

# CURRICULUM

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International Baccalaureate  
Diploma Programme



OMNES VIAE SCIENTIAM DOCUNT

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## The IB Mission statement<sup>1</sup>

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. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes of international education encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## The IB Learner Profile<sup>2</sup>

ATTRIBUTES	IB LEARNER PROFILE
<b>INQUIRERS</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love for learning throughout life.
<b>KNOWLEDGEABLE</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>THINKERS</b>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>COMMUNICATORS</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<b>PRINCIPLED</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>OPEN-MINDED</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>CARING</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>RISK-TAKERS</b>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<b>BALANCED</b>	We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<b>REFLECTIVE</b>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

<sup>1</sup> IBO (2007), *'Academic Honesty'*.

<sup>2</sup> IBO (2014), *'Effective citing and referencing'*.

### Lampiri School Mission statement

It is our mission as teachers in this school to work the best we can in order to produce learners who will stay so for the rest of their lives. Scientists who will act boldly when time comes and without trepidation do what is required to save and transpose their wisdom to the new generation and to the newer one until there is only the memory of the teacher left. It is our duty to help guide each student to their destination with their hearts full of dreams, hopes and ambitions to leave a better place when they are gone. Our shoulders are ever present to hold our students up where their minds can stay open and see beyond the darkness that so often awaits them outside. We teach our students to be caring of all those in need, to have a high sense of **ethos** etched in their hearts and recognize that people regardless of ethnicity, color, religion or sexual orientation or any other external characteristic which might set them apart, are equal to each other in terms of their rights. Our students will go out to the world communicating the need for understanding others, obeying their own principles, think and reflect upon the day gone and smile as they wait for the morning after.

*'I am not an Athenian or a Greek but **a citizen of the world**'*

(Plutarch, *Moralia, De Exilio*, book VII, 5 of the Loeb Classical Library edition, 1959).

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# Curriculum

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## Introduction: An overview

Through a thoughtful international curriculum design we aim at guiding our students in developing the IB philosophy as demonstrated in the IB Learner's Profile<sup>3</sup>. It is our belief that our students should primarily develop the knowledge, values and skills necessary to broaden their mental horizons and become citizens of the world. Developing interpersonal communication skills as well as thinking and research skills allows our students to be open-minded and inquiring individuals.

Students in the IB Diploma Programme must take one course in each of six academic groups:

- Studies in Language and Literature
- Language Acquisition
- Individuals & Societies
- Sciences
- Mathematics
- The Arts

Students must also take a sixth course, either an Arts course or an additional course from one of the groups listed above. Students must also complete the Theory of Knowledge (ToK) Essay, the Extended Essay (EE) and Creativity, Action and Service (CAS) requirements<sup>4</sup>.

The Curriculum of the IBDP at Lampiri School offers the following course selections in the six subject groups:

## Studies in Language and Literature

English – Language and Literature A (HL/SL)  
Modern Greek – Language and Literature A (HL/SL)  
Modern Greek – Literature A (HL/SL) (*upon demand*)  
English –Literature A (HL/SL) (*upon demand*)

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<sup>3</sup> IBO (2014), *Effective citing and referencing*

<sup>4</sup> IBO (2015), *Creativity, activity, service guide*; IBO (2015), *Theory of knowledge guide*; IBO (2017), *Extended Essay guide*.

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**Language Acquisition**

English – Language B (HL/SL)  
Classical Languages (SL) (upon demand)  
Italian (ab initio) (*upon demand*)  
German (ab initio) (*upon demand*)

**Individuals and Societies**

Economics (HL/SL)  
Business and Management (HL/SL)  
Psychology (HL/SL)  
History (HL/SL) (upon demand)

**Sciences**

Biology (HL/SL)  
Chemistry (HL/SL)  
Physics (HL/SL)  
Environmental Systems and Societies (SL)

**Mathematics**

Mathematics (HL)  
Mathematics (SL)  
Mathematical Studies (SL)

**The Arts**

Visual Arts (HL/SL)  
Music (HL/SL)  
Literature and Performance (SL) (*upon demand*)

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## Analytical Description of the courses offered (based on the syllabus guides<sup>5</sup>)

### English A: Language and Literature

Language and Literature is a Group 1 subject which mainly focuses on the development of the students' critical thinking through the study of texts of various periods, styles and genres (both literary and non – literary), explored from different perspectives. Additionally, they develop communication skills as well. The subject is divided in four parts. The first one, 'language and cultural context' helps students explore how language and culture interact. The second one, 'language and mass communication' shows how language is used in the media. In the third one, 'texts and contexts' students study how language is affected by context and in the fourth one 'critical study' they have the chance to analyse literary texts in detail.

### English B

English B is an advanced language acquisition course which belongs in the second group of the IBDP Curriculum and aims in improving, developing and optimizing learners' language skills through the study of a wide range of knowledge resources. The core of the course is divided into three required areas; Communication and media, Social Relationships and Global issues. Furthermore, the course teacher selects at least two from the following options; Cultural diversity, Customs and Traditions, Leisure, Health, Science and Technology. It may be studied at either Higher Level (HL) or Standard Level. At HL students study two works of literature in the original language. During the twoyear Diploma Programme students will be assessed through various forms and methods on their ability to understand, think, organize, express and communicate clearly and effectively their ideas with curiosity, open-mindedness and honesty.

### Modern Greek

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<sup>5</sup> IBO (2009), *Music guide*; IBO (2009), *Psychology guide*; IBO (2012), *Economics guide*; IBO (2012), *Mathematics SL guide*; IBO (2012), *Mathematical studies SL guide*; IBO (2013), *Language A: language and literature guide*; IBO (2013), *Language B guide*; IBO (2014), *Physics guide*; IBO (2014), *Visual Arts guide*; IBO (2015), *Biology guide*; IBO (2015), *Business management guide*; IBO (2015), *Chemistry guide*; IBO (2016), *Mathematics HL guide*; IBO (2017), *Environmental System and Societies subject website*, <https://ibpublishing.ibo.org> (last access 29/05/17).

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The study of the texts –both literary and not literary– produced in a language is *the sine qua non* of an active engagement with language and culture and, by extension, to how we perceive, appreciate and interpret the world in which we live. The course aims to help students appreciate the philosophy of the language and the beauty of literature as form of art. It also aims to develop in students' skills of textual analysis and the understanding that texts can be seen as autonomous yet simultaneously related to culturally determined reading practices. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

In view of the international nature of the IB and its commitment to intercultural understanding, the course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity.

## Economics

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics and of macroeconomics, and applies them to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The ethical dimensions involved in the application of economic theories and policies permeate throughout 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, fosters a concern for global issues, and raises 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, appreciating our shared responsibility as citizens of an increasingly interdependent world.

## Business Management

Business management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from other organizations and actors in a society, is to produce and sell goods and services that meet human needs

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and wants by organizing resources. Profit-making, risk-taking and operating in a competitive environment characterize most business organizations.

Business management is perfectly placed within the individuals and societies subject area: aiming to develop in students an appreciation both for our individuality and our collective purposes. The Diploma Programme business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

## Psychology

Psychology is the systematic study of behaviour and mental processes. Students will have the opportunity to investigate the interaction of biological, cognitive and sociocultural influences on human behaviour. Through this integrative approach, students will learn how psychological knowledge is generated and developed in order to achieve a greater understanding of themselves as well as the diversity of human behaviour. To better appreciate the contribution of the three aforementioned approaches in the discipline, they will be introduced to major areas of applied psychology. SL students are required to study one option while HL students study two options from the choice of abnormal, developmental, health, and psychology of relationships. Students will also learn to assess the quality of studies conducted in the field of Psychology by addressing ethical concerns as well as methodological issues in research design decisions and apply this knowledge in designing and carrying out their experiment.

## Physics

Physics is at the heart of science education. It is the Science that aims to answer the fundamental questions that puzzled humans throughout the millennia, questions such as "how big is Universe", "where do we come from", "who are we". Physics engulfs and is directly related to many different disciplines of Science. For example, a good understanding of Biological processes requires a good knowledge of Chemical processes which in turn requires an understanding of Atomic Physics. But an IB Physics education is not only about Science. IB students studying Physics will have the opportunity to make connections between all other areas of human exploration. They will see for example how Physics and Arts can be related looking at the patterns emerging when a dynamical system evolves, the so called fractals, or they will learn how art historians used x-ray scanners to reveal the secrets of old paintings. They will have the chance to encounter the role that Physicists played during WWII and how their discoveries shaped the 20th century History. They will

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even learn how developments in Physics and Global Economy are two areas that affect directly each other.

## Chemistry

Chemistry provides a connecting bridge between the really small and the really large. It describes the behavior of electrons and explains this behavior in terms of electromagnetic forces. The formation of salt, the existence of color, the floatation of ice in water, the manufacture of cloth fibers, the production of plastics, the discovery of new drugs, the exploration of space have been made possible because of chemistry (with a little help from some friends...) The teaching of the subject involves a quantitative approach as well as a qualitative approach. It includes topics, which are on the boundary of chemistry and biology, as well as chemistry and physics. There is a strong environmental component allowing for various interdisciplinary projects.

## Biology

Biology for the IB is a stimulating and vigorous course especially in the higher level. It is a two-year course where students learn about the different living organisms and their processes. In the first year of their studies, students will complete the Core component (Cells, Biochemistry, Genetics, Ecology, Evolution for SL and additionally plants for HL) of the syllabus as well as the prescribed labs. The course syllabus promotes connections with other courses including the other Experimental sciences (Environmental Sciences, Chemistry, Physics, Computer Science), the languages, Mathematics, Arts and the social sciences (for example Psychology).

## Environmental Systems and Societies (ESS)

Environmental Systems and Societies (ESS) is an interdisciplinary course of both Groups 3 “Individuals and Societies” and 4 “Experimental Sciences” of the IB Diploma Programme. ESS offers a deeper understanding of the function and structure of ecosystems while exploring the socio-economical and ethic-political bonds of societies with the environment. Students recognize themselves as part of a wide and complex system that involves people and the natural world. Students are asked to investigate issues of global or/and local interest, participate in discussions or/and actions and provide their problem-solving suggestions.

## Mathematical Studies (SL)

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This is a standard level course (150 hours in total). Even though it is focused on probability and statistics, it provides the necessary tools for the students to deal with a variety of problems. The material consists of number sets, algebra, probability and statistics (theory and applications), geometry and trigonometry and basic theory of function derivatives. The student who will take this course will have sufficient mathematical background for a carrier in arts, humanities or social sciences. Mathematical Exploration: This is a written project. For this course it focuses on the ways of collecting, processing and evaluating data. The Mathematical Studies SL course is equivalent to the Mathematics SL course.

### **Mathematics (SL) (Standard Level)**

This is also a standard level course (150 hours in total). It equivalent to Mathematics Studies SL, however, it is designed for students who already have a grasp of basic mathematical knowledge. A good mathematical background is needed. The curriculum consists of algebra, functions, trigonometry, vectors, statistics and probability and basic calculus (derivatives, integrals). Focus is given to the application of mathematical tools in real life problems. The students who take this course will be equipped for university studies that contain (chemistry, economics, business etc.) Mathematical Exploration: This is a written paper where each student will individually explore a topic of mathematics.

### **Mathematics (HL) (Higher Level)**

This is a high level course (240 hours in total). Students who take this course should have a good mathematical background and have developed their analytical and technical skills. This course is designed for students who during their university studies will have mathematics as a major part (math., physics, engineering etc.) The material consists of algebra, complex numbers, further calculus (functions, derivatives, optimisation, integrals), trigonometry, vectors, and statistics and probability (among others, probability theory, random variable, distributions and bivariate distributions, confidence intervals). The topics that coincide with ones from Mathematics SL, will be studied in further depth here. Mathematical Exploration: This is a written paper where each student will individually explore a topic of mathematics.

### **Visual Arts**

The Visual Arts of the IB diploma addresses the context, the methods and the ways of communicating art as theory, as art-making and as curatorial practice. As far as theoretical practice is concerned, students learn how to compare the work of artists based on the examination and appraisal of the historical, social and aesthetic context influencing artistic

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work. Art-making, as another key feature of the curriculum, involves the development and application of identified skills and artistic techniques by students, through research, critical thinking, experimentation with diverse media and use of artistic concepts. Through their interrogation of issues of curatorial practices, students develop and try to define and distill a personal way not only of making but also of choosing and displaying their own artworks in specific contexts through an informed, critical evaluation of artworks and exhibitions they have seen.

## Music

Music Both standard level (SL) and higher level (HL) music students are required to study musical perception. All students therefore submit a musical links investigation and also respond to a listening examination paper. In the latter, HL students are required to answer a further two questions. The first of these two questions allows them to demonstrate a wider understanding of music in relation to time, place and cultures. The second requires them to carry out a comparative analysis of music in response to pieces not previously studied. SL students in music are required to choose one of three options: SL creating (SLC), SL solo performing (SLS), SL group performing (SLG).

HL students are required to present both creating and solo performing. This is a significant difference in expectation. By pursuing both creating and performing, this enables HL students to bring to their musical studies a wider perspective. It also allows them to pursue some work in more depth. The study of three components in an integrated way allows HL students to make not only more connections but, potentially, these connections may carry more importance and have more influence during their musical studies. This path of study allows HL students the opportunity to engage in music in a more complete way.

## Policies as a working documents

All our policies are living documents which will be amended appropriately by a committee responsible for such changes.

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## References

- IBO (2007), *'Academic Honesty'*.
- IBO (2009), *Music guide*.
- IBO (2009), *Psychology guide*.
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