



SEK BUDAPEST
INTERNATIONAL SCHOOL
HUNGARY



SEK Budapest
International Baccalaureate Diploma
Programme
Information Packet

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The IB Diploma Programme at a glance

What is an IB Education?

- Creating a better world through education
- International-mindedness
- Focused on the IB Learner Profile
- Broad, balanced, connected curriculum
- Approaches to teaching and learning (ATL)
- World wide community of educators



What is the Diploma Programme?



The DP is an academically challenging and balanced programme of education for students from the ages of 16-19. It addresses the intellectual, social, emotional and physical well-being of students, and is respected by universities across the globe.

DP students are prepared for participation in a rapidly evolving and increasingly global society as they develop intellectually, emotionally, physically and ethically, while acquiring the skills that will prepare them for further education and life in the 21st century.

Ideal candidates for the DP at SEK Budapest are students who....

- Possess the ability to balance their focus on: academics, building community, and development of themselves as well as their own creativity.
- Demonstrate motivation and a love for learning! With this, the DP staff at SEK Budapest will be able to assist in developing the time management and organizational skills required for success in the program.
- Are independent learners and take responsibility for their own academics - they are expected to communicate with subject teachers and the DP coordinator on their own behalf. Parents will remain a pillar of support but are also expected to encourage these vital attributes which will assist well beyond the DP.

The IB Learner Profile and SEK Budapest Changemaker Profile

Both the IB Learner Profile and SEK Budapest's Changemaker profile compliment one another in regards to closely shared philosophies that are incorporated into each course subject as well as the student's overall experiences within the program and school.

IB Learner Profile	SEK Budapest Changemaker profile
<ul style="list-style-type: none"> ● Inquirers ● Thinkers ● Communicators ● Caring ● Balanced ● Principled ● Risk-takers ● Open minded 	<ul style="list-style-type: none"> ● Curiosity ● Perseverance ● Initiative & Creativity ● Leadership ● Empathy and compassion ● Relationships ● Stewardship ● Adaptability and agility

- Reflective

- Social and cultural awareness
- Courage
- Self care
- Systems thinking



Diploma Programme Courses

All IB DP candidates are required to choose six subjects, ideally one from each of the 6 Subject Groups.

- Group 1: Language A Literature
- Group 2: Language acquisition
- Group 3: Individuals and Societies
- Group 4: Sciences
- Group 5: Mathematics
- Group 6: Arts



Higher and Standard Level courses

- 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.
- Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level.
- Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.
- Group 6 subject is an elective and one can therefore opt to choose another subject from Groups 3 & 4 instead of a Group 6 subject.

IB DP Assessments

At the end of the two-year programme, students are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject.

Internal assessments:

- In nearly all subjects, at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. These marks are then submitted and moderated by IB examiners externally.

External assessments:

- In addition to tasks which are internally assessed (and externally moderated), some assessment tasks are conducted and overseen by

teachers without the restrictions of examination conditions, but are then marked externally by examiners.

- Examination condition assessments are conducted in almost all subjects at the end of the two year program during the May session and scheduled by the IB. These examinations are externally marked by examiners.

IBDP Course descriptions

Please see the following information for detailed course descriptions for the IBDP core and course subjects

IBDP Core Courses

IBDP Core: Theory of Knowledge

Course overview

Otherwise known as the study of Epistemology, this obligatory course lies at the heart of the DP program as it encapsulates the endless questions, issues and claims we encounter about knowledge within the world around us. TOK asks students to reflect deeply about their interactions with what we know on a daily basis as it is vital to consider how, to what extent, or in what ways we truly know something. In the age of

mis and disinformation, knowledge is a powerful tool which must be critically examined if the students of today are to become the world leaders and shapers of tomorrow.

The course itself is presented through the exploration of core and optional themes which consider the relationship between knowledge and us as knowers, including topics such as language, technology, politics, religion and indigenous studies. Additionally, the five main “areas of knowledge” allow students to connect what they are currently learning throughout their chosen course subjects (arts, history, math and the sciences) and apply it to concepts connected to the ambiguity of knowledge. Overall, TOK will certainly challenge preconceptions of what we thought we knew, but it is without doubt that this course will remain in the minds of the students long after they have finished the Diploma Programme, and perhaps become their most valuable course yet.

Skills developed

- reflect on questions related to knowledge, most notably : How do we know?
Done through in verbal class participation and journaling
- ability to think critically from a variety of perspectives and tackle questions with multiple answers
- strengthen how to navigate and make sense of the world and further prepare for complex situations
- critically consider own perspectives, beliefs and assumptions
- expansion of thinking with an open mind and intercultural understanding
- making connections between academic studies as well as personal experiences
- consider the importance of values, responsibilities and ethical concerns relating to knowledge:
- consider the importance of values, responsibilities and ethical concerns relating to knowledge

Assessment

Internal assessment - 33 %

Exhibition

Students are required to create a stand within the school hosted TOK exhibition that explores how TOK manifests in the world around us. Students choose one prompt from a list of 35 and choose three authentic items which best explore this prompt. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course through written descriptions of the objects submitted to the IB. Typically completed within the first year of the DP (10 marks).

External assessment – 67%

TOK essay

Students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session (for the May exam session they are issued in September / October). As an external assessment component, it is marked by IB examiners. Completed during the second year of DP (10 marks).

IBDP Core: CAS and Extended Essay

CAS

Overview

Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning. CAS is organized around the three strands of creativity, activity and service defined as follows.

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance.
- Activity—physical exertion contributing to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS project is a collaborative series of sequential CAS experiences.

Skills developed

- explore new possibilities, embrace new challenges and adapt to new roles
- understand that DP students are members of local and global communities with responsibilities towards each other and the environment
- investigation, preparation and action that meets an identified need.
- reflection on significant experiences throughout to inform problem-solving and choices.
- Identify own strengths and develop areas for growth
- Show commitment to and perseverance for long term projects
- demonstrate and recognize the benefits of working collaboratively
- engagement with issues of global significance
- consideration for ethics involved in decision making and actions

Completion of CAS

Over the two years of the program, students at SEK are to participate in a minimum amount of CAS activity which would amount to roughly the equivalent of half a day per school week - three or four hours per week. Time should be spent with a reasonable

balance between creativity, action and service, though it is important to note that CAS completion is not determined by hours achieved but through meaningful activities which allow for reflection and self-development. Students will take part in interviews with the CAS Coordinator and be able to produce a portfolio presenting their activity.

Extended Essay

Overview

By the time the students reach the DP, they should already possess skills and demonstrate the ability to write academically, understand the research process, and most notably adhere to the importance of academic integrity in order to compliment ideas on a variety of topics they have developed interest in over the course of their academic careers thus far.

With this being said, perhaps one of the most daunting parts of the entire DP is the completion of a 4,000 word independently chosen academic research paper which promotes high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

Towards the middle of the second semester of the first year, students are expected to formulate a research topic and specific research question (typically connected to one of the six course subjects taken), as well as approach a subject supervisor to lead them in this lengthy but rewarding process. They will then continue working on their research, pre-writing, structure, drafting and feedback sessions with their supervisor by the time the final version of the paper is due in the second year of the DP.

Skills developed

- ability to conduct academic research
- formulation of a well thought out research topic and question for the essay
- awareness of structure for subject specific academic writing
- recognition of academic integrity in order to avoid plagiarism or other forms of academic dishonesty - giving credit where appropriate
- awareness and use of academic citation styles which will be used in most post DP studies
- collaboration with subject supervisor guidance and ability to apply feedback to work in progress
- thoughtful reflection taking place during each part of the overall process

Completion of Extended Essay - Externally assessed

Final works are submitted to the IB to be externally assessed based on the following five criteria: Focus and method / Knowledge and understanding/ Critical thinking / Presentation / Engagement. The score is graded out of a maximum of 34 point but is given an applicable letter grade from A-E which contributes to the student's overall score for the diploma through the award of points in conjunction with TOK.

Group 1 : Language A Literature

Course Description for Chinese, English and Hungarian A

Chinese course overview

This subject to help students in Chinese native language, by learning basic knowledge and appreciation review skills, using seven core concepts, three exploration field and five kinds of global issue, can understand and interpret the author in a variety of style of Chinese and foreign classical literature using related literary techniques, appreciation and evaluation of its artistic effect, and can cross time and space / cross-culture to compare the theme.

At the same time, our course sets up correct Three Outlook or Views, structural thinking, logical thinking, critical thinking and international feelings, which can help train and improve the corresponding oral / written expression ability. After passing the global unified diploma examination, the top ten goals of IBDP learners are effectively achieved.

English course overview

How can we know that writing is considered artistic or creative? What does it mean to be human? Who am I? How do I know about the world? These are the thought provoking questions we ask ourselves while studying literature throughout the four intensive semesters of the IBDP Language A English Lit at SEK Budapest.

Prepare yourself to study classics and contemporaries alike - some of which you will have heard of and some that will become new favorites. This course goes beyond merely reading literary works as you will be expected to interact, engage with, and above all show appreciation for each piece of literature and author from the three main literary genres: prose (fiction and nonfiction), drama, and poetry. In addition to different literary genres, you will also explore the world of literature through time, space and translation, finding connections along the way which will deepen your understanding of why the study of literature is a fundamental part of not only the DP program, but also life.

Hungarian course overview

What do literature, love, and the scent of the lilac have in common? The fact that neither can be described in words but must be experienced. The IBDP Hungarian Language A course invites students to an exciting adventure where they can experience literature from many aspects. They can examine it in sunlight, in the dark, in a group, alone - the point is to feel the joy of reading, the passion for literature, the pulsating life in the different literary works. The goal of the IBDP is to educate self-thinking, critical, open-minded, empathetic, educated students.

This is also the case during the Hungarian Language A course, and I think maybe there is no better tool for this than the colorful world of literature on different human destinies, moral dilemmas, eras, places, and exciting decision-making situations. During the course, we will try to understand the driving forces of our own actions and the forces that move the world from the greatest literary works. Getting to know ourselves and the world is the greatest adventure we can undertake, and this course invites students to do it together through literary works.

During the course, students will learn to understand, analyze, explore and interpret deeper contexts. It is extremely important that we always think in context, that literary works are not seen by students as dusty and boring things, but as an integral part of their lives. Thinking in context also means learning to compare literary works, to see the connections between works. During the course, in addition to literature, students will often encounter issues of philosophy, psychology, and history. To put it simply into one sentence, the course is all about students reading works that give an eternal experience,

talking about these works, and solving creative tasks related to them. There is no magic in this. Magic is literature itself.

Skills developed

- understand, evaluate and analyse a range of literary texts / works
- applying knowledge of literary genres to make informed interpretations
- deduce meaning and implications from literary works beyond the literal
- consider arguments and strengthen ability to support ideas with detailed explanation, clarity, coherence and organization.
- consider the use and effects of literary elements, techniques and devices
- comprehending the relationship between the writer and reader
- examine how different literary works offer a variety of perspectives about our world
- creation of connection to epistemic and philosophical concepts explored in Theory of Knowledge core course

Assessment SL

External assessment (3 hours) – 70%

Paper 1 (1 hour) – 35%

The paper consists of two passages from two different literary forms, each accompanied by a guiding question. Students choose one passage and write a guided literary analysis of it.

Paper 2 (1 hour 45 minutes) – 35%

Students write a comparative essay based on two works studied in the course in response to one (out of four) provided question.

Internal assessment – 30%

Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. This is done by students choosing two literary extracts (one from one work written originally in the language studied and one from a work studied in translation) and preparing a 10 minute oral presentation in connection to the global issue of choice. Followed by 5 minutes of questions by the teacher.

Assessment HL

External assessment (3 hours) – 70%

(1 hour) – 35%

consists of two passages from two different literary forms, each accompanied by a guiding question. Students choose one passage and write a guided literary analysis of it.

Paper 1

The paper

Paper 2 (1 hour 45 minutes) – 25%

Students write a comparative essay based on two works studied in the course in response to one (out of four) provided question.

HL Essay (not a timed paper) – 20%

Students submit an essay on one work studied during the course of 1,200-1,000 words.

Internal assessment – 20%

Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. This is done by students choosing two literary extracts (one from one work written originally in the language studied and one from a work studied in translation) and preparing a 10 minute oral presentation in connection to the global issue of choice. Followed by 5 minutes of questions by the teacher.

Group 2 : Language B (acquisition)

Course Description for English, Spanish B and Spanish AB initio

English B course overview

John Holt wrote in his book *Teach Your Own*, “What makes people smart, curious, alert, observant, competent, confident, re-sourceful, persistent—in the broadest sense and best sense, intelligent— is not having access to more and more learning places, resources, and specialists, but being able in their lives to do a wide variety of interesting things that matter, things that challenge their ingenuity, skill and judgement, and that make an obvious difference in their lives and the lives of people around them.” English Language B offers you an opportunity to voice your “unpopular” views and opinions by curating various projects that have an impact on the world we live in. The English B course is based on inquiry learning and focuses on conceptual understanding where discussions are based on how “purpose” shapes our communication.

Furthermore, the syllabus consists of five prescribed themes that provide relevant contexts and opportunities for students to communicate about matters of personal, local or national, and global interest. The themes allow students to compare the target language and cultures to other languages and cultures to which they are familiar. They

also provide opportunities for students to make connections to other DP disciplines. In the English B 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.

Spanish B course overview

Fun, motivation, immersion, and learning from our mistakes. These are the bases of this course. How do we apply them to our Spanish language B experience? We always try to have fun during our lessons. Why?

There are many scientific studies that affirm that when something is fun for us, its imprint is greater in the brain so we learn better and faster. Motivation, we work with topics that interest us and that we can adapt to the IB program to have real stimuli. Immersion, immersing ourselves in the language completely, the more frequently we hear, read, write, and speak a language, the more natural the learning process will be. That is why our communication code is always and will be Spanish. Mistakes, making mistakes is a good sign! Making a mistake or being aware that you did not use the language as you wanted is an opportunity to improve. It means that you are noticing aspects of the language that you did not know before and that you are starting to focus on how the language works.

Skills developed

- Thinking skills (understand, evaluate and analyse a range of written, audio, visual and audio-visual texts.)
- Research skills (applying worldly knowledge to make informed interpretations)
- Communication skills through oral assessments, social skills (a CAS activity that may link to English and the English culture)
- Consider arguments and strengthen the ability to support ideas with detailed explanation, clarity, coherence and organization.
- Consider the use and effects of literary elements, techniques and devices.
- Self management skills (developing planning strategies for the completion of work).
- Identify, organize and present ideas on a range of topics.

HL Assessment

External assessment (3 hours 30 minutes) 75%

Paper 1 (1 hour 30 minutes)

Productive skills—writing. One writing task of 450-600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2 (2 hours) 50%

Receptive skills—separate sections for listening and reading comprehension. Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment 25%

Individual oral assessment

A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.

SL Assessment

External assessment (3 hours) 75%

Paper 1 (1 hour 15 minutes) 25%

Productive skills—writing. One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2 (1 hour 45 minutes) 50%

Receptive skills—separate sections for listening and reading comprehension. Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment 30%

Individual oral assessment. A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.

Spanish AB initio course overview (SL ONLY)

Language acquisition is achieved through the development of receptive, productive, and interactive skills and abilities. The elements of language include vocabulary, grammatical structures, register, pronunciation, and intonation.

Language ab initio is a language acquisition course for students with little or no knowledge of the target language. The course is organized around three thematic areas: the individual and society, work and leisure, and the urban and rural environment. Through the study of these three interrelated subject areas, students will develop the skills necessary to meet the assessment objectives of the Language ab initio course.

Skills developed

- Develop students' intercultural understanding.
- To ensure that students understand and use the language studied in various contexts, serving different purposes as well.
- Promote, through the study of texts and social interaction, an awareness and appreciation of the different perspectives of people belonging to other cultures.
- Make students aware of the role that language plays in relation to other areas of knowledge.
- Make students aware of the relationship between the languages and cultures with which they are familiar.
- Provide the necessary basis so that students can carry out, using an additional language, other studies, jobs, and leisure activities.
- Provide, through the knowledge of an additional language, opportunities for fun, creativity, and intellectual stimulation.

SL (only) Assessment

External assessment (1 hour 45 minute) – 75%

Consists of exercises to demonstrate understanding of authentic written texts (receptive skills), one short writing exercise (productive skills).

Paper 1 (1 hour) – 25%

Written production. Students write two texts about three given prompts.

Paper 2 (1 hour 45 minutes) – 50%

Receptive skills—separate sections for listening and reading comprehension. Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment 25%.

Individual oral assessment. The internal assessment assesses listening comprehension and speaking production in a genuine conversational format (receptive, productive, and interactive skills). The internal assessment consists of a presentation and questions

about a visual stimulus, as well as a general discussion with the teacher based in part on the written work.

Group 3 : Individuals and societies

Course Description for Business Management, Economics, History, and Psychology

Business and Management

Course overview

Business management looks at the role of businesses, as distinct from other organizations and actors in a society. Profitmaking, risk-taking and operating in a competitive environment characterize most business organizations. Although business management shares many skills and areas of knowledge with other humanities and social sciences, it is distinct in a number of ways. Business management is also the study of decision-making within an organization, or trying to understand the motives and reasons for employee and customer behavior within different contexts.

Business management studies business functions, management processes and decision-making in the context of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders. Business management also explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources, while maintaining their responsibilities to not only shareholders, but to society at large.

Skills developed

- capacity to develop rigorous and cogent arguments based on hard and soft data

- ability to make reasoned business judgments
- understanding the purposes, values and limitations of a range of sources of information
- critical thinking using economic and business statistics
- analysis, synthesis and interpretation of information
- research and selection of materials
- communication and structured reporting
- organization and self-management

Assessment SL

External assessment (2 hours 15 minutes) – 65%

Paper 1 (1 hour) – 30%

Questions based on pre-reviewed Case Study.

Paper 2 (1 hour 15 minutes) – 35%

Series of small case studies read and answered in-situ.

Internal assessment – 35%

Students are required to complete a business study into a topic of their choice, based on secondary research.

Assessment HL

External assessment (2 hours 30 minutes) – 65%

Paper 1 (1 hour) – 30%

Questions based on pre-reviewed Case Study.

Paper 2 (1 hour 30 minutes) – 35%

Series of small case studies read and answered in-situ.

Internal assessment (20 hours) – 35%

Students are required to complete a business study into a topic of their choice, based on primary and secondary research.

Economics

Course overview

The main objective of the study of economics is decisions. Any kind of decision. There are boring questions. For example, why choose one career path over the another? And

there are less boring ones: Why do men buy expensive underwear? After all, all underpants are almost the same, and anyone who can see them - at best - doesn't care about their brand anyway.

In order to apply what Nobel Prize-winning economist Paul Samuelson calls the "queen of social sciences" in everyday life, the way is through less interesting questions/decisions. But we're not going to get bored! However, we need to understand how the prices that we see in the display window are formed. Or to what extent one has the ability to change them? What influences us to live on a South Korean rather than a North Korean standard of living? As we get to a higher level of aggregation, competing states emerge in the examination of decisions. We will see how they can influence each other's behaviour through so-called trade policy.

Who should study economics? Everyone of course! (Although the instructor of the course may be somewhat biased.) At the age of 16, we don't need to know what we want to do for the rest of our lives. However, wherever we go, knowledge of economics will help us. Students interested in natural sciences can get a good idea of the twisted logic based on what their leaders make decisions in business and politics. A student of humanities can feel how his intellectual creations, whether in literature, electronic music, or even visual arts, can arouse the interest of others!

Skills developed

- The course contains the university-level material of the subjects of microeconomics, macroeconomics and international economics taught to students specializing in social sciences (sociology, political science, law).
- Critical thinking
- Problem solving skills
- Improved communication skills.

Assessment SL

External assessment (3 hours 0 minutes) – 70%

Paper 1 (1 hour 15 minutes) – 30%

Analysing short theoretical problems with real world examples.

Paper 2 (1 hour 40 minutes) – 40%

Extended paper on a specific economic topic.

Internal assessment – 30%

Students are required to complete a historical investigation into a topic of their choice.

Assessment HL

External assessment (4 hours 45 minutes) – 80%

Paper 1 (1 hour) – 20%

Analysing short theoretical problems with real world examples.

Paper 2 (1 hour 30 minutes) – 30%

Extended paper on a specific economic topic.

Paper 3 (1 hours 45 minutes) – 30%

Policy paper on specific economic problem.

Internal assessment – 20%

Students are required to analyse three news articles based on their knowledge. All the three articles must be from different units of the course (microeconomics, macroeconomics and international economics).

History

Course overview

What is history and how can we claim to know what happened in the past? In IB history class the focus is not simply on learning about certain events that occurred in a given point of time but to understand key concepts behind those historical events such as causation, perspective, consequence, significance. By learning to use evidence that emphasizes particular moments in the past, students will learn that all history is an interpretation of the past that should be questioned, researched, and argued further.

History is not only words and dates written on a page, it is both an art and a social science. Throughout our IB History classes emphasize will always be on its multidisciplinary characteristics, while history is present in arts, culture, cinematography, literary works it also relies on methodologies and statistical analysis, counting, creating graphs. Being an IB history student means exploring and mastering a wide range of skills.

Actually, instead of history we should use histories as there are many varying interpretations or approaches the student will face during their IB years. Whether they are interested in the history of certain people, wars, society, economy, architecture students will learn how to use sources to deepen their knowledge of their interest, how to engage with those sources to support their argument, and how to express themselves either verbally or in academic writing. Students of this course will learn to use the sources as remains of the past and be able to begin to construct their meaning, sorting them into boxes such as political or economic and most importantly connect links in

between them. By being able to contextualize, to see connections, causes and consequences between events the students will develop a historical consciousness that will be paramount in their future academic endeavors.

Skills developed

- Formulate a cohesive argument
- Critical thinking
- Utilizing and engaging with primary and secondary source materials
- Presentation and debating skills
- The ability to express themselves academically
- The ability to incorporate methodology whether it is analytical or comparison
- The understanding of historiography
- Organization and self-management

Assessment SL

External assessment (2 hours 30 minutes) – 75%

Paper 1 (1 hour) – 30%

Source-based paper based on the prescribed subject: The move to global war. Answer four structured questions.

Paper 2 (1 hour 30 minutes) – 45%

Extended-response paper based on the 12 world history topics. Answer two extended-response questions on two different topics.

Internal assessment – 25%

Students are required to complete a historical investigation into a topic of their choice.

Assessment HL

External assessment (2 hours 30 minutes) – 80%

Paper 1 (1 hour) – 20%

Source-based paper based on the prescribed subject: The move to global war. Answer four structured questions.

Paper 2 (1 hour 30 minutes) – 25%

Extended-response paper based on the 12 world history topics. Answer two extended-response questions on two different topics.

paper 3 (2 hours 30 minutes) – 35%

Answer three extended-response questions from the selected region: Aspects of history of Europe.

Internal assessment (20 hours) – 20%

Students are required to complete a historical investigation into a topic of their choice.

Psychology

Course overview

Since the dawn of humankind there has been the main focus of interest: the humans themselves. Supposedly human psychology could already answer these seemingly simple questions: How do we “work”?; Why do we think, feel and do things the way we do?; What can be expected from our fellow humans?; Is there a way of doing things right? Unfortunately we do not have definitive answers to these questions. Rather, as we explore human psychology more and more, we win the rights to even more questions - making psychology a thought-provoking mixture of science.

In the Psychology course we offer three different approaches to human behaviour as three different lenses to view ourselves through.

- Biological approach, as how our biological and physiological building affects our behaviour and vica versa, for example can we inherit specific behaviours.
- Cognitive approach, where we take a look at what is going on in our conscious minds for example when we make a decision.
- And Sociocultural approach, which discusses the interactions between an individual and their social environment, for example how moving abroad affects one’s identity.

The optional chapters give us the opportunity to see how science can help our everyday lives, such as sustaining and regaining our physical and mental health (Health psychology; Abnormal psychology); or building relationships, families and successful

communities (Human relationships; Developmental psychology). The exams are essay-form, which gives a great framework to present complex phenomena successfully. Along the course we get familiar with research and ethical considerations, as only scientific research can give us a better understanding of human psychology. In fact, by the end of the course, the students will be able to plan, conduct, analyse and evaluate their own psychological research.

Skills developed

- Comprehension of scientific researches, papers
- Ability to plan, conduct, analyse and evaluate scientific research
- Capacity to present and weigh opposing arguments
- Critical thinking
- Academic writing based on scientific resources
- Collaboration with course mates
- Social and emotional intelligence
- Self-management

Assessment SL

External assessment (3 hours) – 75%

Paper 1 (2 hours) – 50%

Section A: Three short-answer questions on the core approaches to psychology

Section B: One essay from a choice of three in the biological, cognitive and sociocultural approaches to behaviour

Paper 2 (1 hour) – 25%

One essay from a choice of three on one optional field of applied psychology

Internal assessment – 25%

Students are required to conduct and create a report on a psychological experiment

Assessment HL

External assessment (5 hours) – 80%

Paper 1 (2 hours) – 40%

Section A: Three short-answer questions on the core approaches to psychology

Section B: One essay from a choice of three in the biological, cognitive and sociocultural approaches to behaviour, including the HL extensional topics

Paper 2 (2 hours) – 20%

Two essays from a choice of three on each of two optional fields of applied psychology

Paper 3 (1 hour) – 20%

Three short-answer questions from a list of six static questions on approaches to research

Internal assessment (20 hours) – 20%

Students are required to conduct and create a report on a psychological experiment

Group 4 : Sciences

Course Description for Biology, Chemistry, Computer Science Environmental Systems and Societies, and Physics

Biology

Course overview

IB Biology subject consists of 15 chapters. Depending on the level of the program the chapters will be studied differently. Furthermore, the standard level students will study 6 chapters plus one optional chapter and the high-level students will study 11 chapters plus one optional chapter.

The syllabus is designed for students who are highly interested in deep Biology fields that are botany, conservation, ecology, evolution, genetics, marine biology, medicine, microbiology, molecular biology, physiology, and zoology.

Overall, the course 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.

Skills developed

- develop a conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- acquire and apply a body of knowledge, methods, tools and techniques that characterize science
- develop the ability to analyse, evaluate and synthesize scientific information and claims
- develop the ability to approach unfamiliar situations with creativity and resilience
- design and model solutions to local and global problems in a scientific context
- develop an appreciation of the possibilities and limitations of science
- develop technology skills in a scientific context
- develop the ability to communicate and collaborate effectively
- develop an awareness of the ethical, environmental, economic, cultural and social impact of science.

Assessment details (SL/HL)

Several methods of assessments are used for the programme completion which are exam papers and individual research work. In the following table, IB Biology exams are introduced.

HL Assessment

Paper 1	Paper 2	Paper 3	Internal Assessment
<ul style="list-style-type: none"> - 20% - 1 hour - 40 multiple choice questions 	<ul style="list-style-type: none"> - 36% - 2h15 - Data analysis - Short answer questions - 2 extended response question 	<ul style="list-style-type: none"> - 24% - 1h15 <p>Section A</p> <ul style="list-style-type: none"> - Short answer questions - experimental skills from the core and AHL <p>Section B</p> <ul style="list-style-type: none"> - Short answer and extended response questions from one option 	<ul style="list-style-type: none"> - 20% - 10hours - Investigation and write-up of 6 to 12 pages - Personal Engagement 1.6% - Exploration 5% - Analysis 5% - Evaluation 5% - Communication 3.4 %

SL Assessment

Paper 1	Paper 2	Paper 3	Internal Assessment
<ul style="list-style-type: none"> - 20% - 45 minutes - 30 multiple choice questions 	<ul style="list-style-type: none"> - 40% - 1h15 - Data analysis - Short answer questions - 1 extended response question 	<ul style="list-style-type: none"> - 20% - 1 hour <p>Section A</p> <ul style="list-style-type: none"> - Short answer questions - experimental skills from the core <p>Section B</p> <ul style="list-style-type: none"> - Short answer and extended response questions from one option 	<ul style="list-style-type: none"> - 20% - 10hours - Investigation and write-up of 6 to 12 pages - Personal Engagement 1.6% - Exploration 5% - Analysis 5% - Evaluation 5% - Communication 3.4 %

Chemistry

Course overview

One major difference of human from animal is the ability and willingness of tailoring the materials around us based on our needs. This ability relies on the careful and tedious investigation of the properties of different materials and the ways they can be changed. It was done by the first humans using fire or extracting dyes from plants. The collection of knowledge is constantly done till nowadays changing our everyday life to be more and more comfortable. We all do chemical observations such as iron is rusting but alumina is not, acids are suitable for elimination of limescale but soda is not, etc. Although modern chemistry focuses on the general laws governing reactions and determining characteristics, chemistry never will be described as precisely as physics, meaning that understanding and knowledge are both needed.

The major goal of the chemistry course is to prepare students with the knowledge and way of thinking necessary for a university study in medicine, chemistry, or material science. The topics included are atomic structure, thermochemistry, reaction kinetics, equilibrium studies, organic and inorganic chemistry. Optional topics are materials, energetics, biochemistry and medicinal chemistry (recommended mainly for students interested in medicinal studies). HL covers more material than SL. However, all students are encouraged to choose HL chemistry, as topics are built heavily on each other. A firm skill in maths is required, but HL is not necessary.

Skills developed

- making scientific observations
- critical, precise, scientific thinking
- problem-solving in chemistry
- experimenting skills
- interpreting experiments

HL Assessment

Paper 1	Paper 2	Paper 3	Internal Assessment
<ul style="list-style-type: none"> - 20% - 1 hour - 40 multiple choice questions 	<ul style="list-style-type: none"> - 36% - 2h15 - Short-answer and extended-response questions 	<ul style="list-style-type: none"> - 24% - 1h15 <p>Section A:</p> <ul style="list-style-type: none"> - one data-based question and several short-answer questions on experimental work. <p>Section B:</p> <ul style="list-style-type: none"> - short-answer and extended-response questions from one option 	<ul style="list-style-type: none"> - 20% - 10hours - Investigation and write-up of 6 to 12 pages - Personal Engagement 1.6% - Exploration 5% - Analysis 5% - Evaluation 5% - Communication 3.4%

SL Assessment

Paper 1	Paper 2	Paper 3	Internal Assessment
<ul style="list-style-type: none"> - 20% - 45 minutes - 30 multiple choice 	<ul style="list-style-type: none"> - 40% - 1h15 - Short-answer and extended-response 	<ul style="list-style-type: none"> - 20% - 1 hour <p>Section A:</p> <ul style="list-style-type: none"> - One data-based question and several short-answer 	<ul style="list-style-type: none"> - 20% - 10hours - Investigation and write-up of 6 to 12 pages - Personal Engagement

questions	questions on core material.	questions on experimental work. Section B: - Short-answer and extended-response questions from one option.	1.6% - Exploration 5% - Analysis 5% - Evaluation 5% - Communication 3.4 %
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ESS (SL ONLY)

Course overview

Environmental Systems and Societies is a special subject that is a combination of Geography, Ecology, Environmental Science, Chemistry and Physics.

Topics range from investigating ecosystems and biomes like tropical rainforests and deserts to studying biodiversity and endangered species. ESS IB also examines the human population, what is the population on Earth, where it lives and what the demographic characteristics of it. It looks into the main anthropogenic influences in local and global aspects.

ESS IB examines the main causes of global warming, and gives space to students to propose solutions for all of these. ESS IB offers a wide base of investigations to take place, from laboratory work and lab exercises to field trips and ESS IB investigations, surveys and investigations.

Skills developed

- acquire the knowledge and understanding of environmental systems and issues at a variety of scales
- apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales
- appreciate the dynamic interconnectedness between environmental systems and societies
- value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues

- develop an awareness of the diversity of environmental value systems
- engage with the controversies that surround a variety of environmental issues
- create innovative solutions to environmental issues by engaging actively in local and global contexts

External Assessment

Paper 1	Paper 2	<u>Internal Assessment</u>
<ul style="list-style-type: none"> - 1 hour - 25% - Case study 	<ul style="list-style-type: none"> - 2 hours - 50% - Short answers and structured essays 	<ul style="list-style-type: none"> - 25% - 10hours - Written report of a research question designed and implemented by the student.

Physics

Course overview

The major goal of the physics course is to prepare students with the knowledge and way of thinking necessary for a university study in natural sciences, engineering, or medicine. The topics covered include classical mechanics, thermal physics, electricity and magnetism, atomic, nuclear, and particle physics. Optional topics are engineering physics (suggested for all students), relativity, imaging, and astrophysics.

HL level covers a little more material than SL level. All students are encouraged to choose HL level physics. A choice of the corresponding HL level in mathematics is advised, but not necessary.

Skills developed

- making scientific observations
- critical, precise, scientific thinking
- modeling physical phenomena
- problem-solving in physics
- experimenting skills
- interpreting experiments

HL Assessment

Paper 1	Paper 2	Paper 3	Internal Assessment
<ul style="list-style-type: none"> - 20% - 1 hour - 40 multiple choice questions 	<ul style="list-style-type: none"> - 36% - 2h25 - Short-answer and extended-response questions 	<ul style="list-style-type: none"> - 24% - 1h25 - Data and practical-based questions plus, short answer and extended response questions on the option 	<ul style="list-style-type: none"> - 20% - 10hours - Investigation and write-up of 6 to 12 pages - Personal Engagement 1.6% - Exploration 5% - Analysis 5% - Evaluation 5% - Communication 3.4 %

SL Assessment

Paper 1	Paper 2	Paper 3	Internal Assessment
<ul style="list-style-type: none"> - 20% - 45 minutes - 30 multiple choice questions 	<ul style="list-style-type: none"> - 40% - 1h15 - Short-answer and extended-response questions on core material. 	<ul style="list-style-type: none"> - 20% - 1 hour - Data- and practical-based questions plus, short answer and extended response questions on the option 	<ul style="list-style-type: none"> - 20% - 10hours - Investigation and write-up of 6 to 12 pages - Personal Engagement 1.6% - Exploration 5% - Analysis 5% - Evaluation 5% - Communication 3.4 %

Group 5: Mathematics

Course Description for Math Analysis and Approaches, and Math Interpretations and Analysis

How to choose the right course: AA vs AI?

There are 3 important things to consider:

- your abilities and interests
- your choice of other subject in the Diploma Program
- your academic and career plans

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. Its extensive use of technology allows students to explore and construct mathematical models. Students who choose Maths AI at SL/HL level should enjoy using mathematics in real-world contexts and solving real-world problems. In all of the exams technology is allowed to be used. It means you don't have to solve quadratic equations, simultaneous equations and a lot of other problems by hand, you are encouraged to use Graphic Design Calculator (GDC). However, you still need to understand the way to solve a problem to be able to effectively use technology.

Math AI is suggested for students interested in social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology and design. If you enjoy maths and desire practical applications, then AI is a better fit for you.

Before choosing the right math course, it is important to check what the requirements of the university are.

How to choose the right level: SL vs HL?

There is a fine line between challenging yourself and having unrealistic expectations, so when deciding between SL and HL, it is useful to keep in mind your strengths and weaknesses. For both AA and AI there are 60 hours of SL content that are common to both courses, and 60 hours of specific content. So what's the difference between HL and SL?

HL has 90 teaching hours' worth of additional material for each specific course compared to the SL program, so it's a good idea to ask yourself if there is such a thing as "too much" maths for you or not! However, remember one of the motivations that lead to these changes in the maths courses was to make the HL program much more approachable. What does this mean for you? All of the SL program is part of the HL. So, if you decide to pursue HL and then drop down to SL at a later date, provided your school permits this, you can do so without having to backfill the syllabus. The HL and SL examination papers have a large number of questions in common: the higher level paper will be less guided, have a few marks worth of questions added to common standard level questions which will target HL skills or content. Of course, the HL examination papers will also have questions testing exclusively the additional higher level material.

Both HL maths courses are challenging, and require dedication and hard work, which is similar to all HL courses in the DP.

Mathematics: analysis and approaches

Course overview

HL

This course is suitable for students who go on to further study in subjects that have a significant level of mathematics content, for example mathematics itself, engineering, physical sciences or economics. This level is for students who think that mathematics is beautiful, who find pleasure derived from the abstractness, purity, simplicity, depth or orderliness of mathematics.

SL

This course is suitable for students who might go on to further study in subjects that have a significant level of mathematics content, for example mathematics itself, engineering, physical sciences or economics. Also, for students whose university requires this level of mathematics.

The five topics below are covered during the SL and HL courses.

- Number and Algebra
- Functions
- Geometry and Trigonometry
- Probability and Statistics
- Calculus

Skills developed

- Strong emphasis on calculus and on algebraic, graphical and numerical approaches.
- Strong skills in mathematical thinking and become fluent in the construction of mathematical arguments.

Assessment HL

Paper 1 (120 minutes)

Non-calculator paper.

Compulsory short-response questions based on the syllabus.

Paper 2 (120 minutes)

Technology required.

Compulsory extended-response questions based on the syllabus.

Paper 3 (60 minutes)

Technology required.

Two compulsory extended problem solving questions.

Internal assessment

Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Assessment SL

Paper 1 (90 minutes) 40 %

Non-calculator paper.

Compulsory short-response questions based on the syllabus.

Paper 2 (90 minutes) 40%

Technology required.

Compulsory extended-response questions based on the syllabus.

Internal assessment - 20 %

Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Mathematics: interpretations and analysis

Course overview

The IB DP Mathematics: applications and interpretation 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 includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

Skills developed

- Strong emphasis on statistics and probability, functions and modelling.
- Develop strong technology skills

- Appreciate the links between the theoretical and the practical concepts in mathematics
- Apply mathematics in real word context

Assessment HL

Paper 1 (120 minutes)

Technology required.

Compulsory short-response questions based on the syllabus.

Paper 2 (120 minutes)

Technology required.

Compulsory extended-response questions based on the syllabus.

Paper 3 (60 minutes)

Technology required.

Two compulsory extended problem solving questions.

Internal assessment

Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Assessment SL

Paper 1 (90 minutes) - 40 %

Non-calculator paper.

Compulsory short-response questions based on the syllabus.

Paper 2 (90 minutes) - 40%

Technology required.

Compulsory extended-response questions based on the syllabus. (80 marks)

Internal assessment - 20%

Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Group 6: Arts

Visual Arts

Course description

The IB Diploma Programme visual arts 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. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Skills developed

- enjoy lifelong engagement with the arts
- being informed, reflective and critical practitioners in the arts
- understanding the dynamic and changing nature of the arts
- exploring and value the diversity of the arts across time, place and cultures
- expressing ideas with confidence and competence 6. develop perceptual and analytical skills.
- creation of artwork that is influenced by personal and cultural contexts
- techniques and processes in order to communicate concepts and ideas.

Assessment HL

External Assessment - 60%

Comparative study - 20%

10–15 screens which examine and compare at least 3 artworks which analyse the extent to which the student's work and practices have been influenced by the art and artists examined

Process Portfolio - 40%

13–25 screens which evidence sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities

Internal assessment - 40%

Exhibition: A curatorial rationale that does not exceed 700 words / 8–11 artwork. Exhibition text (stating the title, medium, size and intention) for each artwork

Assessment SL

External Assessment - 60%

Comparative study - 20%

10–15 screens which examine and compare at least 3 artworks which analyse the extent to which the student's work and practices have been influenced by the art and artists examined

Process Portfolio - 40%

9–18 screens which evidence sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities

Internal assessment - 40%

Exhibition: A curatorial rationale that does not exceed 400 words / 4–7 artwork. Exhibition text (stating the title, medium, size and intention) for each artwork

Past results and future after the DP

Past exam score results (out of 45 points) of SEK Budapest IBDP students compared to the IBDP world average scores for May exam session:

	SEK Budapest	IBDP World Schools
2022	31	31.98
2021	35	33.02
2019 (pre pandemic)	29	29.65
5 year average	32	30



Future after the DP

Went on to study programs such as...

- ❖ International Law
- ❖ Dentistry
- ❖ Medicine
- ❖ Business Administration

- ❖ Economics
- ❖ Communications
- ❖ Nutrition Health
- ❖ Psychology
- ❖ Liberal Arts
- ❖ International Education
- ❖ Pharmacology
- ❖ Engineering
- ❖ Art and theatre
- ❖ Sports Management

Went on to study at / were accepted at universities such as...

- ❖ University of California Berkeley
- ❖ Bocconi University
- ❖ University of Groningen
- ❖ Semmelweis
- ❖ ELTE
- ❖ University College Venlo
- ❖ Utrecht University
- ❖ American University of Paris
- ❖ Central European University
- ❖ New York University Abu Dhabi
- ❖ Corvinus University
- ❖ University of Maastricht
- ❖ University of Amsterdam
- ❖ McDaniel College
- ❖ United International Business School (UIBS)