



British International School of Tbilisi

Sixth Form Student Handbook

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Meet the Sixth Form Team

Role	Staff	Contact Details	Tutor Room
Head of Sixth Form Head of English and Media	Mr J Parker	j.parker@bist.ge	Sixth Form Office
Assistant Head of Sixth Form Support Tutor Teacher of Sociology	Ms I Madisetti	i.madisetti@bist.ge	
University Guidance Counsellors	Ms T Oboladze Ms T Maridashvili	tatia.oboladze@bga.ge tamta.maridashvili@bga.ge	
12A Tutor Teacher of English and Media	Ms E Lambert	e.lambert@bist.ge	Room 104
12Z Tutor Teacher of Art	Mr A Barker	a.barker@bist.ge	Room 102
13A Tutor Teacher of Science	Mr A McFaul	a.mcfaul@bist.ge	Innovation Centre
13Z Tutor Teacher of Business and Economics	Ms S Fredericks	s.fredericks@bist.ge	Room 101

Mr Parker

Mr Parker is from Worcestershire, England and has an English Literature BA EU undergraduate degree, and a Masters in Modern Literature from the University of Leicester and the University of Amsterdam. He obtained his Postgraduate Degree in Education at the Institute of Education, University of Central London. He has worked as a university sub-warden and in the postgraduate team of a university career's department. He's been a teacher for 14 years, teaching GCSE, A level and IB qualifications in English Literature, English Language, Media Studies, and Government and Politics as well as IELTS and Cambridge Advanced across schools in London, Madrid, Barcelona and currently Tbilisi.

Ms Madisetti

Ms Madisetti has a joint BA in Education Studies and English Language and Literature from Columbia University, and a MSc in International and Comparative Education from Green Templeton College, University of Oxford. She obtained her Postgraduate Degree in Education from Canterbury Christ Church University, and is currently pursuing her PhD in Sociology and Social Geography at University College London. She has worked as a teacher of English Language, and Literature, Media Studies, International Project Qualification, Philosophy and Sociology across schools in New York, London, Chatham, Shanghai, and currently Tbilisi. Before teaching full time, Ms Madisetti worked as an LSA and tutor specialising in university admissions testing (SAT, ACT, GRE), mathematics, and biology.

Dr Oboladze

Dr Obolade holds a PhD in Comparative Literature from Tbilisi State University (under a cotutelle agreement with New Sorbonne Paris 3). She conducted her PhD fellowship at New Sorbonne Paris 3 in France, and Heidelberg University in Germany. Since 2017, she has been a researcher and teacher at Tbilisi State University, participating in local and international research projects. Dr. Oboadze is accredited by Times Higher Education (THE) and a certified counsellor through UCLA Extension. She has experience guiding students through various academic paths, including IB, Cambridge Advanced and the Georgian National Curriculum at the British-Georgian Academy and British International School of Tbilisi.

Dr Maridashvili

Dr Maridashvili completed her Master's in Economic History at Lund University in Sweden. After her studies, she began a career as a senior researcher at the International School of Economics in Tbilisi. Over the past seven years, she has been dedicated to teaching at Ilia State University in Tbilisi. In October 2024, she expanded her professional journey by joining the British International School of Tbilisi as a University Guidance Counselor. Additionally, she contributes her expertise as a political economy analyst at the Georgian Public Broadcaster.

Mr Barker

Mr Barker, originally from Manchester in the UK, studied at the universities of Cumbria and Lancaster in the UK with degrees and qualifications in Creative Writing, English, and Philosophy. He has taught academic English on international preparatory programmes at various universities across the UK. Mr Barker has worked in numerous countries across the world. He enjoys Brazilian jiu jitsu and creative writing.

Ms Lambert

Ms Lambert is from Melbourne, Australia where she studied a Bachelor's degree in Communication Design, specialising in illustration, visual identity and packaging design and a Master's degree in Secondary Teaching. She has taught Visual Arts and Design for nine years at schools across Melbourne and London, coordinated student leadership programs, led Art departments and before relocating to Tbilisi, ran a specialist senior Art and Design Campus. Miss Lambert especially loves teaching digital drawing and design and working with emerging technologies like laser cutters and 3D printers.

Mr Mr McFaul

Mr McFaul is from London and has a Mechanical Engineering (BEng) degree from the University of Sheffield. The course modules encompassed a wide range of topics from the core aspects of mechanics to peripheral areas like finance, ethics, and law. Specialising in design methodology, he led a range of multi-disciplinary projects, from developing a swarm robotic system for agriculture to creating a low-altitude water pump system for rural communities. He has taught Science in the north of England, was an Academic tutor in a Sixth Form College in Birmingham and has lived in Bishkek, Kyrgyzstan, where he taught English as a Foreign Language.

Ms Fredericks

Ms Freericks is originally from Pretoria, South Africa. She obtained a BA degree in Human Movement Sciences with a secondary focus in Business Management at the University of Pretoria. Subsequently, she completed her Postgraduate Certificate in Education (PGCE) at the University of South Africa, specialising in Commerce and Life Orientation. She also has Honours in Education through the same university. During this time Ms Fredericks completed a diploma in Spa Therapy and Management through CIDESCO. With 11 years of teaching experience, she began her career at a private boarding school in Johannesburg where she also became an sub-examiner and regional moderator for the IEB Education Board in South Africa. After a decade of teaching in South Africa she moved to Tbilisi, where she currently teaches Economics and Business. In her leisure time, she enjoys building puzzles; playing problem-solving games; going on walks, and any activities that promote her well-being

A Day in the Life - Sample Timetable

Part of Day and Timings	What should I be doing?
Before School Pre-8.30am	Arrive just before 8.30am and wait outside of your Tutor Time room or the Common Room
Tutor Time AM 8.30am-8.45am	Registering with your tutor
Period 1 8.45am-9.40am	Lesson or Study Period
Period 2 9.40am-10.35am	Lesson or Study Period
Break 10.35am-10.50am	Outside or in the Common Room Relaxing
Period 3 10.50am-11.45am	Lesson or Study Period
Period 4 11.45am-12.40pm	Lesson or Study Period
Lunch 12.40pm-1.30pm	i. Outside or in the Common Room Relaxing ii. Eating lunch
Period 5 1.30pm-2.25pm	Lesson or Study Period
Period 6 2.25pm-3.20pm	Lesson or Study Period
Tutor Time PM 3.20pm-3.30pm	Registering with your tutor
After School Post-3.30pm	Heading home or attending a school club

BIST Sixth Form Pledge

When you are a member of the Sixth Form at the British International School of Tbilisi, you become part of a community. As part of being a member of the community we ask you to agree to be an upstanding student by signing up to the pledge below which forms part of our Sixth Form's ethos.

I pledge to:

- Embrace **responsibility** and hold myself to the highest possible standards
- Conduct myself with **integrity** in all matters
- Demonstrate **high standards** of personal conduct in my interactions with the Sixth Form and the wider school community
- Maintain a diligent **application** to my studies
- In the face of adversity, I will exhibit **resilience**, using setbacks as opportunities for personal growth and learning
- **Respect** diversity and treat other students, staff and members of the wider community with tolerance and dignity

NAME:

SIGN:

General Policies and Guidance

Communication

Focus	Who should be contacted?
Attendance and punctuality	Mr Parker School Reception Class tutor
Timetabling problems, issues with subjects, information on examinations	Mr Parker Head of Faculty Class teacher
Pastoral issues and personal problems	Mr Parker Class tutor
University Applications and careers	Ms Madisetti

Attendance

Your final attendance percentage appears on your final transcript. This transcript is sent to all of the universities you apply to. Universities are more likely to offer a place at their institution to students with high attendance figures. Remember, you are competing with thousands of other students for places, many of whom will have excellent attendance.

How does attendance affect outcomes for pupils?

Being in school is important to a student's achievement, wellbeing, and wider development. Evidence shows that the students with the highest attendance throughout their time in school gain the best A Level results. Recent research by the British government (found on gov.co.uk) found that pupils who performed better both at the end of secondary school and Sixth Form missed fewer days than those who didn't perform as well. Remember, if a student has an attendance of 80% across the school year, they have missed over 150 hours of lessons. 150 hours of content, guidance and knowledge that could be the difference between getting into your first choice university and failing to do so.

We place a strong emphasis on attendance and punctuality as crucial components of student academic success. To facilitate effective communication, we kindly request parents to provide reasons for their child's absence **on each day** the student is not in school. Failure to do so will result in the absence being recorded as unauthorised.

It is imperative that the following are notified when you are absent:

- Tutor
- Mr Parker
- Reception

Once again, remember that low attendance can result in lower attainment as consistent absence from classes hinders a student's ability to engage with the curriculum, participate in essential learning activities, and benefit from crucial teacher guidance and feedback.

Punctuality

Consistent punctuality is essential for Sixth Form attendance. Staff and the vast majority of students consistently arrive at school punctually, having traveled from various parts of Tbilisi. Regular lateness reflects poorly on a student's time management skills, commitment to responsibilities, and reliability - qualities crucial in the professional world. It can significantly impact an individual's reputation. **Arriving on time for Sixth Form and all lessons is mandatory.**

Attendance and Punctuality Sanctions

The following table outlines what will happen if a student's attendance is considered poor and they are persistently late.

Issue	Action
Attendance at 80% (considered poor attendance)	Email to parents/guardians
Continued attendance at 80% or below (considered poor attendance)	Parents/guardians invited to school for a discussion. Support plan discussed.
x2 Late Arrivals in a Week	Lunchtime detention
x3 Late Arrival Over a Fortnight	30 minute after school detention on Monday or Friday the following week

Form Time

Form time is an opportunity for your tutor to register you; to receive important news, and get yourself organised and prepared for the day ahead.

Morning Form Time Schedule

MONDAY	Current Affairs/ Independent Reading
TUESDAY	Assembly
WEDNESDAY	Independent Reading
THURSDAY	University applications, career paths
FRIDAY	KS4 and KS5 Quiz Day Competition

Afternoon Form Time

- Students must arrive to PM tutor time promptly at 3.20pm
- Students need to sit down in their assigned seat and wait to be registered
- Once registered, students need to wait to be dismissed
- Before students leave for the day, they may go to the Common Room to collect their snack
- Snacks will be left by the kitchen staff in the Sixth Form office and a teacher will place the snacks in the Common Room whilst students are registering

Dress Code

The dress code for Sixth Form is no longer business casual. It is now: **smart casual**.

Smart casual is a dress code that strikes a balance between professional attire and casual wear, suitable for various occasions where traditional formal wear might be too much and informal wear might be too little. Here's a breakdown of what constitutes smart casual:

	Allowed	Not Allowed
Topwear	<ul style="list-style-type: none"> ● Button-down shirts (plain, striped, or patterned) ● Polo shirts (short-sleeved or long-sleeved) ● Oxford shirts (with or without button-down collar) ● Henley shirts ● Crew-neck or V-neck jumpers ● Cardigans ● Tailored dress shirts (for a more formal smart casual look) ● Casual blazers or sports jackets ● Chambray shirts ● Roll-neck jumpers (for cooler weather) ● Blouses (silk, chiffon, or cotton) ● Tunics ● Wrap tops ● Peplum tops ● Short-sleeved blouses ● Knit jumpers (crew neck, V-neck, or turtleneck) ● Blazer jackets (casual or structured) ● Gillets ● Smart t-shirts 	<ul style="list-style-type: none"> ● Strappy tops: tops with straps narrower than 4 cm. ● Bandeau or tube tops ● Tops that reveal the midriff or lower back ● Any t-shirt or shirt that has an offensive word or symbol on it (this is at the HoS's discretion) ● Football shirts ● Hoodies
Bottomwear	<ul style="list-style-type: none"> ● Dress pants ● Chinos ● Dark jeans ● Tailored shorts ● Skirts that end at the knee 	<ul style="list-style-type: none"> ● Jogging bottoms/ sweatpants ● Athletic shorts ● Shorts or skirts that are above the knee
Footwear	<ul style="list-style-type: none"> ● Loafers ● Brogues ● Clean and smart trainers ● Boots ● Converse/ Vans pumps or similar 	<ul style="list-style-type: none"> ● Flip-flops ● Sandals
Outwear, hair, accessories	<p>In regards to coats and jackets there are no rules. Hair can be styled and/or dyed in a manner that expresses your identity/ individuality. Accessories can be worn but try to avoid large hooped earrings. Tongue piercings are not allowed. Facial piercings must be discreet. Navel piercings should not be seen.</p>	

What happens if the dress code is not followed?

The Sixth Form dress code encourages students to embrace their identity and showcase their individuality, all while maintaining a professional appearance suitable for our academic environment. While we value self-expression, **adherence to the dress code policy is non-negotiable**. Failure to comply will result in students spending their study periods and breaks in the Sixth Form office. Persistent disregard for the dress code will prompt a discussion with parents to address the issue. Just as dress codes are customary in professional settings and formal occasions such as weddings or job interviews, we expect our students to follow our dress code everyday without exception.

We kindly remind students to follow staff instructions when it comes to the dress code.

Good Behaviour and Positive Conduct

Manners

Good manners play a crucial role in shaping positive interactions and fostering a sense of community within our school. They encompass a variety of simple yet impactful behaviors that contribute to a respectful and welcoming environment:

- Saying hello and goodbye to both teachers and peers demonstrates courtesy and acknowledges the value of each individual.
- Holding doors open for others and offering assistance when needed exemplifies kindness and consideration towards fellow members of the community.
- Treating our surroundings with respect, by refraining from littering and maintaining cleanliness, reflects our commitment to caring for our shared environment.
- A smile and speaking to others with a respectful tone conveys friendliness and creates a pleasant atmosphere for everyone.

By practicing these good manners, we not only show respect and empathy towards others but also contribute to a positive and inclusive school culture. Remember: *manners cost nothing but they're worth a fortune*.

Leaving Site

It is strictly prohibited for Sixth Form students to leave the school premises at any time during the day without prior permission. Parents or guardians are required to contact the student's tutor and the Head of Sixth Form (j.parker@bist.ge) if there is a need for the student to leave the premises for any reason. This policy ensures the safety and security of our students and helps maintain accountability for their whereabouts during school hours.

Smoking and Vaping

Any student caught smoking or vaping on the school premises or in the vicinity of the school building will face severe disciplinary action, in accordance with school policies. Additionally, their

parents will be promptly informed of the incident. It is imperative to maintain a healthy and safe environment for all members of our school community, and such behavior is not tolerated.

Energy Drinks

Energy drinks are not allowed in the Sixth Form. Any energy drinks found will be confiscated and properly disposed of to ensure the safety and well-being of our students.

Energy drinks pose significant health risks for young people due to their high caffeine and sugar content. Excessive consumption of caffeine can lead to adverse effects on heart health, disrupt sleep patterns, and increase the risk of anxiety and nervousness. Moreover, the high sugar content in these drinks contributes to obesity, diabetes, and dental health issues. Additionally, the mental and emotional effects of energy drinks can negatively impact mood regulation and may even lead to addiction and dependency. Overall, the consumption of energy drinks by young people can have detrimental effects on their physical health, mental well-being, and overall development. They are not allowed.

Phones

Key Stage 5 students are allowed to use their phones in the Common Room and during break and lunchtime outside. They are also allowed to use them during lesson time if the teacher permits them to.

Six Formers are expected to set an example to their younger peers and they are not allowed to walk around the building (outside of the Sixth Form area) with their phones out. Phone calls may sometimes need to be answered/ made - this must be done in the Sixth Form area.

Students are not to take photos of teachers and other staff, and under no circumstances should images of teachers and other members of staff and anything inside of a lesson appear on social media.

Headphones and AirPods

Walking around the school building with headphones or AirPods is not only unsafe but also impolite. We kindly ask students to refrain from this behavior and to remove their headphones if requested to do so.

Workspaces

Library

Access to the library is granted only to students who have completed the Visiting Library Form. It is crucial to maintain a quiet and respectful environment in the library. Failure to adhere to these standards will result in the loss of the privilege to visit the library unaccompanied.

Common Room and Study Periods

As part of our commitment to fostering a conducive learning environment, we have taken into account the valuable feedback provided by the student body in the end-of-year survey. In response to the students' expressed desire for a more purposeful and academically focused Common Room experience, we are implementing changes to enhance the overall atmosphere during "free" periods. Effective immediately, we will transition from referring to these periods as "free" to "study periods." This shift underscores our commitment to promoting an academic mindset during these times.

To align with this change, during study periods students should not do the following in the Common Room or other workspaces:

- Engaging in disruptive or inappropriate discussions and/or behaviour
- Playing card-based activities
- Playing board games
- Playing computer games
- Engaging in multimedia content, including YouTube videos, films, and Netflix series outside the scope of one's academic focus

It's essential to adhere to safeguarding regulations, therefore, students should refrain from:

- Being in classrooms/workspaces with the lights switched off and/or the blinds closed
- Moving the whiteboards to cover the classroom windows
- Working in classrooms/workspaces with the door closed

The Sixth Form team and other staff members will be present and visible. It is their responsibility to enforce these expectations. Please respect their instructions and comply accordingly.

During study periods students should be doing the following:

- Completing assigned homework tasks
- Engaging in focused revision to reinforce learning
- Reflecting on class notes to deepen understanding
- Dedicating time to reading relevant materials
- Conducting research for academic projects or personal development interests

- Working on university applications and related tasks
- Planning extracurricular activities and commitments effectively

Common Room Expectations

1. We request that noise levels be kept to a respectful minimum, creating an environment conducive to focused study.
2. Keep the Common Room clean
3. No “horseplay”
4. Showcase respect and positivity. We must all respect each other, accept everyone; be nice to one another and respect people’s privacy. There should be no fighting (physical or verbal)
5. Respect the school property and each other's property
6. We must not use foul language: no swearing or inappropriate language; no hate speech including racist, sexist, homophobic, transphobic and xenophobic language
7. No public displays of affection
8. The Common Room and Sixth Form in general need to be vacated at the end of the school day. Students who are not leaving at 3.30pm need to attend study support
9. Hot drinks are permitted in the Common Room but nowhere else. Students are expected to clean and put away mugs.
10. Students should not exclude others by purposefully and loudly speaking in a language other than English.

The Common Room remains a welcoming space for relaxation during breaks and lunchtime, providing a balance between academic commitment and much-needed downtime. We appreciate student support in instilling these positive changes and ensuring the Common Room serves its intended purpose as a hub for scholarly endeavors.

Break and Lunchtime

During break time, students have the option to either unwind outdoors or stay in the Common Room to enjoy their break.

At lunchtime, Sixth Form students are free to either spend time outside or remain in the Common Room. However, at 1.05pm, all Sixth Form students are required to proceed to the cafeteria (Space Cafe) for lunch. Once students have finished their meal, they are permitted to return to the Common Room.

It's important to note that food must not be taken from the cafeteria and consumed in the Common Room or any other workspace under any circumstances.

Academic Honesty and Plagiarism

The practice of academic honesty is fundamental to the educational experience that the British International School of Tbilisi (BIST) provides. We are committed to ensuring that all Sixth Form students are principled learners who are fully aware of what the term 'academic honesty' means and the consequences to them if they produce work that is contrary to it.

What is Academic Honesty?

Academic honesty is a set of values and skills that promotes personal integrity and good practice in learning and assessment. In line with these values, BIST requires its learners to:

- Produce authentic work that fully acknowledges any thoughts, words, ideas or other aspects that are not their own.
- Follow examination board guidelines regarding conduct during public examinations and in the production of any coursework for those subjects.
- Agree to abide by this academic honesty policy and ensure that they do not engage in any of the forms of academic dishonesty outlined in it.

Forms of Academic Dishonesty and Malpractice

In order for learners to be principled, they must act with integrity at all times and avoid engaging in the forms of academic dishonesty outlined below. Each of these involves malpractice on the part of the student. Malpractice itself is defined as behaviour that results in, or may result in, a student or any other student gaining an unfair advantage.

1. **Plagiarism** is the representation of the ideas or work of another person as your own. All use of thoughts, words and ideas that are not the student's own must be referenced.
2. **Use of AI** and platforms, such as ChatGPT to produce work that is then submitted as your own.
3. **Copying** involves one or more students replicating another student's work with or without their knowledge and submitting it as their own.
4. **Collusion** involves aiding another student to be academically dishonest by supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.
5. **Duplication of work** is defined as the presentation of the same piece of work for different assessment components.
6. **Cheating** involves bringing unauthorised material into an examination room or similar assessment situation, using such material during the exam or communicating with other learners during the examination.

Responsibilities of Teachers, Parents and Students

All BIST students should ensure that they have read this policy and fully understand its contents. Parents are advised to discuss academic honesty with their children. Private tutors employed by parents to support their children's learning outside of school must also respect the principles of academic dishonesty outlined above. Failure to do so may affect their tutee's attainment grades. Students should be aware that they are ultimately responsible for the content of work they submit. They should also be aware of the consequences of academic dishonesty or malpractice. These are outlined below.

Procedure for Investigating Instances of Academic Dishonesty

If a member of staff is concerned that a student may have acted in an academically dishonest way, he/she should inform the relevant Head of Faculty. The Faculty leader will work with the member of teaching staff to investigate the teacher's concerns. The student will be given an opportunity to reply to any allegations of academic dishonesty. If it is proved that a student is guilty of academic dishonesty, the consequences outlined below should be used.

Consequences of Academic Dishonesty

In non-examination year groups and non-assessment scenarios, consequences will be reviewed in line with the Behaviour Policy. Serious or persistent incidents of academic dishonesty will be discussed with parents, and may result in being withdrawn from the course, or universities notified.

At AS/A Level, official guidelines produced by the examination board will also be adhered to. Cambridge provides clear procedures to be followed in instances of academic dishonesty in relation to both coursework and examinations and the consequences to the student of such conduct. Sanctions are issued at the discretion of the examination board and include warnings, deduction of marks and potential disqualification. Sanctions can include no marks being awarded for that component of the subject, no grade awarded for the entire subject, a ban on sitting future examinations or the withdrawal of their qualifications if academic dishonesty is established post hoc.

Physical Education (PE)

Physical Education (PE) at Key Stage 5 is vital for holistic student development. Beyond promoting physical health, it instills crucial life skills like teamwork, leadership, and resilience. Through diverse activities, students learn sportsmanship, cooperation, and goal-setting. PE fosters a lifelong appreciation for physical activity, promoting mental well-being and stress relief. It's an indispensable part of the curriculum, nurturing character, social skills, and overall well-being.

Attending PE lessons is mandatory. In the event that a student is unable to participate due to injury, illness, or another valid reason, parents/guardians are required to notify both the Head of PE and Mr. Parker in advance. Students unable to attend PE sessions will be assigned silent study in the Sixth Form office for the duration of the period. For cases of long-term injury or illness, a medical professional's note is necessary to excuse the student from participation.

Phones are not allowed to be used during PE lessons.

Personal, Social, Health and Economic Education (PSHE)

Overview

The BIST Sixth Form follows UK Department of Education best practice, in line with the statutory guidance set out for schools. Our curriculum draws on the standards set out by the PSHE Association to ensure that our graduates are prepared with the necessary skills to meet the challenges of young adulthood and the world beyond our campus.

What does the curriculum cover?

By the end of key stage 5, many young people will leave home for the first time and live independently, possibly in distant locations. There is a balance throughout this Programme of Study between preparing students to manage their current lives and laying the foundations for managing future experiences. As students progress through the key stages, this balance shifts towards teaching related to young people's current experiences. The learning opportunities at Key Stage 5 assume that students have already covered those in Key Stage 4.

The curriculum is split into five units of study:

- Academic Skills for Success
- Sexual Health and Relationships
- Personal Health and Wellbeing
- Living in the Wider World
- Horizons: Universities and Careers Preparation

When will I have PSHE?

The BIST Secondary and Sixth Form use a drop-down-day structure to deliver PSHE content. One day a half term, normal lessons will be suspended, and teachers will offer sessions related to that day's unit of study. The day still runs from 8:30 (morning form time) to 15:30 (afternoon form time). In the Sixth Form, the PSHE curriculum is delivered by the Pastoral team, which includes mentors, Mr Parker, Ms Madsasetti, and our University Counselling team.

Attending PSHE Lessons

Attendance registers are not suspended on PSHE days, so any **absences do count towards official attendance figures.**

It is imperative that students take PSHE lessons seriously, and attend consistently, particularly at the Sixth Form level where PSHE day offers us the most contact time to support students with university and careers planning.

Community Outreach Programme

The Community Outreach Programme is overseen by Mr Murray (s.murray@bist.ge)

COP's Vision

COP's vision is to foster an environment at BIST where students have the opportunity to cultivate their leadership and cooperative skills through meaningful engagement with the broader BIST community. We envision a space where students are empowered to take initiative, collaborate effectively, and make positive contributions that benefit both themselves and others.

COP's Mission 2024/2025

COP's mission for the academic year 2024/2025 is to further strengthen the sense of community within BIST by facilitating impactful interactions among students and staff. COP is committed to creating opportunities for students to develop essential interpersonal skills while gaining a deeper understanding of the diverse needs and perspectives within our community. Through intentional activities and initiatives, we aim to foster a culture of empathy, collaboration, and mutual respect, laying the foundation for lifelong learning and positive social change.

Extra- and Super-curriculars

It is crucial for Sixth Form students to create a portfolio of experiences through extracurricular activities to enhance their university applications. Beyond academic achievements, universities seek well-rounded individuals who demonstrate a commitment to personal growth and community engagement. Participation in extracurricular activities not only showcases a student's diverse interests and talents but also highlights their ability to manage time effectively, work collaboratively, and take on leadership roles. Moreover, these experiences provide valuable opportunities for students to develop essential skills, cultivate their passions, and make meaningful contributions to their school and community, ultimately positioning them as competitive and well-prepared candidates for university admission.

All Sixth Form students at BIST must participate in one or more of the following extracurricular activities:

- Participating in an extracurricular after-school club
- Running an extracurricular after-school club
- Participating in the International Project Qualification (IPQ)
- Participating in the Duke of Edinburgh Award programme
- Participating in the school band, senior choir, or school musical performances
- Participating in academic competitions, for example, Model United Nations, UK Maths Challenge, the Biology Olympiad, The European Youth Parliament, or summer study programmes abroad
- Learning a musical instrument
- Participation in BIST's sports teams and sports competitions

International Project Qualification (IPQ)

The Cambridge International Project Qualification (9980) is an externally assessed research qualification that aims to prepare students for the demands of university-level writing. The IPQ culminates in the submission of a 5,000-word research report, comprehensive bibliography, and accompanying research log. The course is the equivalent of one AS Level.

The aims of the syllabus are to enable students to develop:

- A research project on a topic of their own choice, reflecting their academic interests
- An understanding of the research process and appropriate research skills
- A critical approach to sources of information
- A reflective approach to learning and research
- Independence and confidence, preparing them for study in higher education and/or future career development
- Improved skills of planning, research, reflection, analysis, evaluation and communication.

IPQ candidates submit their initial proposal applications at the end of **September of Year 12**. Applications will be reviewed by the Sixth Form team for feasibility and rigor. Candidates will be notified of their IPQ acceptance in **October of Year 12**. From that point on, IPQ lessons will occur once a week for direct instruction in the following modules:

- Conventions of Academic Register and Criticality
- Structuring Academic Writing
- Academic Plagiarism and APA Referencing
- Formulating a Practical Research Question
- Introduction to Quantitative Research Methodologies
- Introduction to Qualitative Research Methodologies
- Carrying out a Literature Review

IPQ candidates are strongly encouraged to submit their completed reports for the **November Examination Series during Year 13**. However, students may also submit in the June series subject to the discretion of the Course Convener and the Head of Sixth Form. At BIST, there are several opportunities for candidates to make use of their IPQ research by presenting it to their peers. One such opportunity is the International Research Symposium, held in October every year.

Previous IPQ Topics include:

- *To what extent should cryptocurrency be regulated?*
- *In what ways does modern Hip Hop music influence youth culture?*
- *To what extent is the passage of time an illusion?*
- *To what extent can the International Criminal Tribunal for the Former Yugoslavia be considered a success during its mandate?*
- *To what extent can women's non-violent resistance be considered a political power under the dictatorial regimes Iran and Belarus?*
- *To what extent does education help disrupt the corruption cycle in the Western Balkans?*
- *In what ways does Artificial Intelligence influence society and everyday life?*

Please visit the Cambridge International Assessment website for further syllabus details.

Careers and University Application Support

What does Careers and University Guidance look like at BIST?

At BIST, we have a variety of resources available to our students. These resources include:

- Our University Counselling Team, consisting of Dr Oboladze and Ms Maridashvili;
- Exam preparation and University Reference guides, located in the library;
- 1:1 career and university appointments available upon request;
- Personal Statement and College Essay workshop, as well as a Digital Library of essay exemplars;
- Visits from university Admissions Representatives from schools around the globe;
- In-house and Tbilisi-wide university fairs, which include information sessions on governmental and non-governmental scholarship options;
- Dedicated time during PSHE lessons to discuss key factors in the transition from A Level to university study.

Students are encouraged to access these resources independently, but may also be directed towards them to facilitate discussions during 1:1 meetings, and throughout the university planning process.

What platforms are used to manage Careers and University Guidance?

The BIST Sixth Form uses Unifrog to manage Careers and University guidance. Unifrog is a destinations platform that supports students and staff in centralising records of career interests, work experience placements, shortlists of universities of interests, courses, and predicted grades. All BIST students are given Unifrog accounts in Year 10, and this account is used to log their progress as they transition through the Key Stages. By creating a holistic record of student interests and the courses they've taken, this allows our Careers and University Counselling team to provide tailored suggestions of activities and schools for students to research and participate in. Using this platform allows our Pastoral and University Counselling team to keep track of where students are at in their career journeys.

Admissions Testing Preparation - SAT and ACT

As part of our wrap-around support for university and career guidance, BIST also supports students in preparing for admissions assessments, such as the SAT and ACT. These admissions tests are used primarily in the context of the United States, but can also aid in the application processes for Canadian, Australian, and European university systems.

As a school, we take a look at students' strengths and weaknesses before making a professional recommendation as to which test a student should take. This can depend on a number of factors, as the tests have different structures. Irrespective of which test students decide to pursue, we are here to support them in their revision process. In addition to

professional support, we encourage students to take ownership of their preparation for these assessments, and as such students have taken the initiative to run an after-school SAT intervention. Rooted in collaborative problem solving and skills sharing, this intervention builds camaraderie and encourages revision in a less formal atmosphere, where students feel comfortable making mistakes.

Additionally, BIST is a testing centre for the SAT. Students wishing to register for the ACT should contact the Center for International Education - Tbilisi, located at 10 Chovelidze, Tbilisi, Georgia.

What is the SAT?

The SAT is a computer-based test, which assesses a student's Verbal and Mathematical reasoning skills. It is scored on a scale of 1600, where each section is worth 800 points. There is no longer a Writing section on the new SAT.

Component	Allotted Time (min)	Number of Questions
Reading and Writing	64 (two 32-min modules)	54
Math	70 (two 35-min modules)	44
Total	134	98

Based on how students perform on the questions in the first module, the second module will become easier or harder. On all questions, there's no penalty for guessing. Where the majority of questions are multiple choice, some of the mathematics questions may require an answer input.

What is the ACT?

Students who wish to take the ACT outside the United States have the option of taking the paper test or the digital test. The ACT is scored on a scale of 36, where each section is averaged to create a composite score. On the ACT, the Writing section is optional. As with the SAT, there is no penalty for guessing. It is recommended that students answer all questions.

Test	Questions	Minutes per Test
English	75	45
Mathematics	60	60
Reading	40	35
Science	40	35
Writing (optional)	1 essay	40

Students should not be put off from the ACT because of the science section. This section only tests scientific literacy and reasoning, not content knowledge.

Glossary of Application Terminology

Buzzword - When you register with UCAS, you will be asked to link yourself to the institution at which you study using a 'Buzzword'. This ensures that we can send your references. The Buzzword for BIST will be provided on request.

CEEB Code - CEEB stands for 'College Entrance Examination Board'. A CEEB code is a standardised ID number that is assigned to a high school, college, or university. It is used by the College Board to link your SAT score to the institution where you study, and to send your scores to universities. The CEEB Code for BIST is 664005.

Clearing - Clearing is a process that some students applying to universities in the UK may go through if they do not receive offers that are satisfactory to them. The Clearing process allows students the opportunity to apply for university places which haven't yet been filled, outside of the normal application window. It is a good option for students if they've changed their mind about what courses they want to do, or if they have missed the application deadline.

College Essay - The College Essay refers to the Common Application essay that is sent to all universities students apply to. The goal of the College Essay is for students to showcase their writing skills, and to demonstrate to universities who they are beyond their grades and extracurriculars. This essay is usually 650 words, and is written based on a prompt. The 2024-25 prompts for the Common App are as follows:

- Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
- The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
- Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
- Reflect on something that someone has done for you that has made you happy or thankful in a surprising way. How has this gratitude affected or motivated you?
- Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
- Describe a topic, idea, or concept you find so engaging that it makes you lose track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
- Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

Conditional Offer - In the context of UK and EU applications, a conditional offer is an offer that is made on the basis that you meet certain requirements and conditions before you can be accepted onto your chosen course.

CSS Profile - The CSS Profile is an online application used by American colleges and scholarship programmes to award financial aid. It is a complete audit of family finances, including income and assets. It should be filled out by parents and/or guardians, including non-custodial parents. Some universities and colleges require the CSS Profile to be filled as part of the application.

Curriculum Vitae (CV) - A curriculum vitae, often referred to as a CV, is a document that some universities and employers require as a way for applicants to showcase their academic and professional accomplishments. It is a longer document which is more comprehensive.

Early Action - Early Action is a type of admissions used by some colleges and universities in the United States which allows students to apply and receive admissions decisions earlier than the regular application deadline. Early Action, sometimes abbreviated as EA, is non-binding. However, some schools do have 'Restrictive' Early Action policies, where students may only apply to one institution early. Early Action can be advantageous for students who have a clear first-choice school, and strong academic backgrounds.

Early Decision - Early Decision is an admissions policy used by some colleges and universities that allows students to apply and receive their admissions decision earlier than the regular application timeline, typically by December. Unlike Early Action, Early Decision is binding, meaning that if a student is accepted, they must attend that institution and withdraw all other college applications. The application deadline for Early Decision is usually in November of the applicant's final year of school. This option is ideal for students who have a clear first-choice college and are committed to attending if accepted.

FAFSA - The FAFSA, or Free Application for Federal Student Aid, is a form completed by current and prospective college students in the United States to determine their eligibility for financial aid. It is required for anyone seeking federal grants, loans, and work-study programs, and is also used by many states and colleges to award additional financial aid. Students and their families must provide financial information to assess their need for assistance in paying for higher education. Though international students are not eligible for Federal aid, submitting the FAFSA can sometimes lead to other funding opportunities.

General Education Requirements - At most universities in the US, schools will require students to complete 'General Education Requirements'. These are a set of courses that all students must complete, regardless of their major. They usually cover a broad range of disciplines, including humanities, social sciences, natural sciences, mathematics, and sometimes foreign languages, aimed at developing essential skills and a broad knowledge base.

Letter of Motivation - In the context of European universities, a Letter of Motivation typically refers to a document submitted by an applicant as part of their application package. This letter outlines the applicant's reasons for applying to a particular program or university, their academic and professional aspirations, relevant experiences, and how their background aligns with the goals of the program or institution. It serves as a persuasive statement that demonstrates the applicant's motivation, enthusiasm, and suitability for the program they are applying to.

Letter of Recommendation - A letter of recommendation for university admissions is a document written by a teacher, counselor, employer, or another individual who can attest to an applicant's academic abilities, personal qualities, and potential for success in higher education. These letters provide insight into the applicant's character, achievements, and suitability for the academic program or institution they are applying to. Letters of recommendation are typically required as part of the application process and play a significant role in helping admissions committees evaluate the applicant beyond their academic transcripts and standardized test scores. Some universities may require multiple letters, so it is important for students to research application requirements early and ask teachers and counselors in a timely manner.

Liberal Arts University - A liberal arts university is an institution of higher education that emphasises a broad-based curriculum in the humanities, social sciences, natural sciences, and arts, fostering critical thinking, communication, and problem-solving skills. These universities aim to provide a well-rounded education that prepares students for diverse career paths and lifelong learning, so they usually have some form of general education requirements.

Need-Aware - In the context of US admissions, need-aware admissions is a policy used by some colleges and universities in which an applicant's financial need is considered as part of the admissions decision process. This means that the ability to pay for education may influence the likelihood of acceptance, particularly for students on the margin of the applicant pool.

Need-Blind - In the context of US admissions, a need-blind admissions is a policy used by some colleges and universities where an applicant's financial need is not considered during the admissions decision process. This means that students are evaluated solely on their academic and personal merits, without regard to their ability to pay for education.

Personal Statement - In the context of UK admissions, the Personal Statement is a 4,000-character (or 47 line, whichever comes first) essay where applicants describe their academic interests, achievements, skills, and experiences relevant to the chosen course of study. The Personal Statement allows applicants the opportunity to showcase their motivation, enthusiasm, and suitability for the course and provides admissions tutors with additional insights beyond qualifications and examination results. UCAS has recently announced that there will be changes to the Personal Statement section for applicants commencing their studies in 2026.

Private University - A private university is an institution of higher education that is privately funded and operated, typically without direct financial support from government entities. These universities rely on tuition fees, donations, and endowments to fund their operations and academic programs. Private universities often have smaller student populations compared to public universities and may offer specialized programs and resources. They have the autonomy

to set their own admission criteria, curricula, and policies, which can sometimes lead to a different educational experience compared to public universities.

Public University - A public university is an institution of higher education that is primarily funded and operated by government entities, typically at the state or national level. These universities receive significant funding from public sources, such as state governments or national education ministries, which allows them to offer lower tuition rates for in-state residents compared to out-of-state or international students. Public universities are often larger in size and may have multiple campuses or locations within a state or region. They typically offer a wide range of undergraduate, graduate, and professional programs and are governed by state or national regulations and policies.

Reach School - A reach school refers to a college or university where an applicant's academic profile falls below the average range of admitted students. Admission to reach schools is considered more challenging due to the higher academic standards required for acceptance.

Resume - A resume is a document required by some employers and universities which showcases relevant work experience and education history. It is a shorter document which is usually tailored to the requirements of specific applications.

Rolling Admissions - Rolling admissions is an application policy used by some colleges and universities where they evaluate and decide on applications as they are received, rather than waiting until a set deadline. This means that students can apply and receive their admissions decision continuously throughout the admissions cycle, often within a few weeks of submitting their application. The policy provides flexibility, allowing students to apply and receive responses over an extended period, typically from early fall to late spring.

Safety School - A safety school is a college or university where an applicant's academic credentials exceed the average range of admitted students. It is considered highly likely that the applicant will be accepted if they apply. Safety schools are typically chosen as backups to ensure that the applicant has at least one option for higher education if admission to their preferred or more competitive institutions is not secured.

Supplemental Essay - Supplemental essays in college admissions refer to additional essay prompts required by some colleges and universities in addition to the main application essay. These essays are specific to each institution and are intended to provide applicants with an opportunity to further showcase their qualifications, interests, and fit for the school. Supplemental essays can cover a wide range of topics, including why the applicant is interested in the school, their academic and extracurricular achievements, contributions to the community, and how they align with the institution's values and mission.

Target / Best Fit School - A target or best fit school in college admissions refers to a college or university that aligns well with an applicant's academic credentials, personal interests, and preferences. It represents a realistic and desirable option where the applicant's qualifications match well with the average range of admitted students. Target schools are typically chosen

based on factors such as academic programs, campus culture, location, size, and other aspects that make the institution a good fit for the applicant's educational and personal goals.

Test-Optional - If a school is 'Test Optional,' this refers to an admissions policy where submitting standardized test scores (such as the SAT or ACT) is not required for applicants. Students can choose whether or not to include these scores as part of their application, allowing them to decide if their test results accurately reflect their academic abilities and potential. This policy aims to provide a more holistic review process and reduce barriers for students who may not perform well on standardized tests.

Unconditional Offer - An unconditional offer in the context of college admissions refers to an offer of admission to a university that is not contingent upon any further conditions or requirements. Essentially, it means that the applicant has been accepted without needing to fulfill additional criteria such as achieving specific grades in final exams or providing additional documentation. Unconditional offers are typically straightforward acceptances based on the applicant meeting the university's standard admission criteria. These are far more common in the US and Canadian systems than the UK and EU system.

Writing Supplement - In the context of US Admissions, 'Writing Supplement' may also refer to the Supplemental Essay. However, it is important to note that some universities refer to a graded/graded piece of student writing, submitted as evidence of written communication and argumentation skills. It is best to check the details of the application requirements carefully.

International English Language Testing System (IELTS)



The International English Language Testing System (IELTS) assessment measures the language proficiency of people who want to study or work in a context where English is used as a language of communication.

While there are multiple IELTS examinations, the most common requirement for higher education studies is the IELTS Academic. This assessment tests your ability to think critically, understand and synthesize information, and produce original opinions on topics typically encountered in higher education or professional social settings.

The IELTS Academic examination can be taken either **on paper** or **on computer**. There is no difference between these two tests other than the format. The structure, timing, and content remain the same.

IELTS Preparation at The British International School of Tbilisi

As part of the structure of Sixth Form study at BIST, we have an internal IELTS preparation course on offer. Year 12 and Year 13 students will meet once a week for 55-minutes. During this time, students will receive direct instruction as to how to prepare for the exam. Additionally, students will have multiple opportunities throughout the year to sit practice papers across all sections of the test.

Sign-ups for IELTS classes will occur in the first week of the Autumn term.

It is recommended that students applying to university sit the IELTS examination for the first time at the **beginning of the Summer between Year 12 and Year 13**. If students are unsatisfied with their scores, or they do not meet the minimum entry requirements for the universities of their choice, they should be sitting the exam a second time **no later than November of Year 13**.

IELTS scores remain valid for two years, after which students will have to sit the assessment again to apply for further study.

Examination Structure - IELTS Academic

There are four sections in the IELTS examination: Listening, Reading, Writing, and Speaking. The full test takes 2 hours and 45 minutes.

Section	Structure, Content and Skills
<p><i>Listening</i> (30 minutes)</p>	<p>You will listen to four recorded texts - two monologues and two conversations. You will hear the recordings once only. Different accents, including British, Australian, New Zealand and North American are used.</p> <ul style="list-style-type: none"> ● Part 1 - A conversation between two people set in an everyday social context, e.g. a conversation in an accommodation agency. ● Part 2 - A monologue set in an everyday social context, e.g. a speech about local facilities. ● Part 3 - A conversation between up to four people set in an educational or training context, e.g. a university tutor and a student discussing an assignment. ● Part 4 - A Monologue on an academic subject, e.g. a university lecture.
<p><i>Reading</i> (60 minutes)</p>	<p>Three sections of 40 questions, covering a variety of question types.</p> <ul style="list-style-type: none"> ● For each section you will be given one long reading passage with tasks. ● All the topics are of general interest to students at undergraduate or postgraduate level. ● The texts may be written in different styles and may contain diagrams, graphs or illustrations. ● The texts will come from a variety of sources (e.g. books, journals, newspapers)
<p><i>Writing</i> (60 minutes)</p>	<ul style="list-style-type: none"> ● Task 1 - You are given a graph, table, chart or diagram and are asked to describe the visual information in your own words. You are asked to write at least 150 words in about 20 minutes. ● Task 2 - You are given a point of view, argument, or problem which you need to discuss. You are asked to write at least 250 words in about 40 minutes.
<p><i>Speaking</i> (11-14 minutes)</p>	<ul style="list-style-type: none"> ● Part 1 - The examiner asks you general questions about yourself and a range of familiar topics, such as home, family, work, studies and interests. ● Part 2 - You will be given a card which asks you to talk about a topic. You will have 1 minute to prepare before speaking for up to 2 minutes. The examiner may then ask one or two questions on the same topic. ● Part 3 - The examiner asks more questions that are connected to the topic of Part 2. These questions give you an opportunity to discuss more abstract issues and ideas.

Interpreting Results: How is the IELTS Scored?

Band Score / Skill Level	Description
9 - Expert	Has fully operational command of the language. Use of English is appropriate, accurate, and fluent, and shows complete understanding.
8 - Very Good	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usage. May misunderstand some things in unfamiliar situations. They handle complex and detailed argumentation well.
7 - Good	Has operational command of the language, though with occasional inaccuracies, inappropriate usage, and misunderstandings in some situations. Generally handle complex language well and understand detailed reasoning.
6 - Competent	Has an effective command of the language despite some inaccuracies, inappropriate usage, and misunderstandings in some situations. Can use and understand reasonably complex language, particularly in familiar situations.
5 - Modest	Has a partial command of the language and copes with overall meaning in most situations, although they are likely to make many mistakes. Should be able to handle basic communication in their own field.
4 - Limited	Basic competence is limited to familiar situations. Frequently show problems in understanding and expression.
3 - Extremely Limited	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication.
2 - Intermittent	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
1 - Non-User	Essentially has no ability to use the language beyond possibly a few isolated words.
0 - Did Not Attempt	No accessible information provided.

Do I need to take the exam?

Do you plan to study in the UK, Canada, Australia or New Zealand?

Yes. You will need to sit the IELTS examination if you plan to study in the UK, Canada, Australia, or New Zealand. For the UK, it is a requirement for your student visa, and there is a specific test you must register for titled 'IELTS for UKVI Academic'. The only difference is the score report form, so the structure and content of the examination will be the same, as well as your preparation approach. The score you require depends on the individual institution you want to study at. Be sure to research these requirements as early as possible.

Do you plan to study in the US?

You may not need to sit the IELTS examination if you plan to study in the US. Some institutions will allow you to waive the requirement if you have studied in an English-medium institution for more than three years, while others may accept proof of an A/A* in iGCSE First Language English (0500), a certain score in the SAT Reading & Writing section, or the ACT English & Reading Sections. You should research the school-specific requirements, and if the information is unclear, direct any questions to the Admissions Office at the institution.

Do you plan to study in Europe?

It is highly likely that you may need to take the IELTS examination to study in European universities, especially if the course you're interested in is English-medium. Like the US, some institutions may accept your iGCSE scores, a letter from the school, or your SAT as proof of language proficiency.

If you are in need of a letter to prove your English proficiency for test exemption, please contact Miss Mads (i.madisetti@bist.ge) as soon as possible.

When and where can I take the IELTS?

You can take the IELTS Academic and IELTS for UKVI Academic at The British Council office in Tbilisi. The tests are offered at least once a month. Below are the costs of registering for each assessment type. The fee includes preparation materials and free practice tests from The British Council.

Test Type	Cost
IELTS Academic	610GEL
IELTS for UKVI Academic	745GEL

British Council Testing Centre Address and Contact:

Training Centre of Justice of Georgia
1 Ana Politkovskaia St Tbilisi, 0186
exams@ge.britishcouncil.org

Transition: Bridging Course and Work Experience

Academic Seminar Series

Week 1 of the annual Sixth Form Bridging Course aims to provide incoming and continuing A Level students with an introduction to academic study which suitably prepares them for learning at the higher education level. The goal of these courses is to demonstrate the importance of reading beyond the set curriculum at A Level, and how interdisciplinary study can positively impact a students' understanding of their chosen subject options.

Some courses that have run in the past include:

- Python Bootcamp I and II
- Research Project: The Cult of Personality in Sustaining Historical Dictatorships
- University Principles I and II: Linear Algebra and Roots of Polynomials
- The Neuroscience of Recreational Drugs
- World Philosophies and Religions
- Powering the Future: Green Energy and Biofuels
- Behavioural Psychology: Microexpressions and Body Language
- Power and the Media During the Vietnam War

Work Experience

Work Experience is defined by the Department of Education as '*A placement on an employer's premises in which a student carries out a particular task or duty, or range of tasks or duties, more or less as would an employee, but with an emphasis on the learning aspects of the experience.*' In most cases, it is the same as an internship.

At BIST, students are expected to complete *two* work experience placements (one in Year 11 and one in Year 12) as a way of preparing them for university and the world of work. Students should use these placements as an opportunity to investigate career options, which may inform their A Level and university choices. It is also a chance for students to build their CV and ahead of university applications.

It is expected that all students participate in our Work Experience programme, unless there are extenuating circumstances that prevent them from doing so. Students are expected to dress appropriately for their placement, maintain good punctuality, and act respectfully as representatives of the school community. Students should maintain a growth mindset, positioning their placement as a learning opportunity of which they should take advantage to develop their skills.

Students should use their work experience placement as an opportunity to experiment with career options, and consider sky the limit. In the past, we have had students complete work experience in a variety of sectors. Students have been encouraged to take advantage of their

networks and local communities to find a placement, leading to students' securing internships as far away as London. Our students have also completed work experience placements at companies such as:

- TBC Bank
- Meama
- National Bank of Georgia
- Institute for Development of Freedom of Information (IDFI)
- McDonalds,
- Georgia Renewable Power Holding
- Caucasus Barcode of Life
- Ernst and Young Georgia
- UN Global Compact Network
- Sun Petroleum Georgia
- Food and Agricultural Organisation
- BBC
- Vienna Centre for Disarmament and Non-Proliferation
- Radisson Blu
- Marriott

Supplemental Reading Lists

The A Level teaching team has put together a list of supplemental reading materials to support students in engaging with their subject choices beyond the curriculum. While it is not required, unless explicitly stated by the class teacher, that students engage with this content, it is useful to develop a broad and balanced understanding of what it might be like to apply subject-specific knowledge in the real world.

Art

Art History: A Very Short Introduction

Color: A Natural History of the Palette, Victoria Finlay

The Art Book, Phaidon Press

Ways of Seeing, John Berger

Playing to the Gallery: Helping Contemporary Art in its Struggle to be Understood, Grayson Perry

The Story of Art Without Men, Katy Hessel

The Story of Art, E. H. Gombrich

Art: The Definitive Visual Guide, Andrew Graham Dixon

Your Sketchbook Yourself, Felicity Allen

Color and Culture: Practice and Meaning from Antiquity to Abstraction, John Gage

Sciences

A Short History of Nearly Everything by Bill Bryson

The Immortal Life of Henrietta Lacks by Rebecca Skloot

An Immense World: How Animal Senses Reveal the Hidden Realms Around Us by Ed Yong

Gravity: A Ladybird Expert Book by Jim Al-Khalili

The World According to Physics by Jim Al-Khalili

Otherlands: A Journey Through Earth's Extinct Worlds by Thomas Halliday

What If? Serious Scientific Answers to Absurd Hypothetical Questions by Randall Monroe

How Life Works: A User's Guide to the New Biology by Philip Ball

Economics and Business Studies

Freakonomics by Steven Levitt

The Wealth of Nations by Adam Smith

The Big Short by Michael Lewis

Rich Dad, Poor Dad by Robert Kiyosaki

Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones by James Clear

Why Nations Fail: The Origins of Power, Prosperity and Poverty by Daron Acemoglu and James A Robinson

Left Behind: A New Economics for Neglected Places by Paul Collier

Women, Money, Power: The Rise and Fall of Economic Equality by Josie Cox

Great Economic Thinkers: An Introduction - From Adam Smith to Amartya Sen by Jonathan Conlin

Computer Science

Robot Stories, Isaac Asimov

Foundation series, Isaac Asimov

Superintelligence, Nick Bostrom

Chris Bernhardt's *Quantum Computing for Everyone*

The Soul of a New Machine, Tracy Kidder

Hackers: Heroes of the Computer Revolution, Steven Levy

The Information: A History, a Theory, a Flood, James Gleick

Other Resources

The Social Dilemma (Netflix)

[Python Course](#) (Beginner)

Drama

View from a Bridge, Arthur Miller

Blood Wedding, Federico Garcia Lorca

Studying Plays, Mick Wallis and Simon Shepherd

Woza Albert!, Barney Simon, Mbongeni Ngema, and Percy Mtwana

Lysistrata, Aristophanes

The Spanish Tragedy, Thomas Kyd

An Inspector Calls, J. B. Priestley

A Doll's House, Henrik Ibsen

Rossum's Universal Robots, Karel Capek

Faust I, Johann Wolfgang von Goethe

French

No et moi by Delphine Vigan

Bonjour Tristesse by Françoise Sagan

Le Petit Prince by Antoine de Saint-Exupéry

L'étranger by Albert Camus

Stupeur et Tremblement by Amélie Nothomb

Metaphysique des tubes by Amélie Nothomb

Symphonie Pastorale by André Gide

L'immoraliste by André Gide

Other Resources

1jour1actu - news articles
TV5Monde - news articles
Le français facile - news articles
Le prix pépin - microfiction
Calvin et Hobbes - comic strips

Geography

The Power of Geography, Tim Marshall
The Future of Geography, Tim Marshall
Notes from a Small Island, Bill Bryson
Around the World in 80 Days, Jules Verne
Let the Great World Spin, McCann
Transport, Climate Change and The City, Hickman
A History of the World in Twelve Maps, Jerry Brotton
Prisoners of Geography, Tim Marshall
Nomad Century, Gaia Vance
A Walk in the Woods, Bill Bryson

German

Selam Berlin by Yade Kara
Als Hitler das rosa Kaninchen stahl by Judith Kerr
Tschick by Wolfgang Herrndorf
Zweier ohne by Dirk Kurbjuweit
Mauerpost by Maike Dugaro
Das achte Leben by Nino Haratischwili
Demian by Hermann Hesse
Die Verwandlung by Franz Kafka
Die Leiden des jungen Werther by Johann Wolfgang von Goethe
Der Steppenwolf by Hermann Hesse

History

The Red Badge of Courage, Stephen Crane
Little Women, Louisa May Alcott
My Antonia, Willa Cather
Gone with the Wind, Margaret Mitchell
History of the Civil War, James Ford Rhodes
The Impending Crisis, David M. Potter
Forever Free: The Story of Emancipation and Reconstruction, Eric FONER
The Narrative of the Life of Frederick Douglass

The Republic of Suffering: Death and the American Civil War, Drew Gilpin Faust
Uncle Tom's Cabin, Harriet Beecher Stowe

International Project Qualification

English for Academic Study: Extended Writing and Research Skills, Joan McCormack & John Slaght

The Craft of Research, 4th Edition by Wayne C. Booth

Elements of Style, William Strunk & E. B. White

Stylish Academic Writing, Helen Sword

How to Read a Book: The Classic Guide to Intelligent Reading, Mortimer J Adler

The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century, Steven Pinker

On Revision: The Only Writing That Counts, William Germano

Air & Light & Time & Space: How Successful Academics Write, Helen Sword

Literature

Hamnet, Maggie O'Farrel

Mother Tongue: The Story of the English Language, by Bill Bryson

In Cold Blood, Truman Capote

Studying the Novel, Jeremy Hawthorn

Literary Theory: A Very Short Introduction, Jonathan Culler

Death of the Author, Roland Barthes

The Hero with a Thousand Faces, Joseph Campbell

On Literature, Umberto Eco

Mathematics

The Calculus Story, David Acheson

Combinatorics: A Very Short Introduction, Robin Wilson

Closing the Gap, Vicky Neale

Calculus: An Intuitive Approach, Morris Kline

Mathematical Thought from Ancient to Modern Times, Morris Kline

An Imaginary Tale, Paul Nahin

Love & Math, Edward Frenkel

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