduation ceremony together with the rest of the graduating senior class. The Pierce graduation ceremony takes place before the official IBO results are released in July after the 12th grade year ends. The IB Faculty approves two academic excellence awards after review of the grade averages of the IB students throughout their two years in the program. The student awarded first place is recognized as the class Valedictorian. The student in the second place is recognized as the class Salutatorian. In the event of a tie, the first place is decided on the basis of decimal points. Only students who have been at Pierce for both years of the IBDP are eligible for the awards.

5.14 University Counseling - Predicted Grades - Applications to Universities

The Pierce International University Counseling office provides guidance and advice in choosing universities, courses, and fields of study. Most universities admit candidates on the basis of five standards:

1. Grade reports from the last three years in school;
2. The student's personal statement or essay samples;
3. Predicted grades provided by the school;
4. Reference letters provided by the IB Coordinator and/or by IB teachers-advisors;
5. The student's performance in tasks required by certain courses of study or universities such as tests, interviews, portfolios, etc.

Candidates must know and accept the following regarding predicted grades and the procedure of applying to universities:

- Predicted grades are based on the overall progress of the students, their reliability and their commitment to the IBDP. This means they are largely based on the average achieved in the first year of the program. If a student does not achieve satisfactory results in the first year, they should not expect high-predicted grades, even if there are signs of improvement in the beginning of the second year.
- Predicted grades are sent with student applications to universities between September and January of IB2. Please note that if a student's performance deteriorates in the period between the two sets of predicted grades, this could have an impact upon their university placement.
- Securing a place in a university does not depend solely on predicted grades. Great importance is placed on the Personal Statement or a sample of a written essay listed by many universities as a part of the package that supports the candidate's application form. If a student's response to those requirements is not of a high standard - even if predicted grades are high – they are not likely to get an offer from a top-tier university.
- Disciplinary problems recorded by the school must be reported when universities request this information.

The IBDP is recognized and valued by many leading universities and colleges throughout the world, however it alone is not a guarantee for university acceptance. University admissions are based upon the student's overall academic performance during the two-year program, active participation in clubs, activities, and sports as well as performance on international exams such SAT/ACT/IELTS as required by individual institutions. Recognition of the Diploma will differ from institution to institution, country to country, based upon the competitiveness and selectiveness of the academic institution. All students and parents must meet with the IBDP Coordinator and International University Counseling Office to discuss possible course options and how they align with potential admission to universities of interest to them.