



HANDBOOK

IB DIPLOMA PROGRAMME

2024-2025



MEMBER



Shirakatsy Lyceum Mission

Our mission is to develop future leaders, intellectuals, and citizens possessing and respecting national and global human values.

The IB Mission

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 programmes of international education and rigorous assessment.

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



IB LEARNER PROFILE

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

Inquirer: 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.

Communicator: 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.

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About Shirakatsy Lyceum

Shirakatsy Lyceum International Scientific and Educational Complex, established in **1990** as a high school with a goal to provide a high standard curriculum with consideration of special needs of gifted and talented students, now offers three IB programmes – **PYP**, **MYP**, and **DP**- to more than 1200 students.

Keeping our balanced philosophy, we address educational, social, health, and civic activism issues through our academic program, after school curriculum, supporting the learning environment and infrastructure.

The school premises include kindergarten and primary schools situated near big campuses for middle and high schools.

Our curriculum developed to meet individual needs of students to the greatest extent possible as well as implementation of the three **IB programs in Armenia** makes us one of the leading educational institutions in Armenia proven by awards received from national and international organizations. The academic program is built on national curriculum and addresses IB programmes' standards and practices. Instruction of foreign languages is emphasized: along with Armenian, students learn Russian and English, German, Spanish or French.

Professionalism and commitment of teachers and leadership result in high performance and successful career opportunities of our graduates in Armenia and abroad.

The Lyceum has a psychological center and laboratory to better address individual needs of students and offer a balanced and safe atmosphere.

The lyceum has developed a rich after school curriculum with a wide range of activities, including after school clubs and summer program in its facility in Hankavan, a resort in Kotayk Province of Armenia.

Modern Science Laboratories, Library enriched with both print and electronic resources, indoor and outdoor sports areas, including tennis courts, support students' learning.

Well-equipped school cafeteria offers breakfast and lunch to all students.

School minibuses take the students and teachers from Yerevan and surrounding cities to school and back home.

Our graduates enter universities in Armenia and abroad with high levels of performance. Vast majority of graduates get full scholarships, while almost all receive partial support from universities or other institutions.

Shirakatsy Lyceum is a member of **International Baccalaureates Schools Association of CIS Countries**, **Union of IT Enterprises of Armenia**, and a global member of the **Round Square**, a world-wide association of schools sharing unique and ambitious goals achieved by participating in community service, work projects, exchange programmes and adventuring.

What is an IB education?

The IB continuum of international education for students aged 3 to 19 years old is unique because of its academic and personal rigor. IB challenges students to excel in their studies and their personal development. It aims to inspire lifelong learning that is marked by enthusiasm and empathy. The IB program helps to develop well-rounded students who respond to challenges with optimism and an open mind. Students, who are confident in their own identities, make ethical decisions, join others in celebrating our common humanity, and are prepared to apply their theoretical knowledge in real life to solve complex and unpredictable situations.

Diploma Programme

The International Baccalaureate® (IB) Diploma Programme (DP) is a two-year academically challenging and balanced programme which is considered one of the world's most innovative educational courses for 16 to 19-year-old students. It focuses not only on the students' academic or professional development but also on personal development. More than 2000 universities globally recognize the DP program for the holistic and rigorous education it provides; therefore, DP students gain competitive offers for further study in the best universities in the world.

All DP curriculums are reviewed on a seven-year teaching cycle to ensure that each is fit for purpose in a changing world and incorporates the latest educational research and lessons learned from a thorough evaluation of the existing curriculum. The DP curriculum review is a collaborative process that aims to produce excellent, internationally-minded, research-based curriculums and support material that enable students to develop the attributes of the learner profile and the IB mission, thereby providing excellent preparation for life in the 21st century.

IB Diploma Programme Structure



DP Subject Groups

Group I

Studies in language and literature
Language A: Literature in

- English
- Armenian
- Russian

Group II

Language Acquisition
Language B in

- English
- Russian
- Spanish
- French

Language ab initio

- Spanish
- French

Group III

Individuals and Societies

- Geography
- History
- Business Management
- Economics

Group IV

Sciences
Experimental Sciences:

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

Group V

Mathematics

- Mathematics: Analysis and Approaches (SL/HL)

Group VI

The Arts

- Dance

*This academic year we do not offer any subjects from group 6. Instead of the sixth group, students can choose one subject from the rest of five subject groups.

The Curriculum

DP students must choose one course from each of five subject groups delivering a breadth of knowledge and understanding in language and literature, individuals and societies, the sciences and mathematics. Furthermore, students must also choose either an arts course from the arts group or a second course from one of the other subject groups. DP courses can be taken at a higher level (HL) or standard level (SL). At least three, and not more than four, are taken at HL (240 teaching hours), while the remaining courses are taken at SL (150 teaching hours). SL courses ensure students are exposed to a range of disciplines that they might otherwise opt-out of, and HL courses allow students to spend more time with subjects they are more interested in by exploring options in addition to the SL core curriculum. In this sense, all DP courses, regardless of whether they are SL or HL, are integral to the programme.



Assessment & Qualifications

Students take written examinations at the end of the programme, which are marked by external IB examiners. They also complete internal assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. The grades awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on TOK and the EE. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the CAS requirement. The highest total that a DP student can be awarded is 45 points. Assessment is criterion-related, which means student performance is measured against specified assessment criteria based on the aims and objectives of each subject's curriculum, rather than the performance of other students taking the same examinations.

Graduates of the IBDP may also obtain a national high-school graduation diploma, if they hold RA citizenship; study 3 additional subjects, namely: Armenian language, Armenian history and geometry; and by the end of the second academic year, in December or June, pass the state high-school graduation exams.

Award of the IB Diploma

Article 13.1 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, except under the conditions stipulated in articles 18 and 19 of these regulations.

13.2 The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

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

SUCCESS STORIES

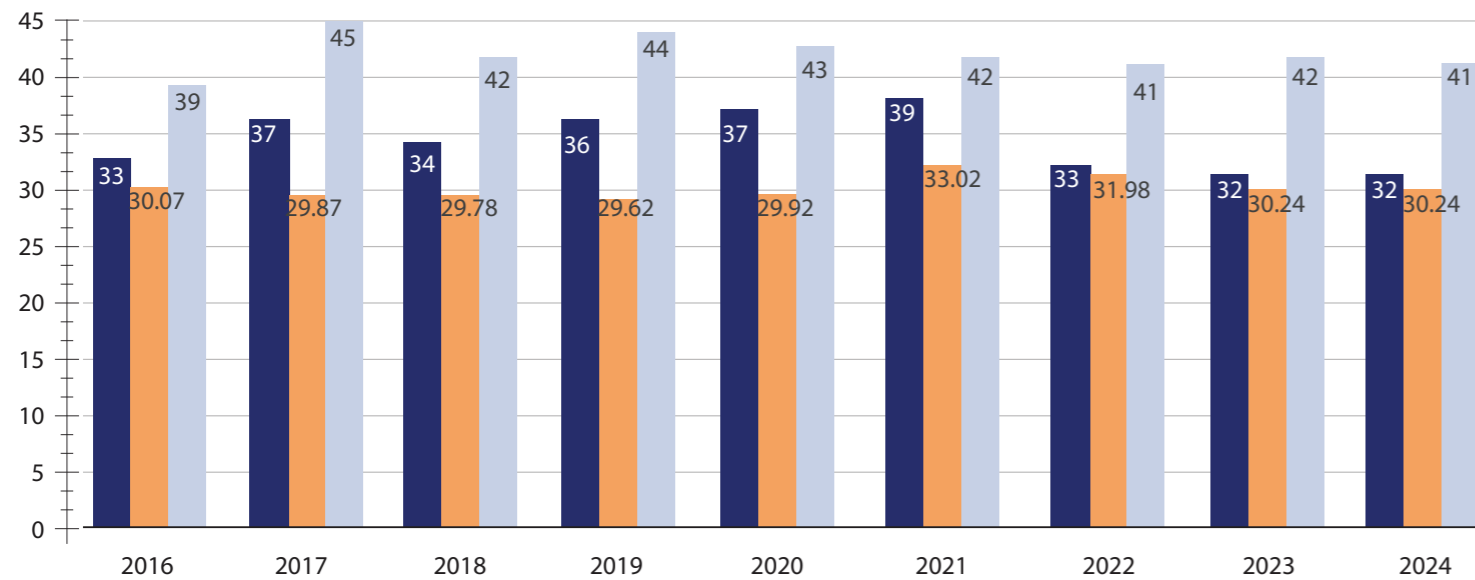
The IB diploma is a passport to higher education. Over 2000 institutions worldwide recognize the IB Diploma Program, and participation in the program is considered a good predictor and indicator for success by universities. Furthermore, some of the universities in the USA require taking SAT or ACT as an admission requirement.

Universities around the world welcome characteristics of IB Diploma Program students and recognize the way in which the program helps to prepare students for university-level education. DP students routinely gain admission to some of the best-known universities in the world. Most of these institutions have established recognition policies of the IB diploma. In order to access the list of country recognition statements you can visit Country recognition statements.

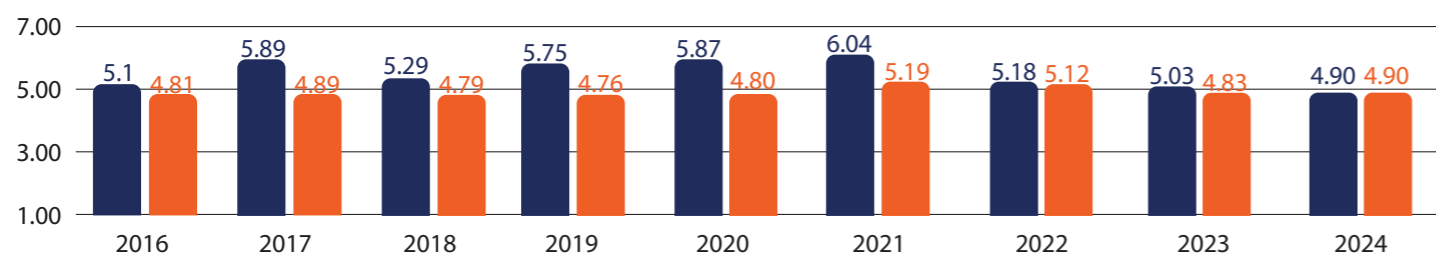
Higher education institutions around the world admit students based on their IB credentials, and many have specific admissions policies and guidelines for IB students. Admissions criteria can vary widely across educational systems and selectivity of the institution. It is the responsibility of the students to learn about those policies and guidelines prior to applying to universities. Visit Recognition of IB Diploma to find self-reported policy information provided by universities to the IB.

Please, keep in mind that some universities require English Language Proficiency which may entail taking IELTS or TOEFL as a requirement for admission. Furthermore, most of the universities in the US require taking SAT or ACT upon admission.

SCHOOL RESULTS



■ Average Points Obtained by Candidates Who Passed the Diploma:
■ Diploma World Average Total Points
■ Highest diploma points awarded to a candidate



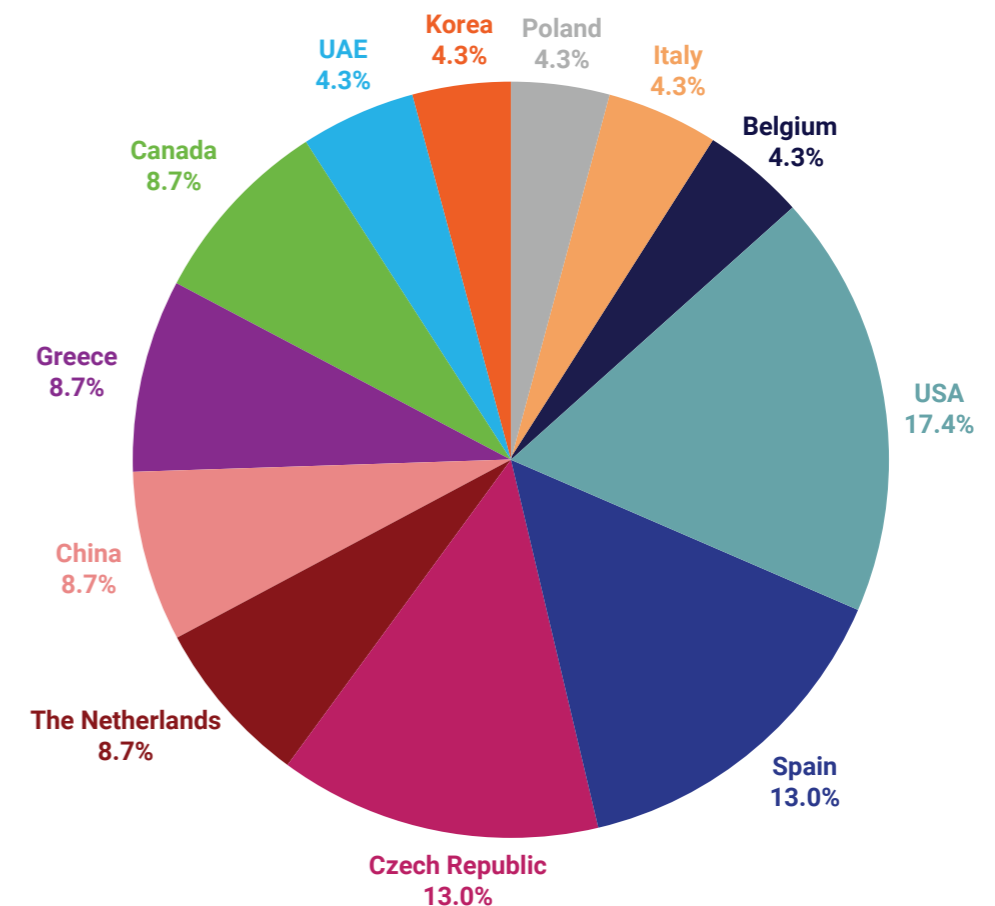
■ Average grade obtained at the school by candidates who passed the diploma
■ Diploma World mean grade

DP STUDENTS' UNIVERSITY CHOICES

International Universities _2023	
Universities	Country
University College Cork, Republic of Ireland	EUROPE
Vrije Universiteit Amsterdam	EUROPE
University of Twente, NETHERLANDS	EUROPE
Trinity College Dublin	EUROPE
Geneva Business School, SWITZERLAND	EUROPE
EU Business School, Spain	EUROPE
BI Norwegian Business School	EUROPE
Tilburg University NETHERLANDS	EUROPE
University of Amsterdam, NETHERLANDS	EUROPE
KU Leuven, Belgium	EUROPE
University of Twente, NETHERLANDS	EUROPE
Constructor University	Germany
LMU München	Germany
United Kingdom	Germany
University of Durham, Computer Science	Germany
University of Manchester, Biotech	Germany
Rutgers Business School	USA
California Baptist University, biomedical engineering	USA

International Universities _2023	
Universities	Country
SCAD, Interactive media and game development	USA
UMass Amherst, Biology major	USA
Electrical Engineering and Computer Sciences at University of California, Berkeley	USA
Bentley University, Finance major	USA
University of Minnesota, Finance	USA
Bentley University	USA
University of Minnesota - Twin Cities	USA
University of Toronto CANADA	CANADA
Harbin institute of technology Shenzhen	ASIA
UAE	ASIA
Rochester Institute of Technology DSO (RIT Dubai)	ASIA
YSMU (Yerevan State Medical University)	Republic of Armenia

IBDP UNIVERSITY ADMISSIONS 2024



The Components of the Diploma Programme

To complete the Diploma Programme, students should study concurrently six subjects from six different groups and complete all three parts of the core. Here are the details.

The Diploma Programme core

Extended essay:

The extended essay (EE) requires students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies EE option allows students to focus on a topic of global significance, which they examine through the lens of at least two DP subjects.

Key features of the EE

- The EE is compulsory for all students taking the Diploma and is an option for course students.
- A student must achieve a D grade or higher to be awarded the Diploma.
- The EE is externally assessed. Together with the grade for theory of knowledge, it contributes up to three points to the total score for the diploma.
- The EE process helps prepare students for university and other pathways beyond the Diploma Programme.
- Students must choose a subject for their essay from the list of Diploma Programme subjects in the Diploma Programme.
- The EE is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing (4,000 words maximum) accompanied by a reflection form (500 words maximum).
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to last three to five hours in total, which includes three mandatory reflection sessions.
- The third and final mandatory reflection session is the viva voce, which is a concluding interview with the supervising teacher after the essay is completed.



The assessment criteria of the extended essay are considered holistically across the whole essay.

Criterion A: focus and method	Criterion B: knowledge and understanding	Criterion C: critical thinking	Criterion D: presentation	Criterion E: engagement
<ul style="list-style-type: none"> • Topic • Research question • Methodology 	<ul style="list-style-type: none"> • Context • Subject-specific terminology and concepts 	<ul style="list-style-type: none"> • Research • Analysis • Discussion and evaluation 	<ul style="list-style-type: none"> • Structure • Layout 	<ul style="list-style-type: none"> • Process • Research focus
Marks	Marks	Marks	Marks	Marks
6	6	12	4	6

The Extended Essay will be assessed externally according to an approved grading scale and criteria. The final assessment – which is based on a pre-approved diploma points matrix – will take in account the grades received from both the EE and the ToK essay, resulting in a combined score that will determine the DP student’s progress and status within the Diploma Programme (see the chart below). Students who have received a low score equivalent to ‘failing condition’ will not receive their diploma.

The diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Source: [Extended Essay, IBO](#)

Theory of Knowledge:

The theory of knowledge (TOK) develops a coherent approach to learning that unifies the academic disciplines. Within two years, students complete 100 hours of TOK classes. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them.

The following 12 concepts have particular prominence within, and thread throughout, the TOK course: evidence, certainty, truth, interpretation, power, justification, explanation, objectivity, perspective, culture, values and responsibility. Exploration of the relationship between knowledge and these concepts can help students to deepen their understanding and can facilitate the transfer of their learning to new and different contexts.

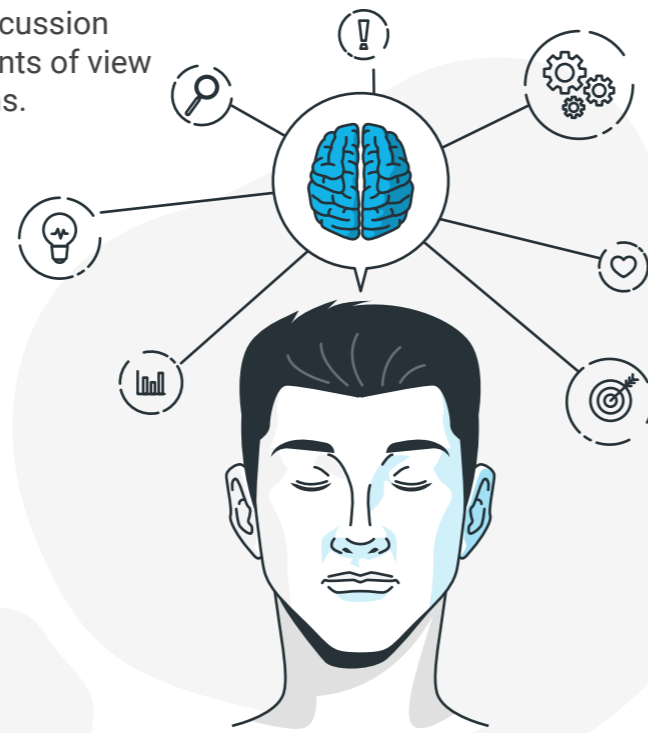
The aims of the TOK course are:

- to encourage students to reflect on the central question, “How do we know that?”, and to recognize the value of asking that question
- to expose students to ambiguity, uncertainty and questions with multiple plausible answers
- to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations
- to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
- to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
- to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge

•to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

Having completed the TOK course, students should be able to:

- demonstrate TOK thinking through the critical examination of knowledge questions
- identify and explore links between knowledge questions and the world around us
- identify and explore links between knowledge questions and areas of knowledge
- develop relevant, clear and coherent arguments
- use examples and evidence effectively to support a discussion
- demonstrate awareness and evaluation of different points of view
- consider the implications of arguments and conclusions.



Assessment outline

External assessment	SL	HL	Weighting	
			SL	HL
TOK Essay on a prescribed title (10 marks)	For this component, 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. These titles take the form of knowledge questions that are focused on the areas of knowledge: .History • The human sciences • The natural sciences • The arts • Mathematics As an external assessment component, it is marked by IB examiners.		2/3 (67%)	
Internal assessment				
Theory of knowledge exhibition (10 marks)	For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. It is strongly recommended that students base their exhibition on one of the TOK themes: • Knowledge and the knower • Knowledge and technology • Knowledge and language • Knowledge and politics This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.		1/3 (33%)	

Source: [Theory of Knowledge](#) (first assessment 2022), IBO

Creativity, Activity, & Service:

Creativity, activity, service (CAS) emphasizes helping students to develop their own identities following the ethical principles embodied in the IB mission statement and the IB learner profile. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. It involves students in a range of activities alongside their academic studies throughout the DP. In two years, students should show 150 hours of CAS performance.

CAS is organized around the three strands of Creativity, Activity and Service.

Creativity: encourages students to explore and extends ideas to create a certain product or performance.

Activity: seeks to develop a healthy lifestyle through physical activity.

Service: provides collaborative engagement with the community in response to an authentic need.

Strand	Description	Example of our students
Creativity	encourages students to explore and extends ideas to create a certain product or performance	<ul style="list-style-type: none"> ●taking dance classes ●learning to play the guitar, learning a new language and much more
Activity	seeks to develop a healthy lifestyle through physical activity	<ul style="list-style-type: none"> ●learning to swim ●playing big tennis ●running, visiting gym and many other sports
Service	provides collaborative engagement with the community in response to an authentic need	<ul style="list-style-type: none"> ●volunteering at school events ●voluntary teaching primary school students ●volunteering at Yerevan Zoo, at Habitat Armenia and many other big events and NGO projects

CAS is a journey of self-development and discovery which aims to challenge and extend students both individually and with others. As a result of their CAS experience as a whole, students:

- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in 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

Students are expected to:

- set personal goals for what they hope to achieve through their CAS program
- plan, act/do and reflect
- show evidence of achievement of the CAS seven Learning Outcomes

CAS Examples of our students

	Experience	Project
Local	<ul style="list-style-type: none"> ●Flower Gathering at Tsitsernakaberd ●Habitat for Humanity Armenia ●Aurora Forum volunteering ●Sevan Startup Summit volunteering 	<ul style="list-style-type: none"> ●Shirakatsy Parliament (ShiP) ●Mentorship ●DP Charity concert ●FLASH 365
Global / International	<ul style="list-style-type: none"> ●EYP ●Yale Young Global Scholars 	<ul style="list-style-type: none"> ●#MyFreedomDay ●UNODC conference

SCHOOL OFFERS

N	Type of after-school club	N	Type of after-school club
1	Young physicist	10	Wood art club
2	IT club	11	Pantomime studio
3	Basketball	12	Drawing studio
4	Dance studio	13	Music club /piano/
5	"ARMAT" engineering club	14	Tennis club
6	Volleyball	15	Media club
7	Theatre studio	16	IQ mental calculation club
8	French language club	17	Mini football
9	Singing club	18	Bridge club

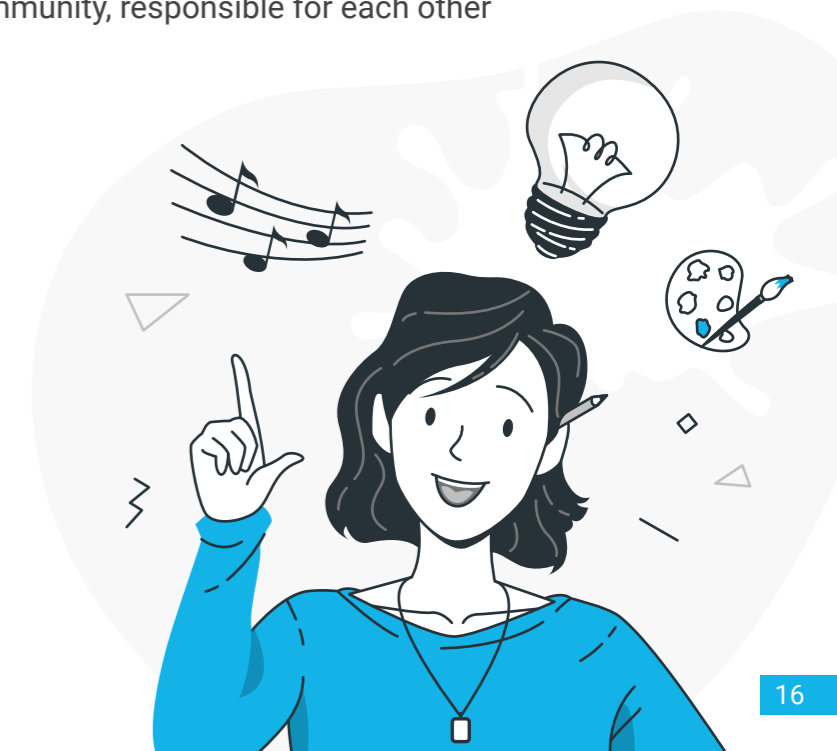
The students select activities that are in the "spirit of CAS." All proposed CAS activities must involve:

Real, purposeful activities with significant outcomes

- Personal challenge** (projects must extend students and be achievable in scope)
- Thoughtful consideration** (i.e. planning, reviewing individual progress, reporting)
- Reflection** on outcomes and personal learning
- Understand they are members** of a global community, responsible for each other

Source: IBO Creativity, Activity, Service Guide:

For students graduating in 2017 and after



Source: [Creativity, activity, service](#), IBO

GROUP 1 - LANGUAGE A: LITERATURE (ARMENIAN, RUSSIAN, ENGLISH)

About the course:

The Language A: literature course is designed for students from a wide variety of linguistic and cultural backgrounds who have experience of using the language of the course in an educational context. More specifically, it is intended to meet the needs of students for whom English, Armenian, or Russian language is the first language or who speak the language to native-speaker standard.

Throughout this course, students will focus exclusively on literary texts, adopting a variety of approaches conducting textual analysis. They will explore the nature of literature, the aesthetic function of literary language and textuality, and, more importantly, they will discover the relationship between literature and the world. In frames of this course, students will study literary works of great value, which are written both in the original language of instruction and translated into the language of the instructions. The selected literary works will be from a variety of literary genres, such as fiction prose, non-fiction prose, drama, poetry, and new textiles (graphic novels). All of this will provide students a focus for understanding how meaning is constructed within belief or value systems and how it is negotiated across multiple perspectives generated by single or multiple readers. The instructional model for this course is the same both at SL and HL, but there are significant quantitative and qualitative differences between the levels. At SL, students will study in a total 9 and at HL 13 literary works.

Aims

The aims of the language A: literature course both at HL and SL are to enable students to:

1. engage with a range of literary texts from different periods, genre, and cultures
2. develop skills in interpretation, analysis and evaluation of literary texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
3. develop an understanding of relationships between texts and a variety of perspectives, local and global issues
4. develop an understanding of the relationships between literature and other disciplines
5. communicate and collaborate in a confident and creative way
6. foster a lifelong interest in and enjoyment of literature.



Assessment outline

External assessment	SL	HL	Weighting	
			SL	HL
Paper 1	The paper consists of two passages from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it. As an external assessment component, it is marked by IB examiners.	The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages.	35%	35%
Paper 2	The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course.	The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course.	35%	25%
HL essay		Students submit an essay on one literary text or work studied during the course. The essay must be 1,200–1,500 words in length.		20%
Internal assessment				
Individual Oral	Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will examine how the global issue is presented through the content and form.	Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will examine how the global issue is presented through the content and form.	30%	20%

Source: Language A: literature [SL & HL](#) (first assessment 2021), IBO

GROUP 2: LANGUAGE B (RUSSIAN / ENGLISH / FRENCH / SPANISH (SL / HL))

Language acquisition consists of two modern language courses—language ab initio and language B. These courses are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process allows the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity.

They develop students' linguistic abilities through the development of receptive, productive and interactive skills.

Language B (SL/HL) is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

At both levels of language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL.

Five prescribed themes are common to the syllabuses of language ab initio and language B; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- **identities, experiences, human ingenuity, social organization, sharing the planet.**

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP.

Aims

The following aims are common to both language ab initio and language B.

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

Assessment outline

Assessment component SL	Assessment component HL	Weighting SL & HL
<p>External assessment (3 hours)</p> <p>Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks)</p> <p>One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p> <p>Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>External assessment (3 hours 30 minutes)</p> <p>Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks)</p> <p>One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p> <p>Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75%</p> <p>25%</p> <p>50%</p>
<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p>	<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)</p>	<p>25%</p>

Source: Language B [SL/HL](#), IBO

GRUPE 2: LANGUAGE AB INITIO FRENCH/SPANISH (SL)

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only.

In the language ab initio course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. Five prescribed themes are common to the syllabuses of language ab initio and language B; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

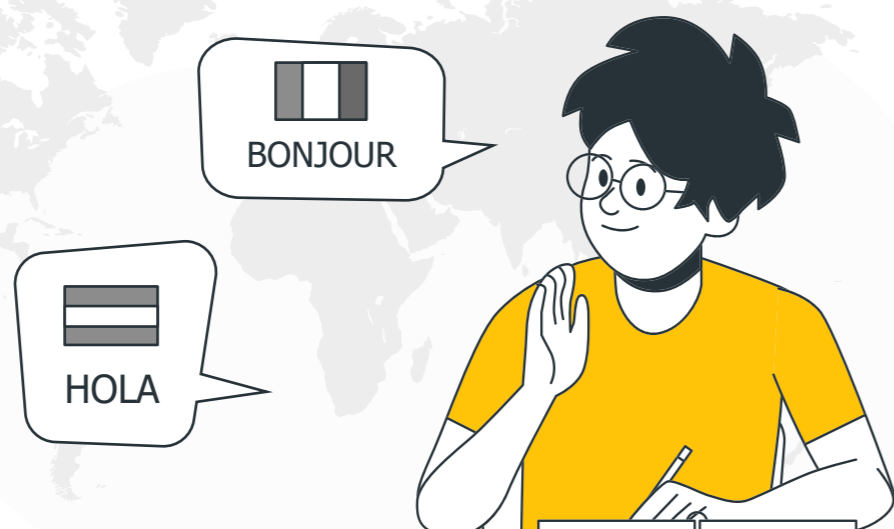
• **identities**, • **experiences**, • **human ingenuity**, • **social organization**, • **sharing the planet**.

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP.

Aims

The following aims are common to both language ab initio and language B.

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.



Assessment outline

Assessment component	Weighting
<p>External assessment (2 hours 45 minutes)</p> <p>Paper 1 (1 hour) Productive skills—writing (30 marks)</p> <p>Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.</p> <p>Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75%</p> <p>25%</p> <p>50%</p>
<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)</p>	25%

Source: Language ab initio [SL](#), IBO

GROUP 3 - HISTORY

About the course:

History is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance. It is an exploratory subject that allows opportunity for engagement with multiple perspectives and a plurality of opinions. By studying history students develop an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. Thus, the DP history course is designed in such a way as to explicitly reinforce the emphasis on the development of international-mindedness.

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

Aims

- develop an understanding of, and continuing interest in, the past
- encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- promote international-mindedness through the study of history from more than one region of the world
- develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- develop key historical skills, including engaging effectively with sources
- increase students' understanding of themselves and of contemporary society by encouraging reflection on the past



Assessment outline

External assessment	SL	HL	Weighting	
			SL	HL
Paper 1 (1 hour)	Source-based paper based on the prescribed subject. Students must answer all four structured questions. (24 marks)	Source-based paper based on the prescribed subject. Students must answer all four structured questions. (24 marks)	30%	20%
Paper 2 (1h30 m)	Paper 2 is an essay paper based on the 12 world history topics. The paper consists of two questions for each of the 12 topics. Students must answer two questions, each selected from a different topic. Some comparative questions on this paper require that examples be drawn from more than one region. The maximum mark for this paper is 30.	Paper 2 is an essay paper based on the 12 world history topics. The paper consists of two questions for each of the 12 topics. Students must answer two questions, each selected from a different topic. Some comparative questions on this paper require that examples be drawn from more than one region. The maximum mark for this paper is 30.	45%	25%
Paper 3 (2h 30m)		The paper 3 examination paper I consists of 36 questions, consisting of two essay questions on each of the 18 sections specified for the regional option. Students must answer three questions. The maximum mark for this paper is 45.	35%	
Internal assessment				
Historical investigation	Students are required to complete a historical investigation into a topic of their choice. (25 marks)	Students are required to complete a historical investigation into a topic of their choice. (25 marks)	25%	20%

Source: History [SL/HL](#), IBO

GROUP 3 - ECONOMICS

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made.

The economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made:

- **Microeconomics** - at the level of producers and consumers in individual markets,
- **Macroeconomics** - at the level of the government and the national economy,
- **Global economy** - at an international level where countries are becoming increasingly interdependent through international trade and the movement of labour and capital.

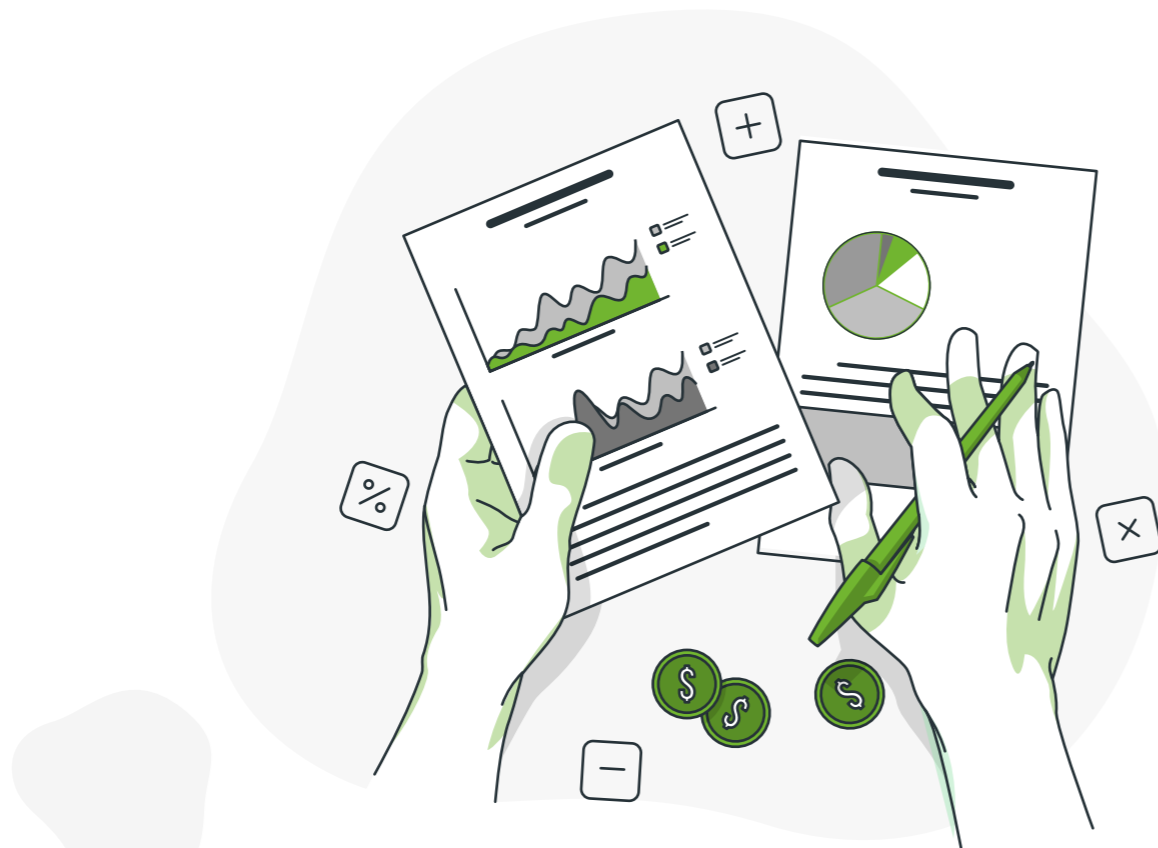
As a social science, economics examines these choices through the use of models and theories. The DP Economics course allows students to explore these models and theories, and apply them using empirical data, through the examination of different real-world issues.

Given the rapidly changing world, economic activity and its outcomes are constantly in flux. Therefore, students are encouraged, throughout the course, to research current real-world issues. Through their own inquiry, it is expected that students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes.

AIMS

The aims of Economics course both at HL and SL are to enable students to:

- develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy,
- apply economic theories, models, ideas and tools and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies,
- develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.



Assessment outline

External assessment	Description	Weighting	
		SL	HL
Paper 1	An extended Response paper. Students answer one question from a choice of three.	30%	20%
Paper 2	A data response paper. Students answer one question from a choice of two. Includes some quantitative tasks.	40%	30%
Paper 3 (only HL)	A policy paper. Students answer two compulsory questions. Includes both quantitative and qualitative tasks.	30%	
Internal assessment			
Article Commentary	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts. Maximum 800 words for each commentary.	30%	20%

Source: Economics [SL/HL](#) (first assessment 2022), IBO

GROUP 3 - BUSINESS MANAGEMENT

About the course:

The Diploma Programme business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

Business management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally.

The Business management course, at both SL and HL covers the following units:

- Business organization and environment
- Human resource management
- Finance and accounts
- Marketins

Operations management

Aims:

1. encourage a holistic view of the world of business
2. empower students to think critically and strategically about individual and organizational behaviour
3. promote the importance of exploring business issues from different cultural perspectives
4. enable the student to appreciate the nature and significance of change in a local, regional and global context
5. promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
6. develop an understanding of the importance of innovation in a business environment.



Assessment outline

External assessment	SL	HL	Weighting	
			SL	HL
Paper 1	The paper consists of two sections. Students answer structured questions based on the pre-seen case study.	The paper consists of three sections. Students answer structured questions based on the pre-seen case study and have one compulsory structured question primarily based on the additional stimulus material.	35%	35%
Paper 2	The paper consists of three sections. Students answer structured questions based on stimulus material with a quantitative focus and have one extended response question primarily based on two concepts that underpin the course.	The paper consists of three sections. Students answer structured questions based on stimulus material with a quantitative focus and have one extended response question primarily based on two concepts that underpin the course.	40%	40%
Internal assessment				
Individual Oral	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.	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.	25%	25%

Source: Business management [SL/HL](#), IBO

GROUP 3 - GEOGRAPHY

About the course:

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

IB Geography Concepts

The “Geography concepts” model shows the six main concepts of the course, with the four key concepts of place, process, power, and possibility at the centre and the organizing concepts of scale and spatial interactions connecting them. Scale has both temporal and spatial perspectives.

Aims

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



Content and Assessment outline

External assessment	SL	HL	Weighting	
			SL	HL
Paper 1 SL-1h 30m HL-2h15m	Two options are studied from the following: <ul style="list-style-type: none"> ● Freshwater - drainage basins ● Oceans and coastal margins ● Extreme environments ● Geophysical hazards ● Leisure, tourism and sport ● Food and health ● Urban environments 45 minutes per option question Each option has a structured question [10 marks] and one extended answer question [10 marks] from a choice of two. Total 40 marks	Three options are studied from the following: <ul style="list-style-type: none"> ● Freshwater - drainage basins ● Oceans and coastal margins ● Extreme environments ● Geophysical hazards ● Leisure, tourism and sport ● Food and health ● Urban environments 45 minutes per option question Each option has a structured question [10 marks] and one extended answer question [10 marks] from a choice of two. Total 60 marks	30%	20%
Paper 2 (1h15 m.)	The following units are studied SL and HL core Geographic perspectives— global change <ul style="list-style-type: none"> ● Population distribution— changing population ● Global climate— vulnerability and resilience ● Global resource consumption and security Section A - 30 marks Three structured questions, one for each unit. Section B - 10 marks Infographic or visual stimulus, with structured questions. Section C - 10 marks One extended answer question from a choice of two. Total 50 marks	The following units are studied SL and HL core Geographic perspectives— global change <ul style="list-style-type: none"> ● Population distribution— changing population ● Global climate— vulnerability and resilience ● Global resource consumption and security Section A - 30 marks Three structured questions, one for each unit. Section B - 10 marks Infographic or visual stimulus, with structured questions. Section C - 10 marks One extended answer question from a choice of two. Total 50 marks	40%	25%
Paper 3 (1hour)		The following units are studied: <ul style="list-style-type: none"> ● Power, places and networks ● Human development and diversity ● Global risks and resilience Choice of three extended answer questions, with two parts, based on each HL core unit Part A—12 marks Part B—16 marks Total 28 marks	20%	
Internal assessment				
Fieldwork	Fieldwork, leading to one 2,500 word written report based on a fieldwork question, information collection and analysis with evaluation. Fieldwork question to be based on any suitable topic from the syllabus Total 25 marks	Fieldwork, leading to one 2,500 word written report based on a fieldwork question, information collection and analysis with evaluation. Fieldwork question to be based on any suitable topic from the syllabus Total 25 marks	25%	20%

Source: Geography [SL & HL](#), IBO

GROUP 4 - PHYSICS

About the course:

About the course: As one of the three natural sciences in the IB Diploma Programme, physics is concerned with an attempt to understand the natural world; from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments.

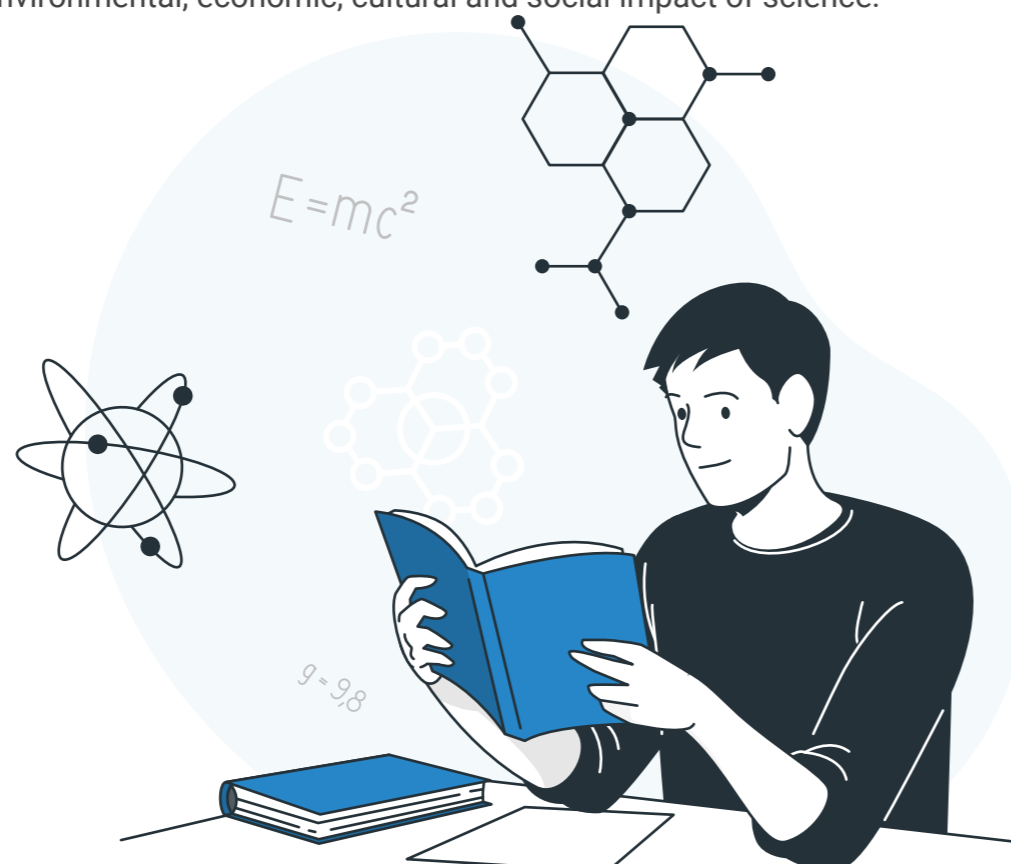
DP physics enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Aims:

Through studying biology, chemistry or physics, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes these subjects.

The aims enable students, through the overarching theme of the Nature of science, to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science.



Assessment outline

External assessment	SL	HL	Weighting		
			SL	HL	
Paper 1 SL- 1h 30min HL- 2h	Paper 1 (1 hour and 30 minutes) Paper 1A— Multiple-choice questions Paper 1B—Data-based questions A calculator is required for this paper. A physics data booklet is provided. The maximum mark for paper 1A is 25 marks. The maximum mark for paper 1A and paper 1B is 45 marks. Total 45 marks	Paper 1 (2 hours) Paper 1A— Multiple-choice questions Paper 1B—Data-based questions A calculator is required for this paper. A physics data booklet is provided. The maximum mark for paper 1A is 40 marks. The maximum mark for paper 1A and paper 1B is 60 marks. Total 60 marks	36%	36%	
Paper 2 SL-1h 30min HL-2h 30min	Paper 2 (1 hour and 30 minutes) Short-answer and extended-response questions on standard level material only. A calculator is required for this paper. A physics data booklet is provided. Total 50 marks	Paper 2 (2 hour and 30 minutes) Short-answer and extended-response questions on standard level and additional higher level material. A calculator is required for this paper. A physics data booklet is provided. Total 90 marks	44%	44%	
Internal assessment					
The scientific investigation	The IA requirement is the same for biology, chemistry and physics. The IA, worth 20% of the final assessment, consists of one task—the scientific investigation. The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words. Student work is internally assessed by the teacher and externally moderated by the IB. The performance in scientific investigation at both SL and HL is marked against common assessment criteria, with a total mark out of 24.			20%	20%

Source: Physics SL/HL, IBO

GROUP 4 - BIOLOGY

About the course: Biology course is one of the three life science subjects in IB Diploma Programme. It is constructed in a way to develop conceptual understanding of biological structures and processes starting from molecules, progressing through cellular and organismal levels, and ultimately culminating on environment level of life.

Throughout this course students will focus on an in-depth understanding of biological principles, concepts, and theories also through involvement in practical laboratory work and investigations. Designing investigations, gathering data, and drawing evidence-based conclusions help the students to develop experimental skills that are integral to scientific critical thinking, problem-solving, and application of scientific knowledge in real-world context.

The IB DP biology course prepares the learners for future study in fields like medicine, environmental science, genetics and biotechnology.

The course is divided into two levels: Standard Level (SL) and Higher Level (HL). Both levels share a core curriculum, with HL students covering additional topics in greater depth and more width.

The aims enable students, through the overarching theme of the Nature of science, to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science.

Assessment outline

External assessment	SL – 3 hours	HL – 4 hours and 30 minutes	Weighting in final assessment
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	2 hour and 30 minutes Section A – Data-based and short answer questions Section B – Extended-response questions Total 80 marks	36%
Paper 2	1 hour and 30 min Section A – Data-based and short answer questions Section B – Extended-response questions Total 50 marks	2 hour and 30 minutes Section A – Data-based and short answer questions Section B – Extended-response questions Total 80 marks	44%
Internal assessment – IA	SL - 10 hours	HL - 10 hours	20%
Scientific investigation	The IA requirement is the same for biology, chemistry and physics. The IA consists of one task—the scientific investigation. The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report with an overall word count of 3.000 words. Student work is internally assessed by the teacher and externally moderated by the IB. The performance in scientific investigation at both SL and HL is marked against common assessment criteria. Total mark 24		



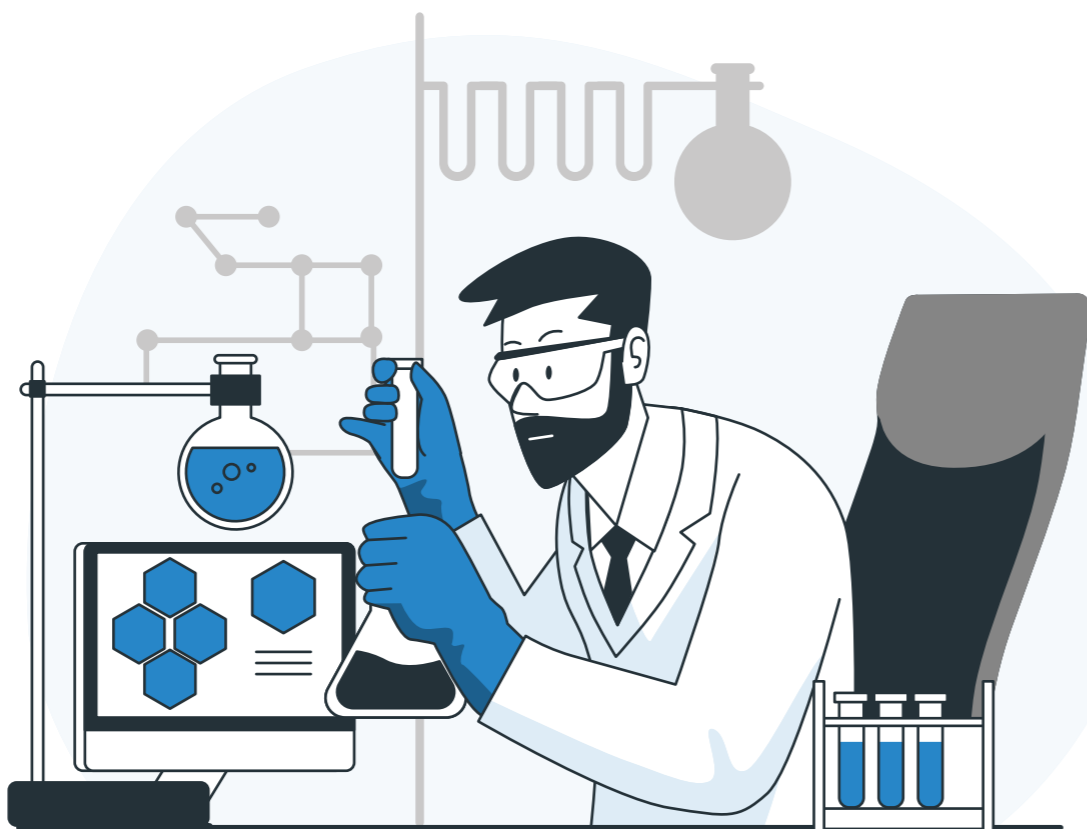
GROUP 4 - CHEMISTRY

The IB Chemistry SL and HL courses, based on the updated syllabus for first assessment in 2025, are designed to develop students' understanding of chemistry through a balanced mix of theoretical concepts and practical applications.

Purpose of Chemistry SL and HL:

- 1. Conceptual Understanding and Connections:** Both courses focus on fostering a deep understanding of chemical principles, emphasizing connections across topics and other sciences.
- 2. Practical Skills Development:** Students learn to apply experimental methods, use technology, and analyze data to enhance their scientific inquiry and problem-solving abilities.
- 3. Critical and Ethical Thinking:** The courses encourage students to reflect on the ethical, social, and environmental impacts of scientific advancements.
- 4. Preparation for Further Studies:** SL provides foundational knowledge and skills, while HL offers a deeper exploration of chemistry with additional mathematical components, preparing students for university-level science courses.

The courses include an experimental program, collaborative projects, and inquiry-based learning to engage students actively in the learning process and promote global-mindedness. The main distinction between SL and HL lies in the breadth and depth of topics covered, with HL students required to study more advanced content.



Assessment outline

External assessment	SL	HL	Weighting	
			SL	HL
Paper 1 SL- 1 hour and 30 minutes	Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (Total 55 marks)	Paper 1 is presented as two separate booklets. Paper 1A—30 marks • 30 multiple-choice questions on standard level material only No marks are deducted for incorrect answers. Paper 1B—25 marks • Data-based questions • Questions on experimental work Paper 1A and Paper 1B are to be completed together without interruptions. The questions on paper 1 test assessment objectives 1, 2 and 3. The use of calculators is permitted. See the Resource Centre. Each student must have access to a clean copy of the Chemistry data booklet during the examination.	36%	36%
Paper 3 Paper 2 SL-1h 30m	Paper 2 (1 hour and 30 minutes) Short-answer and extended-response questions (Total 50 marks)	Short-answer and extended-response questions on standard level material only The questions on paper 2 test assessment objectives 1, 2 and 3. The use of calculators is permitted. See the Resource Centre. Each student must have access to a clean copy of the Chemistry data booklet during the examination.	44%	44%
Internal assessment				
Internal assessment (10 hours) SL/HL	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)		20%	20%

Source: Chemistry [SL/HL](#), IBO

GROUP 4 - COMPUTER SCIENCE

About the course:

Course description and aims

The DP computer science course requires an understanding of the fundamental concepts of computing systems and the ability to apply the computational thinking process to solve problems in the real world. The course also requires students to develop skills in algorithmic thinking and computer programming. DP computer science is engaging, accessible, inspiring and rigorous, and has the following characteristics.

The course:

- draws on a wide spectrum of knowledge of computer systems
- develops skills in algorithmic thinking and computer programming
- is underpinned by the computational thinking process
- enables and empowers innovation, exploration and the acquisition of further knowledge
- includes the study of machine learning
- raises ethical issues.

Computational thinking involves the ability to:

- specify problems in terms of their computational context and determine success criteria
- decompose complex real-world problems into more manageable problems
- abstract problems and generalize them to enable algorithmic thinking and to develop solutions
- test and evaluate solutions for improvements.

During the course, students will develop a computational solution. This will develop their ability to identify a problem or unanswered question, and design, develop and evaluate a proposed solution.

The course enables students to:

- develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP subjects
- acquire and apply a body of knowledge, methods, tools and techniques that characterize computer science
- analyse and evaluate solutions developed through computational thinking in a range of contexts
- approach unfamiliar situations with creativity and resilience
- use computational thinking to design and implement solutions to local and global problems
- develop an appreciation of the possibilities and limitations of computer science
- evaluate the impact of emerging technologies in computer science
- communicate and collaborate effectively
- develop awareness of the environmental, economic, cultural and social impact of computer science, its applications and ethical implications.

Curriculum model overview

The DP computer science course is organized into two key themes:

- Theme A: Concepts in computer science
- Theme B: Computational thinking and problem-solving

Theme A focuses on how computing systems work. Theme B focuses on how we can use computing systems to solve real-world problems.



The course also has a practical dimension, comprising the computational solution (internal assessment) and the collaborative sciences project.

The course can be studied in either the Python or Java programming languages.

Assessment model

There are four assessment objectives for the DP computer science course. At the end of the course, students are expected to have met the following objectives:

Assessment Objective 1—Demonstrate knowledge and understanding of:

- facts, concepts, principles and terminology in computer science
- appropriate methods, techniques and skills to solve problems using computational thinking.

Assessment Objective 2—Apply and use:

- facts, concepts, principles and terminology in computer science
- appropriate methods, techniques and skills to solve problems using computational thinking
- appropriate methods to present information in computer science.

Assessment Objective 3—Construct, synthesize, analyse and evaluate:

- problem specifications, system requirements, success criteria, testing strategies, and programs
- appropriate techniques to the solution of a problem
- relevant data, information and technological explanations for solutions.

Assessment Objective 4—Demonstrate the application of computational thinking skills to solve real-world problems using computer science solutions.

Assessment outline

External assessment	SL/HL	Weighting	
		SL	HL
Paper 1	<ul style="list-style-type: none"> • Questions focused on the four topics in theme A, “Concepts of computer science”. • The paper also consists of three questions related to the case study. 	2 hours 30 minutes (70%)	4 hours (80%)
Paper 2	<ul style="list-style-type: none"> • Questions for SL and HL focused on the three topics in theme B, “Computational thinking and problem-solving”. • Additional questions for HL, focused on OOP and abstract data types. Students can answer questions in either Java or Python.	1 hour 15 minutes (35%)	2 hours (40%)
Internal assessment			
The computational solution	Students develop a computational solution to a real-world problem of their own choosing. The solution should use the concepts, skills and tools acquired in the course and the computational thinking process.	35 hours (30%)	35 hours (30%)

Programming is required to answer some of the questions on Paper 2. Questions that require programming will have equivalent versions for students to choose from, one in Java and the other in Python, according to the programming language they have studied.

GROUP 4 - DESIGN TECHNOLOGY

About the course:

Diploma Programme design technology develops internationally minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world. It focuses on analysis, design development, synthesis and evaluation. Inquiry and problem-solving are at the heart of the subject and it requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. In Diploma Programme design technology, a solution can be defined as a model, prototype, product or system that students have developed independently. A well-planned design programme enables students to develop not only practical skills but also strategies for creative and critical thinking.

Design technology students at standard level (SL) and higher level (HL) undertake a common core and have four common assessment criteria used for their internal assessment (IA). While the skills and activities of design technology are common to students at both SL and HL, students at HL are required to study additional topics and are required to meet two additional assessment criteria for internal assessment.

Aims:

The aims enable students, through the overarching theme of the nature of design, to develop:

1. a sense of curiosity as they acquire the skills necessary for independent and lifelong learning and action through inquiry into the technological world around them
2. an ability to explore concepts, ideas and issues with personal, local and global significance to acquire in-depth knowledge and understanding of design and technology
3. initiative in applying thinking skills critically and creatively to identify and resolve complex social and technological problems through reasoned ethical decision-making
4. an ability to understand and express ideas confidently and creatively using a variety of communication techniques through collaboration with others
5. a propensity to act with integrity and honesty, and take responsibility for their own actions in designing technological solutions to problems
6. an understanding and appreciation of cultures in terms of global technological development, seeking and evaluating a range of perspectives
7. a willingness to approach unfamiliar situations in an informed manner and explore new roles, ideas and strategies so they can articulate and defend their proposals with confidence
8. an understanding of the contribution of design and technology to the promotion of intellectual, physical and emotional balance and the achievement of personal and social well-being
9. empathy, compassion and respect for the needs and feelings of others in order to make a positive difference to the lives of others and to the environment
10. skills that enable them to reflect on the impacts of design and technology on society and the environment in order to develop their own learning and enhance solutions to technological problems.



Assessment outline

External assessment	SL	HL	Weighting	
			SL	HL
Paper 1	Duration: ¾ hour Marks: 30 30 multiple-choice questions on the core material.	Duration: 1 hour Marks: 40 40 multiple-choice questions on the core and HL extension material.	30%	20%
Paper 2	Duration: 1½ hours Marks: 50 Section A: one data-based question and several short-answer questions on the core material. Section B: one extended-response question on the core material (from a choice of three).	Duration: 1½ hours Marks: 50 Section A: one data-based question and several short-answer questions on the core material. Section B: one extended-response question on the core material (from a choice of three).	30%	20%
Paper 3		Duration: 1½ hours Marks: 40 Section A: two structured questions on the HL extension material, both compulsory. Section B: one structured question on the HL extension material based on a case study.	20%	
Internal assessment				
	Individual design project which is assessed against the 4 common criteria: -Analysis of a design opportunity -Conceptual design -Development of a detailed design -Testing and evaluation	Individual design project which is assessed against the 4 common criteria and 2 HL only criteria: -Analysis of a design opportunity -Conceptual design -Development of a detailed design -Testing and evaluation -Commercial production -Marketing strategies	40%	40%

GROUP 5 - MATHEMATICS: ANALYSIS AND APPROACHES

From measures and calculations to natural and man-made phenomena, to new means of communication and new perception of beauty: this is what is included in DP mathematics program. During the two years program students learn to see mathematics as a part of different disciplines as well as a discipline of its own, appreciate its elegance and beauty, apply key concepts in life and shape their thinking through mathematical problem-solving.

Aims

The aims of all DP mathematics courses are to enable students to:

1. develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
2. develop an understanding of the concepts, principles and nature of mathematics
3. communicate mathematics clearly, concisely and confidently in a variety of contexts
4. develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
5. employ and refine their powers of abstraction and generalization
6. take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
7. appreciate how developments in technology and mathematics influence each other
8. appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
9. appreciate the universality of mathematics and its multicultural, international and historical perspectives
10. appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
11. develop the ability to reflect critically upon their own work and the work of others
12. independently and collaboratively extend their understanding of mathematics.



Assessment outline

External assessment	SL	HL	Weighting	
			SL	HL
Paper 1 (Calculators not allowed)	Duration: 90 minutes Marks: 80 Section A: Short response questions based on syllabus Section B: Extended response questions based on syllabus	Duration: 120 minutes Marks: 110 Section A: Short response questions based on syllabus Section B: Extended response questions based on syllabus	40%	30%
Paper 2 (Graphic calculators required)	Duration: 90 minutes Marks: 80 Section A: Short response questions based on syllabus Section B: Extended response questions based on syllabus	Duration: 120 minutes Marks: 110 Section A: Short response questions based on syllabus Section B: Extended response questions based on syllabus	40%	30%
Paper 3 (Graphic calculators required)		Duration: 60 minutes Marks: 110 Two extended response problem-solving questions		20%
Internal assessment				
Mathematical exploration	Students are required to conduct mathematical exploration by choosing topics of their interest, posing relevant questions and administer mathematical research. (20 marks)	Students are required to conduct mathematical exploration by choosing topics of their interest, posing relevant questions and administer mathematical research. (20 marks)	20%	20%

Source: Mathematics: analysis and approaches [SL & HL](#) (first assessment 2021), IBO

ASSESSMENT POLICY

Assessment is integral to all teaching and learning. The aim of assessment is to support and encourage student learning. The DP assessment encourages teachers to monitor students' disciplinary or interdisciplinary understanding and abilities throughout the programme.

Formative assessment

Through formative assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment are important elements of formative assessment plans. Formative assessment can take place before, during and after the content of a unit is taught. Formative assessment (assessment for learning) provides teachers and students with insights into the ongoing development of knowledge, understanding, skills and attitudes. Formative assessment can also provide important opportunities for students to rehearse or refine performances of understanding as they prepare to complete summative assessment tasks.

Summative assessment

Summative assessment is part of every DP unit. Summative assessment tasks are designed to provide evidence for evaluating student achievement. Assessment in the DP is criterion-related and directly linked to the aims and objectives of the subject groups.

Examination

At the end of the first year (June 5-20) IB Diploma students take final exams from the 6 chosen subjects and complete EE, TOK and CAS (IB core subjects) in accordance with IBDP Academic Calendar. The DP final exams are performed in accordance with the requirements of the IB in May of the Senior year (12th grade). External exams are carried out in all 6 chosen subjects, including the EE and TOK Essay.

1. Grading, Ranking and Reporting

1.1. General grading system

1.1.1. A 1 to 7 grading scale is used for assessment (see Appendix 2).

1.1.2. The grades from 1 to 3 are considered unsatisfactory.

1.1.3. The student's work gets an automatic zero (0) for committing academic misconduct (see Academic Integrity policy).

1.1.4. The student's work gets an automatic one (1) for not meeting the deadline.

1.2. Term grade calculation

1.2.1. The end-of-term grade is calculated by working out the average of all the summative & midterm assessment grades (which is 75 %) received by the student as well as cumulative sum of additional formative assessment components (homework, portfolio, participation & behaviour and formative tasks) which counts 25% towards the average grade earned during the term (see Appendix 3, DP Assessment Policy).

1.2.2. Students are penalized for absences exceeding 15% of required hours per term per subject by one grade drop.

1.3. Final grade calculation

1.3.1. The year final grade of an IB subject is achieved by combining the average of both academic terms and the final exam.

1.3.2. The annual average score for non-IB subjects is considered to be a final grade.

1.4. Predicted grades

1.4.1. Predicted grades are being issued three times (September, January and March) during the IB second/senior year (12th grade). Teachers make predictions based on students' progress and their professional judgment.

1.5. Ranking

1.5.1. Student class rankings are calculated according to the final collective marks of the students within the same graduating class.

1.5.2. The two highest ranks (unweighted GPA 3.9 and over) are awarded certificates of merit and are placed on the Lyceum's Diploma Programme Honor List.

Class rankings are sent to university admissions as part of their official transcript.

1.6. Reporting

Shirakatsy Lyceum communicates assessment data to parents in a variety of ways. The following ways of reporting to parents are used by Shirakatsy Lyceum:

1.6.1. • **LMS reporting** - parents have the opportunity to observe students' learning achievement via ManageBac System.

1.6.2. • **Report cards**—All students and parents receive a Student Progress Report Card twice per semester via the online platform of ManageBac.

1.6.3. • **Parent conferences**—in which teachers communicate assessment data to parents openly and transparently, possibly supported by examples of each student's work.

1.6.5. • **Three-way conferences**—in which there takes place collaboration between teachers, students and parents in order to solve educational issues and meet student's learning needs.



ACADEMIC INTEGRITY POLICY

Academic misconduct is the case of intentional or unintentional actions that result in creating an unfair academic advantage for a student or for any other member(s) of the academic community. It is also an act that potentially threatens the integrity of IB examinations and assessments that may happen at any point of the assessment process (before, during or after). Academic honesty is the responsibility of the whole school and is developed across the curriculum as part of the approaches to learning. All DP students must understand the basic meaning and significance of concepts that relate to academic honesty, especially intellectual property and authenticity. For citing and referencing, the Lyceum uses MLA 8 referencing style. Through a series of workshops, MLA 8 standard details are introduced to Lyceum teachers and students. The Lyceum uses the Turnitin as a way of checking plagiarism. For more details refer to the Lyceum's Academic Integrity document.

ACADEMIC MISCONDUCT

Types of academic misconduct during written and oral coursework and examinations/assessments.

- Plagiarism refers to the representation of the ideas or work of another person as the candidate's own.
- Peer plagiarism refers to the process of copying work from another student or student lending and facilitating their work.
- Collusion refers to the process of presenting a collaborative work as a work of an individual. It is also considered collusion when students work to show close similarity.
- Duplication of work refers to the process of presenting the same work (partial or complete) for different assessment components or subjects.
- Falsification of data refers to the process of data falsification for an experiment and for Math's exploration/project.
- Unoriginal work refers to the process of submitting work commissioned, edited by, or obtained from a third party.
- Unethical work refers to the instance of including inappropriate, offensive, or obscene material in the work.
- Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record) (Academic Integrity IBO 2019)
- Taking out discussion materials out of the room, spreading information
- Use and handover of forbidden means, electronics, literature...
- Prompting each other: while completing assignments the pupil prompts his/her peer or accepts prohibited information from him/her.
- Abuse of trust: lie and fake; represent incorrect and inaccurate sources, trend to obtain help from
- Classmates and adults, which is prohibited.
- Disclosing or discussing the content of an exam paper with a person outside the immediate school
- community within 24 hours after the examination

The cases of academic misconduct taking place during written and oral coursework and examinations/assessments are categorized into three levels. Depending on the level of academic misconduct, the subject may be accordingly penalized. The details regarding the levels of academic misconduct are in [Academic Integrity IBO 2019, Appendix 2](#) and [Lyceum's Academic honesty policy](#).

ADMISSIONS POLICY

1.The International Baccalaureate Diploma Programme (hereinafter referred to as IBDP) admission is held on competitive bases with consideration of the IBDP applicants' admission exams and interview results. Eligible students to apply are the following:

- Students who are citizens of the Republic of Armenia and have completed 10th or 11th grades,
- Students who are residents of foreign countries and plan to apply for the High school 2-year program,
- IBDP students who will be transferred from other IB World Schools to continue their education at the Diploma Programme of Shirakatsy Lyceum if the corresponding subjects are offered.

2.The interested candidates are to:

- a.fill out the application form available at [this link](#),
- b.submit a motivation letter,
- c.take placement tests in English and Mathematics,
- d.participate in an interview process. Interviews will be conducted within the framework of the IBDP subjects to be taught,
- e.fill out the subject selection form (see [the link](#)) if s/he passes all the above-mentioned steps.

3.Successful applicants should meet the minimum passing threshold based on comparative analysis and demonstrate high performance during the interview process. In special cases, for the candidates who do not meet one of the requirements, the Admissions Committee may decide to admit the candidate to the IBDP on a conditional basis, on a probationary period of one academic term. Upon completion of the term, the School Board of Directors will make a decision whether the student may continue or should withdraw from his/her studies in IBDP (based on the student's progress and compliance with learner's description).

4.IBDP graduates who are citizens of Armenia, have successfully passed Shirakatsy Lyceum Admission exams and met the requirements of the state exams of the Republic of Armenia, can also be granted the State Certificate of secondary education of the RA upon request.

5.The successful candidates, who are Lyceum students, must submit the documents below:

- Two Recommendation Letters from school faculty (see [the link](#))
- Four passport-size photos (3x4)

6. The successful candidates outside the Lyceum, must submit the documents below:

- Copy of the Birth Certificate or Passport
- Official Transcripts
- Two Recommendation Letters from school faculty (see [the link](#))
- Four passport-size photos (3x4)
- Proof of Residence
- Health Reference Letter (in accordance with RA legislation)
- For non-citizens of RA, proof of health insurance for the period of study.

7.The Lyceum students admitted to the IBDP can apply for the Financial Aid provided by the Lyceum. The following conditions apply:

- Applicant's academic performance progress and admissions results
- Family financial needs

DP General Regulations
http://shirakatsy.am/en/page_20/page_21/841-2/

IBDP Admissions Policy
<http://shirakatsy.am/en/admissions-policy-2/>

IBDP Inclusive Education Policy
http://shirakatsy.am/en/page_20/page_21/inclusive-education-policy/

IBDP Academic Honesty Policy
<http://shirakatsy.am/en/academy/>

IBDP Language Teaching Policy
<http://shirakatsy.am/en/language-teaching-policy/>

IBDP Assessment Policy
<http://shirakatsy.am/en/assessment-policy/>



The insertable parts of the educational process are:

- Various extracurricular activities (concerts, meetings with famous people, trainings, seminars, visits to different organizations for professional orientation)
- Volunteer activities
- Learners' council (each year a board of high school students is formed and the Co-Chairs are elected by democratic principles. Council actively participates in the Lyceum process)
- Exchange programs
- Participation in international conferences
- University Counseling Service (students get detailed information about different Armenian and foreign universities, advice on admission procedures, and support for higher education institutions' admission procedures).

School Facilities

The resources & facilities offered by the Lyceum include:

- Subject departments
- Laboratories (Chemistry, Physics, Biology)
- Multimedia Center, including the Conference Hall with Internet access
- Library with 27.000 eBooks, and 15.000 hard copies
- State-of-the-art cafeteria, where the lyceum provides healthy lunch for students
- Transportation service - buses to transport students to the Lyceum and back
- Concert Hall
- Gymnasium
- Dance Hall
- Sports Ground/ Tennis tent
- Psychological Center & Counseling

Services

- Medical Services
- Dormitories
- Summer Camp



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