

Subject Choice Information

Please read this Subject Information booklet before completing the preliminary subject choices form

UWC Dilijan offers a wide range of subjects in all subject groups. We are aspiring to satisfy most subject-choice combinations but please be aware that there are limitations due to practicalities and resources.

We collect the preliminary choices during the summer to test the demand for each subject. Students make their final choices after arrival at the college following a consultation with the University Guidance Counsellor, members of our academic staff and the mentor of each student. For those students who are unable to arrive at the start of the term, we will provide opportunities for the same consultation process online. In case a subject is oversubscribed, random selection might be applied to decide who can take the subject. This rarely happens in advance, but many students change their initial choices after arriving at the college and not all changes can be accommodated. Students will, however, receive guidance for alternatives.

Please note that we require a minimum uptake of 6 students to offer any of the subjects. We reserve the right to make the decision not to offer a subject at short notice at the beginning of term due to possible changes to our available resources.

We understand that these subject choices may not always be the right ones and that students only find that out after lessons have started. Therefore, changes can be made during the first two weeks of term, provided the timetable allows these changes and classes still have space available. However, learning groups then need to settle down and move forward, so any late requests for subject change will now have to be discussed with the subject teachers, the mentor, the University Counsellor and the Assistant Head for Academic development and Assistant Head for the IB Programme. If all agree that the change is in the best interest of a student's success, and if the timetable allows it, changes can still be made up to Project Week at the end of October. After this date no more changes will be considered.



GROUP 1: STUDIES IN LANGUAGE AND LITERATURE

Language A is the student's best language, mother tongue, or the language of his or her secondary education.

Language A - Language and Literature: English



With the current IB syllabus, it is very similar to the Language A Literature course and has very similar assessments. The main difference is the analysis of non-literary texts as well as literary ones. Students read and study four literary texts at Standard Level and six literary texts at Higher Level over the two-year course.

Language A Literature: English, Armenian and Russian (HL/SL)

This is a literary course which explores a wide range of texts, both classical and contemporary, from different genres, places and time periods. The IB course also includes the experience of studying literature in translation. Students read and study seven literary tests at Standard level and ten literary texts at Higher Level over the two year course.

Language and Culture: English (SL)

Language and Culture is an interdisciplinary course that brings together methods, approaches and ways of thinking from Studies in Languages and Literature and Studies in Individuals and Society. Students will engage with questions that ask how linguistic and cultural practices shape our identities, and how we change these linguistic and cultural practices in turn. Students will learn that language is not simply a neutral medium for communication. Through exploration of concepts such as identity, context, power and change, the course will invite students to examine ways in which language both shapes and is shaped by cultural practices, values, and power dynamics. This course draws on rich connections between fields like critical discourse analysis, linguistics, and social, cultural and linguistic anthropology to allow students to think critically about, and reflect on, the complex relationship between language, culture, society and identity.

Students will be encouraged to draw from their own linguistic and cultural backgrounds, and classroom discussion and activities will be embedded in rich multilingual and multicultural contexts. They will read ethnographies, bodies of non-literary texts and possibly literary texts to understand the symbiotic relationship between language and culture. Over the course of study, students will be able to reflect on their own and other's complex multilingual and multicultural identities and develop a greater sensitivity to how language expresses and shapes such identities.

This subject is in its third year in UWC Dilijan, and it is currently taught by English teachers. You can choose it as a Group1 or Group 3 subject. It is also possible to cover both Groups 2 and 3 by selecting this subject - you may consider this if you would like to study three science subjects.



School Supported Self-Taught Languages

For languages not taught at the College students may opt to study their mother tongue as a Self-Taught Language at Standard Level. The College will offer guidance throughout the two years and structured lessons. All Self-Taught classes are conducted in English.

Language A Courses

At HL the exams are worth 60% of the final grade, with 20% for coursework and 20% for oral exams. For SL students, the final exams are worth 70% of their final grade with oral exams worth 30%.

Previous experience of the study of literature is desirable for this course although depending on a student's educational background it is not essential.

Students who are bilingual may choose to study two languages in Group 1 and omit Group 2.

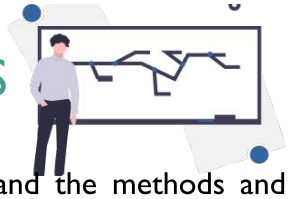
GROUP 2: LANGUAGE ACQUISITION

These are different language courses aimed at different levels of experience. Both courses develop written and oral competence, as well as understanding (both reading and listening comprehension).

Ab initio: Language ab initio is a language acquisition course for students with little or no previous experience in the language. Working with broad themes, students will develop productive, receptive and interactive skills which can be applied to a range of everyday situations. Language ab initio is available at Standard Level only, in Russian, German and Spanish.

Language B: Language B is an additional language course for students who have some background in the language already. It is a course which develops receptive, productive and interactive skills. Working with IB course themes, the course will introduce a range of text types and contexts, relating to the culture of the target language. At Higher Level the course will include the study of appropriate literary works. Language B is available at Higher Level only in English.

GROUP 3: INDIVIDUALS AND SOCIETIES



Economics: Higher Level and Standard Level

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which society makes choices to satisfy limited resources versus unlimited wants. During the first year the course covers the foundation of economic theory: microeconomics and macroeconomics. During the second year principles developed in microeconomics and macroeconomics are applied to global economic topics such as international trade, foreign exchange and development economics.

The focus of the course is on application of theory to real world case studies and government policy. This is facilitated by the IA which is a portfolio of three economic commentaries on recent current events. At both Higher Level and Standard Level the course covers basic concepts, microeconomics, macroeconomics, international economics and development economics.
Economics requires the ability to grasp specialised terminology, apply mathematical reasoning, and construct clear, well-structured essays. A successful economics student is also expected to independently analyse real-world examples, using them to develop a deeper understanding of economic theories and their practical implications.

An ideal economics student is curious about current events, actively engages with news and global affairs, and thinks analytically about real-world issues. A strong foundation in mathematical reasoning, along with a deep interest in fairness, efficiency, equity, and equality, is essential for effectively understanding and enjoying the course. It is important to note that economics is not a business management or personal finance course; it does not focus on entrepreneurship, stock markets, investment strategies, or wealth accumulation. Instead, the subject explores how societies allocate scarce resources, analysing the choices and trade-offs that shape economies at local, national, and global level

Geography: Higher Level and Standard Level

Geography is a dynamic subject which 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 at local, regional and global scale, which are an integral component to investigate the way in which people adapt and respond to geographical change, and to evaluate actual and possible management strategies associated with such change.

Throughout the course, students will study topics such as: population distribution; global climate; global resource consumption; power, places and networks; human development and diversity; global risks and resilience, amongst others which examine relevant concepts and ideas from a variety of disciplines, helping students to develop life skills and have an appreciation of, and respect for, alternative approaches, viewpoints and ideas.

Practical work is also an integral component of this subject, and student-led investigation will lead to one written report (Internal Assessment) based on a fieldwork question, primary and secondary data collection and analysis.



No geographical knowledge and skills are needed, but some prior knowledge could be an advantage for those undertaking this subject.

Global Politics: Higher Level and Standard Level

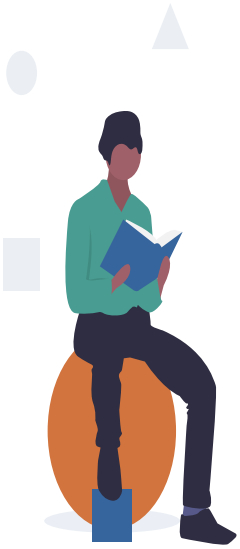
Global politics is a course for students who want to understand more about how the world they live in works, what makes it change, or what prevents it from changing. The course draws on a variety of disciplinary traditions in the study of politics and international relations, and more broadly in the social sciences and humanities. Students build their knowledge and understanding by critically engaging with contemporary political issues and challenges that interest them.

The scope of global politics extends over a wide range of topics and areas of study, many of which will find links with other subjects in the individuals and societies group. Students develop their understanding of political concepts and their knowledge of specific content by exploring and researching real-world case studies and examples.

Developing an understanding of power is critical for analysing how political systems work and how they change. Global politics students encounter the complexity and nuances of power from the beginning of the course. They build their understanding of how power works across multiple and interconnected dimensions, affecting the everyday lives of people around the world.

Throughout the course issues such as human rights, development and conflict are explored through an explicitly political lens; politics provides a uniquely rich context in which to explore how people and power interact





History: Higher Level and Standard Level

The History courses provide an opportunity for students to acquire an historical knowledge of the modern world and to develop the academic skills such as critical thinking, researching and evaluating evidence and writing essays, which are valuable not only in History, but in many other subjects too.

The course focuses on common themes in twentieth century World History, such as the origins and development of authoritarian and single party states like Mao's China. Students also study Japanese expansion in East Asia and German and Italian expansion prior to the Second World War as part of the Prescribed subject 'The move to global war'.



Philosophy: Higher Level and Standard Level



Philosophy is the study of timeless and profound questions relating to life, knowledge, and existence itself. Philosophers explore these questions by reading, engaging in dialogue, and by formulating and analysing their own arguments. Philosophy is challenging, but it is also fun. It requires an open mind, reflective thinking, and strong commitment to working with complex philosophical texts. You can choose this subject without any prior knowledge, and you're encouraged to do so; most of our students never studied formally prior to the IB. Universities tend to look very favourably on philosophy students because philosophy encourages strong analytical skills and critical thinking. You will also become skilled in abstract thinking, argumentative essay writing, philosophical reflection, active listening and dialogue.

SL students study the Core Theme, one entire Prescribed Philosophical text in depth, one Optional Theme and complete an Internal Assessment (written essay). HL students study an additional Optional Theme and an HL Extension theme.



Core theme: Being Human.

In the Core Theme all students study the nature of human existence, asking questions such as, how can I define myself as an individual instead of merely a human being? How can I establish that I am the same person I used to be despite the changes I have undergone? How does my body relate to my mind, if they are assumed to be so radically different from each other? How can free will be possible when so much of my life is determined by my body, my context or other people?

Optional themes:

Ethics: is the philosophical study of moral reasoning. It asks how can we come up with a universally valid ground to justify our actions, what do we mean when we use moral language and whether morality can be objective or relative. Philosophical ethics of this sort does not aim to indoctrinate students or even to provide practical guidance on everyday moral dilemmas but rather to equip them with the skills to do so. Ethics is not psychology. It discusses the justification of human behaviour instead of an explanation of it.

Philosophy of Religion: This is a branch of philosophy focusing on approaching religion in a philosophical manner. Some of the central questions are as follows: 1) Does God/an ultimate reality exist? 2) Can we prove the existence of the divine by using logical proofs/arguments? 3) What is the value of religious experience? 4) How can we talk about God if God is beyond human understanding? 5) Can we, philosophically, argue that one religion holds more truth than other religions? In addition to all this we will also discuss how philosophy might help us understand and face the challenging question of many religions with different truth claims and whether it is possible to live peacefully in increasingly multi-religious societies.

Prescribed text:

In Meditations on First Philosophy, René Descartes seeks to find a foundation for all certain knowledge. To achieve this, he employs radical doubt, putting everything he can put into doubt into doubt. What he ends up with are arguments based on clear and distinct ideas that lead him to conclude that he exists, that God exists, that there is a physical world, and that human beings consist of one physical and one immaterial part (substance dualism).

The philosophy Internal Assessment that all students have to complete is a 2000-word independent research essay, relating a piece of non-philosophical material (ie. a picture, a short film, etc.) to a philosophical theme. The HL students study an extension of the SL programme that looks at philosophy and contemporary issues. This HL-extension looks closely at philosophy and technology, philosophy and the environment, and the nature, method, meaning and method of philosophical activity. Under the latter theme, students are asked to philosophise about philosophy itself.

GROUP 4: SCIENCES

Biology: Higher Level and Standard Level

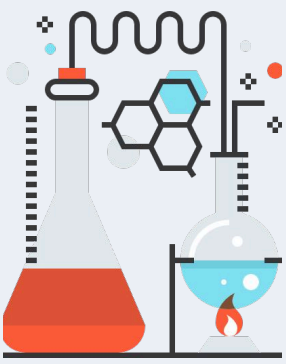
Biologists investigate the living world using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At one end of the scale is the cell, its molecular construction, and complex metabolic reactions. At the other end of the scale, biologists investigate the interactions that make whole ecosystems function. Through studying Biology, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, the emphasis is on a practical approach. In addition, through the overarching theme of the "Nature of Science" this knowledge and skills will be put into the context of the way science and scientists work in the 21st Century and the ethical debates and limitations of creative scientific endeavour.

At both Higher and Standard Levels, topics include Cell biology, Molecular biology, Genetics, Ecology, Evolution and Biodiversity, and Human physiology. At the Higher Level, the course deals with these topics in greater depth with increasing interest in each topic. A basic grounding in general science is one of the main requirements as the subject is content and skills heavy in nature. Biology is taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory based, in the field or they may make use of simulations and databases. Basic mathematical skills are used in data analysis including statistics. Students develop the skills to work independently on their own design, but also collegiately, to mirror the way in which scientific research is conducted in the wider community. As public awareness and involvement in biological, sustainable and environmental matters are daily news items, studying Biology at this level helps to give students the ability to make informed decisions on such items. More information can be found at Biology Updates - International Baccalaureate® (ibo.org)

Chemistry: Higher Level and Standard Level

The Higher Level course is an excellent preparation for students intending to continue studying Sciences and medicine at university and, of course, for those who enjoy Chemistry. Elementary concepts are introduced at a molecular level and the course then proceeds logically to more advanced work in Physical, Organic, and Inorganic chemistry. These concepts provide students with an opportunity to apply their knowledge and understanding of the core components and relate them to current developments. They also help students understand how chemistry can benefit the world in terms of improving health and tackling issues relating to the environment.

The Standard Level course has been specifically designed to give the 'non-scientist' a good understanding of the important role chemistry plays in modern society. Recently the course has been updated to include more challenging and relevant concepts so that it provides better support for students who may go on to study other sciences such as Physics, Biology or Environmental sciences at the university level. Much of the teaching time is devoted to fundamental concepts so students have a good understanding of the underlying chemical theory and in the second year students will also study one of the options detailed under the Higher Level course.



Throughout both courses, practical work is given emphasis and counts for 20% of the final mark. Student's practical, analytical, and evaluative skills are developed during the first year of the course and then they will undertake a research based individual investigation during their second year. The investigation should reflect the students' own interests and may be based on laboratory work or on researched data and involves completing a report. For both levels, it is desirable to have some previous knowledge of Chemistry including basic mathematical and analytical skills.

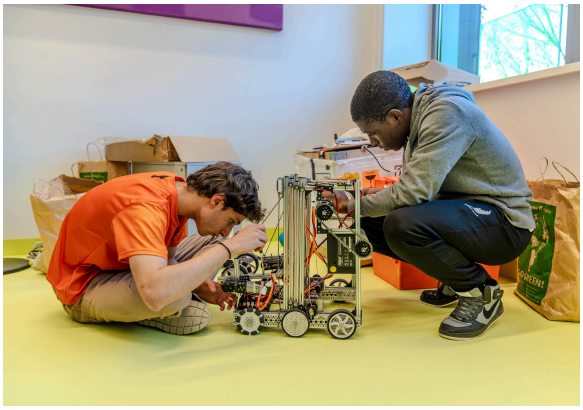
More information can be found at Chemistry Updates - International Baccalaureate® (ibo.org)

Physics: Higher Level and Standard Level

The Higher Level course is an excellent preparation for those intending to study Physics, Engineering or closely related science and technical subjects at university. At this level the course is quite demanding, requiring students to have a deep understanding of concepts and be able to apply them to a variety of scenarios. Having a good grasp of mathematical techniques and good problem-solving skills are an advantage.

The Standard Level course is more accessible as it does not go into as much depth as the higher level, nonetheless, the standard level topics constitute the foundation for higher level topics. So a good mathematical background and some problem-solving skills are also recommended. There is a large investigative element to the course, including experimental work, which culminates in an individual investigation. In this investigation all skills gained during the course are expected to be used and the report written on it will contribute to the final grade awarded after the final examination.

No previous knowledge is assumed in the delivery of the courses in Physics. However, background knowledge is an advantage and some previous exposure to natural sciences is expected for both levels as the course progresses very rapidly.



The course is divided into five themes:

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

More information can be found at Physics updates - International Baccalaureate® (ibo.org)

Environmental Systems and Societies: Standard Level and Higher Level.

ESS is an interdisciplinary course that is offered at both standard level (SL) and higher level (HL). The course combines a mixture of methodologies, techniques and knowledge associated with the subject groups of individual and societies, and sciences. Due to the interdisciplinary nature of the course, students may study ESS in either Group 3 or Group 4. If ESS is studied in both groups, students may study an additional subject from any other subject group, including those in the individuals and societies, and sciences subject groups.

Various disciplines from the sciences and social sciences come together in ESS. These include, but are not limited to, ecology, economics, chemistry, geography, design, psychology, physics, law, philosophy, anthropology and sociology. The particular knowledge, concepts, skills and approaches from these disciplines are combined to enable ESS to be studied from a unique and integrated perspective.

The course is firmly grounded in both the scientific exploration of environmental systems in terms of their structure and function, and in the exploration of cultural, economic, ethical, political and legal interactions of societies with environment and sustainability issues. Consequently, ESS requires its students to develop a diverse set of skills, knowledge and understandings.

Students at SL and HL study:

- a concept-based syllabus that promotes holistic thinking about strategies to address environmental issues
- a foundation topic that introduces and explores the three key concepts
- a common internal assessment
- the collaborative sciences project.

The SL course provides students with a fundamental understanding of ESS and experience of the associated skills. The HL course requires students to gain knowledge and understanding of the subject underpinned by an exploration of ethical, legal and economic issues relating to the environment (HL lenses) and provides a solid foundation for further study at university level. Both SL and HL students gain an understanding of the complexities of environmental issues, solutions and management.

The SL course has a recommended 150 teaching hours, compared to 240 hours for the HL course. This difference is reflected in the additional content studied by HL students. Some of the HL content is conceptually more demanding; the increased breadth and depth results in increased networked knowledge, requiring students to make more connections between diverse areas of the syllabus. HL students will demonstrate critical evaluation and further explore the SL and HL common content, HL only content and HL lenses to analyse a problem at greater breadth and depth.

Practical work is an important aspect of the environmental systems and societies (ESS) course, whether in the laboratory, classroom or out in the field. The syllabus not only directly requires the use of field techniques, but many components can only be covered effectively through this approach. Practical work in ESS is an opportunity for students to gain and develop skills and techniques beyond the requirements of the assessment model and should be fully integrated with the teaching of the course.

More information can be found at ESS updates - International Baccalaureate® (ibo.org)

Computer Science: Standard Level only

This is a new course in the college, which we are offering in response to an awareness of the need to develop 21st century skills in our academic portfolio, as well as meeting strong student interest. We are fortunate to use the Samsung Innovation Campus as a teaching space, which gives students access to top quality facilities. It is important to note that this course is not a requirement for Computer Science at university, but HL Mathematics and Physics are. Conversely, this course counts as a Group 4 science subject and can cover the requirements for this group in combination with just SL Mathematics.

Students with an interest in pursuing any kind of career with computers or in developing their analytical problem solving skills should consider Computer Science. It is a practical, yet academically rigorous subject offering students a detailed view of how computers work and how systems can be developed (programmed) to work on them. Successful computer systems result from a systematic approach to problem solving along with a sound technical understanding of how computers operate. The aim of the course is to develop both of these aspects of understanding. While learning to program in Java is a significant element of the course, the primary purpose of this course is not to be a vocational programming course but to allow complex theoretical concepts to be explored practically and experimentally.

At SL the course includes units on:

- system fundamentals
- planning and system installation
- system design basics
- computer organization
- networks
- computational thinking, problem-solving and programming
- object- oriented programming (option D)



In the second year, SL students undertake a significant project, using programming skills and theory studied in the course. By developing their own application in Java to solve a problem, students get a chance to demonstrate their creativity and programming skills.

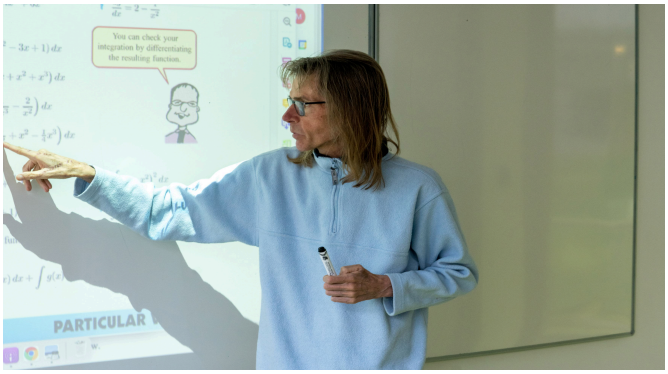
More information can be found at Computer Sciene - International Baccalaureate® (ibo.org)

GROUP 5: MATHEMATICS

There are two different Maths subjects available in the IB offering. These subjects are designed for different types of students.

Mathematics: analysis and approaches are for those who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics. **Mathematics: applications and interpretation** are for those who wish to gain understanding and competence in how mathematics relates to the real world and to other subjects. **Mathematics: analysis and approaches** is offered at standard level (SL) and higher level (HL), while **Mathematics: applications and interpretation** is only offered at standard level (SL).

Mathematics: analysis and approaches: Higher Level and Standard Level



There is a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalisation of these patterns. In addition, students who choose this course will have strong algebraic skills and the ability to understand simple proof.

	Higher Level	Standard Level
Paper 1	Non calculator A - short responses B - extended responses 30%	Non calculator A - short responses B - extended responses 40%
Paper 2	Calculator A - short responses B - extended responses 30%	Calculator A - short responses B - extended responses 40%
Paper 3	Problem Solving 20%	
Internal assessment	Exploration 20%	Exploration 20%

Overview:

- Offered at both SL and HL.
- Emphasis on algebraic methods.
- Develop strong skills in mathematical thinking.
- Real and abstract mathematical problem solving.
- For students interested in mathematics, engineering, physical sciences, and some economics.

NB - Students on this course are required to have a Graphic Display Calculator (GDC). The school will provide them with a Casio fx CG50 calculator or students can use their own GDC if they prefer.

Mathematics: applications and interpretation: Standard Level only

There is an emphasis on the use of mathematics in context, focusing on topics that are often used as applications or in mathematical modelling. The course makes extensive use of technology to allow students to explore and construct mathematical models.

Overview:

- Only offered at SL.
- Emphasis on modelling and statistics.
- Develop strong skills in applying mathematics to the real-world.
- Real mathematical problem solving using technology.
- For students interested in social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology, and design.

NB - Students on this course are required to have a Graphic Display Calculator (GDC). The school will provide them with a Casio fx CG50 calculator or students can use their own GDC if they prefer.

	Standard Level
Paper 1	Calculator Short responses 40%
Paper 2	Calculator Extended responses 40%
Paper 3	
Internal assessment	Exploration 20%

General

Upon arrival at the school, students that are planning to take the AA Higher Level course will take an entry exam to determine whether their prior knowledge is sufficient for the course.

GROUP 6: ARTS

Theatre: Higher Level and Standard Level



Theatre is a practically based subject which develops skills of spontaneity, creative thinking and finding imaginative solutions within a context of collaboration and exploration. There is a real emphasis on both working effectively as an ensemble and devising materials which underpins the programme. Students can use performance components to highlight global concerns and encourage change. Others may use these to focus more on aesthetic inquiry and explorations of imagination.

There is no formal examination in Theatre. Instead students work on 3 externally assessed components; Research Presentation, Director's Notebook and, for Higher Level (HL), the Solo Project. The internally assessed assessment is the Collaborative Project. Both HL and SL courses are open to complete beginners. The difference between the two courses is the additional unit for HL where the work of a theatre theorist is researched and then applied in a solo performance. The Theatre programme endeavours to be broad-based with the content that is explored and students' own background can bring valuable and enriching opportunities to this. Students who will benefit fully from this programme will be self-motivated and open to new ideas. They will also be curious about how different peoples in different times and cultures used performance in their lives and how it shaped their world.

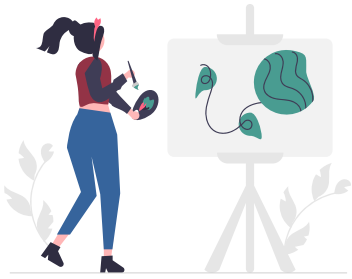
The department has a fully equipped black box theatre with retractable seating to make the space versatile for differing staging configurations. In addition, there is a computer-operated lighting board and full lighting rig of both spotlights, Fresnel and LED lamps, a powerful film-quality projector and state of the art sound equipment. During the first year students are involved in a series of projects, including: a whole class Collaborative Performance using text and theorist, Naturalistic Acting in performance, Directing extracts, Comic Mask work, as well as World Theatre research and Performance

The Autumn Term culminates in student research and presentation of a World Theatre tradition. As the course progresses, students chart their development with their journals which reflects on skills and progress.

In the second year, students begin by working together to explore the work of a key theorist. Students apply their understanding of his ideas in a group performance based on a text. In parallel they are also working individually on developing their own vision and ideas for their own Director's Notebook, based on a text of their own choice. The second term in year two sees SL finish their Theatre course and be able to devote this time to other courses. The Higher-level students then devote time to individual work focused on the ideas of a theatre theorist. Research into the context for the development of the theorist's ideas provides a foundation for their work. They then use their understanding of their theory to develop a performance which showcases this understanding. This performance is presented to an audience in order for the students to understand the effectiveness in communicating their ideas and creating the desired impact on the audience. These Solo Performances are normally late March or early April.

The Theatre department is beginning to make more links with local theatres and practitioners. Trips to theatres in Yerevan also give students a chance to see performances and gain an understanding of different contexts and ideas. Workshops have been offered both in online and face-to-face formats with internationally recognized practitioners. Both Theatre and non-Theatre students also have the opportunity to build skills with both performance and technical aspects, as part of the IB CAS programme.

Visual Arts: Higher Level and Standard Level



The Visual Arts course offers a unique vehicle for communication and self-expression encouraging the ability to observe, select and interpret with imagination, feeling, understanding and passion. The course celebrates divergent thinking, creative solutions via collaboration, trans-disciplinary, traditional and digital practices and global learning across the curriculum.



Each student is given the opportunity to explore and analyse their own personal preferences and tastes. Students also enjoy working collaboratively to highlight issues and foster change in their thematic work which often reflects global issues and intelligent concepts celebrated via aesthetic inquiry.

The main goal of the subject is to identify and bring out the best in students, whereby they are given guidance and encouragement to reach the highest possible standard of which they are potentially capable. This is achieved through a stimulating and relaxed, but disciplined and safe environment where students are encouraged to develop their artistic skills through hands-on experience as well as contextual and historical understanding through lessons in art history.

The course is open to complete beginners, although a different amount of work is expected from Higher Level compared to Standard Level. The cultural background and individual needs of the student form the basis of the teaching programme. In order to take the subject at either level and achieve success, students require self-motivation, an open and inquisitive mind and a preparedness for investigation into different times, cultures and techniques in relation to their own work.

In the first year of study students are exposed to a wide variety of art-making forms and art historical materials which represent cultures and societies the world over. Through these students become aware of and more sensitive towards a wide variety of human responses to the visual world. Because of its international nature the course stresses an international approach and emphasizes the diverse cultural nature of the subject.

In the second year, students embark on an increasingly individually tailored programme intended to develop their own theoretical and technical skills with teaching on a more individual tutorial basis. Their final exhibition at the end of March culminates in a professional and cohesive body of work exhibited on campus or at a local art gallery in Dilijan. The amount of work is less for Standard Level students, however they are taught the same content and join Higher Level students in classes. At both levels, students will be encouraged to develop their artistic skills, knowledge and understanding and aesthetic and cultural awareness.



Students are given the opportunity to develop skills in a variety of artistic media. The department has two spacious multi-purpose studio spaces for painting, drawing, printmaking and collage work. We have an analogue photography darkroom as well as a computer lab with a complete Adobe package for digital work. Our technical workshop has everything for ceramics (such as pottery wheels and a kiln) and a variety of equipment to work with wood and other materials to create mixed-media sculptures. The arts section in the school's library has an extensive collection of books and resources for students to carry out their research into art history.

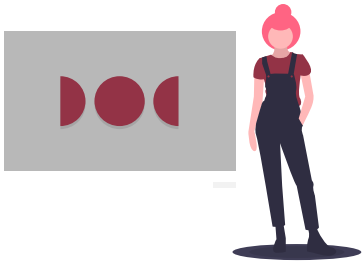
The Art department prides itself on quality exhibition experiences in Dilijan and Yerevan and takes full advantage of the Armenian rich visual culture and heritage. Guest artists' talks, field trips and workshops are held regularly, strengthening links with the local art scene. In addition, internationally acclaimed artists are invited whenever possible. This helps to reinforce the students' exposure to international artists, seminars and talks which happen both on and off campus, whilst showing them different approaches to curation. Many alumni continue in the Arts when they graduate and we use contacts from around the world to learn about the quality and content of the diverse courses available.

The Visual Arts Department has strong links with art institutions and the creative industry professionals across Armenia. Both Visual Art and non-VA students have the opportunity over the two years to work with and develop some additional art practices, where possible, with local specialists as part of the IB CAS programme.



It is hoped that with the knowledge and experience gained through an education in the Visual Arts the students will have benefited from a valuable learning experience that should last a lifetime and better prepare the young adults for their place as responsible and valuable members of society.

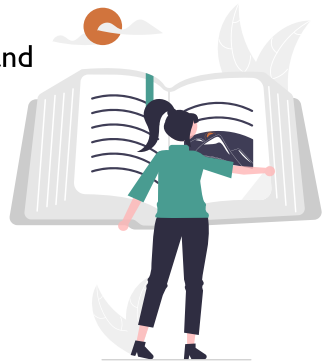
Through studying this course students will become more informed and be able to recognize the Art of different cultures all over the world, thus enabling them to become more understanding and sensitive global citizens.cts for around the world to learn about the quality and content of the diverse courses available.



THEORY OF KNOWLEDGE

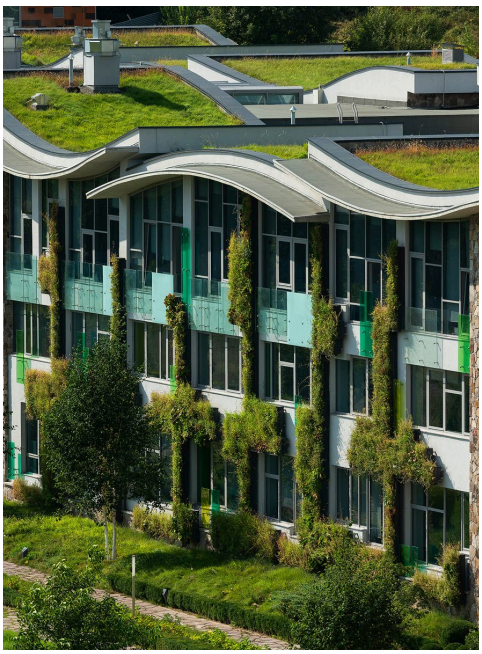
The Theory of Knowledge course is an integral and compulsory part of the IB Diploma. It is taught as a Standard Level subject to all students throughout Terms 2 and 3. The aim of the course is to make plain the synthetic nature of knowledge, to make students reflect on and assess the methods used to attain knowledge, and to help them recognize and draw upon their own experiences as knowers. The course revolves around two key questions: What do we claim to know? and How reliable are the methods used to justify our knowledge claims? The course explores the following to attain an understanding of what constitutes knowledge:

- the roles of perception, memory, reason and emotion in shaping our map of reality and defining knowledge;
- the nature and validity of logic and mathematics;
- the nature of enquiry, experimentation and analysis in the natural and human sciences;
- the nature of historical investigation and analysis;
- the nature and basis of indigenous knowledge systems;
- the nature of art and aesthetic judgments.



The satisfactory completion of an assessed oral presentation and essay in Theory of Knowledge is also a qualifying condition for the award of the Diploma.

COURSE SELECTIONS AT UWC DILIJAN



Students completing the full IB Diploma Programme are required to study six subjects from Groups 1-6. They must choose three subjects at Higher Level and three subjects at Standard Level. They must select one subject from Groups 1, 2, 3, 4 and 5. They can then select either one subject from Group 6 or another subject from Groups 1 to 5. Environmental Systems and Societies is an interdisciplinary course. It means that students meet the requirements for Groups 3 and 4 in one course and have more choices for their fifth and sixth subject as a consequence. For example, there may be students who wish to study both Theatre and Visual Art; in that case ESS is compulsory and covers both Group 3 and 4 requirements. In addition, students must complete a course in Theory of Knowledge, write the Extended Essay and complete the Creativity, Activity, Service (CAS) programme which is organised through a wide range of activities at UWC Dilijan.



SUBJECT CHOICES AT UWC DILIJAN

(Please note: we require a minimum uptake of 6 students to offer any of the subjects below. We reserve the right to make the decision not to offer a subject at short notice at the beginning of term due to possible unforeseen restrictions on our resources.)

	Group 1 Studies in Language and Literature	Group 2 Language acquisition	Group 3 Individuals and Societies	Group 4 Sciences	Group 5 Mathematics	Group 6 The Arts
Higher Level	English Language and Literature English, Armenian or Russian Literature	English B	Economics, Geography, Global Politics, History, Philosophy, Environmental Systems and Societies*2	Biology, Chemistry, Physics, Environmental Systems and Societies*2	Analysis and Approaches	Theatre Visual Arts
Standard Level	English Language and Literature English, Armenian or Russian Literature Self-taught *1 Language and Culture	Rusian ab initio German ab initio Spanish ab initio	Economics, Environmental Systems and Societies*2, Geography, Global Politics, Philosophy, History Language and Culture	Biology Chemistry Environmental Systems and Societies*2 Physics Computer Science	Analysis and Approaches Applications and Interpretation	Theatre Visual Arts

*1- The IB and the College provide the opportunity for students to study their mother tongue language by providing teacher supported self-taught options. This is encouraged as a means to remain connected to one's home culture.

*2- Environmental Systems and Societies is an interdisciplinary course. It means that students meet the requirements for groups 3 and 4 in one course and have more choices for their fifth and sixth subject as a consequence.



University and Career Counselling

All students will be supported by the University and Career Counsellor with planning their future career steps. The majority of students apply to universities for further studies after UWC Dilijan. Some students take a gap year/s to further follow the UWC mission, gain professional experience or to fulfil military / national service.

The University and Career Counsellor will meet with all students individually several times while at UWC Dilijan to discuss the student's personal aspirations and the respective application processes and also provides a wide range of presentations and workshops. UWC Dilijan has excellent relationships with many higher education institutions. Many universities and colleges from around the world would visit the school each year before the pandemic, so students could meet university representatives personally and get relevant information first hand. In recent years this process moved online, but has been just as effective and successful. Information about scholarships and financial aid is also made available to students, and students are supported through this process.

The University and Career Counsellor helps to guide students in creating sensible lists of where to apply to university, and what is needed for the respective applications. There is also guidance in possibilities to reduce costs of applications and where the best financial support/scholarships will be provided for students with financial need. The College does not provide tutorials for SAT or other entrance or language tests. However, support materials are available in the library and online. We are an SAT test centre, which means students can take the exams here on campus.

Students and parents are encouraged to reach out to the University and Career Counsellor with any enquiries or questions they might have about the student's life after UWC Dilijan.

University Application Expenses

The College does not cover the cost of students' university applications, nor their attendance at university interviews. Applicants are also responsible for the cost of any additional testing such as SATs for the US, course specific tests in the UK and in a few instances extra English Proficiency qualifications. Some students will qualify for the application fees to be removed or have the SAT, for example, covered by their scholarship and should ask the counsellor about it.

Students are permitted to apply to a maximum of 10 institutions worldwide. The tests and applications to 6 US, 2 UK and 2 Canadian universities can cost over $700, although the US universities can waive the application fees in circumstances of extreme financial need.
Students must pay the costs of testing and online applications with a credit card.

ADVICE FROM THE UNIVERSITY COUNSELLOR

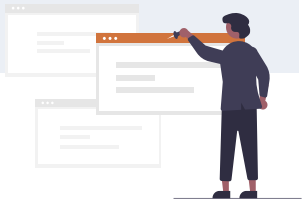
Each September, new DP1 students often ask if their choice of IB courses could impact their future college and university applications. The purpose of the following advice is to give a sense of what universities are considering when they look at your course selection.

General Advice for All Students:

If you are having a hard time deciding between two classes, ask yourself, "Which one would I enjoy more?" The classes which are most compelling to you are the ones in which you will feel most motivated to do the work and get the best grade.

Coming to UWCD is also an opportunity to try subjects that you've never had the opportunity to study before. Be open to trying new things! Universities, particularly in the US, like to see such curiosity and openness!

Double check the requirements for IB students to enter university in your home country. You may be required to take certain subjects, and certain HL or SL courses. It is of course not compulsory to choose your IBDP courses in order to meet these requirements, but they can help you to decide whether you want to keep the option of pursuing your education in your home country open.



Colleges/Universities in the United States

In general, most US colleges don't have a preference for which exact classes you take. Instead, US colleges want you to take the most challenging curriculum in which you can do well. If you already know an academic area is your favourite, and you might want to study it at university, challenge yourself by taking an HL in that area. One exception to the first bullet: If you want to study Engineering in the US, you should take both Physics and Math AA, ideally (though not necessarily) at the Higher Level.

Universities in the United Kingdom

UK universities will each have specific entry requirements, such as: To study Biological Sciences at the University of Edinburgh, you must have an IB predicted grade between 37 and 32 points (out of a total 45 points). Additionally, you must get a 5 or higher in your HL classes, and you must take HL Biology and Chemistry. Finally, you must take either SL Math AA or SL Physics and receive a 6 or higher, and SL English with a grade of 5 or higher. You don't need to know exactly what course and university you want to pursue right now! However, if there are certain courses you already know you might be interested in, it would be worthwhile to look them up to see if they require specific IB classes. You will find this information by searching for the name of the undergraduate course on the university website.

Universities in the Rest of the World

University application systems across the world vary widely. Some universities will mandate specific entry requirements in the form of an overall predicted grade. Others will require that an applicant takes specific courses in secondary school if they want to pursue a specific course of study at university.

Germany:
https://www.kmk.org/fileadmin/pdf/ZAB/Hochschulzugang_Beschluesse_der_KMK/283_Vereinb_Anerkenn_International_Baccalaureate_Diploma-2022-03-24_Liste1-2023-03-01_Liste2-2023-03-01_engl.pdf

Additional costs may be incurred during the fourth term in connection with legalisation of the IB Diploma. The 2021 cost was USD 167, to which we will have to add Armenian VAT. Students from Argentina, Mexico and Egypt usually pay double this amount as some universities need both the Diploma itself in addition to the Diploma Programme Course Results documents to be legalized. At present there are 69 countries on the list, and this list changes from year to year. Payment will be required at the time of registration for legalisation of the IB Diploma, which takes place in April of the second year of study.



SUBJECT CHOICE GUIDANCE

Matrix of IB Prerequisites for Universities in Most Popular Destinations

The matrix below contains general guidelines that are a starting point but requirements for specific programmes can change. There is a wide variety of countries for study at the university level and subjects not listed here that can be studied at this level, many of which have no specific IBDP prerequisites. However, some programmes do have IB Diploma prerequisites in order to apply, and because entry requirements can vary and change, this information cannot be taken as definitive and is a guideline only. It is essential that students conduct their own research to ensure their IB subject combination meets their needs.

	USA	United Kingdom	Canada	Netherlands
Architecture (may require portfolio, interview or exam)	recommend HL Mathematics, Physics or Visual Arts; recommend Visual Arts for portfolio	check Mathematics requirement on www.ucas.com; recommend Visual Arts for portfolio	may require Physics and Chemistry at HL/SL and Mathematics HL or SL Analysis; recommend two Sciences	Only Dutch-taught offered. May require HL Mathematics Analysis + Physics (HL or SL)
Art and Design, Performing Arts (may require portfolio or audition)	recommend relevant IB subject	usually require relevant IB subject, recommend at HL	recommend relevant IB subject	recommend relevant IB subject
Business / Commerce	no specific prerequisites (a few highly selective programmes prefer HL Analysis)	check Mathematics requirement on www.ucas.com (a few highly selective programmes prefer HL Analysis)	recommend SL/HL Mathematics Analysis or HL Applications	may require SL/HL Mathematics Analysis or HL Applications
Computer Science	no specific prerequisites (a few highly selective programmes prefer HL Analysis)	check Mathematics requirement on www.ucas.com; recommend HL Mathematics	recommend SL/HL Mathematics Analysis; may require Chemistry and Physics at HL or SL	usually require HL Mathematics Analysis



Economics/ Politics, Philosophy and Economics (PPE)	no specific prerequisites	check Mathematics requirement on www.ucas.com (a few highly selective programmes prefer HL Analysis)	may require SL/HL Mathematics Analysis or HL Applications	may require SL/HL Mathematics Analysis or HL Applications
Engineering	recommend HL Mathematics and HL Physics (a few highly selective programmes prefer HL Analysis)	check Mathematics requirement on www.ucas.com; recommend HL Mathematics and Physics	usually require Chemistry and Physics at SL or HL (a few highly selective programmes prefer HL Analysis)	usually require HL Mathematics Analysis and HL Physics (a few programs, like Chemical and Biomedical, may require Chemistry at SL or HL)
English literature	no specific IB requirements	recommend English Literature at HL	recommend English Literature at HL	no specific IB requirements
Humanities / Bachelor of Arts	no specific IB requirements	usually require relevant subject at HL if offered in IB (e.g., History, Philosophy)	no specific IB requirements	no specific IB requirements
Social Sciences / Bachelor of Science	no specific IB requirements	check Mathematics requirement on www.ucas.com; recommend relevant subject at HL if offered in IB (e.g., Geography)	recommend SL/HL Mathematics Analysis or HL Applications	in most cases, no specific IB requirements; a few programs may require SL/HL Mathematics Analysis or HL Applications
Science	no specific IB requirements	check Mathematics requirement on www.ucas.com; recommend two Sciences	may require SL/HL Mathematics Analysis or HL Applications; usually requires two Sciences	IB requirements vary widely; research admissions requirements for specific programs
Law	not available as undergraduate option	recommend essay based subject at HL (Scottish universities may require Literature HL)	not available as undergraduate option	no specific IB requirements

Medicine	not available as undergraduate option	requires HL Chemistry and one other HL Science; recommend HL Biology	not available as undergraduate option	usually require Biology HL, Chemistry (recommend HL), and Physics SL/HL; usually require SL/ HL Mathematics Analysis or HL Applications. *Since it's not ordinarily possible to do all three sciences in the IB, you can usually take an exam to meet the requirement of the third science -- http://www.boswell-beta.nl/ or www.ccvx.nl
Psychology	no specific IB requirements	check Mathematics requirement on www.ucas.com for BSc courses (Mathematics requirement very rare; a few highly selective programmes prefer two HL Sciences including Psychology)	BSc may require two lab sciences and SL/ HL Mathematics Analysis or HL Applications (Bachelor of Arts may not require Mathematics Analysis)	usually requires Biology SL/HL (HL recommended)

> The following resources could also be helpful to you -- you can search for specific courses / majors and universities and they will give you advice on what subjects you should take in high school:
>
> Big Future (US)
> UCAS (UK)
> Study in Canada

Germany

There are very specific IB requirements for direct entry to public German universities. These are:

- Two languages at A or B level (one of which can either be Language A SL or HL or Language B HL only)
- Language ab initio does not meet this requirement (ab initio is acceptable only as a sixth subject)
- One social science (History, Geography, Economics, Philosophy, Global Politics)
- One natural science subject (Biology, Chemistry, Physics)
  - Note: One of your HLs must be one of the languages, natural science subjects or Mathematics.
- Mathematics – Analysis and Approaches (AA) HL and Applications and Interpretations (AI) HL will allow for direct entry to all university courses. If the two maths subjects are taken at the Standard Level (SL), the IB diploma offers direct subject-restricted access for university programs in the humanities, arts, economics, social studies, medicine, dentistry, veterinary medicine, pharmaceutics, psychology, law and sports; in this case, the natural sciences subject from group 4 (Biology, Chemistry, Physics) must be completed at the Higher Level (HL).
- The sixth subject may be one of the following: Visual Arts; Theatre (Arts); another modern foreign language; Environmental Systems and Societies; another science or social science listed above.
- All courses have to be taken continuously and cannot be changed.

Source: https://www.kmk.org/fileadmin/pdf/ZAB/Hochschulzugang_Beschluesse_der_KMK/1986_03_10-VB-Baccalaureate-Dipl-engl.pdf

OTHER COUNTRIES

If you are interested in returning to your home country for university (or if you're interested in studying in a country like Germany that has strict IB course requirements), visit the following webpage to see if there are any specific subject requirements for your IB Diploma to be recognised in that country:

https://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/country-recognition-statements/

Please note that certain universities and programmes might have additional requirements.

ENGLISH LANGUAGE REQUIREMENTS

Generally speaking, it is not required to have English as a subject within the IB. However, it is highly recommended, especially if you intend to pursue a university programme that is taught in English. Many universities will require proof of English proficiency (if the programme you're applying to is taught in English) which often can be demonstrated by a good grade in English A or English B in the IB Diploma, or a Duolingo English Test / TOEFL / IELTS score. It is important to check with each university / programme to which you apply.

GENERAL GUIDANCE ABOUT UNIVERSITY AND SCHOLARSHIP OPTIONS

These FAQs below are essential reading:

UWC FAQs Sheet re University and Scholarship Options

There you'll find some general starting advice on universities and scholarships, through a UWC lens.

