



## International Baccalaureate Diploma Programme Course Description

GROUP 1
<b>LANGUAGE A : LANGUAGE &amp; LITERATURE (SL/HL)</b>
<p>This course is offered in Modern Greek and English. Students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. The language profile of students taking these courses will vary, however, students are expected to use language at an advanced academic level.</p> <p>Through the study of literary texts from different periods, styles, and genres written originally in the language studied and in translation, students gain an understanding of the ways in which different languages and literatures represent the world and how these can reflect and help create diverse identities. These works may challenge learners intellectually, personally and culturally, and involve sensitive and mature topics of local, national, and global significance.</p> <p>In language A courses students are constantly engaged with inquiry, critical thinking and reflection as they explore how meaning is generated in texts creating a strong connection to TOK. The courses also offer significant potential to complement creativity, activity, and service (CAS), as the engagement with the characters or the situations portrayed in the texts helps students achieve a better understanding of others and of themselves while developing the capacity for empathy.</p>
<b>LANGUAGE A : LITERATURE (SL/HL)</b>
<p>This course is offered in M. Greek. Students study exclusively literary texts (novels, plays, poems and non-fiction), adopting a variety of approaches to textual criticism. With its focus on literature, this course is particularly concerned with developing sensitivity to aesthetic uses of language and empowering students to consider the ways in which literature represents and constructs the world and social and cultural identities.</p> <p>Through close analysis of literary texts in a number of forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others. In turn, this will encourage the exploration of how viewpoints are shaped by cultural belief systems and how meanings are negotiated within them.</p>

Students will examine:

- Comparisons and connections between texts, and the ways various literary forms and the conventions of genres explore themes and ideas
- The relationship between a text, its author and its readership
- How literary works generate meaning and how context is tied to meaning
- How literature relates to the real world
- Various perspectives on the human condition from the local to the global

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## GROUP 2

### LANGUAGE B (SL/HL)

Language B is a language acquisition course designed for students with some previous experience of the target language in familiar and unfamiliar contexts. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and a broad range of texts. The study of two literary works originally written in the target language is required only at language B HL.

Language acquisition both supports and is supported by TOK. The skills and wider conceptual understandings that students develop in TOK can make an extremely positive contribution to their study of language acquisition developing higher-order thinking skills, such as analysis and evaluation. Through the five prescribed themes around which the language acquisition courses are centered, students will be able to investigate, plan, act and reflect on CAS experiences and projects in a more informed and meaningful way. Similarly, CAS experiences can ignite students' passion for addressing particular personal, local, national and global issues.

Language acquisition courses foster intercultural understanding and global engagement. The nature of the language acquisition process supports international-mindedness and is, in turn, supported by it. The course encourages students to view aspects of the language and culture from different perspectives, to make non-judgmental comparisons of language and culture, and to view language and culture in a global context.

### LANGUAGE ab INITIO 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. At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts.

<b>GROUP 3</b>	
<b>HISTORY (SL/HL)</b>	
<p>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.</p> <p>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.</p>	
<b>ECONOMICS (SL/HL)</b>	
<p>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 like sustainability and equity 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.</p>	
<b>GLOBAL POLITICS (HL/SL)</b>	
<p>Global Politics is a DP Group 3 subject combining a variety of disciplines in the social sciences and humanities (Political Philosophy &amp; Theory, Sociology, International Relations, History, Economics, Environmental Studies, etc.) studying many contemporary political issues in a critical and holistic way. The exploration of fundamental political concepts (such as power, equality and peace) and contemporary sociopolitical phenomena (like conflict, migration, humanitarian crises and climate change) allows students to develop a multi-level understanding of political activity in a local, national and international context by making use of real-world examples and case studies.</p> <p>The course is strongly recommended for future studies in Politics, Philosophy, International Relations, Law, History, Economics, etc.</p>	
<b>PSYCHOLOGY (SL/HL)</b>	
<p>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.</p> <p>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</p>	

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.

<b>GROUP 5</b>
<b>MATHEMATICS: ANALYSIS AND APPROACHES (SL/HL)</b>
<p>This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The course includes topics that are both traditionally part of a pre-university mathematics course as well as topics that are amenable to investigation, conjecture and proof. The course allows the use of technology but it has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. The students who take Analysis and Approaches at HL are the students who will get satisfaction from solving challenging problems.</p>
<b>MATHEMATICS: APPLICATIONS AND INTERPRETATION (SL/HL)</b>
<p>This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data- rich world. As such it emphasizes on topics that are often used as applications or in mathematical modelling. The course makes extensive use of technology to allow students to explore and construct mathematical models. The students will develop mathematical thinking in the context of a practical problem and will use technology to justify conjectures. The students who take Applications and Interpretation at HL are the students who will get satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.</p>



## 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)**

The Diploma Programme Music course has been designed to prepare the 21st century music student for a world in which global musical cultures and industries are rapidly changing.

The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components.

The aims of the music course are to enable students to:

- explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression
- acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others
- evaluate and develop critical perspectives on their own music and the work of others.

Students at SL and HL submit the following common assessment tasks.

An exploration portfolio: Written work demonstrating engagement with, and understanding of, diverse musical material, along with practical exercises in creating and performing

An experimentation report: Written work in the form of a rationale and commentary that supports practical musical evidence of experimentation in creating and performing

A musical presentation: Finished works in creating and performing, supported by programme notes.

In addition, HL students will submit the following project.

A collaborative project: A continuous multimedia presentation documenting a real-life project, containing evidence of the project proposal, the process and evaluation, and the realized project, or curated selections of it.



**By the end of the course students will have:**

- broadened their musical horizons through engagement with diverse musical material
- analysed a wide range of music
- engaged with music technology as a compulsory part of the course
- gained confidence in the essential processes associated with music-making
- developed as holistic musicians with experience as creators and performers
- developed both independent and collaborative working skills z honed their inquiry, reflection and critical thinking skills.

**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 in all fields of their IB studies, as well as in their everyday life, 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".