TAURAGĖS “VERSMĖS” GIMNAZIJA

International Baccalaureate

Diploma Programme

THE MISSION OF TAURAGĖS "VERSMĖS" GYMNASIUM

Tauragės "Versmės" gymnasium is a four-year state gymnasium in Tauragė district municipality providing high-quality basic and secondary education and implementing the International Baccalaureate Diploma programme which encourages students' self-expression and initiative, develops the social and moral maturity of the personality in this rapidly changing society.

The ultimate goal of the school is to educate individuals who have developed a strong sense of pride and dignity, acknowledge their responsibility for the well-being of their country and are able to live and create in the rapidly changing contemporary world. The school aims to provide a stimulating environment for students so that they can pursue quality education, develop their individual skills and abilities, maintain communication based on democratic values, and increase their environmental, civic, cultural, patriotic, and multinational awareness.

THE IB MISSION STATEMENT

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.

WHAT IS AN IB EDUCATION?

An education that enables students to make sense of the complexities of the world around them as well as equipping them with the skills and dispositions needed for taking responsible action for the future. They are provided an education that crosses disciplinary, cultural, national, and geographical boundaries, and that champions critical engagement, stimulating ideas and effective relationships.

IB education aims to develop internationally minded people who recognize their common humanity and shared guardianship of the planet. Central to this aim is international mindedness. International mindedness is a multi-faceted and complex concept that captures a way of thinking, being and acting that is characterised by an openness to the world and a recognition of our deep interconnectedness to others. IB education therefore provides students with opportunities for sustained inquiry into a range of local and global issues and ideas. This willingness to see beyond immediate situations and boundaries is essential as globalisation and emerging technologies continue to blur traditional distinctions between the local, national, and international.

IB education further enhances the development of international mindedness through multilingualism. The students are required to study more than one language as communicating in more than one language provides opportunities to develop intercultural understanding and respect. It helps students to appreciate their own language, culture and worldview as well as acknowledge diversity.

International mindedness is also encouraged through a focus on global engagement and meaningful service to the community. These elements challenge the student to critically

consider power and privilege and to recognize that he or she holds this planet and its resources in trust for future generations.

THE IB LEARNER PROFILE

Inquirers 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 of learning throughout life.

Knowledgeable 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.

Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators 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.

Principled 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.

Open-minded 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.

Caring 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.

Risk-takers 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.

Balanced 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.

Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.

WHAT IS THE IB DIPLOMA PROGRAMME?

The IB Diploma Programme (DP) is an academically challenging and balanced program of education with final examinations that prepares students, aged 16 to 19, 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.

The Curriculum

The IB DP curriculum is made up of the DP core and six subject groups. Made up of the three required components (TOK, EE and CAS), the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

Students choose subjects from the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts. Students may opt to study an additional sciences, individuals and societies, or languages subject, instead of a subject in the arts.

Students take some subjects at higher level (HL) and some at standard level (SL). Each student takes a minimum of three or a maximum of four subjects at higher level, and the remaining at standard level.

The Diploma Program Core

The **extended essay (EE)** of 4,000 words offers the opportunity for IB students to investigate a topic of special interest, usually from one of the student's six DP subjects, and acquaints them with the independent research and writing skills expected at university. It is intended to promote high-level research and writing skills, intellectual discovery, and creativity. Extended Essays with a subject based on Language A or B courses must be written in that language; all other essays must be submitted in English. Successful submission of the Extended Essay is required for diploma award.

The **theory of knowledge (TOK)** course is designed to develop a coherent approach to learning that ties together the academic areas and encourages appreciation of other cultural perspectives. It asks students to reflect on the nature of knowledge, and on how we know what we claim to know. TOK encourages critical thinking about knowledge itself and aims to help students make sense of what they encounter, encourages students to be more aware of their own perspectives and assumptions as well as exposing those to different points of view. TOK assessment:

- The **TOK exhibition**: students create an exhibition of three objects that show how TOK manifests in the world around us.
- The **TOK essay**: students write a 1 600-word essay on a prescribed title set by the IB. The key focus is on encouraging connections and comparisons across different disciplines and areas of knowledge.

All IB Diploma programme candidates must successfully complete both TOK assessment components to be awarded with the IB Diploma.

Creativity, action, service (CAS) is at the heart of the Diploma programme, involving students in a range of activities that take place alongside their academic studies throughout

the IB DP. The component's three strands, often interwoven with particular activities, are characterised as follows:

Creativity - arts and other experiences that involve creative thinking,

Action - physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Program, and

Service - an unpaid and voluntary exchange that has a learning benefit for the student. CAS must be successfully completed to be awarded with IB Diploma.

IB DIPLOMA PROGRAMME CURRICULUM

Tauragės "Versmės" gymnasium offers the following subjects:

	Subject Area	Subjects
Group 1	Studies in language and literature	Lithuanian A: literature (HL/SL) Language A: Literature School-Supported Self-Taught SSST course ***(for international students)*** (SL)
Group 2	Language acquisition	English B (HL)
Group 3	Individuals and societies	History (HL/SL) Geography (HL/SL) Economics (SL)

Group 4	Sciences	Biology (HL/SL) Chemistry (SL) Computer science (HL/SL) Physics (HL/SL)
Group 5	Mathematics	Mathematics: analysis and approaches (HL/SL)
Group 6	Electives	Another subject from Groups 3-4
Core	Extended Essay, Theory of knowledge, Creativity, activity and service	

AWARD OF THE IB DIPLOMA

The IB DP diploma is awarded based on performance across all parts of the DP:

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points' matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma.
- The overall maximum points from subject grades, TOK and the EE is therefore 45: ((6 × 7) + 3).
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

Additional requirements

- There are a number of additional requirements for the award of the diploma.
- CAS requirements have been met.
- There is no "N" awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the final award committee.

BILINGUAL DIPLOMA

In addition, candidates who have completed these conditions through multiple languages may be eligible for a bilingual diploma.

A bilingual diploma will be awarded to a successful candidate who fulfils one or more of the following criteria:

- Completion of two languages selected from the studies in language and literature subject group with the award of a grade 3 or higher in both languages.
- Completion of one of the subjects from the individuals and societies, or sciences subject groups in a language that is not the same as the candidate's nominated studies in language and literature language. The candidate must attain a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or sciences subject groups.

Pilot subjects and interdisciplinary subjects can contribute to the award of a bilingual diploma, provided the above conditions are met.

The following cannot contribute to the award of a bilingual diploma:

- An extended essay
- A school-based syllabus
- A subject taken by a candidate in addition to the six subjects for the diploma ("additional subjects")

IB DIPLOMA ASSESSMENT

In the DP, students receive grades ranging from 7 to 1, where 7 is the highest. Grades are awarded for oral and written activities, projects, experimental work, class presentations, essays, portfolios, etc. in the courses of a semester. At the end of each semester, students are given the grade average (or semester grade) in each subject. At the end of a school year, students are given final grades which are averages of semester and school exam grades. The IB uses both internal and external assessment in the DP.

Internal assessment

In all subjects the assessment is carried out following the requirements of the IB Diploma programme. Internal assessment is conducted by teachers, who mark individual pieces of work produced as part of a course of study. The grading system is criterion based and assessment criteria applied are established by the IBO. Internal assessment grades are externally moderated and make up from 20 to 30 percent of the final examination grade.

External assessment

External Assessment refers to work that is conducted and overseen by teachers, and then graded externally by examiners. End-of-course exams are the primary means of external assessment, but it also includes work such as the Extended Essay, Lithuanian A: Literature essay (HL students), and the TOK essay and exhibition. External Assessment dates are fixed by the IB and adhered by the school. The school's IB DP Examination schedule is published to students and parents/guardians as soon as the final version of the examination schedule is confirmed by IB.

The grading system is criterion based with a scale from 1 (minimum) to 7 (maximum) points. The award of the Diploma requires a minimum total of 24 points, and a satisfactory completion of the EE, TOK and CAS.

COURSE DESCRIPTIONS

GROUP 1: STUDIES IN LANGUAGE AND LITERATURE

LITHUANIAN A: LITERATURE (HL&SL)

Course description

Language A: literature course students will study literature in Lithuanian from a range of genres, including selections of literature in translation. Students study 13 works at HL and 9 for SL.

Syllabus

The three core topics to be studied in the course are:

- Readers, writers and texts;
- Time and space;
- Intertextuality.

The range of texts studied in *Language A: literature* course is broad, and students grow to appreciate a language's complexity, wealth, and subtleties in a variety of contexts. A specific aim is to engender a lifelong interest in literature and a love for the elegance and richness of human expression. In studying *Lithuanian A: literature* course, students can develop: a personal appreciation of language and literature, skills in literary criticism, an understanding of the formal, stylistic, and aesthetic qualities of texts, strong powers of expression, both written and oral, an appreciation of cultural differences in perspective.

The following literary pieces are studied in SL and HL course:

	Language A: literature	
	Higher level	**Standard level**
Part 1 Reader, writers and texts	J. V. Gėtė. Faustas F. Kafka. Metamorfozė V. Mykolaitis – Putinas. Altorių šešėly H. Radauskas. Eilėraščiai A. Kamiu. Svetimas	J. V. Gėtė. Faustas F. Kafka. Metamorfozė V. Mykolaitis – Putinas. Altorių šešėly H. Radauskas. Eilėraščiai
Part 2 Time and space	M. Bulgakovas. Meistras ir Margarita J. Aputis. Vieškelyje džipai V. Juknaitė. Stiklo šalis J. Vaičiūnaitė. Eilėraščiai, Kanonas Barborai Radvilaitei	M. Bulgakovas. Meistras ir Margarita J. Aputis. Vieškelyje džipai
Part 3 Intertextuality: Connecting texts	M. Ivaškevičius. Madagaskaras G. Radvilavičiūtė. Tekstų persekiojimas A. Škėma. Balta drobulė L. Donskis. Pasirinktos esė	M. Ivaškevičius. Madagaskaras G. Radvilavičiūtė. Tekstų persekiojimas A. Škėma. Balta drobulė

Assessment

The external components contribute 70% to the final assessment at SL and 80% at HL.

External Assessment HL (4 hours)

Assessment component	Weighting
Paper 1: Guided literary analysis (2 hours 15 minutes)	35%
Paper 2: Comparative Essay (1 hour 45 minutes)	25%
HL essay (one work studied during the course,1,200-1,500 words (1 hour 15 minutes)	20%
Internal assessment: Individual oral (15 minutes)	20%

External Assessment SL (3 hours)

Assessment component	Weighting
Paper 1: Guided literary analysis (1 hour 15 minutes)	35%
Paper 2: Comparative essay (1 hour 45 minutes)	35%
Internal assessment: Individual oral (15 minutes)	30%

Internal assessment

Internal assessment is an integral part of the course and is compulsory for both standard level (SL) and higher level (HL) students. It consists of a task in the form of an individual oral. Both SL and HL students are required to deliver an individual oral in response to a prompt, using two extracts from two different works, one of which must be written originally in the language studied and the other of which must be a work studied in translation, to focus their analysis of how perspectives on a global issue are presented in them.

LANGUAGE A: LITERATURE SCHOOL-SUPPORTED SELF-TAUGHT SSST COURSE *(FOR INTERNATIONAL STUDENTS)* (SL)

Students of foreign backgrounds are able to choose *Language A: literature school-supported self-taught (SSST) (SL)* course. The students are encouraged to choose to study literature in their mother tongue but as an alternative they are able to choose English. The school provides the student with a generic SSST supervisor who is a Language A teacher at the school. The supervisor will meet the student on a regular basis to explain and make sure the student understands the assessment components and the respective assessment criteria fully.

More about SSST: http://mszenglishclasses.weebly.com/uploads/3/7/8/4/37849677/language_a-_literature_self-taught_guide_new 2021_.pdf

GROUP 2: LANGUAGE ACQUISITION

ENGLISH B (HL)

Course description

English B is a language acquisition course designed for students with some previous experience of the target language. In the English B course, students further develop their 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, as appropriate to the level of the course.

Syllabus

Five prescribed themes are:

- Identities (Lifestyles, Health and wellbeing, Beliefs and values etc.)
- Experiences (Leisure activities, Holidays and travel, Life stories, Rites of passage etc.)
- Human ingenuity (Entertainment, Artistic expressions, Communication and media, etc.)
- Social organisation (Social relationships, Community, Social engagement etc.)
- Sharing the planet (The environment, Human rights, Peace and conflict etc.)

Assessment

External Assessment HL (3 hours 30 minutes)

Assessment component	Weighting
Paper 1: writing task 450-600 words (1 hour 30 minutes)	25%
Paper 2: listening and reading comprehension (2 hours)	50% (25%+25%)
Internal assessment (individual oral)	25%

Internal assessment

Individual oral: 12-15 min + 20 min of preparation for HL, this is based on an extract of one of the two literary works studied during the course.

GROUP 3: INDIVIDUALS AND SOCIETIES

HISTORY (HL&SL)

Course description

IB *History* is a two-year course that focuses on 20th Century World History based upon the Diploma Program Course Syllabus. The course provides students with a broad comparative analysis of many countries' responses to the forces, events, and personalities of the 20th Century. In the case of being aware of the long-term consequences of human behaviour on the on global society, using different resources (including primary and also secondary sources) students are encouraged to reflect on the role of the historian and compare solutions for the implementation of democracy and dictatorships through different world areas (Europe, America, Asia). Students who choose the Higher Level (HL) option will be exposed to an additional historical focus on inter-war domestic developments in Germany, Italy, Spain and France, collective security and appeasement issues 1919-1945, Soviet Union leaders (Lenin, Stalin, Khrushchev, Brezhnev, Gorbachev, Yeltsin) political and economic developments.

Syllabus for Standard (SL) and Higher Level (HL)

SL option and sections	HL option and sections
Paper 1 Case study 1: Japanese expansion in East Asia (1931–1941) Causes of expansion • The impact of Japanese nationalism and militarism on foreign policy • Japanese domestic issues: political and economic issues, and their impact on foreign relations • Political instability in China Events • Japanese invasion of Manchuria and northern China (1931) • Sino-Japanese War (1937–1941) • The Three Power/Tripartite Pact; the outbreak of war; Pearl Harbor (1941) Responses • League of Nations and the Lytton report • Political developments within China—the Second United Front • International response, including US initiatives and increasing tensions between the US and Japan Case study 2: German and Italian expansion (1933–1940) • Causes of expansion • Impact of fascism and Nazism on the foreign policies of Italy and Germany • Impact of domestic economic issues on the foreign policies of Italy and Germany • Changing diplomatic alignments in Europe; the end of collective security; appeasement Events • German challenges to the post-war settlements (1933–1938) • Italian expansion: Abyssinia (1935–1936); Albania; entry into the Second World War • German expansion (1938–1939); Pact of Steel, Nazi–Soviet Pact and the outbreak of war Responses • International response to German aggression (1933–1938) • International response to Italian aggression (1935–1936) • International response to German and Italian aggression (1940) **Paper 2** **Authoritarian states (20th century):** Conditions in which authoritarian states emerged; Methods used to establish authoritarian states; Nature, extent and treatment of opposition. The impact of the success and/or failure of foreign policy on the maintenance of power. Aims and impact of domestic economic, political, cultural and social policies.	Inter-war domestic developments in European states (1918–1939) Diplomacy in Europe (1919 – 1945) The Soviet Union and post – Soviet Russia (1924 – 2000)

The impact of policies on women and minorities; Authoritarian control and the extent to which it was achieved. *Detailed study:* *Cuba-Castro (The Americas) China-Mao (Asia and Oceania) Germany-Hitler (Europe)* **The Cold War: Superpowers and Rivalries (20th century)** The breakdown of the Grand Alliance and the emergence of superpower rivalry in Europe and Asia (1943–1949): role of ideology; fear and aggression; economic interests; a comparison of the roles of the US and the USSR The US, USSR, and China—superpower relations (1947–1979): containment; peaceful co-existence; Sino-Soviet and Sino-US relations; detente Confrontation and reconciliation; reasons for the end of the Cold War (1980–1991): ideological challenges and dissent; economic problems; arms race The impact of two leaders on the course and development of the Cold War (*detailed study - Truman (The Americas), Khrushchev (Europe)*) The economic, social and cultural impact of the Cold War on two countries (*detailed study - Cuba (The Americas), USSR (Europe)* Cold War crisis case studies (*detailed study: The first Berlin crisis 1948-49 (Europe), Cuban Missile Crisis (1962) (The Americas))*	

Assessment

The external components contribute 75% to the final assessment at SL and 80% at HL.

External Assessment HL (5 hours)

Assessment component	Weighting
Paper 1: Source-based paper, answer four structured questions.	20%
Paper 2: Essay paper based on the 12 world history topics. Answer two essay questions on two different topics (1 hour 30 minutes)	25%
Paper 3: Separate papers for each of the four regional options. For the selected region, answer three essay questions.	35%
Internal assessment: a historical investigation (20 hours)	20%

External Assessment SL (2 hours 30 minutes)

Assessment component	Weighting
Paper 1: Source-based paper based on the five prescribed subjects. Choose **one** prescribed subject from a choice of five. Answer four structured questions. (1 hour 15 minutes)	30%
Paper 2: Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (1 hour 45 minutes)	45%
Internal assessment: a historical investigation (20 hours)	25%

Internal assessment

Students are required to complete a historical investigation into a topic of their choice. The historical investigation is made up of three sections. (Identification and evaluation of sources; Investigation; Reflection). However, the topic must be historical, and therefore cannot be on an event that has happened in the last 10 years. Students can choose any historical topic of their interest to investigate and write. The word limit for the historical investigation is 2200 words. Investigation is based on academic honesty, especially authenticity and intellectual property.

GEOGRAPHY (HL&SL)

Course description

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. Throughout this two-year course, students analyse the relationship between human activities and their impact on the environment. It also encourages the development of international awareness by examining contemporary issues such as poverty, sustainability, and resource consumption. As the course progresses, students deepen their understanding of the challenges the world faces by exploring themes such as urbanisation and the uneven access to water and food. While thinking globally, students act locally to build an awareness of their own responsibility to their community. Supporting this, the fieldwork component of the course will be on a local scale where students collect and analyse data then present their work in a written report.

Syllabus

High Level	Standard level
1. Population Distribution - Changing Population 2. Global Climate, Vulnerability, Resistance 3. Global Resource Consumption and Security 4. Power, Places, Networks 5. Human Development and Diversity 6. Global Risks and Resilience A. Freshwater - Drainage basins D. Geophysical Hazards G. Urban Environments	1. Population Distribution - Changing Population 2. Global Climate, Vulnerability, Resistance 3. Global Resource Consumption and Security A. Freshwater - Drainage basins G. Urban Environments

Assessment

The external components contribute 75% to the final assessment at SL and 80% at HL.

External Assessment HL (4 hours 30 minutes)

Assessment component	Weighting
Paper 1: Geographic themes—three options (2 hours 15 minutes)	35%
Paper 2: Geographic perspectives—global change (1 hour 15 minutes)	25%
Paper 3: Geographic perspectives—global interactions (1 hour)	20%
Internal assessment: Written report (20 hours)	20%

External Assessment SL (2 hours 45 minutes)

Assessment component	Weighting
Paper 1: Geographic themes—two options (1 hour 30 minutes)	35%
Paper 2: Geographic perspectives—global change (1 hour 15 minutes)	40%
Internal assessment: Written report (20 hours)	25%

Internal assessment

The internal assessment requirements at SL and at HL are the same. The time allowed is 20 hours, and the weights are 25% at SL and 20% at HL. Students are required to undertake fieldwork collecting primary information and producing one written report that is based on a fieldwork question.

ECONOMICS (SL)

Course description

The IB DP *Economics* course emphasises the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments, and societies. These economic theories are not to be studied in a vacuum - rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development, and environmental sustainability. Students are not required to have prior economics or business knowledge to study IB Economics. Students will need to evaluate economic policies, analyse graphs, and draw conclusions from data and texts. Students will develop an understanding of microeconomic and macroeconomic theories and concepts and their real- world application and develop an awareness of development issues facing nations as they undergo the process of change. Students will develop an appreciation of the impact on individuals and societies of economic interactions between nations.

Syllabus

Introduction to economics What is economics? How do economists approach the world?	**Macroeconomics** Measuring economic activity Aggregate demand and aggregate supply Macroeconomic objectives: ● Economic growth ● Low unemployment and inflation ● Economics of inequality and poverty ● The government policies: ● Demand management ● Supply-side policies
Microeconomics Demand and supply Competitive market equilibrium Elasticity Role of government in microeconomic Market failure	**The global economy** Benefits of international trade Types of trade protection Arguments for and against trade control/protection Economic integration Exchange rates Balance of payments Sustainable development Measuring development Barriers to economic growth and/or economic development Economic growth and/or economic development strategies

External Assessment SL (3 hours)

Assessment component	Weighting
External Assessment: **Paper 1** - (1 hour and 15 minutes) Extended Response Paper **Paper 2** - (1 hour and 45 minutes) A data response paper **Internal assessment** Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media.	**70%** 30% 40% **30%**

Internal assessment

Internal assessment is an integral part of the course and is compulsory for SL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The portfolio submitted for internal assessment must be the student's own work. SL economics students produce a portfolio of three commentaries based on articles from published news media. Each article must be based on a different section of the syllabus (microeconomics, macroeconomics, and global economy). Students must select their own articles to discuss. It may happen that more than one student bases his or her commentary on the same article, but the article must not be given to the class by the teacher, and the production of the commentary must be each student's individual work. A commentary must not be prepared collaboratively.

GROUP 4: SCIENCES

BIOLOGY (HL&SL)

Course description

Through the study of DP *Biology*, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organisation, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings. DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Syllabus

The DP biology course is built on:

- approaches to learning

- nature of science
- skills in the study of biology.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry.

Unity and diversity ● Water ● Nucleic acids ● Origins of cells (HL) ● Cell structure ● Viruses (HL) ● Diversity of organisms ● Classification and cladistics (HL) ● Evolution and speciation ● Conservation of biodiversity	**Form and function** ● Carbohydrates and lipids ● Proteins ● Membranes and membrane transport ● Organelles and compartmentalization ● Cell specialization ● Gas exchange ● Transport ● Muscle and motility (HL) ● Adaptation to environment ● Ecological niches	**Interaction and interdependence** ● Enzymes and metabolism ● Cell respiration ● Photosynthesis ● Chemical signalling (HL) ● Neural signalling ● Integration of body systems ● Defence against disease ● Populations and communities ● Transfer of energy and matter
Continuity and change ● DNA replication ● Protein synthesis ● Mutations and gene editing ● Cell and nuclear division ● Gene expression (HL) ● Water potential ● Reproduction ● Inheritance ● Homeostasis ● Natural selection ● Sustainability and change ● Climate change	**Experimental programme (SL – 40, HL – 60 teaching hours)** ● Practical work ● Collaborative sciences project ● Scientific investigation	

Assessment

Internal assessment (scientific investigation): 20%,
External assessment: 80%
Contribute to the final assessment at both SL and HL.

External Assessment (HL 4, 5 hours, SL 3 hours)

Assessment component	Weighting
Paper 1 Paper 1A: Multiple-choice questions Paper 1B: Data-based questions (four questions that are syllabus related, addressing all themes)	36%
Paper 2 Data-based and short-answer questions Extended-response questions	44%

Internal Assessment (Scientific investigation; 10 hours)

Assessment component	Weighting
The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words	20%

Collaborative sciences project

The collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of biology (10 hours).

CHEMISTRY (SL)

Course description

Chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject therefore emphasises the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Syllabus

The DP chemistry (SL) course is built on:

- approaches to learning nature of science
- skills in the study of chemistry.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry.

Structure 1. Models of the particulate nature of matter Structure 1.1—Introduction to the particulate nature of matter Structure 1.2—The nuclear atom Structure 1.3—Electron configurations Structure 1.4—Counting particles by mass: The mole Structure 1.5—Ideal gases	**Structure 2. Models of bonding and structure** Structure 2.1—The ionic model Structure 2.2—The covalent model Structure 2.3—The metallic model Structure 2.4—From models to materials	**Structure 3. Classification of matter** Structure 3.1—The periodic table: Classification of elements Structure 3.2—Functional groups: Classification of organic compounds
Reactivity 1. What drives chemical reactions? Reactivity 1.1—Measuring enthalpy change Reactivity 1.2—Energy cycles in reactions Reactivity 1.3—Energy from fuels	**Reactivity 2. How much, how fast and how far?** Reactivity 2.1—How much? The amount of chemical change Reactivity 2.2—How fast? The rate of chemical change Reactivity 2.3—How far? The extent of chemical change	**Reactivity 3. What are the mechanisms of chemical change?** Reactivity 3.1—Proton transfer reactions Reactivity 3.2—Electron transfer reactions Reactivity 3.3—Electron sharing reactions Reactivity 3.4—Electron- pair sharing reactions

Assessment

Internal assessment (scientific investigation): 20%,
External assessment: 80%
Contribute to the final assessment at both SL.

External Assessment (SL 3 hours)

Assessment component	Weighting
Paper 1 Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work	36%
Paper 2 Short answer and extended-response questions	44%

Internal Assessment (Scientific investigation; 10 hours)

Assessment component	Weighting
The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3000 words.	20%

Collaborative sciences project

Collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of chemistry (10 hours).

PHYSICS (HL&SL)

Course description

Physics as one of the three natural sciences in the IB Diploma Programme, physics is concerned with an attempt to understand the natural world; from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments. DP physics 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. Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Syllabus

The DP physics course is built on:

- approaches to learning
- nature of science
- skills in the study of physics.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry.

A Space, time and motion	**B The particulate nature of matter**	**C Wave behaviour**
A.1 Kinematics •	B.1 Thermal energy transfers •	C.1 Simple harmonic motion ••
A.2 Forces and momentum •	B.2 Greenhouse effect •	C.2 Wave model •
A.3 Work, energy and power •	B.3 Gas laws •	C.3 Wave phenomena ••
A.4 Rigid body mechanics •••	B.4 Thermodynamics •••	C.4 Standing waves and resonance •
A.5 Galilean and special relativity •••	B.5 Current and circuits •	C.5 Doppler effect ••

D. Fields	E. Nuclear and quantum physics
D.1 Gravitational fields ••	E.1 Structure of the atom ••
D.2 Electric and magnetic fields ••	E.2 Quantum physics •••
D.3 Motion in electromagnetic fields •	E.3 Radioactive decay ••
D.4 Induction •••	E.4 Fission •
	E.5 Fusion and stars •

Key to table:

• Topics with content that should be taught to all students

•• Topics with content that should be taught to all students plus additional HL content

••• Topics with content that should only be taught to HL students

Assessment

Internal assessment (scientific investigation): 20%,
External assessment: 80%
Contribute to the final assessment at both SL and HL.

External Assessment (HL 4, 5 hours, SL 3 hours)

Assessment component	Weighting
Paper 1 Paper 1A: Multiple-choice questions Paper 1B: Data-based questions	36%
Paper 2 Short-answer and extended-response questions	44%

Internal Assessment (Scientific investigation; 10 hours)

Assessment component	Weighting
The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	20%

Collaborative sciences project

Collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of physics (10 hours).

COMPUTER SCIENCE (HL&SL)

Course description

The DP *Computer science* course requires an understanding of the fundamental concepts of computing systems and the ability to apply the computational thinking process to solve problems in the real world. The course also requires students to develop skills in algorithmic thinking and computer programming.

Curriculum model overview

The computer science course is organized into two key themes:

Theme A: Concepts in computer science

Theme B: Computational thinking and problem-solving

Theme A focuses on how computing systems work. Theme B focuses on how we can use computing systems to solve real-world problems.

The course also has a practical dimension, comprising the computational solution (internal assessment) and the collaborative sciences project.

The course can be studied in either the *Python or Java* programming languages.

Syllabus

Syllabus component	Teaching hours	
	SL	HL
Syllabus content	**105**	**195**
Theme A: Concepts of computer science		
A1 Computer fundamentals	11	18
A2 Networks	11	18
A3 Databases	11	18
A4 Machine learning	5	18
Theme B: Computational thinking and problem-solving		
B1 Computational thinking	5	5
B2 Programming	40	42
B3 Object-oriented programming	7	23
B4 Abstract data types—HL only	–	23
Case study	15	30
Internal assessment	**35**	**35**
The computational solution	35	35
Collaborative sciences project	**10**	**10**
Total teaching hours	**150**	**240**

Assessment

The external components contribute 70% to the final assessment at SL and 80% at HL.

External Assessment HL (4 hours)

Assessment component	Weighting
Paper 1 (2 hours) **Section A—**extended-response questions linked to theme A: Concepts of computer science **Section B—**short- and extended-response questions linked to the pre-seen case study **(80 marks)**	40%

Paper 2 (2 hours) **Extended-response questions linked to theme B:** Computational thinking and problem-solving **(80 marks)**	40%

External Assessment SL (2 hours 30 minutes)

Assessment component	Weighting
Paper 1 (1 hour 15 minutes) **Section A—**extended response questions linked to theme A: Concepts of computer science **Section B—**short-response questions linked to the pre-seen case study **(50 marks)**	35%
Paper 2 (1 hour 15 minutes) **Extended response questions linked to theme B:** Computational thinking and problem-solving **(50 marks)**	30%

Internal assessment

Internal assessment HL (35 hours)	
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. IA consists of one task: the computational solution (30 marks)	20%
Internal assessment SL (35 hours)	
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. IA consists of one task: the computational solution (30 marks)	30%

GROUP 5: MATHEMATICS

MATHEMATICS: ANALYSIS AND APPROACHES (HL&SL)

Course description

Individual students have different needs, aspirations, interests, and abilities. For this reason, there are two different subjects in mathematics, each available at SL and HL. These courses are designed for different types of students: those who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics, and those who wish to gain understanding and competence in how mathematics relates to the real world and to other subjects. Each course is designed to meet the needs of a particular group of students. Mathematics: analysis and approaches and Mathematics: applications and interpretation are both offered at SL and HL. Therefore, great care should be taken to select

the course and level that is most appropriate for an individual student. Students studying *Mathematics: analysis and approaches at SL or HL* should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalisation of these patterns. Students who wish to take Mathematics: analysis and approaches at a higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

Syllabus

- Number and algebra,
- Functions
- Geometry and trigonometry
- Statistics and probability
- Calculus

Assessment

The external components contribute 80% to the final assessment at both SL and HL.

External Assessment HL (5 hours)

Assessment component	Weighting
Paper 1: No technology allowed; compulsory short- response questions based on the syllabus, extended- response questions (2 hours)	30%
Paper 2: Technology required; compulsory extended- response questions based on the syllabus. (2 hours)	30%
Paper 3: Technology required; two compulsory extended response problem- solving questions. (1 hour)	20%
Internal assessment: Individual exploration (10-15 hours)	20%

External Assessment SL (3 hours)

Assessment component	Weighting
Paper 1: No technology allowed; compulsory short- response questions based on the syllabus, extended- response questions (1 hour 30 minutes)	40%
Paper 2: Technology required; compulsory extended-response questions based on the syllabus. (1 hour 30 minutes)	40%
Internal assessment: Individual exploration (10- 15 hours)	20%

Internal assessment

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

CORE

Creativity, activity, service (CAS)

The core of the Diploma Programme lies in Creativity, Action, and Service (CAS), constituting a crucial component of every student's DP journey. It engages students in various activities alongside their academic pursuits throughout the program. CAS comprises three intertwined strands, each 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.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Students engage in **CAS experiences** involving one or more of the three CAS strands.
Further, students undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS or combine two or all three strands.

CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations, and areas for further development and consider how they may use prior learning in new contexts.

Aims of CAS

The CAS programme aims to develop students who:

1. enjoy and find significance in a range of CAS experiences
2. purposefully reflect upon their experiences
3. identify goals, develop strategies, and determine further actions for personal growth
4. explore new possibilities, embrace new challenges, and adapt to new roles
5. actively participate in planned, sustained, and collaborative CAS projects
6. understand they are members of local and global communities with responsibilities towards each other and the environment

Theory of knowledge (TOK)

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

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised, or rejected.

It offers students and their teachers the opportunity to:

- reflect critically on diverse ways of knowing and on areas of knowledge.
- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, TOK prompts students to:

- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge.
- recognize the need to act responsibly in an increasingly interconnected but uncertain world.

TOK also provides coherence for the student, by linking academic subject areas as well as transcending them.

It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

Assessment of TOK

The TOK course is assessed through an exhibition and a 1600-word essay. The essay focuses on a conceptual issue in TOK.

The exhibition requires the students to create an exhibition of three objects that explores how TOK manifests in the world around us.

Extended Essay (EE)

Key features of the extended essay:

- The extended essay is compulsory for all students taking the DP.
- The extended essay is a piece of independent research and writing on a topic chosen by the student in consultation with a designated supervisor in the school.
- The extended essay is presented as a formal piece of academic writing containing no more than 4,000 words accompanied by a reflective statement of no more than 500 words. The statement is included on the RPF.
- The essay is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be three to five hours long, which includes three mandatory reflection sessions; the third and final reflection session is the viva voce, a concluding interview with the supervisor.
- The extended essay process helps to prepare students for the research-driven environment of university or college.

Extended essay pathways:

- the interdisciplinary pathway,
- the subject focused pathway.

Assessment criteria:

Criterion A: Framework for the essay (6 marks)

Strands: Research question; research methods; structure

Criterion B: Knowledge and understanding (6 marks)

Strands: Knowledge; understanding—terminology; understanding—concepts

Criterion C: Analysis and line of argument (6 marks)

Strands: Analysis; line of argument
Criterion D: Discussion and evaluation (8 marks)
Strands: Discussion; evaluation
Criterion E: Reflection (4 marks)
Strands: Evaluative; growth

The extended essay is externally assessed and, in combination with the grade for theory of knowledge (TOK), contributes up to three points to the total score for the IB diploma (see figure 4). A student must achieve a D grade or higher for the extended essay to be awarded the diploma.

Figure 4

Points awarded for TOK and the extended essay

		Theory of knowledge (TOK)				
Extended essay	Grade awarded	A	B	C	D	E or N
	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing condition				

ADMISSION PROCEDURES

INTERNAL ADMISSION

1. Successful completion of lower secondary education level Part II (10th grade).
   (Tauragės Municipality regulation "SPRENDIMAS DĖL 2025–2026 MOKSLO METŲ PRIĖMIMO Į TAURAGĖS RAJONO SAVIVALDYBĖS BENDROJO UGDYMO MOKYKLĄ MOKYTIS PAGAL PRIEŠMOKYKLINIO UGDYMO, BENDROJO UGDYMO PROGRAMAS, IKIMOKYKLINIO UGDYMO MOKYKLĄ MOKYTIS PAGAL PRIEŠMOKYKLINIO UGDYMO PROGRAMĄ TVARKOS APRAŠO PATVIRTINIMO. Nr. 1-22" (1-22 Dėl 2025–2026 mokslo metų priėmimo į Tauragės rajono savivaldybės bendrojo ugdymo mokyklą mokytis...)
2. High marks of the Lithuanian language and Maths standardized tests (PUPP Nacionalinė švietimo agentūra - » PUPP (smm.lt)).
3. Completed dossier which includes documented evidence (school records, transcripts, assessments) qualifying candidates to enter secondary education.
4. Interview with the candidates to determine their level of commitment and ability to take personal responsibility for their learning.
5. Sufficient command of English to access the IB curriculum.
6. Ability and aptitude to successfully complete the IB DP.

EXTERNAL ADMISSION

1. Successful completion of lower secondary education level Part II (10th grade).

   (Tauragės Municipality regulation "SPRENDIMAS DĖL 2025–2026 MOKSLO METŲ PRIĖMIMO Į TAURAGĖS RAJONO SAVIVALDYBĖS BENDROJO UGDYMO MOKYKLĄ MOKYTIS PAGAL PRIEŠMOKYKLINIO UGDYMO, BENDROJO UGDYMO PROGRAMAS, IKIMOKYKLINIO UGDYMO MOKYKLĄ MOKYTIS PAGAL PRIEŠMOKYKLINIO UGDYMO PROGRAMĄ TVARKOS APRAŠO PATVIRTINIMO. Nr. 1-22" (1-22 Dėl 2025–2026 mokslo metų priėmimo į Tauragės rajono savivaldybės bendrojo ugdymo mokyklą mokytis...)
2. Completed dossier which includes documented evidence of the current transcripts and related records from the last two years of the candidate's educational history. (**NB:** foreign students provide transcripts transferred into Lithuanian grading system or IB grading system).
3. High marks of the Lithuanian language and Maths standardized tests (PUPP Nacionalinė švietimo agentūra - » PUPP (smm.lt)) (Lithuanian students).
4. Interview with the candidates to determine their level of commitment and ability to take personal responsibility for their learning.
5. Sufficient command of English to access the IB curriculum.
6. Ability and aptitude to successfully complete the IB DP.

ADMISSION PROCEDURE (INTERNAL AND EXTERNAL CANDIDATES)

1. Parents/guardians complete the application form and submit it via central Tauragė region schools admission (including IB DP) system CVPS (Vartotojai | Tauragės savivaldybės centralizuoto vaikų priėmimo sistema (taurage.lt) from April 1, 2025.
2. Candidate and parents/guardians will be notified in June if their application form is accepted.
3. After admission is agreed, the individual (candidate and parents/guardians) appointment will be arranged to analyse documented evidence of candidate's achievements and results, to determine the command of English and confirm IB DP subject choice.
4. Successful candidates and parents/guardians are asked to sign the official agreement form with the school and IB DP subject choice form and start the school year on September 1.
5. Students may apply to the IB DP at any time during the academic year unless the time affects the completion of the courses. All above-mentioned procedures should be considered and fulfilled.

SUBJECT CHOICE PROCEDURE

Candidates for the IB DP must satisfy assessment requirements in six subjects and the core. Before enrolling the IB DP, students and their parents/guardians are highly recommended to consult the IB teachers, alumni students, and families, the IB DP coordinator about the content of each subject and carefully plan their subject choice for the following two years to accommodate the demands of IB DP coursework. After the consultations, a student chooses

six IB DP courses from the subjects offered by school in accordance with the IB DP requirements (3/4 HL courses and 3/2 SL courses); students must choose one subject from each of five groups (1 to 5) and TOK. As the last of their six subjects, students may choose a second subject from groups 2-4). Once admitted to six IB DP courses, a student is expected to remain in those classes for two years. Under exceptional circumstances, a change of course or level may be requested within the first quarter of Year 1. By offering students the possibility to reinforce their mother tongue Lithuanian and learn additional languages such as English, German and French, the IB DP allows students to become multilingual, providing access not only to educational and professional opportunities in a global community but also to different cultures and perspectives. All IBDP students at school study Lithuanian A: literature (SL/HL) as a Group 1 subject, English at higher level (HL) as English B course to become more proficient in English, also the students can choose German or French ab initio to support plurilingualism.

IBDP ENROLLMENT FORM

PATVIRTINTA
Tauragės „Versmės“ gimnazijos
direktoriaus 2022-03-31
įsakymu Nr. M-84

TAURAGĖS „VERSMĖS“ GIMNAZIJA

International Baccalaureate Diploma Programme
Subject Choice
2026-2028

Name, surname

	Subject	**HL (Higher level)**		**SL (Standard level)**	
		Year 1	**Year 2**	**Year 1**	**Year 2**
Group 1	Lithuanian A: Literature	-	-	-	-
	Language A (literature): SSTS (*only SL*)*	-	-	-	-
Group 2	English B *(only HL)*	-	-		
Group 3	Geography	-	-	-	-
	History	-	-	-	-
	Economics *(only SL)*			-	-
Group 4	Biology	-	-	-	-
	Physics	-	-	-	-
	Chemistry (*only SL*)			-	-

	Computer science	-	-	-	-
Group 5	Mathematics: analysis and approaches	-	-	-	-
Core	Theory of knowledge (TOK)	-	-		
	Total:	0	0	0	0
***Choose 3 or 4 HL subjects and 3 or 2 SL subjects. Choose 1 subject from each group.**					
***Choose 1 additional subject from Groups 3-4.**					
***Theory of knowledge (TOK) is compulsory (choose).**					
Parent's signature				Student's signature	

Language A: literature (school supported self-taught)** ***(for international students)

FEES

The municipality covers the cost of the annual IB membership fee (approximately 9 420 EUR). IB students, however, have to pay examination fees to the IB organisation (approximately 552 EUR).

LANGUAGE POLICY

Since English is the language of instruction in our school's IB DP classes, no lower than B2 level of English (Common European Framework of Reference (CEFR) is required for the IB DP candidates. Candidates both internal and external must provide school records about the grades of the English language subjects for the last two years (Part II, 9-10 grades). The grades should be no less than 9 (very good) and 10 (excellent). If the grades are lower, then candidates take a written language placement test in English to estimate their level of proficiency, followed by an interview in English to determine their level of oral English fluency. If the level is lower than B2, candidates are asked to improve their skills and retake the test.

ACCESS AND INCLUSION

Aiming to increase access and engagement in learning for all students by identifying and removing barriers, the school commits to supporting the IB policy for diversity and inclusion by ensuring that all learners are able to reach their full potential. As stipulated by the IB, inclusion at school is achieved by a culture of collaboration, mutual respect, support and problem-solving involving the whole school community. Teaching and learning at school include affirming individual identity to build self-esteem, building on prior knowledge, and scaffolding learning and extending those students who are ready and able. The IB also provides for inclusion in assessment, which means that students with learning needs may qualify for inclusive assessment arrangements. The need for these arrangements is determined by the school administrative staff and IB DP coordinator, in consultation with parents and teachers.

Once a student is enrolled in the school, it is the responsibility of the school to meet the student's learning needs, including provision of access to learning and teaching with suitable inclusive access arrangements. The inclusive access arrangements provided to a student must be planned at the start or early on during the course of study and be incorporated as the usual way to access classroom work and tests. The purpose of inclusive access arrangements is to remove or reduce, as far as possible, any disadvantage that may occur due to the student's learning support requirements. Under no circumstances should it give the student an advantage. Careful consideration should be given to a student's choice of subjects. The subjects chosen should allow them to demonstrate their strengths and empower them as learners. Schools may wish to consult the IB for advice before the student starts their studies. So, the collaboration between parents/guardians and the school is of most significance here, to ensure timely access, learning and teaching support.

ACADEMIC INTEGRITY POLICY

Tauragės "Versmės" gimnazija sets high standards for the IB DP students and teaching staff for maintaining academic integrity and honesty in their academic performance and overall behaviour at school and beyond. The aim of the policy is to foster an academic integrity culture in the school and personal positive attitude towards it by supporting students to create a culture of self-respect and respect for others. As an IB World School, our school acknowledges, supports, and actively endorses the IB Academic Integrity Policy, which includes promoting personal integrity and responsible practices in teaching, learning and assessment. So, the goal is to ensure that all school's IB DP students understand:

- their responsibility for producing authentic and genuine individual and group work.
- how to correctly attribute sources, acknowledging the work and ideas of others.
- the responsible use of information technology and social media.
- how to observe and adhere to ethical and honest practice during examinations.

Meanwhile educators supporting IB DP students in their learning should understand their own central role in developing the approaches to learning and reinforce the principle of academic integrity through all teaching, learning and assessment practices.

More about Academic integrity:
https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic- integrity-policy-english.pdf

More about IB DP:

https://www.ibo.org/programmes/diploma-programme/

https://www.ibo.org/globalassets/new-structure/brochures-and-infographics/pdfs/1709-dp-brochure-en.pdf

Tarptautinis bakalaureatas: https://versmesgimnazija.lt/