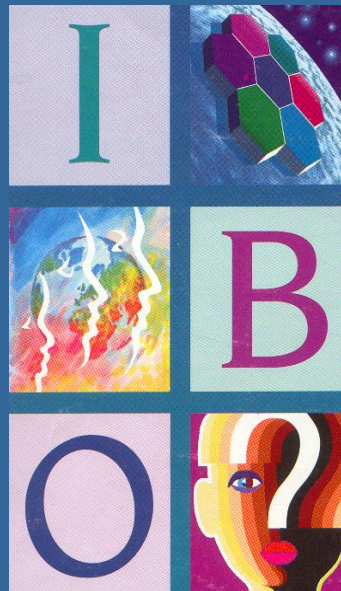
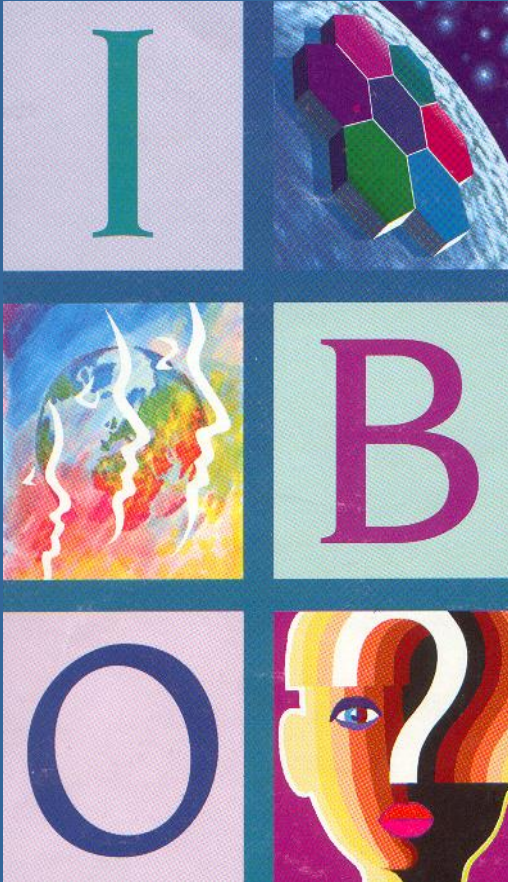


International School of Athens

IB Diploma Programme
2000 -2017



INTERNATIONAL BACCALAUREATE ORGANISATION

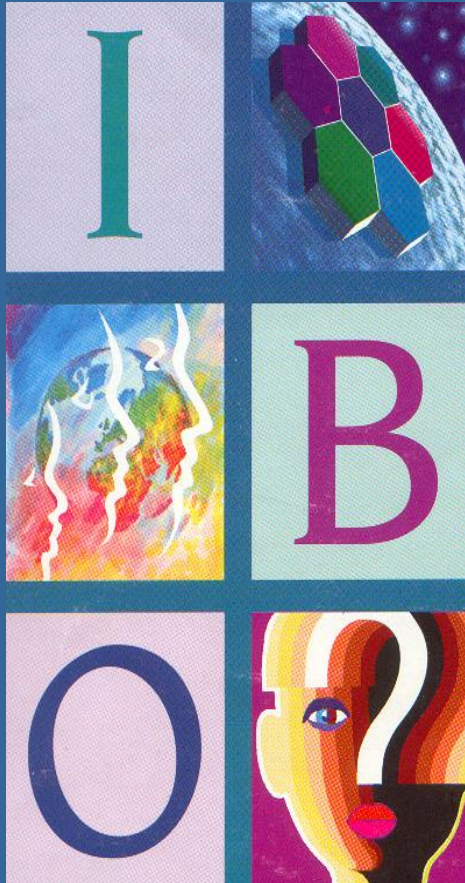


- The International Baccalaureate® (IB) is a non-profit educational foundation, motivated by its mission to create a better world through education, focused on the student, under the auspices of the European Council and UNESCO

- Headquarters: Geneva, Cardiff, Hague



INTERNATIONAL BACCALAUREATE ORGANISATION



The IBO has developed a full continuum of education for students spanning the years from pre-kindergarten to high school:

- **IB Primary Years Programme** (ages 3-12), which focuses on the development of the whole child as an inquirer both in the classroom and the world.
- **IB Middle Years Programme** (ages 11-16), which encourages students to understand the connections between subjects and the real world and become critical and reflective thinkers.
- **IB Diploma Programme** (ages 16 -19), which is a challenging academic programme with final externally assessed examinations that prepares students for success at University and beyond.

The IBO and ISA Learner Profile

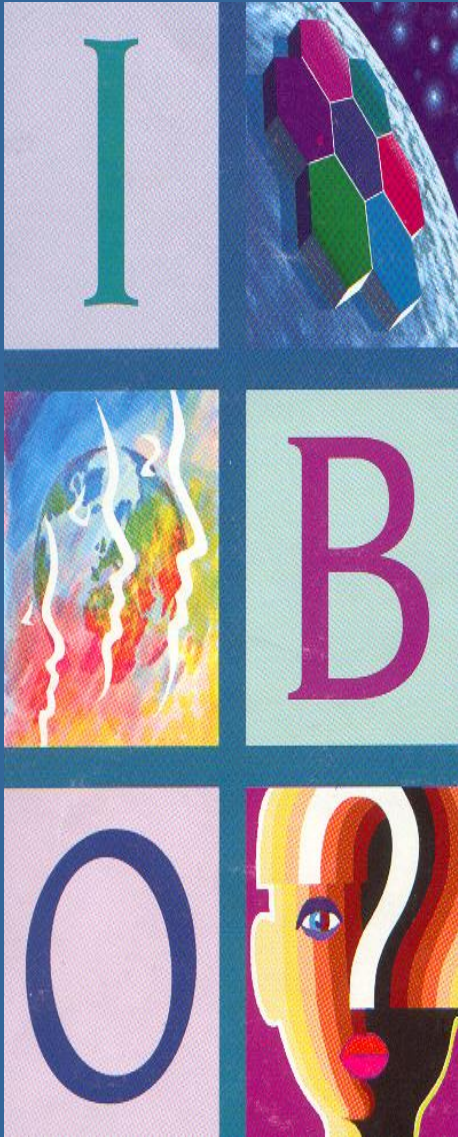


IB learners strive to be:

- Inquirers*
- Knowledgeable*
- Thinkers*
- Communicators*
- Principled*
- Open-minded*
- Caring*
- Risk-takers*
- Balanced*
- Reflective*



INTERNATIONAL BACCALAUREATE ORGANISATION



Mission

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Diploma Programme

A programme designed to address the intellectual, social, emotional and physical well-being of students.



The Diploma Programme for students aged 16 to 19 was first implemented by 30 schools in 1968 (with first examinations in 1970) and is now offered by 3,101 IB World Schools



The 2016 exams were taken by 149,446 candidates
This number continues to grow
(Data: March 2017)

The Diploma:
6 Subjects + EE, TOK, CAS





IB Diploma Programme Curriculum



**Group 1:
Studies in Language &
Literature**

**Group 2:
Language
Acquisition**

**Group 4:
Sciences**



**Group 3:
Individuals &
Societies**

**Group 5:
Mathematics**

**Group 6:
Arts**





Group	Subject
1	English, Modern Greek ad hoc any other Language & Literature
2	English, French, German, Spanish
3	History, Psychology, Economics Business & Management
4	Biology, Chemistry, Physics, Computer Science, Environmental Systems & Societies
5	Maths HL, Maths SL, Math Studies SL
6	Visual Arts, Theatre, Music or another subject from Groups 1-4





Common combinations of subjects

Modern Greek A	English B	History	Biology	Mathematics HL
English A	French B/Ab initio	Bus. & Manag.	Chemistry	Mathematics SL
	German B/Ab initio	Psychology	Physics	Math Studies SL
	Spanish B/Ab initio	Economics	Envir. Systems	
			Computer Science	

Biomedical Sciences

English A/Greek A
 Language B SL
 Psychology SL
 Biology HL
 Chemistry HL
 Mathematics SL

Law

English A/Greek A
 Language B HL
 History HL
 Biology SL/Environmental. Syst.
 French / German SL
 Mathematics SL

Engineering

English A/Greek A
 Language B SL
 Business SL
 Physics HL
 Chemistry SL
 Mathematics HL



Common combination of subjects

Modern Greek A	English B	History	Biology	Mathematics HL	Theatre
English A	French B/Ab initio	Bus. & Manag.	Chemistry	Mathematics SL	Visual Arts
	German B/Ab initio	Psychology	Physics	Math Studies SL	Music
	Spanish B/Ab initio	Economics	Envir. Systems		2 nd Sub. from 1-4
			Computer Science		

Fine or Appl. Arts

English A/Greek A
 Language B HL
 Psychology SL
 Biology/Envir. Sys. SL
 Math. Studies SL
 Visual Arts HL

Architecture

English A/Greek A
 Language B HL
 Business SL
 Physics SL
 Mathematics SL
 Visual Arts HL

Business Studies

English A/Greek A
 Language B HL
 Business HL
 Biology SL
 French /Spanish SL
 Mathematics SL

Politics

English A/Greek A
 Language B SL
 Business HL
 Biology SL
 History HL
 Mathematics SL



Common combination of subjects

Modern Greek A	English B	History	Biology	Mathematics HL	Theatre
English A	French B/Ab initio	Bus. & Manag.	Chemistry	Mathematics SL	Visual Arts
	German B/Ab initio	Psychology	Physics	Math Studies SL	2 nd Sub. from 1-4
	Spanish B/Ab initio	Economics	Envir. Systems		
			Computer Science		

Liberal Arts

English A/Greek A
 Language B HL
 Psychology SL
 Biology SL
 Math. Studies SL
 History HL

Theatre Stud. / Drama

English A/Greek A
 Language B HL
 Psychology SL
 Biology SL
 Math Studies SL
 Theatre Arts HL

Literature

English A/Greek A
 Language B HL
 Psychology HL
 Biology SL
 French /Spanish SL
 Mathematics SL



Extended Essay

The extended essay is an in-depth investigation of a focused topic chosen from one of the IB diploma subjects.

Students are expected to:

- develop a focused research question.
- independently plan and pursue their research with intellectual initiative, rigor and insight.
- develop research, thinking, self-management and communication skills
- gather and interpret material from appropriate sources.



Extended Essay



- communicate ideas in a reasoned and coherent manner,
- develop a structured argument in response to the research question and apply analytical and evaluative skills appropriate to the subject.
- write the extended essay in a format appropriate to the subject, acknowledging sources appropriately. The maximum word count is 4,000 words.
- demonstrate reflection skills throughout the research and writing process.

TOK – Theory Of Knowledge

applied epistemology for the young

- Theory of knowledge allows students to reflect on the nature of knowledge and on how we know what we claim to know.
- students discuss questions in order to inquire into how knowledge is acquired at different disciplines
- students gain greater awareness of their personal and ideological assumptions and biases





TOK



- students are encouraged to develop an appreciation of the diversity and richness of cultural perspectives.
- TOK provides coherence for the student, by linking academic subject areas as well as transcending them.
- TOK is assessed through an oral presentation and an essay of 1200-1600 words.



CAS- Creativity, Activity, Service



- **Creativity** encourages students to engage in the arts and creative thinking.
- **Activity** seeks to develop a healthy lifestyle through physical exertion.
- **Service**, in the form of voluntary involvement, that has a learning benefit for the student.
- CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved eight key learning outcomes.





CAS



- The emphasis in CAS is on developing deep and rich learning experiences through engaging in real tasks that have real consequences, and reflecting on these as experiences.
- Students are expected to be involved in activities that will make a significant difference to their lives and to the lives of others, as well as challenge themselves to extend existing skills or learn new ones.
- A well-planned CAS programme is meaningful and enjoyable; is a journey of discovery of self and others. For many students, their CAS experiences are profound and life changing in a pursuit of self-identity.



Assessment - Exams



Combination of externally assessed work and internally assessed (externally moderated) work:

§ Students take written examinations at the end of the two year programme, which are marked by external IB examiners.

§ Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.



Assessment - Exams

- § The marks 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 Theory of Knowledge and the Extended Essay.
- § 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 completion of the Creativity, Activity, & Service requirement.
- § The highest total that a Diploma Programme student can be awarded is 45 points.

Grading system

$$3 \text{ HL} \times 7 = 21$$

$$3 \text{ SL} \times 7 = 21$$

$$\text{TOK} + \text{EE} = 3$$

45 Excellent

Award of Diploma

- 24 points
- EE
- TOK
- CAS

Award of the IB Diploma

- 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
- 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).*
- 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.

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

Changes from *The diploma points matrix (May 2010 - November 2014)*:

- B + C combination now results in 2 additional points (previously 1 point).
- A + E combination now results in zero points and a failing condition (previously 1 point).



Academic Honesty in the DP Programme

- Candidates are required to act in a responsible and ethical manner throughout their participation in the DP, as determined by the IB Organization, and must be in good standing at the school at the time of the examinations.
- The IB Organization is entitled to refuse to mark or moderate assessment submissions if a candidate has acted in an irresponsible or unethical manner in connection with that part of assessment for the DP, including, but not limited to, engaging in academic misconduct. In such cases the Final Award Committee (defined in article 16) is entitled to award a mark of zero for the component or part(s) of the component that are not marked or moderated due to such irresponsible or unethical behaviour.

Academic Honesty in the DP Programme

Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

- a. **Plagiarism**: representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- b. **Collusion**: supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another
- c. **Duplication of work**: presentation of the same work for different assessment components and/or DP core requirements
- d. **Misconduct during an IB examination**: (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)
- e. Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate



ISOTIMIA



- According to the Greek Ministry of Education all Grade 11 and 12 full IB Diploma students who have **Greek citizenship**, are required to follow additional classes within their academic programme in order to receive a graduating diploma from ISA which is equivalent to the Greek 'Apoliterion'.
- This is a prerequisite to sitting for the IB examinations in the final year of the IBDP.
- “Isotimia” means that full IB Diploma students graduating from ISA will receive a graduating Diploma equivalent to the one that Greek students obtain after their third year of Lyceum (grade 12).
- This certification offers students the opportunity to sit for the Pan-Hellenic exams should they wish to study at a Greek university.
- The additional classes include: Greek History, Greek Literature and Greek Language/ Essay Writing.



Assessment results

Consistency in assessment provides confidence to both Parents and University Admissions officials.

Maximum Diploma points of 45 is very rare with only about 0.31% of candidates achieving this score.

The highest subject grade (7 points) is achieved by only about 7% of candidates.

2016 exam session:

Average Diploma Points: World (30), ISA (36)

Average Grade per Subject: World (4.8) ISA (5.6)

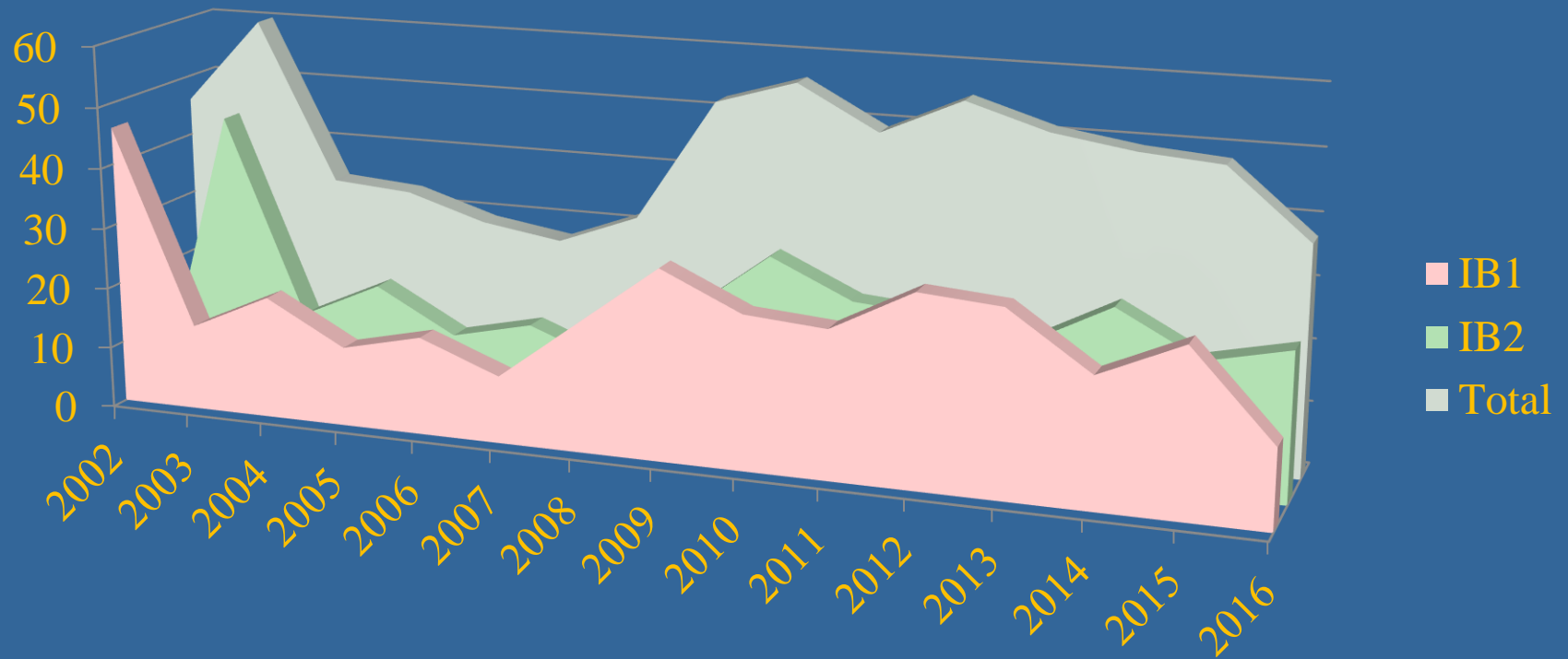
Average Passing rate: World (79%), ISA (96%)



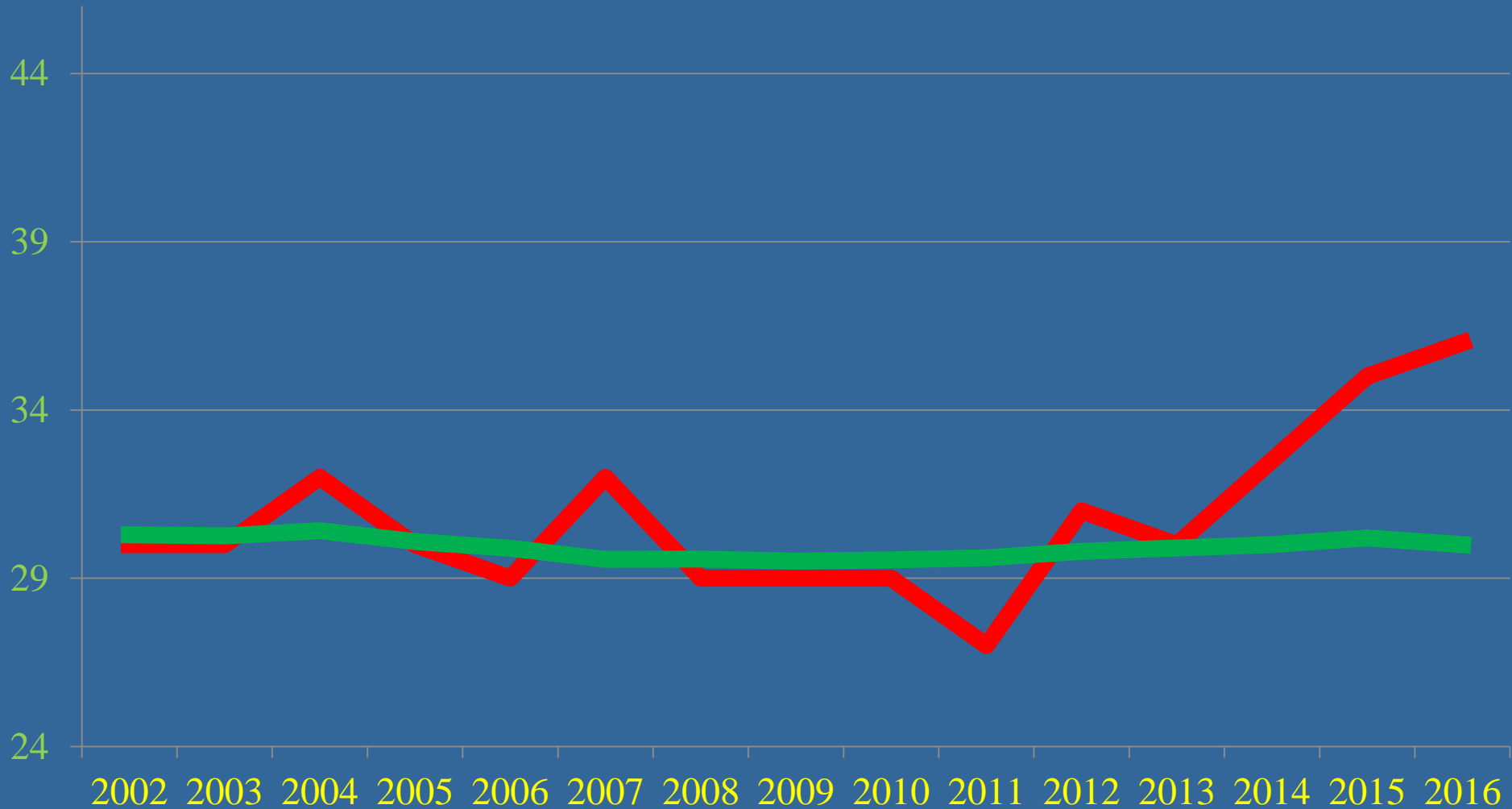
2000 - 2016
A review



Number of IB Diploma Students 2002- 2016



Average ISA IB Diploma total points compared to World Average (2002 – 2016)



College Preparatory Programme -CP

- § The CP programme is an academic course that leads to the attainment of the ISA High School Diploma.
- § The subjects are internally assessed.
- § This diploma is recognized and accredited by the MSA (Middle States Association). In addition, it is recognized abroad and in Greece.



College Preparatory Programme -CP

- § Students may choose to follow a **full CP program**, in which all of their courses are taken at CP level, or
- § they may choose to take **some CP courses and one or more IB courses**. In such a case, they will take externally assessed exams and fulfill requirements for the specific IB courses they are following. Upon successful completion they will also receive IB certificates in the IB courses.

College Preparatory Programme -CP

- For each of the last four years of the High School, students must successfully complete at least five academic subjects each year. The minimum requirements are 17 credits acquired from:
4 years of English; 3 years of Social Studies; 3 years of Mathematics; 3 years of Science; a third-year proficiency in a Foreign Language; 1 year of Fine Arts; 2 years of Physical Education and participation in the CAS Programme.
- Students having fulfilled 16 academic credits, including 4 credits in English, may receive a General Studies diploma.



Links to Higher Education

§ The International Baccalaureate® (IB), and the Diploma Programme (DP) in particular, enjoys a high level of respect and recognition among the world's higher education institutions. For students, success in the IB often results in advanced standing, course credit, scholarships, and other admission related benefits at many universities.





University Placement

Part of the academic experience at ISA is working with an academic advisor who:

- guides students through their university applications
- offers advice and suggestions
- supports students to submit their applications
- meets with students and is available to meet with parents.



University Placement

Students are informed about:

- higher Education options
- admission requirements per application system and per degree

Applicants are advised and guided during:

- their research for university options,
- the actual selection process,
- the supporting documents and final submission.



University Placement

The school welcomes University representatives from abroad in order to:

- meet our students,
- respond to their questions and
- connect with the advisors.

Universities are chosen based on numerous factors, including academic and extra-curricular interest.

Each university is free to establish its entrance prerequisites and/or grade requirements. Students and parents are advised to start their research with these prerequisites in mind.



University Placement

- In addition to maintaining the necessary grades, universities may request standardized tests. All required exams (SAT, IELTS, TOEFL, UKCAT, BMAT etc...) are taken at authorized test centers.
- It is the responsibility of the student and parents to prepare, pay, and meet the necessary deadline dates for these examinations.
- Certain Universities set different deadlines even by major. For example, in the UK the deadlines for *Medicine* and *Music* are in October where other courses have deadlines in January.



University Placement

- Some documents, specifically transcripts from other schools, may require official translations. These translations are the responsibility of the students/parents as well.
- ISA is an official PSAT and SAT test center. Students may wish to attend after school classes at ISA in preparation for the SAT exam.
- The role of the University Placement Office is advisory only and all final decisions on applications remain with the student and the student's family.



University Perceptions of the DP

Dr. Pretzel (**Imperial College of Science, Technology and Medicine, University of London**) was satisfied with the depth of preparation of DP students and, in particular, he commented favorably on the consistency of standards over the last ten years, particularly as A-levels seemed to fluctuate.

Dr. Barnes (**Emmanuel College, University of Cambridge**) finds that the depth provided by DP higher level subjects is completely adequate in the arts and humanities subjects as it is in the biological sciences. He found that DP students were active in tutorial situations and demonstrated critical thinking skills. Dr Barnes had the impression that DP students thrived best in very busy, active and structured programmes where they were good at managing their time.

Dr Durantou (**London School of Economics and Political Science**) was generally satisfied that students admitted with DP qualifications brought with them many of the skills necessary to make good university students and that it was the total curriculum that gave them these qualities. He detected a strong independent streak in DP students and a confidence to address academic issues. He felt that this was vital in maintaining standards.



University Perceptions of the DP

- “interest, preparedness and uptake of opportunities”
(Coventry University)
- “IB students perform well and do not fail or drop out”
(The University of Dundee)
- “IB students are more flexible, more open to new ideas and are more ready to question and challenge”
(University of Essex)
- “IB students get necessary skills more rapidly”
(University of Leicester)
- “IB students adjust easily to higher education”
(The University of Manchester)
- “We like the (IB) self-directed learner. Curriculum 2000 is not producing this” (Middlesex University)
- “Critical thinking (IB) students are our best in this regard” (Royal Holloway, University of London)

IB Results & Placements 2016

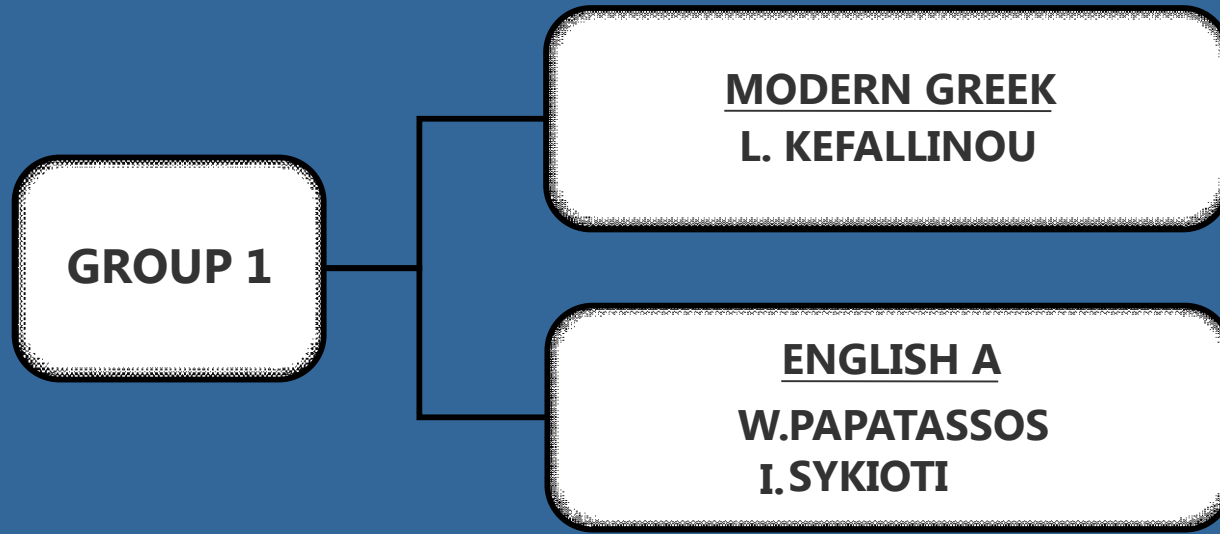
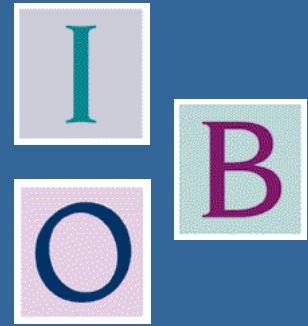
Student's Name	IB Points	University	Country
Baikas Epifanios	41	Imperial College London (Electr. Engineering)	UK
Pasalidi Chatzi Vasiliki	40	UCL (Pharmacology)	UK
Cha Sara	40	University of Southampton (Biomedical science)	UK
Karanastasi Margarita	39	Vakalo Art & Design College (Fine Arts)	GR
Tsakiroglou Anastasia	39	University of Birmingham (International Relations)	UK
Antoniou Christos	38	University of Southampton (Electr. Engineering)	UK
Sakoula Marita	37	Glasgow School of Art (Fine Arts)	UK
Marque Amelie	37	McGill University (Biological sciences)	CA
Katsis Nikolaos	37	Imperial College London (Biomedical Engineering)	UK
Michalkova Tereza	36	McGill University (International Relations)	CA
Rovoli Artemis	36	University of Strathclyde (Architecture)	UK
Alamana Christina	36	Berkeley, University of California	USA
Milova Maria	34	New College of Humanities (Intl Relations)	UK
Ouzouni Marilena	34	Royal Holloway, University of London (Psychology)	UK
Papantoniou Nicole	34	University of Kent (Law)	UK
Curry Michaela	32	University of Kent (Law)	UK
Scholinakis Michaela	32	Gap year	
Christopoulos Kyriako	31	University of Nicosia (Medicine)	CY
Lazarou Arsenios	31	University of Essex (Computer Games)	UK
Baikas Konstantinos	31	University of Newcastle (Electrical Engineering)	UK

IB Results & Placements 2016

Student's Name	IB Points	University	Country
Triantafyllou Konstan.	23	Purdue University (Computer Science)	USA
Maniski Daniel	IB Courses	Northbrook College (Music production)	UK
Mantikos Christopher	IB Courses	Birkbeck, University of London (Theater / Drama)	UK
Maroudas Ioannis	IB Courses	University of South Wales (Business)	UK
Pham Ngan	IB Courses	Carleton University (International Relations)	CA
Friehs Tomas	CP	University of Nicosia (Business)	CY
Touron-Kokkonis Alex.	CP	Equestrian studies	
Konstantinidis Christ.	CP	Deree - American College of Greece (Business)	GR

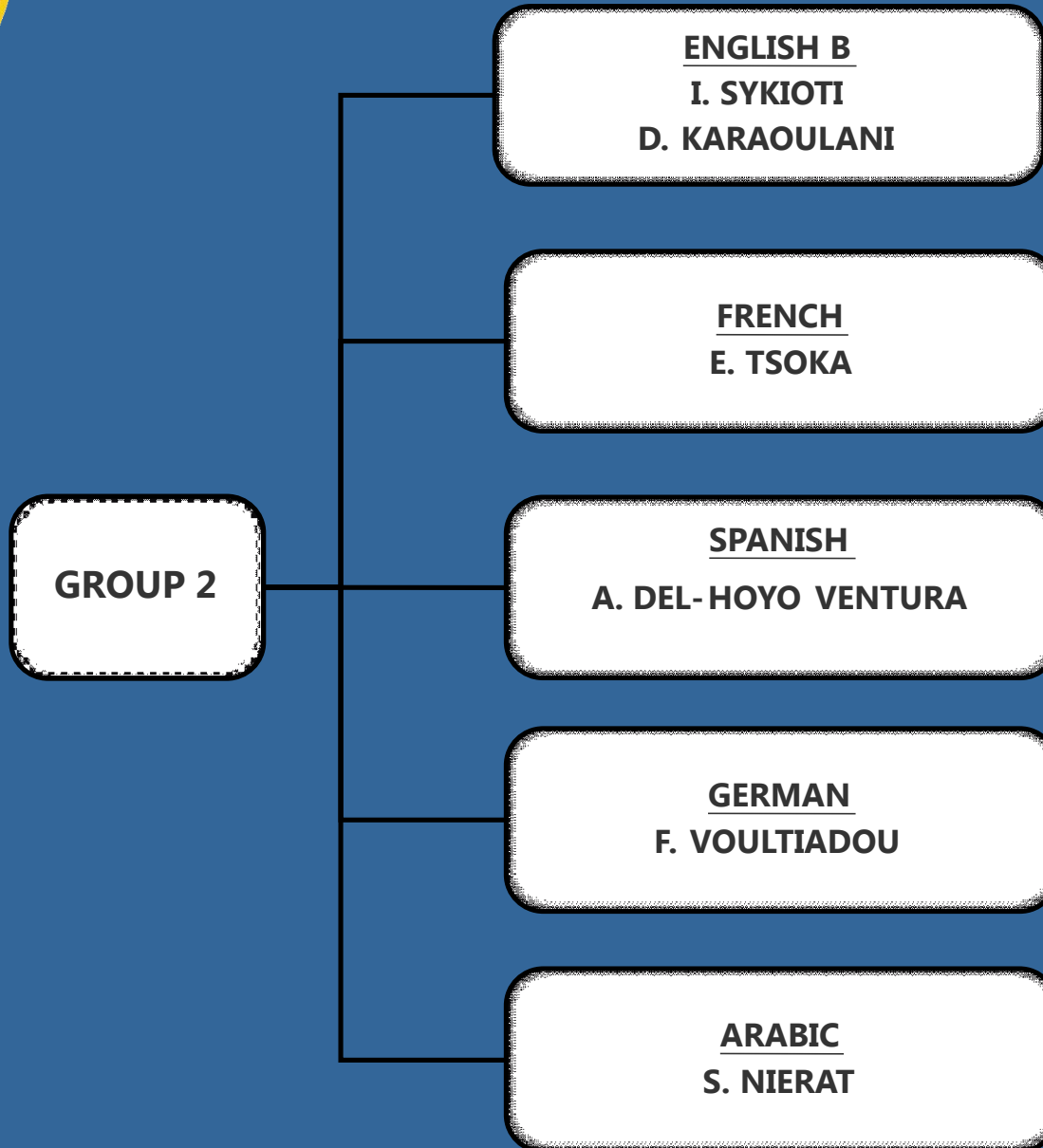


Teachers and Subjects





Teachers and Subjects



GROUP 2

ENGLISH B

I. SYKIOTI

D. KARAOULANI

FRENCH

E. TSOKA

SPANISH

A. DEL-HOYO VENTURA

GERMAN

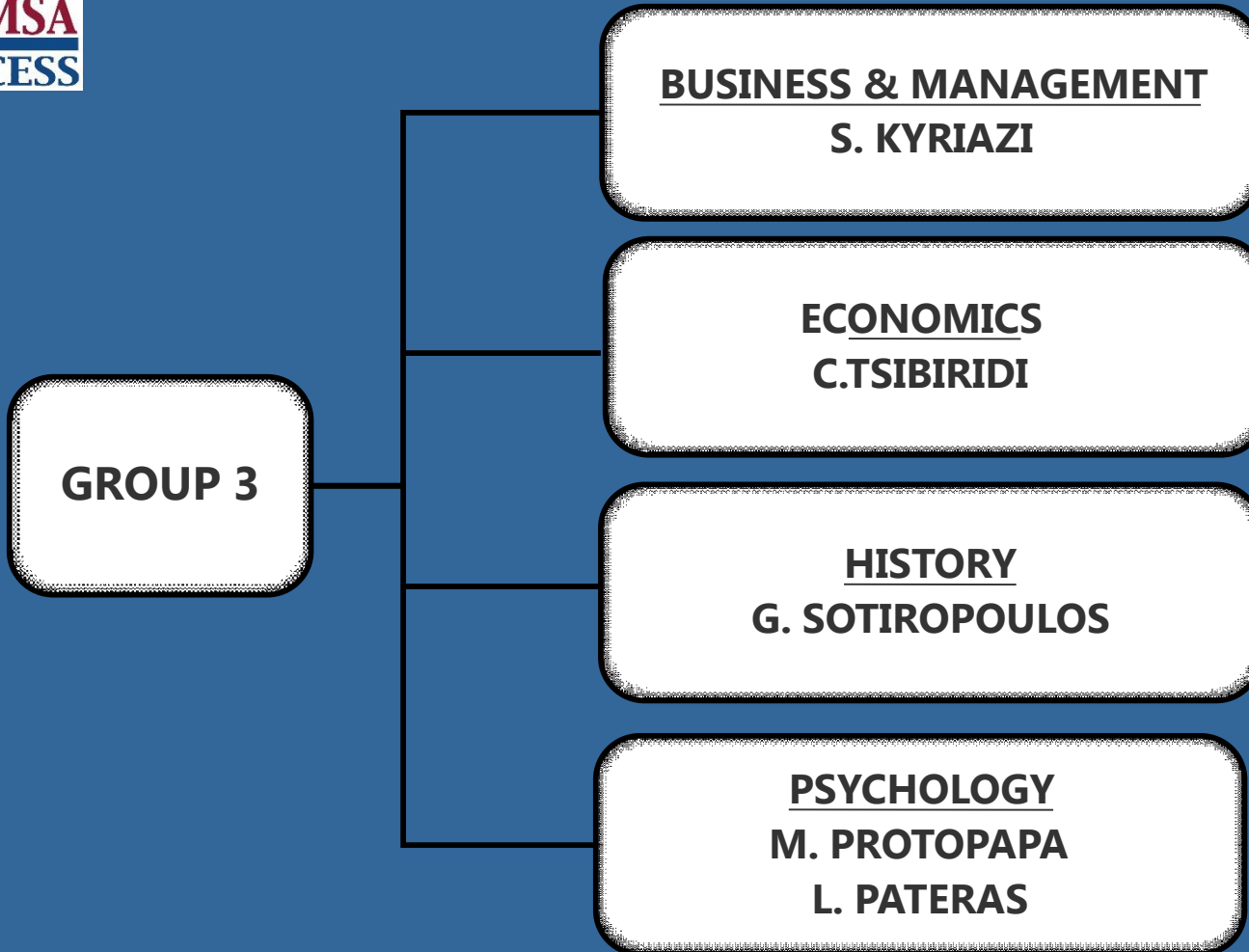
F. VOULTIADOU

ARABIC

S. NIERAT

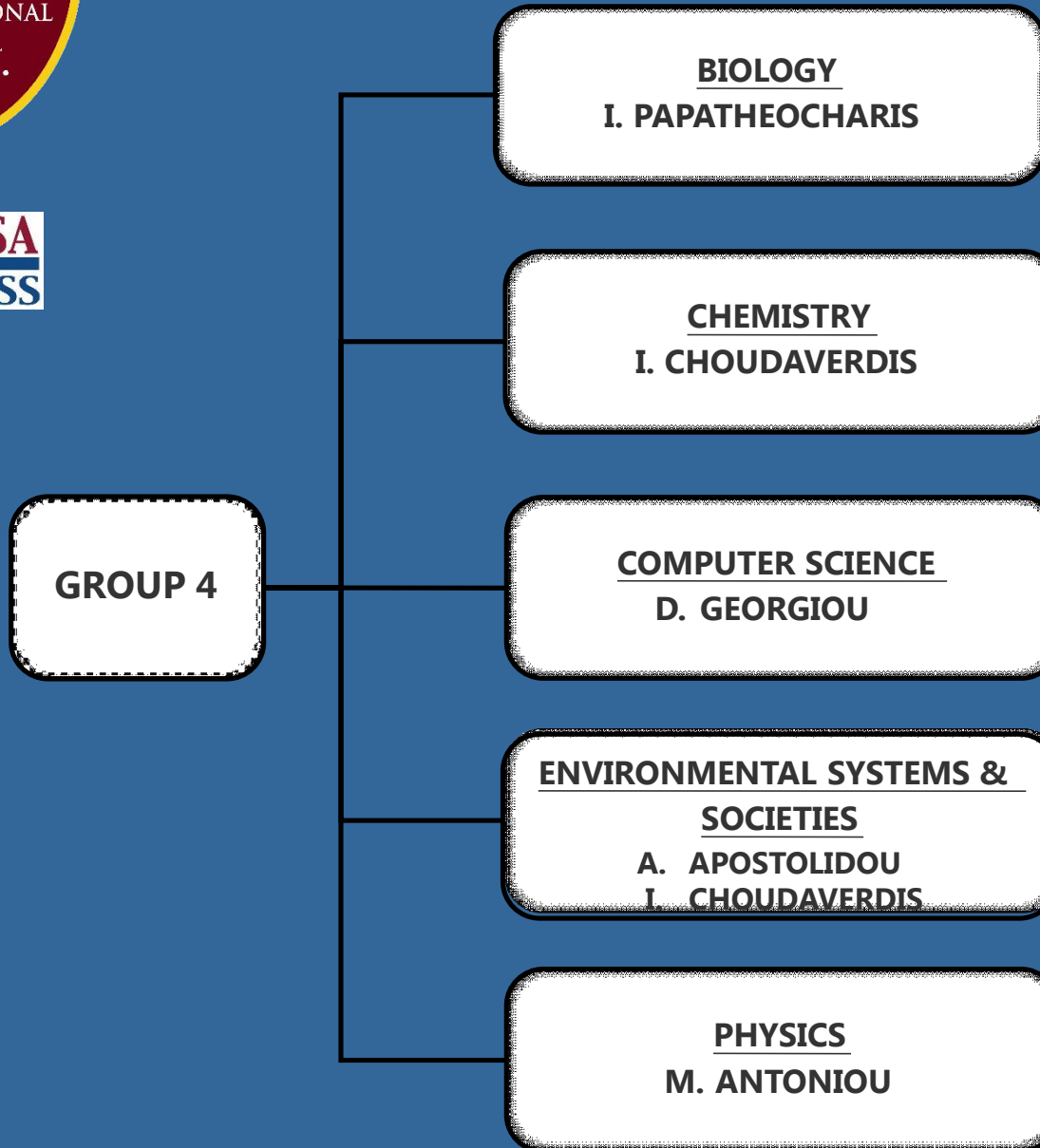


Teachers and Subjects





Teachers and Subjects



GROUP 4

BIOLOGY
I. PAPTHEOCHARIS

CHEMISTRY
I. CHOUDAVERDIS

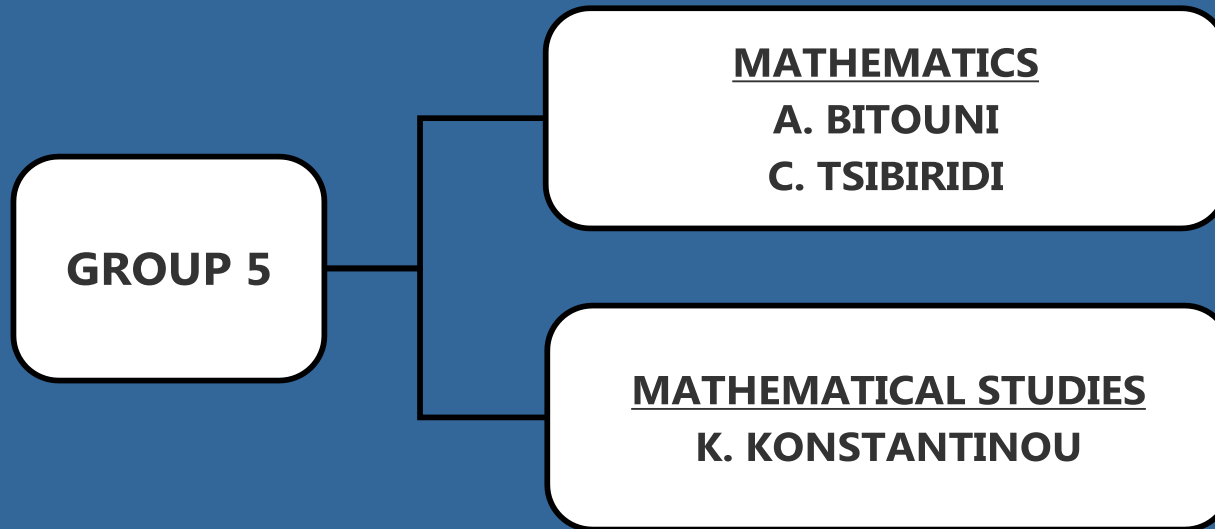
COMPUTER SCIENCE
D. GEORGIU

ENVIRONMENTAL SYSTEMS &
SOCIETIES
A. APOSTOLIDOU
I. CHOUDAVERDIS

PHYSICS
M. ANTONIOU

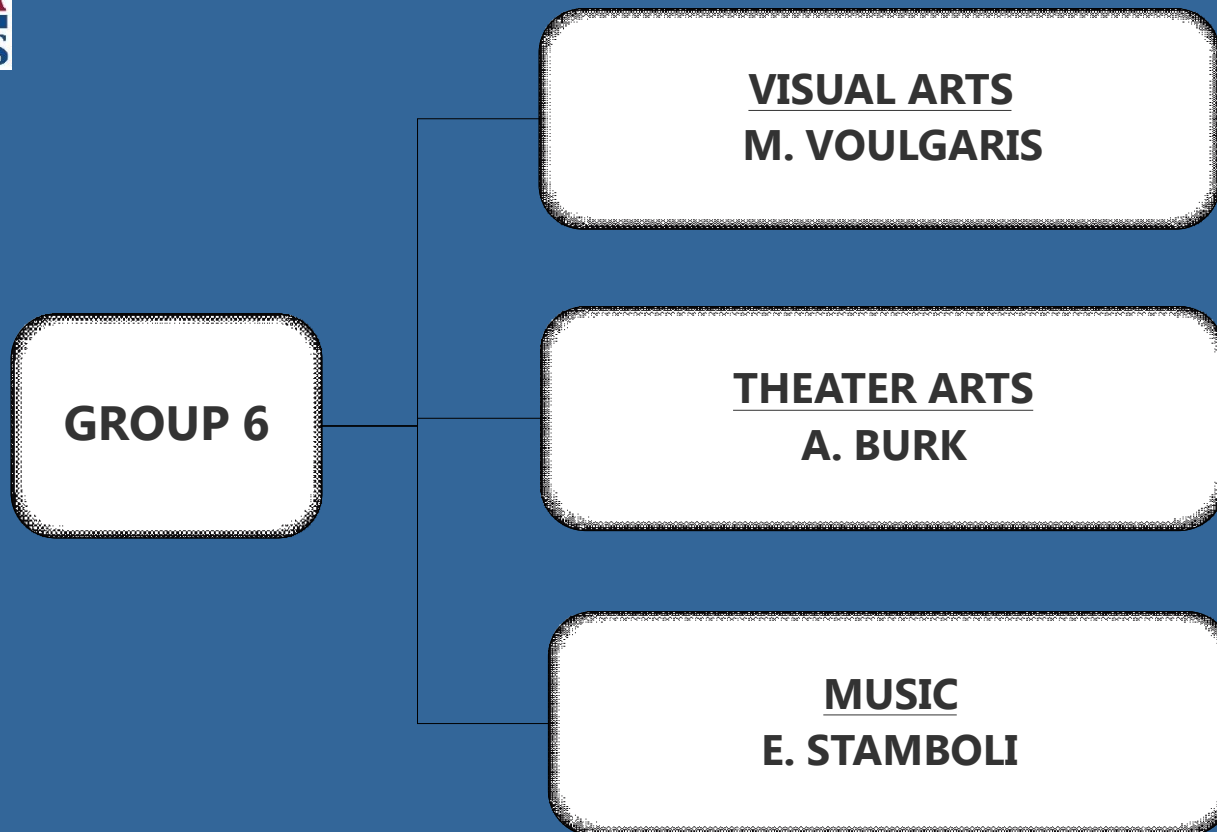
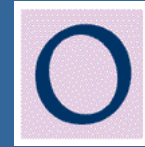


Teachers and Subjects



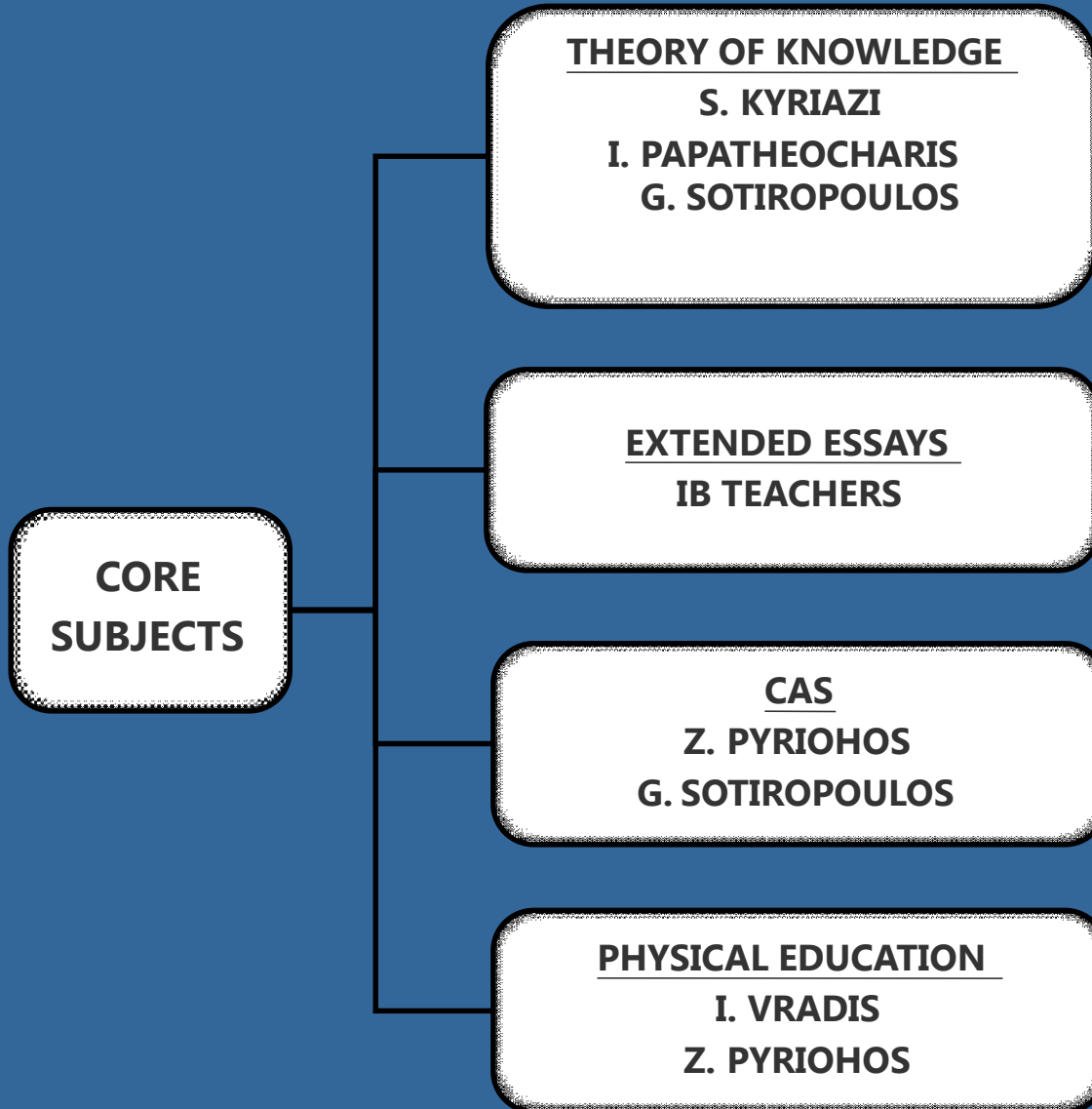


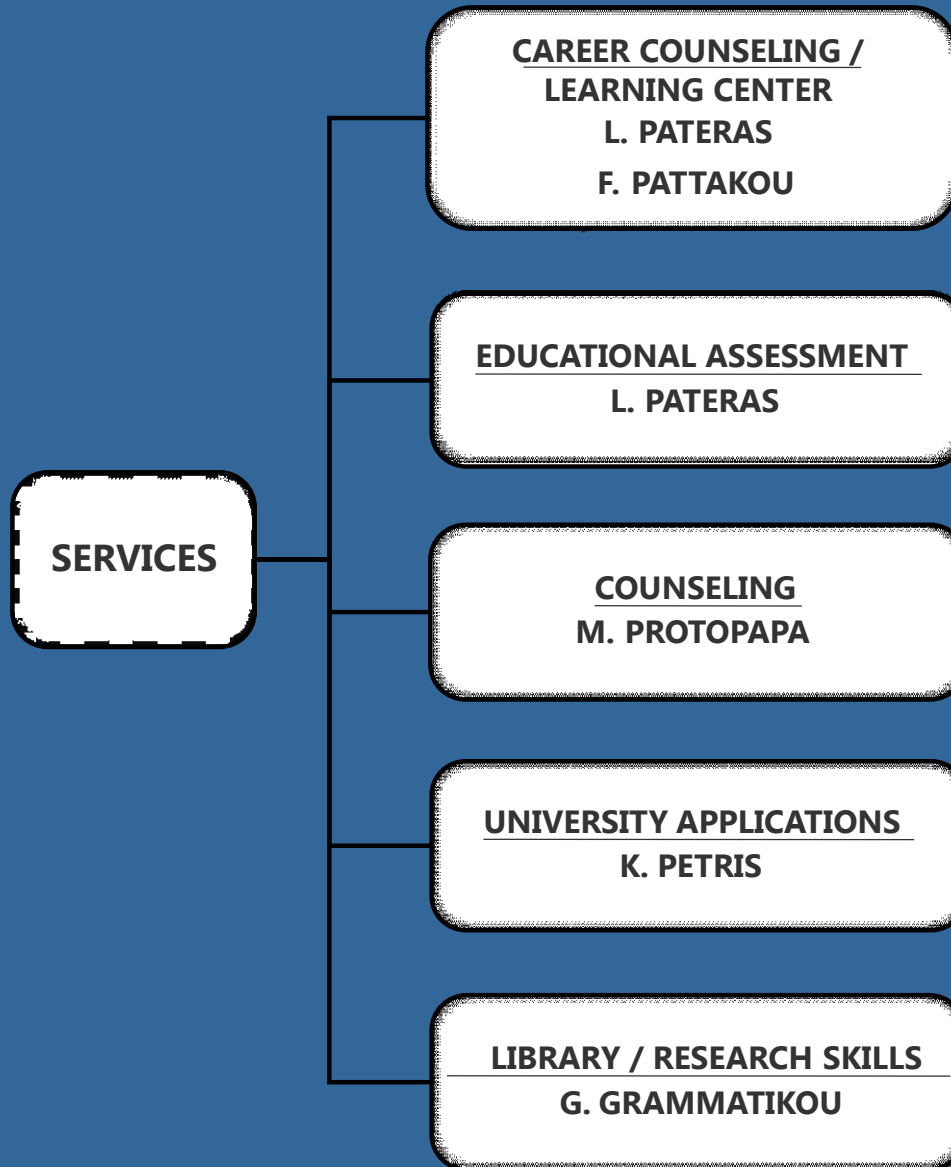
Teachers and Subjects





Teachers and Subjects





09/2017	<ul style="list-style-type: none"> • Beginning of courses • Introduction to ATL skills, plagiarism and malpractice. • Finalization of course combinations
12/2017	<ul style="list-style-type: none"> • 1st trimester exams
03/2018	<ul style="list-style-type: none"> • Extended Essay: an introductory presentation to IB1 students
03/2018	<ul style="list-style-type: none"> • 2nd trimester exams
06/2018	<ul style="list-style-type: none"> • 3rd trimester exams • Informational presentation on University applications
06/2018-09/2018	<ul style="list-style-type: none"> • Extended Essay fieldwork, research and writing
09/2018	<ul style="list-style-type: none"> • Second and final year begins, revision tests, Extended Essay first draft
10 & 11 /2018	<ul style="list-style-type: none"> • Finalization / Submission of applications to Universities
12/2018	<ul style="list-style-type: none"> • 4th trimester exams
01/2019	<ul style="list-style-type: none"> • Extended Essay final submitted to supervisor
02/2019	<ul style="list-style-type: none"> • Finalizing the syllabus – Revisions • IA Finals to teachers
03/2019	<ul style="list-style-type: none"> • 5th trimester exams • Mock exams
04/2019	<ul style="list-style-type: none"> • End of classes / IB Study leave
05/2019	<ul style="list-style-type: none"> • 2 May - 24 May <u>Final exams</u> • Post exam 5 day Senior trip
07/2019	<ul style="list-style-type: none"> • 5 July <u>Results downloaded by school from IBIS</u>

Preliminary Course Selection Form

Academic Years 2017 - 2019

1. Studies in Lang. & Literature			2. Language Acquisition			3. Individuals & Societies		
English A: Lang. & Lit.	HL	SL	English B	HL	SL	Business & Management	HL	SL
Modern Greek A: Lang. & Lit	HL	SL	French B / ab initio	HL	SL	History	HL	SL
			Arabic B/ab initio	HL	SL	Psychology	HL	SL
			Spanish B /ab initio	HL	SL	Economics	HL	SL
			German B /ab initio	HL	SL			
English	CP		Spanish	CP		Psychology	CP	
Greek	CP		German	CP		Business & Management	CP	
			French	CP		History	CP	
4. Experimental Sciences			5. Mathematics			6. The Arts & Electives		
Physics	HL	SL	Mathematics	HL	SL	Visual Arts	HL	SL
Biology	HL	SL	Mathematical Studies		SL	Computer Science	HL	SL
Envir. Systems & Societies		SL				Chemistry	HL	SL
						Theatre	HL	SL
						Music	HL	SL
Environmental Systems & Societies	CP		General Math	CP		Visual Arts	CP	
						Theatre	CP	
						Music	CP	

In addition to the 6 chosen subjects, students in the IB Diploma programme are required to do ToK (Theory of Knowledge), CAS (Creativity, Activity, Service), and the Extended Essay. If possible, depending on the programme scheduling, students can attend PE. Classes are formed based on sufficient demand.