

Geitonas School IBDP

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME



PROUD
OF OUR
STUDENTS

2025

www.geitonas.edu.gr

The background of the page features a photograph of a school building with a tiled roof and a large window. A prominent blue diagonal stripe runs from the top left towards the bottom right, partially obscuring the building image.

WELCOME NOTE

We would like to welcome you to the IBDP of Geitonas School. Our department has offered top class international education since 1995. Our mission as educators is not limited to the achievement of high academic results but extends to the fostering of well-balanced, open-minded citizens of the world. The IB Diploma Programme aims at guiding students to effectively analyze and critically arrive at informed conclusions about the world. The IB accomplishes this by exploring language and literature, individuals and societies, a second language, mathematics, the sciences and the arts in an organized manner so as to create scholars equipped to take their places as citizens in the 21st century global community. The whole school community at Geitonas School embraces the IB mission and Learner Profile, which characterize the IB Diploma Programme, supporting students' critical thinking, fostering their curiosity, and developing their skills to resolve complex problems.

Join us on this journey!

The IB DP department of Geitonas School has offered top class international education since 1995

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PROUD OF OUR ALUMNI

We are immensely proud of our IBDP alumni who have remained part of our family long after graduation!

Like proud parents we have watched them spread their wings, graduate from prestigious universities, and excel in diverse areas of society. Their passion and commitment give us all hope for the future as do their many impressive achievements!



It is very important to be surrounded by people who believe in you, encourage you, have experience, knowledge, and humor.

Teachers really cared about us, they were not there just to do their job.

Vera Pratikaki, Class 2008

Psychotherapist/Writer

The IBDP faculty at Geitonias School goes above and beyond to ensure that every student feels supported and empowered to achieve their most ambitious goals.

The care that goes into building trusting relationships with the students gives the department an ambiance resembling nothing short of a family.

Tatiana Georgiades, Class 2018

MSc Neuroscience student, UCL London

IBDP is a challenging, well-structured, all-inclusive program that engages students and prepares them for a smooth transition to university.

Emmeleia Psyllaki, Class 2021

BSc Medical Biosciences, Imperial College London

What makes the IBDP at Geitonias unique is its teachers. I was lucky to have excellent teachers in all subjects, who had deep knowledge of their subject and motivated me to learn more about it. I chose to do the IBDP because

it is recognized as the best pre-university program by top universities worldwide.

Dimitris Vamvourellis, Class 2013

Quantitative Researcher at BlackRock

The IB defined me as a person: it taught me how to work under pressure and achieve results, respect other people and work in a team spirit. Our teachers at Geitonias treated us like adults, as if we were at university already.

They were next to us in the whole process, we were working as one team to succeed.

Dimitris Glynos, Class 1999

Head of Finance at TMS Group of Shipping Companies

There is a unique sense of community in the IBDP department at Geitonias School in which I was able to grow and flourish. The teachers are real mentors invested in the success of every student. Under their direction, I have overcome academic obstacles and discovered my passion for learning. Choosing the IBDP wasn't just about preparing for university but about embracing an enriching experience that has shaped me in countless ways.

Nikos Mitrou, Class 2023

Aerospace Engineering

DELFT University of Technology, The Netherlands



ADMINISTRATION



Dr Ilias Liakatas

IBDP Coordinator

Dr Ilias Liakatas holds a BSc in Physics from the Aristotle University of Thessaloniki, a Master of Arts in Education (MA) from the University College London (UCL), Institute of Education, and a PhD in Natural Sciences from the Swiss Federal Institute of Technology (ETH) in Zurich, Switzerland. He also holds the International Teacher Certificate (ITC) awarded by the European Council of International Schools and the IB advanced certificate in teaching and learning research awarded by the International Baccalaureate. He has been teaching Chemistry and Physics in the IBDP of Geitonas School since 2002 and is an IB examiner for Chemistry.



Elina Hatzidimitriou

IBDP Deputy Coordinator

Mrs Elina Hatzidimitriou is the IBDP Deputy Coordinator. She holds a BSc in Biology and an MSc in Environmental Management from the University of Edinburgh. She also has a Master of Arts (MA) in Education from the University of Bath, UK and the IBDP Teaching Certificate from the IB. She has been teaching Biology and Environmental Systems and Societies (ESS) since 2003 in private schools in Greece and the United States. She is an IB examiner for Biology and currently teaching Biology and ESS at Geitonas IBDP.



Joanna Rapti

Administrative Assistant

HIGHER EDUCATION COUNSELLING DEPARTMENT



Kiki Petridi

Kiki Petridi holds a BA in English Language & Literature from the National & Kapodistrian University of Athens, an MA in Applied Linguistics from the University of Reading, England, a Teacher Training Certificate, from the International House, London and is a certified UK university agent (British Council certification). She has been teaching English in the secondary school of Geitonas School since 1995 and she has been the Coordinator of the English Department, High school, as well as a Higher Education Counselor since 2013.

STUDIES IN LANGUAGE AND LITERATURE



Erifylli Bagia

Erifylli Bagia holds a BA in Classical and Modern Greek from the School of Philosophy of the University of Athens (UoA). She has done postgraduate studies (MPhil) in the Modern Greek & Byzantine Studies Department at King's College London University and holds a postgraduate Diploma in Translation from the Institute of Linguists in London. She has been teaching Modern Greek A Literature & Language and Literature in the IBDP. Mrs. Bagia is also an IBDP examiner in Modern Greek A Literature.



Joanna Demetriadi

Joanna Demetriadi holds a BA in Modern Arabic Studies from Durham University and an RSA Diploma in Teaching English as a Foreign Language from International House in London. She has been teaching English A Literature and English B in the IBDP of Geitonas School since 1995. She has been an IB examiner in English A Literature since 2000 and Principal Examiner since 2012. She has been an oral examiner for the Cambridge exams run by The British Council in Athens and has taught English, Arabic, French and Latin to adults and children in Syria and Egypt.

LANGUAGE ACQUISITION



Asimina Chroni

Asimina Chroni holds a Bachelor of Education in Humanities and Social Sciences (TESOL major) and a Master of Education (with Merit) from the University of Sydney, Australia. In 2000 she was appointed as an English for Academic Purposes Teacher at the Center for English Teaching at Sydney University. From 2002 onwards she has been working in Greece as an ESL/ EFL Language Teacher in Secondary Schools and other organisations. She joined the IBDP of Geitonas School in 2002. She is teaching English B and Pre-IB Study Skills in the IBDP of Geitonas School.



Chryssa Moutafi

Chryssa Moutafi holds a BA in Spanish Language and Literature of the School of Philosophy from National and Kapodistrian University of Athens along with Diploma de español como lengua extranjera (Nivel Superior). She is involved in the translation of multiple theatrical plays. She has been teaching Spanish language at Geitonias School since 2011 and at other educational institutions since 2005. She is the CAS Advisor of the IBDP.



Maria Plaka

Maria Plaka holds a BA in French Language and Literature from the University of Athens and an M.A. in Teaching French as a foreign language from the Hellenic Open University. She teaches French B and French ab initio in the IBDP of Geitonias School. She is specialized in teaching Engineering, Learner Autonomy and Self Directed Language Learning.

MATHEMATICS



Marinos Papadopoulos

Marinos Papadopoulos holds a BA in Mathematics from the University of Athens and a MSc in STEM Education from School of Pedagogical and Technological Education of Athens. He has specialized in learning difficulties, educational psychology, multicultural and digital education in the University of Athens. He has been teaching Mathematics since 2004 and worked as a study counselor. He is the author of several high school and IB Mathematical textbooks and maintains the mathacademy.gr educational platform with e-material for high school & IB students. Finally, he is an IB examiner and an IB mathematics IA moderator. He has been teaching mathematics on the IBDP of Geitonias School since 2018.



Dimitris Karkazis

Dimitris Karkazis holds a BSc in Mathematics and a MSc in Applied Mathematics from the National and Kapodistrian University of Athens. His scientific area of research is based on computational mathematics and its applications. He has taught at International Schools in Athens. He is now teaching Mathematics in the IBDP of Geitonas School.



Smaragda Sarantopoulou

Dr. Smaragda Sarantopoulou holds a BSc in Physics from the Kapodistrian University of Athens (NKUA), an interdepartmental MSc in Physics & Technological Applications and a Ph.D. in Nuclear Physics from the National Technical University of Athens (NTUA). She is a member of the Hellenic Nuclear Physics Society & had been working in NCSR Demokritos with a research scholarship in Nuclear Physics & Sustainable Energy for two years. She also has more than 30 publications in European & American scientific journals. She is a certified IB Teacher and has been teaching Physics, Mathematics and Environmental Systems and Societies (ESS) in private schools in Greece.

INDIVIDUAL AND SOCIETIES



Eleni Markopoulou

Mrs Eleni Markopoulou is an IBDP Business Management & Economics Teacher. She holds a BSc in Economics & Business Administration with strong financial qualifications (IFRS-ACCA degree), she has a Master of Arts in Education (Educational Sciences) and IBDP Teaching Certificate from the IB. She has been teaching IBDP Business Management & Economics since 2008 in private schools in Greece. She is an IB examiner for Economics HL Paper 1, IA Moderator and currently teaching Business Management and Economics at Geitonas IBDP. She is a Youth Entrepreneurship specialist with many honors and awards in Junior Achievement's competitions (Mini Company, Social Innovation Relay), Diamond Challenge, Earth Prize etc



Marina Koutsoubou

Marina Koutsoubou holds a BA in Philosophy-Pedagogy-Psychology, National & Kapodistrian University of Athens (UoA), an MA in Philosophy of Ethics, (UoA), and an MA in Teaching Modern Greek as a Second/Foreign Language (UoA). She is also a PhD candidate in Philosophy of Ethics (UoA). She is teaching Philosophy and Theory of Knowledge (TOK) in the IBDP.



Natasa Athanasopoulou

Natasa Athanasopoulou holds a BA in Psychology from the American College of Greece and a MSc in Research Methods and Statistics in Social and Developmental Psychology from the University of Strathclyde in Glasgow, Scotland. She has been teaching Psychology in the IBDP of Geitonas school and is an IB Senior Examiner for Psychology. She is in charge of the psychological counselling in the IBDP, coordinates the personal advising system and organizes group meetings for parents.



Joan O'Shea Talphezian

Joan O'Shea Talphezian holds a BA in English Literature and History, a Higher Diploma in Education from the University College Cork, and a Diploma in teaching English as a foreign language from the Nation's Language Centre in Cork, Ireland. She has been teaching English B, Global Politics and History in the IBDP of Geitonas School since 1996. She has been an IB examiner in History since 2007 and an oral examiner for the Cambridge exams run by The British Council in Athens. She has taught English in England, Greece and Lebanon.



Kyriaki Vamvakerou

Kyriaki Vamvakerou holds a BA in Economics from the Economic University in Athens (former ASOEE). She has completed postgraduate studies in Development Management at the Open University UK and has a Secondary Education Teaching Certificate awarded by ASPAITE. She has been teaching Economics in the IBDP since 1996 and Business Management since 1998. She has been an IB Examiner in Business Management since 2004.

SCIENCES



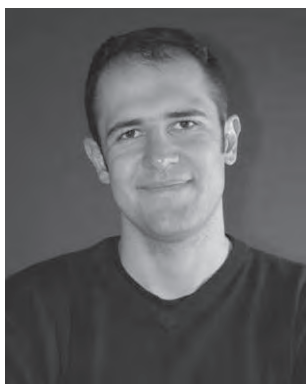
Dr Vassilios Zampetakis

Dr Vassilios Zampetakis holds a BSc in Physics and a MSc in Computer Science and Digital Control from the University of Athens, and a MSc and a PhD in Physics from the University of California, Los Angeles. He has been teaching Physics in the IBDP of Geitonas School since 1995 and Computer Science since 2015. He is an IB Physics examiner and a workshop leader for DP Physics and Computer Science. Dr Zampetakis is the Head of Informatics at Geitonas School.



Anna Makrykosta

Anna Makrykosta holds a BSc in Computer Science from the University of Piraeus, Department of Digital Systems, and is currently working towards an MSc in Information and Communication Technologies at the National and Kapodistrian University of Athens. She has been teaching Informatics since 2003, working with students of all ages in various settings. Since 2006, she has been serving as a computer science teacher at Geitonas Junior High School and High School.



Giorgos Pentaris

Giorgos Pentaris holds a BSc in Physics from the University of Edinburgh, a MSc in Astrophysics from the Ludwig-Maximilian University of Munich and has completed his thesis at the Max-Planck Institute of Extraterrestrial Physics. He has been teaching Physics and Chemistry in the IBDP of Geitonas School since 2021.

THE ARTS



Vivian Emmanouilidou

Vivian Emmanouilidou holds a BA in Fine Arts and Technology from Middlesex University of London and an MFA in Visual Arts from Athens School of Fine Arts. She has specialized in Museum Education and Education through Art and has worked in several cultural and educational organizations in Athens and Berlin. As a visual artist, she has participated in various group exhibitions and workshops in Greece and abroad. Vivian Emmanouilidou is a certified IBDP Visual Arts teacher. She has been teaching Visual Arts in the IBDP of Geitonas School since 2022 and she is also the Assistant CAS Coordinator.



Anastasia Papathanasiou

Anastasia Papathanasiou holds a BA in Piano teaching, a BA Diploma in Performance, a BA in Harmony, a BA in Counterpoint and an MA in Piano performance from the distinguished pianist-Helena Mouzala from the National Conservatory of Greece. She performs as a piano soloist, teaches Music in the IBDP of Geitonas School, and is the CAS Coordinator.

BACCALAUREATE DIPLOMA PROGRAMME

WHAT IS AN IB EDUCATION?

Imagine a worldwide community of schools, educators and students with a shared mission to empower young people with the values, knowledge and skills to create a better and more peaceful world. This is the International Baccalaureate (IB). IB programmes aim to provide an education that enables students to make sense of the complexities of the world around them, as well as equipping them with the skills and dispositions needed for taking responsible action for the future. They provide an education that crosses disciplinary, cultural, national and geographical boundaries, and that champions critical engagement, stimulating ideas and meaningful relationships.

The first IB programme, the Diploma Programme (DP), was established in 1968. It sought to provide a challenging yet balanced education that would facilitate geographical mobility by providing an internationally recognized university-entrance qualification, but that would also serve the deeper purpose of promoting intercultural understanding and respect. With the introduction of the Middle Years Programme (MYP) in 1994 and the Primary Years Programme (PYP) in 1997, the IB identified a continuum of international education for students aged 3 to 19. The introduction of the Career-related Programme (CP) in 2012 enriched this continuum by providing a choice of international education pathways for 16 to 18-year-old students.

THE IB CONTINUUM



THE IB PROGRAMMES

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Four foundational and interrelated elements are central to all IB programmes.

1. International-mindedness
2. The IB learner profile
3. A broad, balanced, conceptual and connected curriculum
4. Approaches to teaching and learning

THE IB LEARNER PROFILE



WHAT IS THE IBDP?

The International Baccalaureate (IB) Diploma Programme (DP) is one of the world's most innovative educational courses for 16-19 year olds. The DP aims to produce students who:

- Have excellent breadth and depth of knowledge
- Flourish physically, intellectually, emotionally, and ethically
- Study at least two languages
- Excel in traditional academic subjects
- Explore the nature of knowledge through the programme's unique Theory of Knowledge course

WHY IB?

The IBDP focuses on personal, professional and academic development and is globally recognized by universities for the holistic and rigorous education it provides. The IB works consistently to make sure the DP is globally recognized by universities, with its students gaining competitive offers for further study.

All DP curricula are reviewed on a seven-year teaching cycle to ensure that each is fit for purpose in a changing world and incorporates the latest educational research and lessons learned from a thorough evaluation of the existing curriculum.

There is a growing body of evidence on how universities value IB credentials, rates of college-going for IB students and types of institutions IB students tend to attend, preparedness for university level study and adjustment to university life. **Several studies commissioned by the IB have concluded that, compared to their peers, IB students tend to go to university at higher rates, go to more selective universities, and perform better once there.** For example:

- In the UK, they are more than twice as likely to attend a top 20 university than the average A level student.
- Feedback collected from a wide range of IB graduates suggests that IB students have an easier time adjusting to university studies.
- Surveys of university and college admissions staff in the US, the European Union (EU) and Australia show that these professionals are both familiar with the programme and hold it in very high esteem compared to other qualifications.
- An analysis of the recognition policies of the top universities in the US reveals that most of these institutions grant credit or advanced standing for high performance in DP courses.

There are currently 5526 IB World Schools in 158 countries throughout the world, and students send exam results to higher education institutions in nearly 90 countries annually. Geitonas School offers the DP since 1995.

WHAT IS THE IBDP CURRICULUM?

The International Baccalaureate (IB) Diploma Programme (DP) centres on the DP core. Three components make up the core, which are studied alongside individual subjects and throughout a student's time in the DP.

These components, **Theory of Knowledge (TOK)**, **Creativity, Activity, Service (CAS)** and **Extended Essay (EE)**, provide a framework for the study of individual subjects.

The DP organizes teaching and learning through six subject groups, underpinned by the DP core. Students choose a course from within each subject group.

The six groups are:

Group 1: Studies in Language and Literature

Group 2: Language Acquisition

Group 3: Individuals and Societies

Group 4: Sciences

Group 5: Mathematics

Group 6: The Arts

For most courses, students take written examinations at the end of the DP. In many programme areas, students complete externally assessed coursework. Components of the DP core require students to produce coursework.

Please note that there might be individual timetable restrictions, due to subject conflicts.

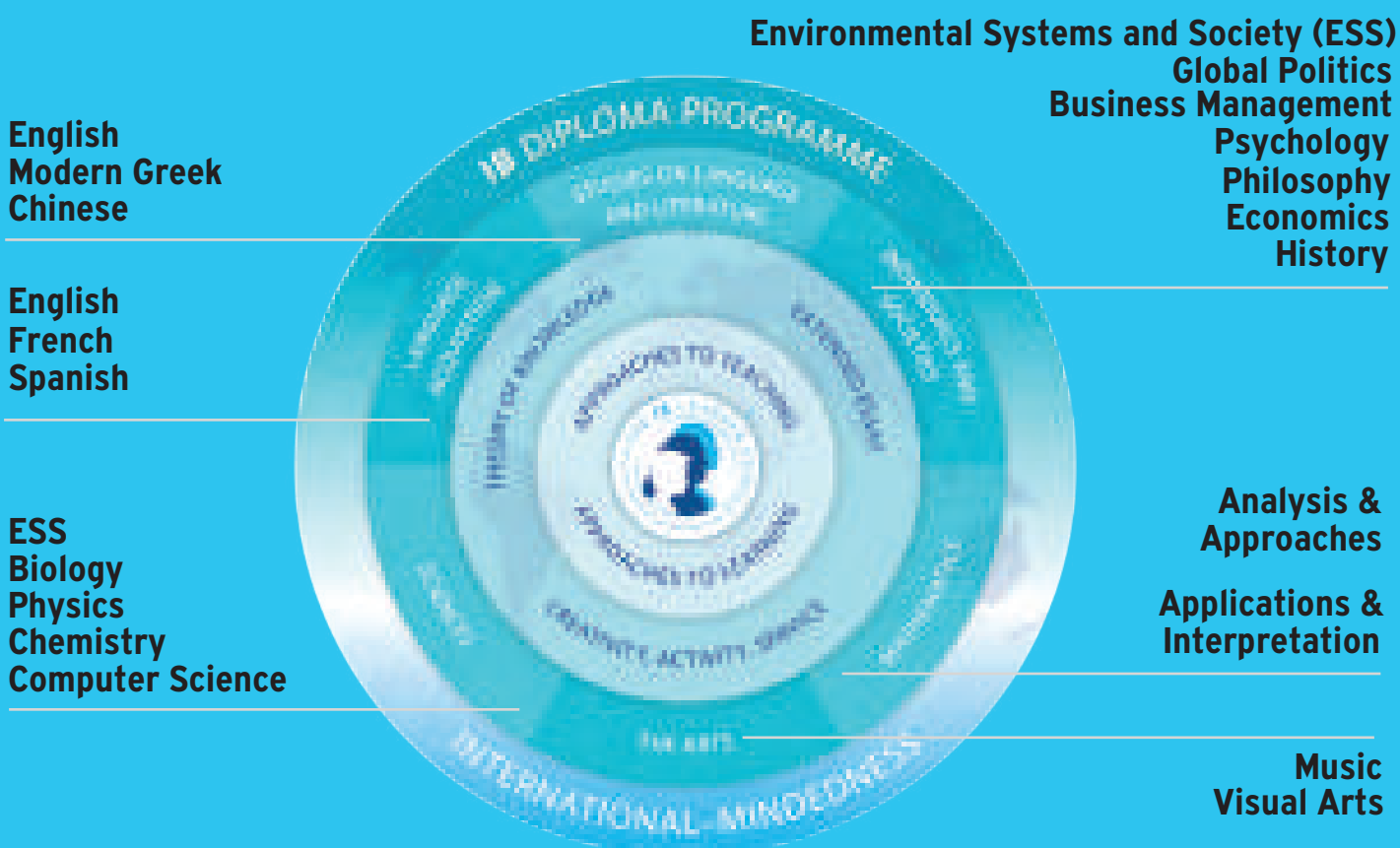
THE IB DIPLOMA PROGRAMME CIRCLE

The **extended essay (EE)** requires students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying.

Theory of knowledge (TOK) develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

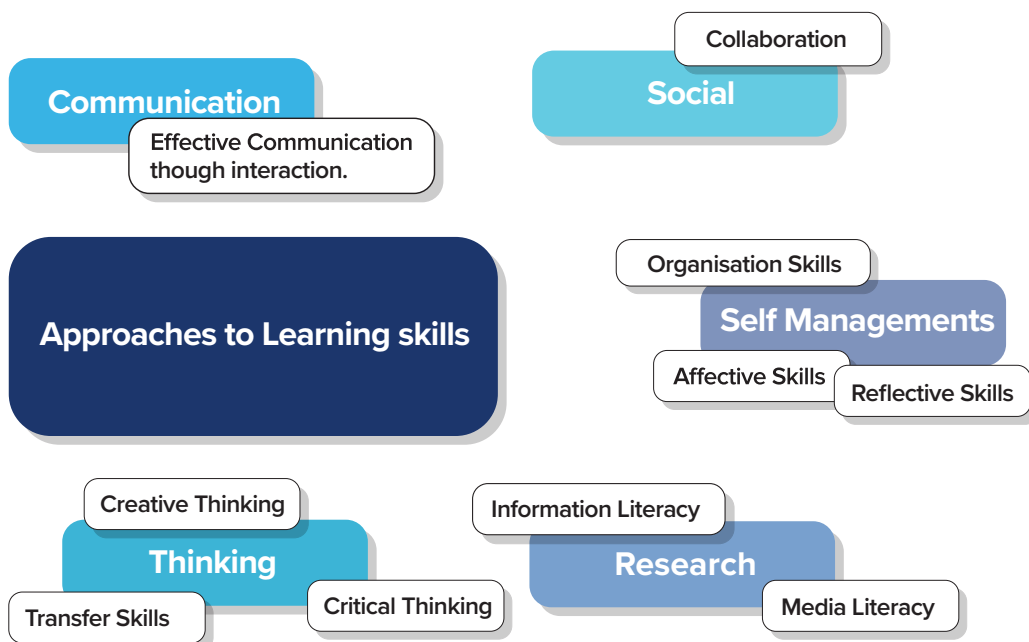
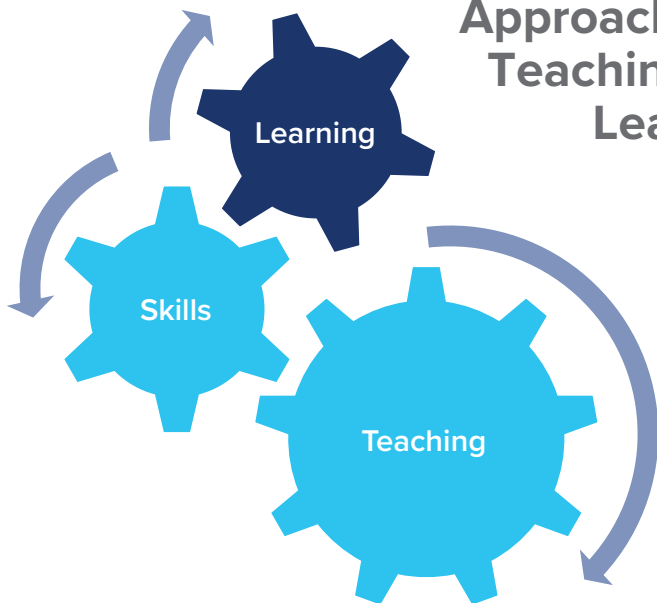
Creativity, activity, service (CAS) emphasizes helping students to develop their own identities in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. It involves students in a range of activities alongside their academic studies throughout the DP. The three strands of CAS are creativity (exploring and extending ideas leading to an original or interpretive product or performance), activity (physical exertion contributing to a healthy lifestyle) and service (collaborative and reciprocal engagement with the community in response to an authentic need).

THE IB DIPLOMA PROGRAMME CIRCLE AT GEITONAS SCHOOL



APPROACHES TO TEACHING AND LEARNING

Approaches to Teaching and Learning



IB QUALITY EDUCATION

Advantages of the IB

Informed by Research

Modern Syllabi

School Evaluation

Professional Development

Advantages of the IBDP

Modern Subjects

Personalized Program

Multiple Assessments

Special Educational Needs

Greek High School Diploma

Worldwide Recognition

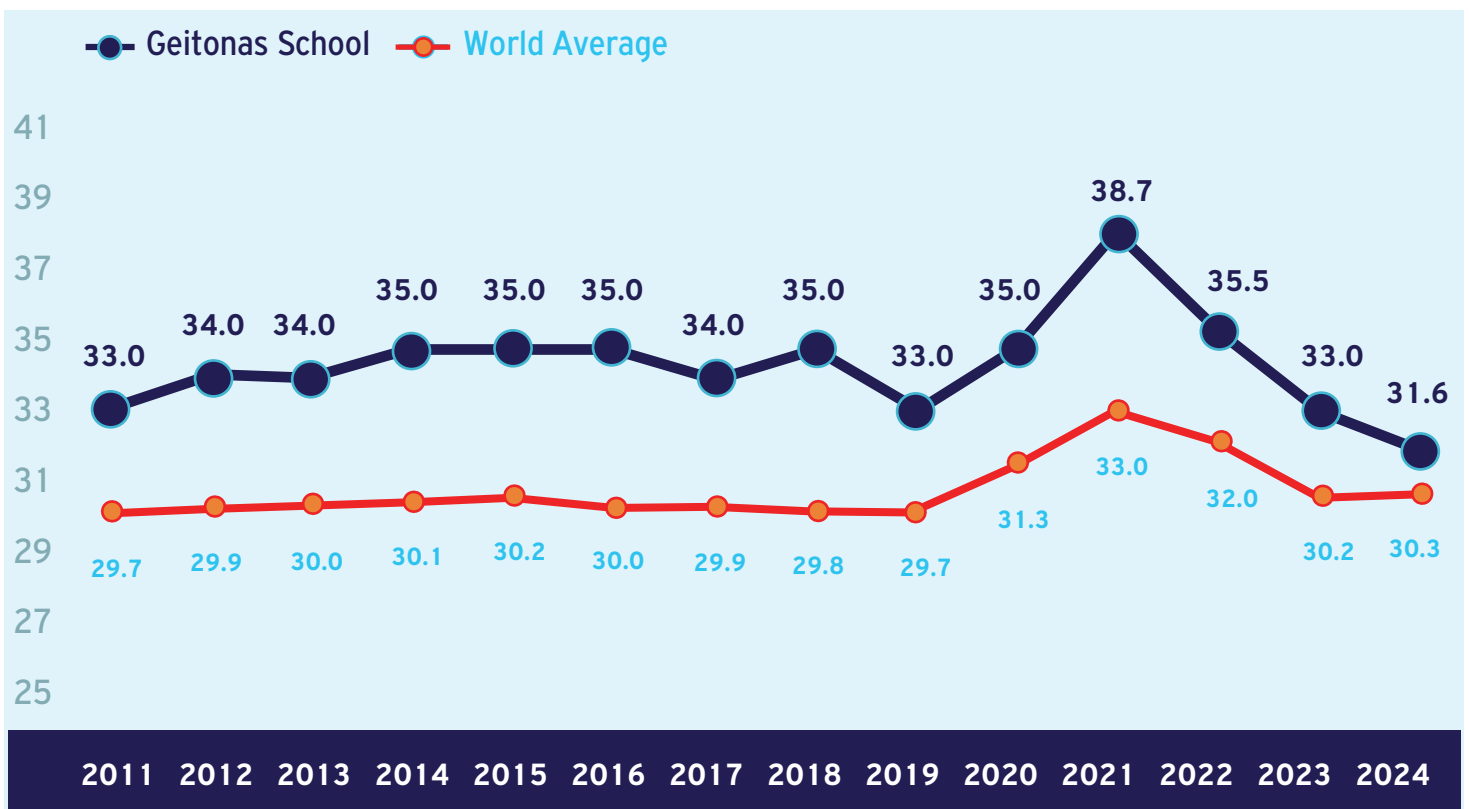
University Ready

Skills for Life

HIGHER EDUCATION COUNSELLING DEPARTMENT

Our Higher Education Counselling Department guides and supports students in their choice of studies, considering their personalities and academic abilities. It also helps students complete and submit University Applications to countries abroad, for example Great Britain, the Netherlands, France, Belgium, Germany and Switzerland. Our experienced educators and psychologists have individual support sessions with students, in which they discuss their needs, concerns and preferences during the IBDP. The Higher Education Counselling Department organises several events and presentations every year, to inform students about Higher Education and support them in choosing the University and career path of their choice.

Average overall diploma points awarded to Geitonas School students compared to the world average. The maximum number of diploma points is 45.



IBDP RESULTS

MAY 2024

*Proud of
Our Students!*

89%

31.6/45

Number of
students who
obtained the
IB Diploma

World Average:
80.1%

Average overall
Diploma points
awarded

World Average:
30.3/42

**IBDP
2024 Results**



MAY 2024 UNIVERSITY PLACEMENTS

UNIVERSITY

COURSE

Eindhoven University of Technology, Netherlands	Mechanical Engineering
Imperial College London, UK	Medical Biosciences
University College London (UCL), UK	Law LLB
University of Westminster, London	Business Management
University of East Anglia, UK	Marketing and management
University of Bath, UK	Psychology
Utrecht University, Netherlands	Global Sustainability Science
City University of London, UK	Business Management
Luiss University, Rome, Italy	Business Administration
University of Manchester, UK	BA in Politics, Philosophy and Economics
University of Miami, USA	Mechanical Engineering
Luiss University, Italy	Bachelor in Business Administration
Trinity University, USA	Computer Science
Macquarie University, Australia	Psychology
University of Rome Tor Vergata, Italy	Business & Economics
University of Twente, Netherlands	Economics & Business
University of Twente, Netherlands	International Business Administration
Deree, American College Greece	Sports Management
University College London (UCL), UK	Biological Sciences
IE, Spain	Business Administration
University of Reading, UK	Business and Management
University College Dublin, Ireland	Philosophy, Politics and Economics
Rotterdam Business School, Netherlands	International Business
Middlesex University, UK	Criminology with Psychology
University of Twente, Netherlands	International Business Administration
Maastricht University, Netherlands	Economics and Business Economics
University for the Creative Arts, UK	Music and Sound Production
Webster University of Missouri (in Athens)	Business
Charles University, Czech Republic	Medicine
Swiss Federal Institute of Technology (EPFL), Switzerland	Mechanical Engineering
King's College London, UK	LLB in Politics, Philosophy and Law
University of Nicosia, Cyprus	Medicine
University of Surrey, UK	LLB in Law with International Relations
Queen Mary University of London, UK	Law LLB
Newcastle University, UK	Biomedical Sciences

10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

1



It increases academic opportunity

Research* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



It's an international qualification

The DP is recognized globally by universities and employers.

7



DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.

8



It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

*Based on IB research - www.ibo.org/research

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CREATIVITY, ACTIVITY, SERVICE (CAS)

The three strands of CAS are Creativity, Activity and Service. Creativity involves Arts and other experiences that involve creative thinking; Activity involves physical exertion contributing to a healthy lifestyle; and Service includes an unpaid and voluntary exchange that has a learning benefit for the student). CAS prompts students to develop their identities, in line with the IB ethical principles and the IB Learner Profile. CAS also contributes to the IB mission, namely to create a better and more peaceful world through intercultural understanding and respect. This is achieved through several student-led experiences, actions and studies in the IBDP, which culminate to the CAS group project. The CAS project challenges students to:

- **show initiative**
- **demonstrate perseverance**
- **develop skills such as collaboration, problem solving and decision making.**

A good CAS programme should be both challenging and enjoyable – a personal journey of self-discovery. Each student has a different starting point, which develops into different goals and needs. Yet, for most students, CAS activities end up being profound and life changing experiences.



CAS is an important counterbalance to the academic pressures of the DP

THEORY OF KNOWLEDGE (TOK)

Theory of knowledge (TOK) plays a special role in the International Baccalaureate (IB) Diploma Programme (DP), by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know.

It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP.

TOK CONSISTS OF THREE DEEPLY INTERCONNECTED PARTS:

- **The core theme** - knowledge and the knower which encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong.
- **Optional themes** which provide an opportunity to take a more in-depth look at two themes of particular interest among: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies.
- **Areas of knowledge (AoK)** five in total compulsory areas of knowledge: history; the human sciences; the natural sciences; mathematics; and the arts, each of which has a distinct nature and sometimes uses different methods of gaining knowledge.

The course reflects continuously on knowledge questions which are organized into a framework of four elements: scope, perspectives, methods and tools, and ethics. This “knowledge framework” encourages a deep exploration of each theme and AOK.

There are two assessment tasks in the TOK course.

- **The TOK exhibition** (1/3 of the total mark) assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component on one out of 35 IB set prompts under which three objects, chosen by the student, are explored; it is marked by the teacher and is externally moderated by the IB.
- **The TOK essay** (2/3 of the total mark) engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

LITERATURE

GROUP 1:
STUDIES IN
LITERATURE

LITERATURE IS
TAUGHT BY MRS
JOANNA DEMETRIADI

The Literature course is designed for students whose strongest language is the language taught. The course explores the elements of language and focuses on the relationship between readers, writers and texts, the function of texts across geographical space and historical time, as well as aspects of intertextuality. Students read and analyse literary texts ranging across the four genres of prose fiction, prose non-fiction, poetry and drama. They explore the nature of literature, the aesthetic function of literary language, and the relationship between literature and the world. They read texts written in language taught as well as those translated from other languages. They learn to appreciate the artistry of literature and develop the ability to reflect critically on their reading, presenting literary analysis through both oral and written expression.

SYLLABUS

The course extends itself over two academic years and follows the IBO's specific form of assessment.

- Paper 1 assesses students' ability to analyse and write coherently on unseen extracts taken from the four basic literary genres.
- Paper 2 assesses students' ability to write a clearly focused and developed response to a question in which they compare aspects of two works they have studied in class.
- The Individual Oral Assessment is based on two extracts of their choice, one taken from a work originally written in the language taught, the other taken from a translated work, in which they discuss how the writers convey a particular Global Issue. The oral takes place in their second year of study.
- Higher Level students also write a Higher Level essay of 1200 to 1500 words in which they analyse a literary aspect of their choice. This they prepare during their first year of study.

KEY FEATURES

- **Receptive Skills**
Students will learn understand and evaluate a wide range of works while exploring textual detail, applying knowledge of textual conventions, and making informed interpretations. They will learn the importance of context and perspective in both receiving and producing a text.
- **Productive Skills:**
Students will present and develop their ideas and opinions on a variety of topics, orally and in writing. They will learn to plan and structure essays and presentations so that they are coherent and developed.
- **Interactive Skills:**
Students will engage in oral exchanges of all kinds, using a variety of strategies to maintain the flow of the discussion. They will learn to initiate, maintain and close discussion, as well as the importance of listening to and accepting other perspectives.

Students learn to appreciate the artistry of literature

LANGUAGE AND LITERATURE

In our department, the Language and Literature course is offered in English A, in Modern Greek A and Chinese A. The course introduces the critical study and interpretation of written and spoken texts from a wide range of genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to various contexts.

SYLLABUS LITERARY WORKS

- 4 literary works for SL students
- 6 literary works for HL students
- LITERARY AND NON LITERARY WORKS
 - Advertisement
 - Appeal
 - Brochure/leaflet
 - Film
 - Biography
 - Cartoon
 - Magazine article
 - Interview
 - Photographs

KEY FEATURES

- Students develop the techniques needed for the critical analysis of communication, becoming alert to interactions between text, audience and purpose.
- An understanding of how language, culture and context determine the construction of meaning is developed through the exploration of texts, some of which are studied in translation, from a variety of cultures, periods and genres.
- Students are assessed through a combination of formal examinations, written coursework and oral activities.
- The formal examination comprises two essay papers, one requiring the analysis of unseen non literary texts, and the other a comparative essay based on the literary works studied.
- Students also produce written tasks in a variety of genres and perform one oral activity examining the ways in which a global issue of their choice is presented through the content and form of two of the texts that they have studied.

FRENCH, SPANISH AB INITIO

GROUP 2:
LANGUAGE
ACQUISITION

FRENCH AB INITIO IS
TAUGHT BY MRS
MARIA PLAKA

SPANISH AB INITIO IS
TAUGHT BY
MRS CHRYSYA MOUTAFI

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only. In the language ab initio course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

The study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar – the what of language – is reinforced and extended by understanding the why and how of language. Five prescribed themes are common to the syllabuses of language ab initio and language B; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

THEMES

The five prescribed themes are:

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

LANGUAGE ACQUISITION AIMS

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

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

Students can start learning a new language from square one!

**GROUP 2:
LANGUAGE
ACQUISITION**

**ENGLISH B IS TAUGHT
BY MRS JOANNA
DEMETRIADI, MRS JOAN
O'SHEA TALPHEZIAN,
AND MRS ASIMINA CHRONI**

**FRENCH B IS TAUGHT BY
MRS MARIA PLAKA**

**SPANISH B IS TAUGHT BY
MRS CHRYSSA MOUTAFI**

ENGLISH B, FRENCH B SPANISH B

Language B acquisition courses are designed for students with some previous experience in the language. Clear and effective communication with emphasis on fluency and accuracy is the focus. While studying the language, students also explore the culture(s) connected with it.

The course is organized into five themes where students will use language appropriate to a range of interpersonal and intercultural contexts and audiences as they will analyse and reflect upon a range of written, audio and visual texts. Interactive, productive and receptive skills are developed through ongoing contextualized study of language, texts (personal, professional and mass media) as well as a wide range of themes. Moreover, the Higher Level students will study in class two literary works.

SYLLABUS

The course extends itself over two academic years and follows the IBO's specific form of assessment.

- Paper 1 assesses students' knowledge in developing written language accurately with a clear purpose.
 - Paper 2 assesses students' skills in listening and reading comprehension.
- Finally, an Individual Oral Assessment is based on an extract from one of the two literary works studied in class which follows discussion on one or more of the course's themes for Higher Level, whereas for Standard Level this Individual Oral Assessment is based on visual stimuli and discussion is on one of the themes.
- This component is internally assessed by the teacher and externally moderated by the IBO at the end of the course.

THEMES

The five prescribed themes of the course are:

- Identities
- Experiences
- Human Ingenuity
- Social Organization
- Sharing the Planet

LANGUAGE ACQUISITION AIMS:

- To enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes,
- To develop students' awareness of the relationship between the languages and cultures with which they are familiar,
- To develop students' intercultural understanding, international mindedness, and issues of global significance,
- To encourage, through the study of texts and through social interaction, an awareness and appreciation of different perspectives,
- To develop students' awareness of the role of language in relation to other Areas of Knowledge,
- To provide students with a basis for further study, work and leisure through the use of accurate and fluent language,
- To foster curiosity, creativity and a lifelong enjoyment of language learning.

The course helps students follow university courses in English, French and Spanish in any discipline.

ECONOMICS

GROUP 3:
INDIVIDUAL AND
SOCIETIES

ECONOMICS IS TAUGHT BY
MRS KYRIAKI VAMVAKEROU
AND ELENI MARKOPOULOU

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 dynamic social science, economics uses scientific methodologies that include quantitative and qualitative elements. Economic theories are not to be studied in a vacuum-rather, they are to be applied in real- world issues. Prominent among these issues are fluctuations and economic activity, international trade, economic development, and environmental sustainability. The ethical dimensions involved in the application of economic theories and policies permeate the economics course as students are required to consider and reflect on human end-goals and values. The economics course encourages students to develop international perspectives, to foster a concern for global issues, and raise students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues and encourage them to act responsibly as global citizens.

SYLLABUS

- Microeconomics
- Macroeconomics
- Global economics including economic development

OPTIONS

There are no optional topics in economics. The higher-level students have some additional topics and one additional examination paper.

KEY FEATURES

- The DP economics course aims to enable students to develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics macroeconomics and the global economy.
- Students are enabled to apply economic theories, models, ideas, and tools, and analyse economic data to understand and engage with real-world Economic issues and problems facing individuals and societies
- Students are furthermore enabled to develop a conceptual understanding of individuals and societies, economic choices, interactions, challenges, and consequences of economic decision-making.
- In addition to the examinations, candidates must submit an internal assessment; a portfolio of three commentaries based on articles from published news media, which are examined through the lenses of concepts applicable in economics.

Economics is a dynamic social science that uses scientific methodologies.

BUSINESS MANAGEMENT

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, focusing on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. Through the exploration of four interdisciplinary concepts, this course empowers students to explore these concepts from a business perspective. The assessment is based on examination papers and a research project investigated through a conceptual lens about a real business issue or problem that a particular organization faces.

INTERDISCIPLINARY CONCEPTS

- creativity
- change
- ethics
- sustainability

SYLLABUS

- Business organization and environment
- Human resource management
- Finance and accounts
- Marketing
- Operations management

AIMS

To enable students to:

- Develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents
- Foster an informed understanding of ethical and sustainable business practices
- Explore the connections between individuals, businesses and society
- Engage with decision-making as a process and a skill.

GLOBAL POLITICS

GROUP 3:
INDIVIDUAL AND
SOCIETIES

GLOBAL POLITICS
IS TAUGHT BY
MRS. JOAN O'SHEA
TALPHEZIAN

Global politics helps students to understand more about how the world they live in works, what creates change and what prevents it. They study the relationships and power dynamics between nation-states, international organizations, non-state actors, and individuals across borders.

The study of global politics enables students to critically engage with different perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

At its core, global politics is concerned with how power is distributed, exercised, and perceived on the global stage from the top all the way down to local level.

They examine the roles and interests of various factors, such as states, multinational corporations, NGOs, and social movements, as they explore issues of global significance. These include international security, diplomacy, conflict, global trade, human rights, and environmental sustainability.

SYLLABUS

1. Both high level and standard level students are required to evaluate sources and their use in global politics.
2. Concepts such as Power, Sovereignty, Legitimacy and Interdependence are explored and examined critically.
3. Themes include: Rights and justice , Development and Sustainability, Peace and Conflict

OPTIONS

Higher level students are required to investigate a number of global political challenges including: Borders, Equality, Health, Identity, Poverty, Security, and Technology.

KEY FEATURES

- This is a dynamic, contested, evidence based discipline where students develop an awareness of multiple partial perspectives and approaches including their own.
- The course encourages dialogue, discussion and debate and includes an investigation into a diverse range of current affairs within the past 20 years
- Students learn to interpret competing and contestable claims
- They learn to appreciate that political beliefs and positions can be deeply held by individuals, and that these are contextual.
- They become better equipped to understand the obstacles to and opportunities for political progress in the real world.
- They should also be better prepared to build relationships with others and to resolve conflicts they may encounter in a peaceful way.



Students investigate and analyse contemporary political issues and challenges from multiple perspectives.

HISTORY

The IB Diploma history course is a World history course which involves the study of political, economic, social, cultural and military history and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It involves a challenging and demanding critical exploration of the past.

SYLLABUS

Students are required to explore the methods historians use when studying and “writing” history. This will give them the tools required in this discipline. This is based on case studies that explore Japanese, German and Italian aggression in the lead up to World War II.

A detailed study of Authoritarian States in the 20 century including Hitler, Mussolini and Mao
A detailed study of 20 century wars including the Spanish Civil War, the Chinese Civil War and World War one and World War Two.

OPTIONS

High level students are required to do an in depth study of Europe from the mid 19 century and the 20 century.

KEY FEATURES

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the key historical concepts such as change, continuity, causation and significance

- It is an exploratory subject that fosters a sense of inquiry
- It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. History students develop an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.
- It puts a premium on developing the skill of critical thinking.

PHILOSOPHY

GROUP 3:
INDIVIDUAL AND
SOCIETIES

PHILOSOPHY
IS TAUGHT BY
MRS. MARINA
KOUTSOUBOU

Philosophy is a systematic critical inquiry into profound, fascinating and challenging questions such as: What is it to be human? Do we have free will? What do we mean when we say something is right or wrong?

These abstract questions arise out of our everyday experiences, and philosophical tools such as critical and systematic thinking, careful analysis, and construction of arguments provide the means of addressing such questions. The practice of philosophy deepens and clarifies our understanding of these questions, as well as our ability to formulate possible responses.

The course is focused on stimulating students' intellectual curiosity and encouraging them to examine both their own perspectives and those of others. Students are challenged to develop their own philosophical voice and to grow into independent thinkers, in addition to engaging with some of the world's most interesting and influential thinkers.

SYLLABUS

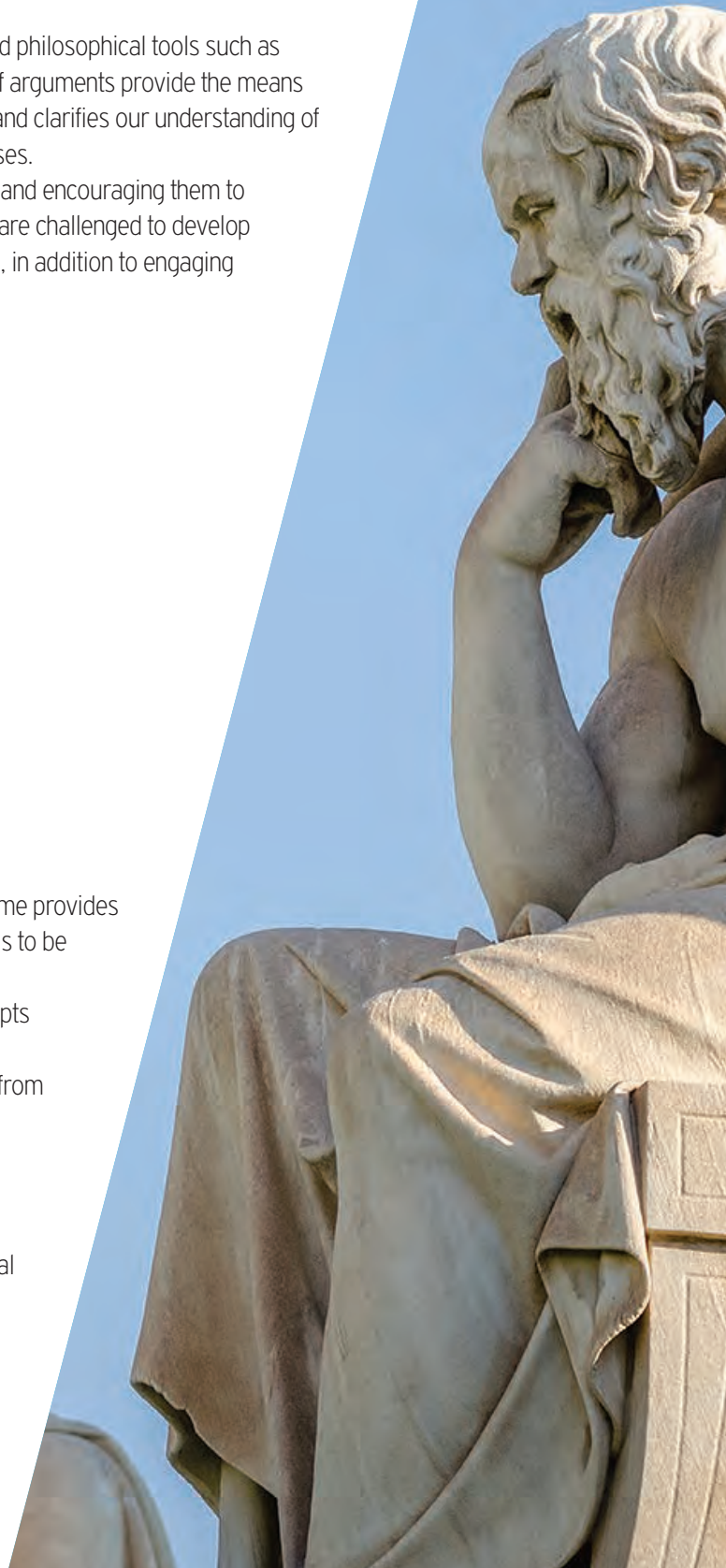
The core theme "Being human" is compulsory for all students

OPTIONS

1. Aesthetics
2. Epistemology
3. Ethics
4. Philosophy of religion
5. Philosophy of science
6. Political philosophy
7. Social philosophy

KEY FEATURES

- Students study a core theme entitled "Being Human". This theme provides an opportunity to explore the fundamental question of what it is to be human.
- The exploration takes place through a discussion of key concepts such as identity, freedom, and human nature, and through a consideration of questions such as what sets humans apart from other species, where the boundaries of being human lie, and whether animals or machines could be considered persons.
- Students also develop their skills through the study of other philosophical themes and the close reading of a philosophical text. They also learn to apply their philosophical knowledge and skills to real-life situations and to explore how non philosophical material can be treated in a philosophical way.
- Available at standard (SL) and higher (HL) level.



The course actively engages students in philosophical activity.

PSYCHOLOGY

The psychology course examines the interaction of biological, cognitive and sociocultural influences on human behaviour. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behaviour.

The holistic approach reflected in the curriculum, which sees biological, cognitive and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behaviour and mental processes. The ethical concerns raised by the methodology and application of psychological research are also key considerations of the IB psychology course.

SYLLABUS

- The biological approach of behaviour
- The cognitive approach of behaviour
- The sociocultural approach of behaviour
- Qualitative research in psychology (HL only)

OPTIONS

- Abnormal psychology
- Developmental psychology
- Health psychology
- Psychology of human relationships

KEY FEATURES

- Students learn both basic facts and complex concepts related to the biological, cognitive and sociocultural levels of analysis.
- Students in higher level courses are also assessed on their knowledge and understanding of qualitative research.
- For their internal assessment, psychology higher level students plan, undertake and report on a simple experimental study.

BIOLOGY

GROUP 4:
SCIENCES

BIOLOGY
IS TAUGHT BY MRS
ELINA HATZIDIMITRIOU

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 coexist 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. Students will 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, students will investigate the interactions that make whole ecosystems function.

As one of the three natural sciences in the IB Diploma Programme, biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today theories, both of which rely heavily on creative but rational thinking. DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

SYLLABUS

Theme A. Unity and diversity

Theme B. Form and function

Theme C. Interaction and interdependence

Theme D. Continuity and change

KEY FEATURES

- Available at standard (SL) and higher level (HL)
- The distinction between SL and HL is one of breadth and depth.
- Students are assessed both externally and internally
- A practical approach to the course delivery is emphasised through the Collaborative Sciences Project, a wide range of Practical Work, and an individual Scientific Investigation assessed through a written report of maximum 3,000 words.

Biology is the study of life

ENVIRONMENTAL SYSTEMS AND SOCIETIES (ESS)

ESS is an interdisciplinary group 3 and 4 course that is offered only at standard level (SL). As an interdisciplinary course, ESS is designed to combine the methodology, techniques and knowledge associated with group 4 (sciences) with those associated with group 3 (individuals and societies). Because it is an interdisciplinary course, students can study ESS and have it count as either a group 3 or a group 4 course, or as both. If students choose the latter option, this leaves the opportunity to study an additional subject from any other group, including an additional group 3 or group 4 subject.

A cornerstone of the ESS course is the idea of environmental value systems (EVSs). Each individual, or group of individuals, will have his or her own EVS arising from his or her beliefs and circumstances. One's perception of the importance and impact of environmental threats varies according to individual circumstances, cultures and traditions, and is subject to change over time.

Studying this course will lead students to critically examine and develop their own value systems. They should also become acquainted with the diverse range of EVSs of people from different cultures and backgrounds. These too can be critically examined, but this should be done in an atmosphere of tolerance and respect towards others.

SYLLABUS

1. Ecology
2. Biodiversity and conservation
3. Water
4. Land
5. Atmosphere and climate change
6. Natural resources
7. Human populations and urban systems

KEY FEATURES

- Available at standard (SL) level only.
- Students are assessed both externally and internally.
- Practical work is an important aspect of the ESS course, whether in the laboratory, classroom, or out in the field.

Students develop their own environmental value systems but in respect towards others

COMPUTER SCIENCE

GROUP 4:
SCIENCES

COMPUTER SCIENCE
IS TAUGHT BY
DR VASSILIOS
ZAMPETAKIS AND
MRS ANNA MAKRYKOSTA

The IB DP computer science HL course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course the students develop computational solutions. This involves the ability to:

- identify a problem or unanswered question
- design, prototype and test a proposed solution
- liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

SYLLABUS

Theme A: Concepts of computer science

- A1. Computer fundamentals
- A2. Networks
- A3. Databases
- A4. Machine learning

Theme B: Computational thinking and problem-solving

- B1. Computational thinking
- B2. Programming
- B3. Object-oriented programming
- B4. Abstract data types—HL only

Case study

The computer science case study provides the stimulus to investigate a scenario involving current developments, emerging technologies and/or ethical issues in computer science.

Internal assessment

The IA task for computer science is an individual computational solution. Students can choose their problem from a wide range of contexts, and it should be of personal interest to them. During their work on the computational solution, students can demonstrate their knowledge of processes such as decomposition, pattern recognition, algorithmic thinking, writing programs, debugging and testing.

The computer science course is a rigorous and practical problem-solving discipline.

CHEMISTRY

It is often called the central science as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

As one of the three natural sciences in the IB Diploma Programme, chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking.

DP chemistry enables students to constructively engage with topical scientific issues.

Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

SYLLABUS

Structure 1. Models of the particulate nature of matter

Structure 2. Models of bonding and structure

Structure 3. Classification of matter

Reactivity 1. What drives chemical reactions?

Reactivity 2. How much, how fast and how far?

Reactivity 3. What are the mechanisms of chemical change?

KEY FEATURES

- Available at standard (SL) and higher levels (HL)
- The distinction between SL and HL is one of breadth and depth.
- Students are assessed both externally and internally
- A practical approach to the course delivery is emphasised through the Collaborative Sciences Project, a wide range of Practical Work, and an individual Scientific Investigation assessed through a written report of maximum 3,000 words.

PHYSICS

GROUP 4:
SCIENCES

PHYSICS IS TAUGHT BY
DR VASSILIOS ZAMPETAKIS
MR GEORGE PENTARIS
AND MRS SMARAGDA
SARANTOPOULOU

Physics together with the rest Experimental Sciences – Chemistry, Biology and Computer Science which are currently taught in our school, form the fourth intellectual group of the DP hexagon of cognitive areas.

The DP Physics course places the students in the centre of a crossroad of multi-junctions, providing them with the tools and skills to explore and delve into a broad body of knowledge which seeks to explain the universe itself-from the very smallest particles to the vast distances between the galaxies and cosmological theories, to develop traditional practical skills and techniques and increase their abilities in modeling physics through the use of mathematics, which is a natural language in order to express physics laws and theories. It also allows students to develop interpersonal and digital communication skills which are essential in modern scientific endeavour and are important life-enhancing, transferable skills in their own right.

Except from the innate need to understand the natural world around us one should not oversee the power of physics to influence the technological world we live and appreciate the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

SYLLABUS

- A. Space, time and motion
- B. The particulate nature of matter
- C. Wave behavior
- D. Fields
- E. Nuclear and quantum physics

KEY FEATURES

- Available at standard (SL) and higher levels (HL)
- The distinction between SL and HL is one of breadth and depth.
- Students are assessed both externally and internally
- A practical approach to the course delivery is emphasised through the Collaborative Sciences Project, a wide range of Practical Work, and an individual Scientific Investigation assessed through a written report of maximum 3,000 words.

Education in Physics is valuable since Physics is the 'paradigm' of sciences.

MATHEMATICS: APPLICATIONS AND INTERPRETATION

$$\Gamma = \frac{V_{\text{reflected}}}{V_{\text{incident}}}$$

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 the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

SYLLABUS

There are five topics and within these topics there are sub-topics.
The five topics are:

- number and algebra
- functions
- geometry and trigonometry
- probability and statistics
- calculus

KEY FEATURES

Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

MATHEMATICS: ANALYSIS AND APPROACHES

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

SYLLABUS

There are five topics and within these topics there are sub-topics.

The five topics are:

- number and algebra
- functions
- geometry and trigonometry
- probability and statistics
- calculus

KEY FEATURES

Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

VISUAL ARTS

The course is a holistic course reflecting the dynamic nature of the visual arts. It has been structured into three core areas: theoretical practice, art-making practice and curatorial practice. Students are required to understand the relationship between these areas and how each area informs and impacts their work in visual arts.

SYLLABUS

This 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. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

OPTIONS

Engaging with theoretical, art-making and curatorial practice will affect such things as students' interests, investigations, interpretations, intentions, decisions, actions, reflections and evaluations within the scope of the course while gaining an appreciation of the contribution that artists, historians, critics, curators and audiences make to the field of visual arts and other related creative industries.

KEY FEATURES

The core areas provide an organizing framework for exploring why artists create and how they respond to their world, the forms and techniques involved in making works of art, as well as investigating how the presentation of works of art contributes to their meaning and significance. The practices reinforce a creative action cycle through each of the core areas, and suggest a working methodology in which theory informs art-making practices, and in turn art-making informs theory.

MUSIC

GROUP 6:
THE ARTS

MUSIC IS TAUGHT BY
MRS ANASTASIA
PAPATHANASIOU

Music has existed all over the world as a means of expression, communication, and pleasure. All music appeals to the spirit and emotions as it can inspire, entertain, soothe or excite and has been used in most of the cultures of the world for religious events and other special occasions.

The music course offers the opportunity to the students to develop their own musical identity as researchers, creators and performers. To achieve this, the course introduces the students to a wide range of music from personal, local and global context, without specific prescribed works, based on their musical background, so as to expand their horizon. A central aspect of this course is to create, perform and/or produce music by using electronic or digital technologies.

In this course, each student develops and maintains a musical journal, where document, curate and reflect their engagement with music. The Diploma Programme Music Course will take students one step further by developing their knowledge and potential as musicians.

SYLLABUS

1. Exploring music in context
2. Experimenting with music
3. Presenting music
4. The contemporary music maker (HL only)

AREAS OF INQUIRY

1. Music for sociocultural and political expression
2. Music for listening and performance
3. Music for dramatic impact, movement, and entertainment
4. Music technology in the electronic and digital age

MUSICAL ROLES

1. Researcher
2. Creator
3. Performer

KEY FEATURES

- Available at standard [SL] and higher [HL] level
- Students are assessed both externally and internally

The music course provides an appropriate foundation for further study in music at university or provides a valuable course of study for students who may pursue other careers.

IBDP BEYOND THE CLASSROOM

1. PERSONAL ADVISING

Students have a personal advisor who helps them adjust to the programme's special requirements.

2. PARENTS COUNSELLING

Regular meetings between the parents and the department's psychologist are held to inform, guide and create a link between students, parents and teachers.

3. PRE-IB

Twice a week, students of A' Lyceum class of Geitonas School attend preparation courses in mathematics and essential study, writing and research skills.

4. SUMMER COURSES

For two weeks in June, prospective IBDP students can attend a summer program to improve core IB skills. DP1 students attend a mid-IB summer program for an intense revision on subjects of their choice.

5. EDUCATIONAL EXCURSIONS

International mindedness, a core principle of the IB, is promoted through excursions abroad where students visit other IB schools and European Union institutions.

6. SCIENCE COMPETITIONS

The IBDP students can participate in international science competitions like the European Union Science Olympiad (EUSO) and the Zero Robotics programming challenge organized by the MIT and NASA.

7. THEATRICAL PERFORMANCES

As part of the Modern Greek courses, IBDP students, teachers and parents attend selected theatrical performances and have follow-up discussions.

8. FORENSICS

The aim of forensics is to help students express themselves effectively in English. Students, which are part of the school's forensics team participate in national and international competitions.

9. MUN

(MODEL UNITED NATIONS)

MUN is an educational simulation of the institutions of the United Nations. Students, which are part of the school's MUN team participate in MUN conferences in Greece and at Harvard University in Boston, USA.

10. EYP

(EUROPEAN YOUTH PARLIAMENT)

EYP is an educational simulation of the procedures of the European Parliament. IBDP students, which are part of the school's EYP team attend educational simulations of the procedures of the European Parliament.

11. THEATRE CLUB

Students can join the school's theater club, which has rehearsals every Friday and presents a play at the end of each academic year.





 Geitonas School, Vari, Attica, 16602

T : 210 9656200

T : 216 1003806

E : ibdp@geitonas-school.gr

www.geitonas.edu.gr