



International Baccalaureate Diploma Programme Course Description

GROUP 1
LANGUAGE A : LANGUAGE & LITERATURE (SL/HL)
<p>Language A: Language and Literature comprises four parts – two relate to the study of language and two to the study of literature.</p> <p>The course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. The course is designed to reflect the interests and concerns that are relevant to the students while developing in them a range of transferrable skills. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Therefore, the wider aim of the course is the development of an understanding of “critical literacy” in students. The course does not limit the study of texts to the products of one culture or of the cultures covered by one language. The study of literature in translation from other cultures is especially important as it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity.</p>
LANGUAGE A : LITERATURE
<p>The Language A Literature course is designed to support future academic study by developing a high social, aesthetic and cultural literacy, as well as effective communication skills. The Language A: literature course, in particular, is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments.</p> <p>The M. Greek Language A course is taught in two years time. Although the syllabus and the requirements are different for the High and Standard Level courses (the distinction being one of breadth and depth), the school has developed a tradition of offering joined classes for the two levels.</p>

GROUP 2
LANGUAGE B (SL/HL)
<p>Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the</p>

culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding. It should not be intended solely for the study of specific subject matter or content.

The study of a modern language entails acquiring a language system in four active and interrelated ways: through listening, speaking, reading and writing. These four skills involve exchanging ideas and effective communication. In this course we will focus on effective communication, which involves the intellectual process of understanding how ideas can best be expressed to the audience concerned.

By the end of this course, students will be assessed on their ability to:

1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
2. use language appropriate to a range of interpersonal and/or cultural contexts
3. understand and use language to express and respond to a range of ideas with accuracy and fluency
4. Organize ideas on a range of topics, in a clear, coherent and convincing manner
5. Understand, analyze and respond to a range of written and spoken texts
6. Understand and use works of literature written in the target language of study (HL only).

GROUP 3

HISTORY (SL/HL)

History is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges.

The aim is to foster an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social.

ECONOMICS (SL/HL)

Economics is a dynamic social science, forming part of group 3 – individuals and societies. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. The IB Diploma program economics course emphasized the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises student's awareness of their responsibilities at a local, national and international level. It also aims to develop an awareness of development issues facing nations as they undergo the process of change.

PSYCHOLOGY (SL/HL)

Psychology can be defined as the systematic study of human behaviour and experience. The IB Psychology course is addressed to students of diverse academic interests as it stands between the human and the natural sciences. This heterogeneity makes the course challenging and students are exposed from early on and learn to respect alternative viewpoints. They realize that the investigation of human behaviour is not a straightforward task with definite answers, fostering tolerance of ambiguity and uncertainty.

The primary aim of the course is to enable students to synthesize. By the end of the course, students will be expected to have developed a critical mind, a broader awareness of themselves

and an appreciation of how knowledge can be extended to other cultures than their own. This will be accomplished through the in depth investigation of the biological, cognitive and socio-cultural nature of behaviour. This corresponds to the core of the syllabus offering a foundation and broad overview of psychology. The options are an opportunity to compare and evaluate different psychological explanations of more specialized areas in psychology. They include: Developmental Psychology, Abnormal Psychology, Human Relationships, Sport and Health Psychology. In addition, students will become acquainted to the key features of scientific methodology both in theory and in practice through their internal assessment. The advantages and limitations of scientific methodology in general and in psychology specifically will be tackled, giving students the skills to evaluate research. Furthermore, the ethical concerns relating research with humans and humans will be extensively studied.

The course adopts a holistic approach for the explanation of human behaviour endorsing that each individual is unique, yet similar. Students will be encouraged to use this knowledge outside the classroom with real life aspects for the benefit of humanity.

BUSINESS AND MANAGEMENT (SL/HL)

Business and Management is a dynamic social science, forming part of group 3 – individuals and societies. The course encourages the use of contemporary examples and case studies at a variety of levels, from the local to the global, as well as from smaller-scale business to multinational ones. The five concepts underpinning the course create a framework for discussions across cultural contexts. The course is designed to give students an international perspective and to encourage their appreciation of cultural diversity among different types of business organizations, and individuals and groups within them.

The course promotes the ideals of international cooperation and responsible citizenship. Students are encouraged to make sense of the forces and circumstances that drive and restrain change in an interdependent and multicultural world. Thus, the Diploma Programme business management course contributes to student’s development as critical and effective participants in local, national and world affairs-business and otherwise.

GROUP 4

BIOLOGY (SL/HL)

Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. Estimates vary, but over the course of evolution 4 billion species could have been produced. Most of these flourished for a period of time and then became extinct as new, better adapted species took their place. There have been at least five periods when very large numbers of species became extinct and biologists are concerned that another mass extinction is under way, caused this time by human activity. Nonetheless, there are more species alive on Earth today than ever before. This diversity makes biology both an endless source of fascination and a considerable challenge.

An interest in life is natural for humans; not only are we living organisms ourselves, but we depend on many species for our survival, are threatened by some and co-exist with many more. From the earliest cave paintings to the modern wildlife documentary, this interest is as obvious as it is ubiquitous, as biology continues to fascinate young and old all over the world.

The word “biology” was coined by German naturalist Gottfried Reinhold in 1802 but our understanding of living organisms only started to grow rapidly with the advent of techniques and technologies developed in the 18th and 19th centuries, not least the invention of the microscope and the realization that natural selection is the process that has driven the evolution of life.

Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex

metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function.

Many areas of research in biology are extremely challenging and many discoveries remain to be made. Biology is still a young science and great progress is expected in the 21st century. This progress is sorely needed at a time when the growing human population is placing ever greater pressure on food supplies and on the habitats of other species, and is threatening the very planet we occupy.

Aims of the course:

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

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse, evaluate and synthesize scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

PHYSICS (SL/HL)

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles—quarks, which may be truly fundamental—to the vast distances between galaxies. The Diploma Programme physics course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal skills, and information and communication technology skills, which are essential in modern scientific endeavour and are important life-enhancing, transferable skills in their own right.

CHEMISTRY (SL/HL)

Chemistry is an experimental science that studies the fundamental laws of matter. In the two years of the Diploma Program, candidates that have selected Chemistry at the standard or higher level will be trained both in the theoretical aspects as well as the practical aspects of the course. This will ensure the foundation of the principles required for the transition from secondary to higher education. In unison, the cultivation of practical/laboratory skills will prove invaluable by embedding the theory in an experiential manner.

COMPUTER SCIENCE (SL/HL)

The IB Diploma Programme Computer Science course entails an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate.

Subject aims:

The aims of the Computer Science course is to

1. Provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning
2. Provide a body of knowledge, methods and techniques that characterize computer science
3. Enable students to apply and use a body of knowledge, methods and techniques that

characterize computer science

4. Demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
5. Engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems
6. Develop logical and critical thinking as well as experimental, investigative and problem-solving skills
7. Develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively
8. Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
9. Develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science
10. Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

The computer science course emphasizes the need for both a theoretical and practical approach.

GROUP 5

MATHEMATICS (SL)

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. The course focuses on introducing important mathematical concepts through the development of mathematical techniques.

MATHEMATICS (HL)

This course caters for students which will include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics. The course focuses on developing important mathematical concepts in comprehensible, coherent and rigorous way.

MATHEMATICAL STUDIES (SL)

This course caters for students who possess knowledge of basic mathematical concepts and who are equipped with the skills needed to apply simple mathematical techniques correctly. The course is designed for students who prepare for future studies in theoretical districts, such as linguistics, history, social sciences, art etc. The course aims at introducing important mathematical concepts through the development of mathematical techniques. The material taught focuses mostly on real-life applications, e.g. in Statistics, Financial Mathematics etc.

FURTHER MATHEMATICS (HL)

This course caters for students with a very strong background in mathematics who have attained a high degree of competence in a range of analytical and technical skills, and who display considerable interest in the subject. Most of these students will expect to study mathematics at university, either as a subject in its own right or as a major component of a related subject. The course allows students to learn about a variety of branches of mathematics in depth and also to appreciate practical applications.

GROUP 6

VISUAL ARTS (SL/HL)

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding.

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. The course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

Theoretical practice

In the first part of the course students are asked to examine and compare the work of artists from different cultural contexts as well as consider the contexts influencing their own work and the work of others. Furthermore students will discover how different techniques for making art have evolved and how artists use them. Finally ways of communicating through visual and written means is explored.

Art-making practice

In the practical aspect of the course students produce art through a process of investigation, thinking critically and experimenting with techniques and media, developing concepts and ideas. This leads into a body of artwork that shows reflection and evaluation, synthesis of skill and concept.

Curatorial practice

Finally students develop an informed response to work and exhibitions they have seen and experienced, formulating personal intentions for creating and displaying their own artworks. Students evaluate how their ongoing work communicates meaning and purpose considering the potential impact of their work on different audiences and discuss how artistic judgments impact the overall presentation.

THEATRE (SL/HL)

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre -as participants and audience members- they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

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

1. enjoy lifelong engagement with the arts and theatre
2. become informed, reflective and critical practitioners in the arts and theatre
3. understand the dynamic and changing nature of the arts and theatre
4. explore and value the diversity of the arts and theatre across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.
7. explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)
8. understand and engage in the processes of transforming ideas into action (theatre processes)
9. develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre)
10. understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre) - For HL only.

MUSIC (SL/HL)

Course Objectives: Having followed the music course at SL or HL, students will be expected to demonstrate: * knowledge, understanding and perception of music in relation to time, place and cultures * appropriate musical terminology to describe and reflect their critical understanding of music * comparative analysis of music in relation to time, place and cultures (unlike at SL, HL students are also * expected to demonstrate this in response to pieces not previously studied) * creative skills through exploration, control and development of musical elements (SLC, HL) * performance skills through solo music making (SLS, HL) or group music making (SLG) * critical-thinking skills through reflective thought.

Course content is based on the requirements for the external listening assessment where students will have to analyze both set works and randomly chosen world music.

Planning has taken into account the relative experience and maturity needed for effective performance and composition. Topics are planned in order to let students deal with the most familiar first (Western classical style) before exposing them to the unfamiliarity of world music. This is to enable effective comparison, perception and informed expectation. While both genres of the set works are introduced in Year 1 and background knowledge acquired, full analysis is left until Year 2 to ensure expanded perception of the position of each piece in place and time.

TOK

Theory of Knowledge (TOK) is one of the three core elements of the IB Diploma Programme. The aim of this course is to make students elaborate on the ways they acquire knowledge (Ways of Knowing) in all fields of their IB studies, as well as in their everyday life (Areas of Knowledge), sharpen their critical thinking and enrich their arguments and potential for debates.

Although TOK's Areas of Knowledge coincide with most IB Subjects, it does not mean that the course is a revision of what students have already learnt. TOK is not about "what we know" (IB Subjects) but about "how we know what we know".