

Foreword

For four decades the International Baccalaureate has offered a demanding curriculum and rigorous assessment to motivated students, aged 16 to 19, in the two years preceding university entrance. Many thousands of young adults from all continents have earned the IB diploma and have gained admission to the world's leading institutions of higher education.

Excellent academic preparation in six individual subjects is a very important dimension of the programme, but it is not what makes it unique. The IB is motivated by an idealistic vision: it hopes that a shared academic experience emphasizing the skill of critical thinking and exposure to a variety of points of view will encourage in young people multicultural understanding and acceptance of others. And yet the programme begins by requiring students to relate to their own national identity - their own language, literature, history and cultural heritage - before insisting that they identify with the corresponding traditions of others and respond intelligently to them. The end result, we hope, is a more compassionate population and a welcome manifestation of national diversity within an international framework of tolerant respect.

All Champion students in years 12 and 13 follow IB courses. The great majority follow the full course, as outlined in the following pages, with the aim of gaining the IB Diploma at the end of two years. In certain circumstances, students may elect (or be advised) to follow a less demanding course which will result, at the end of two years, in the award of a number of Certificates in individual subjects. Although of lesser value than the full Diploma, these Certificates are likewise valid entry qualifications for a place in higher education.

Graduation for most students will take place at the end of Year 13. Students who wish to leave school at the end of Year 12 will be permitted to graduate, provided all the requirements have been fulfilled.

Any enquiries concerning the academic programme for Years 12 and 13 should be addressed to the IB Coordinator, Ms Helen Bakalis, who can be contacted on the school's telephone number, 210 607 1700 or via email at hbakalis@champion.edu.gr.

Stephen Atherton
Headmaster
30 August 2016

THE YEAR 12 & 13 ACADEMIC AND PASTORAL TEAM

There are three members of the teaching staff who have a special relationship with the IB classes.

Ms Bakalis is the IB Coordinator and she has the overall responsibility for the smooth running of the IB Diploma programme. In addition to setting up the IB programme, coordinating all student coursework and working closely with all Champion's IB teachers, Ms Kyritsis is the person nominated by the school to be the regular contact with the IB organisation. All communications with the organisation (such as queries arising after results are published) must be channelled through Ms Kyritsis.

Mrs Andrianaki has two roles: she is the school's nominated Creativity, Action and Service (CAS) Coordinator (details of CAS can be found on page 4) and Year Tutor for Year 12. She deals with all non-academic issues, therefore, such as absence and the general welfare of the students.

Ms Misirli is our UK (and other European) Universities Advisor and Year 13 tutor. From the middle of the first year of IB she will be closely involved with the students, collectively and individually, as they consider their options for higher education. Students interested in continuing their studies in North America should visit Ms Baker.

On a weekly basis, the above team plus Mr Henderson and Mr Atherton meet to monitor the smooth running of the IB programme and to discuss the progress of individual students.

The IB Diploma Programme

The IB Diploma is a two-year programme whose components are best displayed in the following diagram.



Award of the IB Diploma involves the study of six subjects, three subjects at Higher Level, and three at Standard Level. The three core requirements described on the following page must also be completed.

Extended Essay

The Extended Essay is a research paper, up to 4000 words in length, which is intended to introduce students to the skills of independent, investigative work required at university level. The topic is chosen by the student, though it may originate in material covered in any one of his or her IB courses, which is then pursued independently in greater depth and detail. Every student has the assistance of a supervisor, who can give advice both on the process of research and on production of the final essay.

Theory of Knowledge

This is a course in critical thinking, which encourages students to think about the ways knowledge is obtained in the different subjects they study, and to make connections between them. Assessment is through a presentation on a topic of their choice and through an essay, written in the second year, from a list of six titles provided by the IB; this enables students to focus on an area of the course which they have found of particular interest.

Creativity, Action, Service

This is a fundamental part of the IB Diploma Programme, and is based on the fact that education does not begin and end in the classroom or examination hall. The CAS programme is designed to provide students with the opportunity to develop awareness and concern for others, to build bridges with the real world and to promote leadership.

The programme entails involvement for the equivalent of at least three to four hours a week, over the two years, in a balanced range of different activities. **Creativity** covers a wide range of arts and other imaginative activities. **Action** includes participation in expeditions, and individual and team sports. **Service** is community or social service, or service within the school community, and may also include environmental and international projects. Evaluation by the school and self-evaluation by the student is an ongoing process throughout the two year period.

GRADING AND ASSESSMENT

All subjects require the completion, over the entire two-year period, of course work which is internally assessed by the teacher responsible and moderated by IB examiners; and all subjects, apart from Visual Arts and Theatre in Group 6, also involve an external written examination. Each subject, whether at Higher or Standard Level, is awarded a grade from 1 to 7, and 3 bonus points are available for Theory of Knowledge and Extended Essay. The minimum passing grade for award of the full Diploma is 24 points out of a possible total of 45.

THE IB CURRICULUM

There follows a list of the courses offered in each group, and a description of them. All subjects are offered at both Higher Level (HL) and Standard Level (SL), unless otherwise stated. **One** course is chosen from each of groups.

- Group 1** English A: Literature
 English A: Language and Literature
- Group 2** Modern Greek A: Language and Literature
 French B
 Spanish B
 Arabic B
 Language *ab initio* (SL) – to be decided
- Group 3** **Individuals and Societies**
 History
 Geography
 Economics
 Psychology
 Classical Greek and Roman Studies (SL)
- Group 4** **Experimental Sciences**
 Biology
 Chemistry
 Physics
 Environmental Systems and Societies (SL)
- Group 5** **Mathematics**
 Mathematical Studies (SL)
 Mathematics Standard (SL)
 Mathematics Higher (HL)
- Group 6** **Arts and Electives**
 Visual Arts
 Theatre
 Music
 Chemistry
 Economics
 Psychology

GROUPS 1 AND 2

LANGUAGE A: LITERATURE (English)

Language A Literature is studied in the language in which the student is most competent and the course develops the skills covered in IGCSE English Literature. It aims to encourage a personal appreciation of literature through close reading of works of different periods, genres, styles and cultures. A total of ten works (at Standard Level) or thirteen (at Higher Level), including several works in translation, are studied altogether, in varying degrees of depth and detail. They are assessed both orally and in written form, by a combination of coursework and examination. The final examination also requires students to respond to a piece of unseen writing, either in prose or verse. Apart from English, there is also the possibility of students sitting the Language A Literature exam in a different language, independently with outside tuition.

LANGUAGE A: LANGUAGE AND LITERATURE (English and Modern Greek)

This syllabus is designed for speakers with a **high degree of competence** in the language concerned, and is an extension of the work done in First Language English and English Literature in years 10 and 11. Students wishing to follow the Language and Literature course in Modern Greek will have been in the Greek First Language class throughout the Senior School.

It aims to develop in students the 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. This course is centrally concerned with the ways in which meaning is generated by the meeting between texts and the contexts within which they exist. The ability to undertake detailed critical analysis of texts is crucial in all parts of the course. "Text" in this subject covers the widest range of oral, written, and visual material present in society, and the skill of understanding and interpreting visual images is an important aspect of this course.

Students work on four different options, two of which are literary while the other two are language related: language in cultural context, and language in mass communication. The final assessment is both written and oral. Students are assessed on different oral activities undertaken throughout the course, and on an individual oral examination towards the end. They must also produce written assignments based on material studied in the course. The final examination consists of two written papers, in which students must respond to unseen texts, and write an essay on the literary texts studied.

LANGUAGE B (French, Spanish, Arabic)

Language B is a foreign language learning programme designed for students with previous experience of the language. They will study authentic materials in the target language which revolve around the core topics of social relationships, communication and media, and global issues. Higher Level students will study two further topics, and two works of literature. The final assessment is both written and oral. Students are assessed on different oral activities undertaken throughout the course, and on an individual oral examination towards the end. They must also produce a written assignment based either on the core topics (SL) or the literary texts studies (HL). The final examination comprises two written papers, in which students must respond to various texts based on the core topics, and produce their own short pieces of writing.

LANGUAGE *ab initio* (to be decided)

Language *ab initio* is a course designed for students with little or no experience of a language prior to IGCSE level, and will therefore be invaluable for those who, for whatever reason, cannot choose any of the languages available at A or B level, or for those who would like to take the opportunity to begin the study of another language. In the twenty months of the course, students are able to acquire knowledge of the language roughly equivalent to that obtained at IGCSE. The main aims of the course are not only to enable the student to use the language they have studied in a range of contexts, but also to develop students' intercultural understanding. The final assessment comprises an individual oral examination, a short written assignment, and two written papers in which they are required to respond to a variety of texts in the language, and to produce their own short pieces of writing.

GROUP 3: INDIVIDUALS AND SOCIETIES

HISTORY

The aim of studying history is to acquire an understanding of individuals and societies in the past and, hence, possibly a better understanding of current events. Through the study of history students should develop strong critical-thinking skills, the ability to research from a wide range of sources, to synthesise key arguments and to assess the evidence on which such arguments are based. History also teaches students the ability to communicate clearly and concisely. Throughout the course students are also encouraged to reflect on the nature of history as a discipline, and discuss the reasons why historians have different perspectives of the same event.

All students study a selection of 20th century world history topics through several case studies drawn from different regions, and learn to make use of, and evaluate, a range of primary and secondary sources. Both Higher and Standard Level students sit Paper 1 a source-analysis exam paper and Paper 2 which covers twentieth century world history. Higher Level students are also required to sit Paper 3 which focuses on 19th and 20th century European history.

There is one piece of coursework called the Historical Investigation. This is a detailed examination of a topic of the students' choosing and is completed by both Higher and Standard Level students.

Above all, history is a dynamic subject that helps teach cultural literacy and an understanding of the changing social, political and economic contexts, which inform our knowledge of the global society we live in.

GEOGRAPHY

Geography at IB is a valuable group 3 subject for students wishing to study law or politics, though there are many other relevant applications, such as water supply or hazard management. The new syllabus (first examination May 2019) has addressed some important concerns in the modern world. Global climate change has been made one of the three core topics for both standard and higher-level students. The way in which information is disseminated through infographics is also included in the core paper. The Globalization paper for higher-level students has now become more political, having a section on global risks such as identity theft and tax avoidance.

Optional topics are now likely to include the use of maps, so our mapping skills learned in geography I.G.C.S.E. become very valuable.

The formal written examination has three papers:

Paper 1: seven option topics, of which standard level students answer 2, higher level students answer 3. Paper 2: core theme topics of Population change, Climate change and Global resources, set as short structured questions, infographic analysis and one essay. Paper 3: higher level extension, set as one essay from three main topic areas, Power places & networks, human diversity, global risks.

Coursework, based on fieldwork, is still important, being worth 25% of the final mark at standard level and 20% of the final mark at higher level.

ECONOMICS

Among the challenges common to all societies is the search for acceptable levels of economic well-being. This quest remains with us, not only because of the vast gulf separating the poorest and richest inhabitants of our planet, but also because of the limits to resources, time and human effort. Individuals, firms and governments must constantly make choices: 'What should we produce, how shall we produce most efficiently and who should benefit?' IB Economics addresses these questions of 'what, how and for whom' by looking beyond the textbook and classroom. It encourages understanding of real world issues, and places a great emphasis on the issue of sustainable development. The areas studied are **microeconomics**, including supply and demand, market failure and business economics; **macroeconomics**, including the causes of unemployment and inflation and the use of fiscal and monetary policy; **international economics** including trade, the balance of payments and exchange rates; and **development economics**.

Students are required to keep a portfolio of coursework in which they collect short extracts from published news media and then comment on them in the light of their understanding of Economics at that stage of the course. The coursework accounts for 20% of the final mark at both Higher and Standard Levels.

All students are required to show competence in interpreting data and in writing essays. In addition, Higher Level students will sit a Quantitative Methods paper which will test their ability to calculate, draw graphs from linear demand and supply functions, work out tax incidence, profit levels and National Income account balances and to handle many other tasks using mathematical skills. Given these new demands, students studying Economics at Higher Level are now required to have at least a grade 'C' pass at IGCSE Mathematics or equivalent.

Successful students are most likely to be those with a curiosity about the world, who are interested in current events and are prepared to read from a wide variety of sources. Basic numeracy is essential, as is the ability to express oneself clearly and concisely.

PSYCHOLOGY

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research methods and applications, and providing a distinctive approach to understanding modern society.

IB Psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrated approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour.

The course of study includes three compulsory approaches (biological, cognitive and sociocultural) and one (SL) or two (HL) options from a choice of four: abnormal, developmental, health psychology and psychology of human relationships. In addition, all students will conduct a simple experimental study. HL students only will be introduced to more quantitative and qualitative research methodology.

CLASSICAL GREEK AND ROMAN STUDIES

This is a school-based syllabus which is therefore available at Standard Level only. It is designed to foster an understanding of ancient Greek and Roman values and culture through a variety of different contexts. By examining evidence from literature, history and archaeology, the student may develop a knowledge not only of the classical world, but of how and by what methods one comes to assess a culture – whether another or one's own.

The syllabus consists of two literary topics, Greek and Roman epic and Greek and Roman tragedy; and two topics in politics and society, the Peloponnesian War and Augustan Rome. Students explore the issues raised through methods adopted from the disciplines of literary criticism, social history and archaeology, but they are encouraged, above all, to engage personally with the subject in an informed and interesting way. The final assessment consists of two written papers, and an Individual Assignment in which students may pursue a topic of particular interest to them.

GROUP 4: EXPERIMENTAL SCIENCES

All the sciences involve two domains: scientific knowledge and scientific activity. Scientific knowledge involves the theoretical study of scientific principles and their application, while scientific activity involves the experimental aspect, both the practical work undertaken by students and a study of some of the classic experiments that have paved the way for advances in particular sciences. Whatever science course they decide to follow, students will develop an awareness of the limitations of the subject, its social impact, and the responsibility of practising scientists.

Assessment is by a combination of external examinations conducted at the end of year 13 and internal assessment throughout the course. Students are expected to keep records of the practical activities they carry out and their completed practical file forms part of the final assessment. In addition, students taking Biology, Chemistry or Physics will be involved in a ten hour Group 4 (Science) project, which aims to emphasise interdisciplinary co-operation and the processes involved in scientific investigations rather than the products of such investigations.

Physics, Chemistry and Biology are all offered at both Higher and Standard Level, and the work in these subjects follows on naturally from IGCSE.

In each subject, a student will complete the internal assessment (including the Group 4 project), one option chosen by the teacher, and a set of core topics as follows:

Chemistry: All students will study: stoichiometric relationships; atomic structure; periodicity; chemical bonding and structure; energetics/thermochemistry; chemical kinetics; equilibrium; acids and bases; redox processes; organic chemistry; and measurement, data processing and analysis. Higher level students will study additional facets of each of these topics.

Physics: All students will study: measurement and uncertainties; mechanics; thermal physics; waves; electricity and magnetism; circular motion and gravitation; atomic nuclear and particle physics; and energy production. Higher Level students will additionally study: wave phenomena; fields; electromagnetic induction; and quantum and nuclear physics.

Biology: All students will study: cell biology; molecular biology; genetics; ecology; evolution and biodiversity; and human physiology. Higher Level students will additionally study: nucleic acids; metabolism, cell respiration and photosynthesis; plant biology; genetics and evolution; and animal physiology.

Environmental Systems and Societies is a Standard Level course, and may be of particular interest to those whose main interests lie outside the sciences. It enables students to develop a sound scientific understanding of the interrelationships between natural ecosystems and societies, and thus to adopt an informed personal response to some of the pressing environmental issues faced by today's world, such as pollution, human population increase and the consequent pressure on resources, and global warming.

A new syllabus was introduced beginning September 2015 which has as its core modules: foundations of environmental systems and societies; ecosystems and ecology; biodiversity and conservation; water and aquatic food production systems; soil and terrestrial food production systems; atmospheric systems; climate change and energy production; human systems and resource use.

Like the other science courses, there is internal assessment of practical work, but unlike the other science courses, there are no optional modules.

GROUP 5: MATHEMATICS

There are three options available within Group 5. Each of these fulfils a different need and has different entry conditions. Mathematical Studies is open to all students, while Mathematics Standard requires at least a C grade pass in IGCSE at Extended Level, and Mathematics Higher requires at least a B grade in Extended Level IGCSE.

MATHEMATICAL STUDIES (SL)

This course caters for students with varied backgrounds and abilities. It is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. It concentrates on mathematics that can be applied to contexts related as far as possible to other curriculum subjects, to common world occurrences and to topics that relate to home, work and leisure situations.

As a part (20%) of the assessment for this course, students undertake an investigation of a mathematical nature in the context of another subject in the curriculum, a hobby or interest using skills learned before and during the course.

The population of students most likely to choose this option are those whose main interests lie outside the field of mathematics.

MATHEMATICS STANDARD (SL)

This course caters for students who would like to deepen their knowledge of mathematics, or who anticipate a need for a sound mathematical background in preparation for their future studies. The course introduces important mathematical concepts through the development of mathematical techniques and their use in solving problems. Students are introduced to these concepts in a coherent way, but without an insistence on mathematical rigour. This is a demanding course since it contains a broad range of mathematical topics, though it does not have the depth found in Mathematics Higher Level.

As a part (20%) of the assessment students are expected to undertake work of an independent nature to produce a report on a mathematical exploration.

The students most likely to choose this option are those who expect to go on to study subjects which have a significant mathematical content, for example, chemistry, economics, geography, psychology and business administration.

MATHEMATICS HIGHER (HL)

This course caters for students who will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses like physics, engineering and technology (and, at some universities, single honours economics). Others may take the subject because they have a strong interest in mathematics and enjoy meeting challenges and engaging in problems.

The course focuses on developing important mathematical concepts in a coherent way and with an appropriate attention to rigour and proof. Students are encouraged to apply their mathematical knowledge to solving problems in a variety of meaningful contexts.

As a part (20%) of the assessment, students are expected to produce a report on a mathematical exploration into an area of mathematics or mathematical modelling of their own choice.

This course is a demanding one. Students wishing to study mathematics in a less rigorous way should therefore opt for one of the Standard Level courses, Mathematics Standard or Mathematical Studies.

GROUP 6: ARTS

VISUAL ARTS

Both Higher and Standard level students follow a core syllabus which includes the principles of art and design, practice in the use of media, the acquisition of techniques and the ability to relate art and design to their historical and social contexts. The use of local and cultural resources is an important and integral part of the Visual Arts course. Art history and criticism are integrated into the practical course and not dealt with in isolation. From this base, students define topics and themes of their own choice, which are developed through both their visual arts journals and their studio work. The Visual Arts syllabus framework is divided into three parts: a comparative study, a process portfolio and an exhibition.

Both SL and HL students are required to complete all three components during the two-year course. However, there is a clear distinction between the course at SL and at HL, with additional assessment requirements at HL. HL students are encouraged to produce a larger body of resolved works and to demonstrate a deeper consideration of how their resolved works communicate with a potential viewer. At the end of the Visuals Arts course, coursework will be scanned and photographed, uploaded and submitted in a digital, on-screen format for external assessment.

THEATRE

The Theatre course is designed to encourage students to examine theatre in its diversity of forms around the world. This is achieved through the study of a wide variety of performance styles, theatre traditions, theatre theorists and play texts. Students learn the importance of working both individually and as a member of an ensemble as they explore and engage with theatre from a variety of contexts. Through active engagement in all aspects of performance and production, students are encouraged to develop organizational and technical skills needed to express themselves creatively. With the aim to become reflective and critical practitioners, communicators, collaborators and creative thinkers in theatre they will develop the confidence to explore, experiment, and work on projects that challenge the established notions and conventions. The two-year course will give them an understanding of the dynamic, holistic and evolving nature of theatre and the interdependencies of all aspects of this art form.

MUSIC

This course gives students the opportunity to work on the three contrasting areas of the subject. Firstly, they have the opportunity to build on their performance skills, and are expected to work towards giving one or more solo presentations on their instrument during the course. Secondly, they aim to develop their compositional skills, through writing music and listening to performances of their pieces. Thirdly, students work on musical perception by listening to and studying different pieces of music, ranging from the Western classical repertoire through to world music and jazz. In addition they also undertake a musical investigation, where they choose two contrasting musical styles, and by focusing on one or more pieces, explore the relationship between them. There is considerable scope in all areas for students to select and to study the styles of music which interest them the most.