

IB DIPLOMA PROGRAMME



M. J. Pupin

IB DIPLOMA PROGRAMME AT DESETA GIMNAZIJA “Mihajlo Pupin”

***The mission of our school is to encourage and motivate students to develop into high-minded, ethical, well-educated and compassionate individuals who are ready to face the challenges of the modern world and willing to make a substantial and valuable contribution to society.**

***Deseta gimnazija Mihajlo Pupin – mission statement**

WELCOME TO IB DIPLOMA

The aim of the International Baccalaureate Organisation (www.ibo.org) is to help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalising world. Founded in 1968, the IBO is currently working with nearly 4000 schools in about 150 countries to develop its challenging programmes. One of these programmes is the Diploma Programme, which will be offered at Desetagimnazija “Mihajlo Pupin”.

The IBO’s Mission Statement is very well aligned to our own. 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 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 Diploma Programme (DP) is an academically challenging, stimulating and balanced programme of education with a series of final examinations that prepares students for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world’s leading universities. Students are required to acquire both a breadth and depth of knowledge studying subjects from six subject groups, thereby keeping future career pathways open. They are required to study two languages and increase their understanding of different cultures, including their own. They make connections between traditional academic disciplines and explore what ‘knowledge’ actually is (TOK). They also undertake an in-depth research project into an area of their own interest through one of their academic subjects in the Extended Essay (EE), whilst enhancing their personal and interpersonal development through creativity, activity and service to others (CAS).

As a preparation for university, and the life beyond, it is our belief that there is no better provision available for our students than the IB Diploma Programme. The breadth of knowledge and skills, in addition to the more holistic parts of the programme, provide our young people with the tools necessary for success in further education. The Diploma Programme is challenging (just as anything else worthwhile achieving usually is) and it demands of its students a high degree of determination, a well-established work ethic and a mind open to new challenges. The rewards from successfully completing the programme are, however, well worth the effort.

IB DIPLOMA PROGRAMME OVERVIEW

The International Baccalaureate Diploma Programme is taught over two years and is recognised throughout the world as a pre-university course by all leading universities. In order to obtain the IB Diploma, a student is required to study 6 subjects. In general, three courses are taken at the Higher Level (HL) and three at the Standard Level (SL). Additionally, all students follow a common course in the Theory of Knowledge and write an Extended Essay (personal research) of 4000 words. The aim of the International Baccalaureate is to combine a liberal education in a range of disciplines with the opportunity to study a limited number of subjects in depth.

The IB Diploma requires more than just in-depth knowledge of the subjects you study. It is recognised worldwide as strong preparation for the kinds of thinking skills and problem-solving tools you will need to demonstrate at university and beyond in your career. The Approaches to Learning framework spells out the learning tools that you will develop and apply across all your subjects and the core of the IB Diploma. The skills are organised in these key areas:

- THINKING SKILLS
- COMMUNICATION SKILLS
- SOCIAL SKILLS
- SELF-MANAGEMENT SKILLS
- RESEARCH SKILLS

To be eligible for the IB Diploma, each student is required to follow six IB courses, with one subject taken from each group in the curriculum model:

- 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 OR one subject from groups 1-4

Further, all IB Diploma students must choose:

- Three courses at higher level (HL)
- Three courses at standard level (SL)

HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level. Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.

In addition, all IB Diploma students must complete:

- A course in the Theory of Knowledge (TOK)
- A 4,000-word Extended Essay in a subject of their choice
- A Creativity, Activity and Service (CAS) project

Grading

In the DP, students receive grades ranging from 7 to 1, with 7 being highest. A student's final Diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

THE IB LEARNER PROFILE

The IB DP, like all IB programmes, is not just about what you learn – it also about who you become as you learn. The IB has set out the characteristics of a student who will be successful in their programmes in the 'IB Learner Profile'. You will never be 'assessed' on the learner profile, but you should keep it in mind as you learn, and think about how it informs the different ways in which you learn. IB learners strive to be:

- **INQUIRERS** - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **KNOWLEDGEABLE** - They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **THINKERS** - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **COMMUNICATORS** - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **PRINCIPLED** - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **OPEN-MINDED** - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are used to seeking and evaluating different points of view, and are willing to grow from the experience.
- **CARING** - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **RISK-TAKERS** - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **BALANCED** - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **REFLECTIVE** - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

CORE IB DIPLOMA REQUIREMENTS

The IB DP core elements that every student must complete are Theory of Knowledge, Extended Essay and CAS (Creativity, Activity and Service).

Theory of Knowledge (TOK)

Theory of Knowledge concerns the ways in which we know, the extent and limitations of our knowledge, and the different kinds of knowledge produced by different subject methodologies. Theory of Knowledge is not a philosophy course in the traditional sense – although it shares some features of philosophy – but is a space in the programme in which students are encouraged to reflect on their own learning. Theory of Knowledge (TOK) is assessed through an oral presentation and a 1,600 word essay.

The Extended Essay (EE)

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects—normally one of the student's six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. In the Diploma Programme, the extended essay is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice. All extended essays are externally assessed by examiners appointed by the IB. They are marked on a scale from 0 to 34.

Creativity, Activity and Service (CAS)

Creativity, Activity and Service is a way for you to use your learning in the IB DP to make a difference – both to yourself, to your community, and to the world at large. You will be encouraged to choose and then develop your own projects – creativity (for example, learning to play an instrument, or performing in a school drama production), activity (for example, staying fit or playing sport), or to help others (for example, through charity work or volunteering). In order to demonstrate these concepts, students are required to undertake a CAS project. The project challenges students to show initiative, demonstrate perseverance and develop skills, such as collaboration, problem solving and decision making.

DP CORE ASSESSMENT

The Theory of Knowledge and Extended Essay components are awarded individual grades and, collectively, can contribute up to three additional points towards the overall Diploma score. Creativity, Activity and Service does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.

DIPLOMA COURSES AT DESETA GIMNAZIJA "Mihajlo Pupin"

	Subject group	Name of subject
GROUP 1	Studies in language and literature	Serbian A: Literature (HL)
GROUP 2	Language acquisition	English B (HL)
GROUP 3	Individuals and societies	History (HL); Psychology (SL); Environmental systems and societies (SL)
GROUP 4	Sciences	Physics (SL); Chemistry (SL); Biology (HL); Environmental systems and societies (SL)
GROUP 5	Mathematics	Mathematics: Analysis and Approaches (SL)
GROUP 6	The Arts	Students choose an additional subject from groups 1-4

Serbian A: Literature

The focus is directed towards the study of a wide range of literature, developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments. The aim of Serbian A: Literature is to introduce students to a range of texts from different periods, styles and genres; develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections; develop the student's powers of expression, both in oral and written communication; encourage students to recognize the importance of the contexts in which texts are written and received; encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning; encourage students to appreciate the formal, stylistic and aesthetic qualities of texts; promote in students an enjoyment of, and lifelong interest in literature; encourage students to think critically about the different interactions between text, audience and purpose.

English B

English B is an additional language-learning course designed for students with some previous learning of that language. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts. The course gives students the possibility of reaching a high degree of competence in the English language while exploring the cultures where that language is spoken. The course aims to develop the students' linguistic competence and intercultural understanding.

History

History matters because it seeks to explain the past, an understanding of which is vital if we are to make sense of our present and future. We must not only seek to find out when things happened, but also why they happened. History is not about simply learning accepted "facts", but challenging accepted ideas and offering possible alternative and personal views. The aims of IB History are to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations; encourage an understanding of the present through critical reflection upon the past; encourage an understanding of the impact of historical developments at national,

regional and international levels and to develop an awareness of one's own historical identity through the study of the historical experiences of different cultures.

Psychology

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. IB Psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB Psychology.

Environmental Systems and Societies

Environmental Systems and Societies is the study of the environment from both a scientific and geographical basis. By the end of the course, students will have developed a good understanding of environmental issues from an ethical and political perspective as well as a theoretical one. This will be applied locally as well as globally.

Physics

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. In the IB Physics course both theory and experiments will be undertaken which will complement one another naturally, as they do in the wider scientific community. The Diploma Programme Physics course allows students to develop traditional practical skills and techniques alongside learning new concepts. It also allows students to develop interpersonal skills and information and communication technology skills which are essential in modern scientific endeavour.

Chemistry

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is 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 a prerequisite for many other courses in higher education, such as medicine, Biological Science and Environmental Science, and serves as useful preparation for employment.

Biology

Biology is the study of living organisms. This study is undertaken at a variety of levels from the molecule- land to that of the biosphere, each with distinctive approaches and methods. However, by the end of the course the student should have developed an appreciation of the interactions between these levels and of the organisms and their functions within the biosphere.

Mathematics: Analysis and Approaches

In this course, students will develop strong skills in mathematical thinking and become fluent in the construction of mathematical arguments. Mathematics: Analysis and Approaches course is designed for students who wish to study mathematics as a subject in its own right or to pursue their interests

in areas related to mathematics. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts.

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela



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