



**LA GARENNE**  
INTERNATIONAL SCHOOL

INSPIRE THE WORLD

UNLEASH YOUR TALENTS

# SENIOR

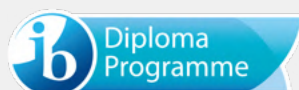


**YEARS  
CURRICULUM  
HANDBOOK**

## **Academic Programmes**

**at La Garenne School**

Our key objectives are to enable each student to achieve academic success and develop a passion for lifelong learning and discovery. The boarding school environment provides the stability and structure necessary to thrive and develop. Parallel to this, the academic life of the school engages students with stimulating and challenging programmes of study.



International Baccalaureate  
Senior Years Curriculum



**LA GARENNE**  
INTERNATIONAL SCHOOL

**Date**  
July 2023

**Location**  
Chesières, Switzerland

## > International Baccalaureate Mission Statement

*The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.*

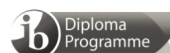
*These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

## > La Garenne International School Mission Statement

*The Mission of La Garenne International School is to educate children from around the world, in a warm family atmosphere in which we promote traditional Swiss values of openness, responsibility, organisation, honesty, politeness and respect.*

*The school strives to nurture the talents of each child, meeting their individual needs and aspirations and preparing them to be responsible global citizens.*

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The contents of this guide are to be read in conjunction with the following school policies:

- LGIS Assessment Policy
- LGIS Academic Honesty Policy
- LGIS Language Policy
- LGIS Learning Support Policy
- LGIS Admissions Policy



## > **Welcome**

Students in the final two years of their studies at our school have a unique opportunity to tailor their study options based on their ambitions and objectives for further studies and careers.

The IB Diploma programme is a truly global pre-university course for students aged 16 to 18. It is rigorous and challenging. It places key emphasis on the development of personal skills central to future success. We also offer the La Garenne High School Diploma for students who wish to apply to US universities and Business or Hotel Schools, or who have significant commitments to extra-curricular activities. Students will study a range of IB subjects whichever of these two routes they choose.

I have been privileged over many years to see at first hand the power of the IB system to produce internationally-minded and curious young people who are socially able, academically driven, and able to adapt very well to life beyond school.

Our focus on nurturing the talents of each learner ensures that, through close support and personalised provision, students graduate as open-minded and principled global citizens. Our approach aligns perfectly with the aims and mission of the International Baccalaureate organisation. Furthermore, given the diverse international population of our student body, the IB programmes match our commitment to celebrating our differences and encouraging respect and understanding.

Learners at La Garenne are closely guided and supported throughout the university application process. I am always available to discuss future plans with students and their families. Please do not hesitate to get in touch and find out how La Garenne can support your child in achieving their full potential.

[Adam Jozef](#)

*Secondary School Headteacher and DP Coordinator*





## > The La Garenne Curriculum Continuum

La Garenne has a vibrant international curriculum which best addresses the variety of needs and interests of our students. Our curriculum model is carefully composed to ensure the progression of our students throughout each age range and programme. We offer the International Primary Years Curriculum, the IB Middle Years Curriculum, the IB Diploma Programme and the High School Diploma Programme.

The International Primary Years Curriculum	The IB Middle Years Programme	The IB Diploma Programme & High School Diploma
Ages 5-11	Ages 11-16	Ages 16-18
<b>International Mindedness</b>		
IPC Mission Statement	IB Mission Statement	
<b>Inquiry based learning</b>		
IPC personal goals: <i>Cooperation, Communication, Thoughtfulness, Respect, Resilience &amp; Morality</i>	IB Approaches to Learning: <i>Communication skills, Social skills, Self-management skills, Research skills, Thinking skills</i>	
<b>Themed units of learning</b>		
Learning goals	Subject aims and objectives	
<b>Reflection</b>		
<b>Formative &amp; Summative Assessment</b>		
Exit Point	Personal Project	The Extended Essay (DP route only)

## > **The IB Learner Profile**

At La Garenne, we aim to provide an environment where our students with their wide range of backgrounds and abilities all aspire to develop the following characteristics:

### **Inquirers**

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

### **Knowledgeable**

They explore concepts, ideas and issues that have local and global significance. They acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

### **Thinkers**

They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

### **Communicators**

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

### **Principled**

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

### **Open-minded**

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

### **Caring**

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

### **Risk-takers**

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.





### **Balanced**

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

### **Reflective**

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## **Learning How to Learn: Approaches to Teaching and Learning (ATLs)**

In addition to the Learner Profile, lessons and planning incorporate the guiding framework of IB ATLs which ensure that students not only acquire knowledge, but also acquire the skills to be effective, self-regulating learners. The ATLs cover the following areas which all teachers must develop in each unit of work:

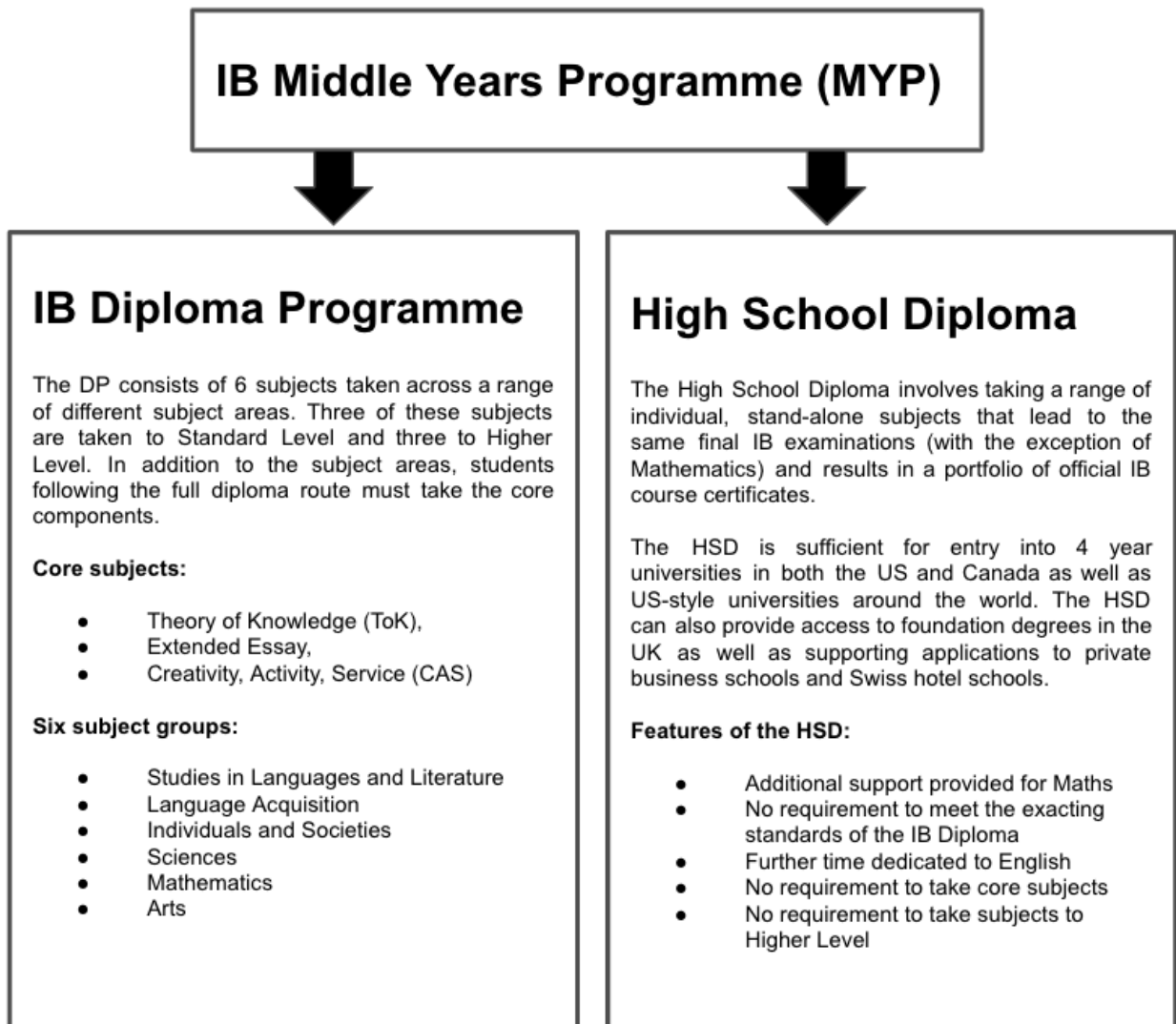
- Thinking Skills
- Communication Skills
- Social Skills
- Self-Management Skills
- Research Skills

These are the skills most in demand by employers. Through planning learning activities which encourage the acquisition of these skills, our students improve their ability to learn and reinforce their knowledge. They conscientiously make an effort to be mindful of how they are learning.



## La Garenne Senior Years Curriculum Routes

After completing their MYP studies, students can choose between two different study routes for their final two years of study. The IB Diploma and La Garenne High School Diploma are separate qualifications, but the courses studied during the Senior School Years contribute towards both. The IB Diploma is more demanding: students who complete the programme successfully are **also** awarded the La Garenne High School Diploma (HSD). Some students will opt to focus on achieving the High School Diploma **only**. This enables students who have significant commitments to extra-curricular activities or whose future study plans do not require the full IB Diploma route to achieve greater success with fewer courses. Our staff are here to guide and support you in finding the right course at the right university.





## The La Garenne High School Diploma Programme

For students to graduate with the La Garenne High School Diploma, they must satisfy the requirements below.\* HSD students may be awarded one of the following grades:

**Fail:** *The student does not meet the requirements to pass*

**Pass:** *The student has shown evidence of consistently obtaining lower but passing marks*

**Merit:** *The student has shown evidence of consistently obtaining good marks*

**Distinction:** *The student has shown evidence of consistently obtaining excellent marks*

Subject	Requirements
<b>English</b>	4 years study with a passing grade (3 or above) at IB English** level A or B, or 4 years study with a minimum B2 level.
<b>Additional Languages</b>	3 years study of a language other than English with a passing grade (3 or above) at IB level, or evidence of obtaining Common European Framework level A2 or higher.
<b>Individuals &amp; Societies</b>	3 years study in Humanities (Social Sciences). This could include a combination of any Humanities subjects offered by the school.
<b>Mathematics</b>	Three years of Mathematics and completion of the IB course 'Applications and Interpretations', or completion of the required HSD Mathematics course.
<b>Sciences</b>	Three years of Laboratory Science subjects.
<b>Creative Arts</b>	Minimum two years study in one creative arts subject.
<b>Service Learning</b>	Satisfactory completion of the Creativity, Service and Action IBDP Course.***
<b>Sports &amp; Expeditions</b>	Satisfactory completion of all aspects of the school sports and expedition programmes.

\*Students joining the school in MYP5 or DP1 (grade 10 or 11) must be able to demonstrate completion of the required component at a previous school for the credits to be taken into account.

\*\*Native English speakers must study the English A Language and Literature course

\*\*\*Completion of the Service Learning component is a graduation requirement. Students who do not meet this requirement must complete an alternative service/reflective exercise or volunteering and reflection. Students will not receive their diploma unless the requirement is satisfied.



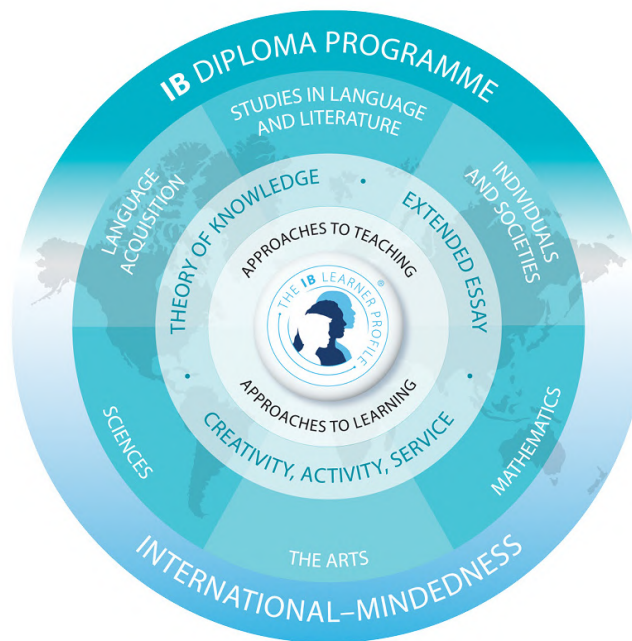
## Where Will the High School Diploma Programme Take Me?

The La Garenne High School Diploma is sufficient for entry into four-year university courses in the US and Canada, as well as US-style universities elsewhere in the world. For students wanting to study in the UK, the High School Diploma provides entry to foundation degree courses which can then lead to a bachelor's degree. HSD students can also apply to private Business Schools and Swiss Hotel Schools.

You can also apply to university with IB Course Certificates. IB Course Certificates are awarded for each completed subject when a student does not obtain the full High School Diploma or IB Diploma: perhaps they did not pass all components or did not complete the service element. Although many universities regard IB Course Certificates as valuable qualifications in their own right, your options are more limited. In the UK, IB Course Certificates are awarded points on the UCAS [tariff scale](#) which means they can be used cumulatively to apply to any university course which accepts tariff points.



## > What is the IB Diploma?



To be awarded the full IB Diploma, students must select one subject from each of the 6 areas in the model above, in addition to the Core components:

1. **Studies in Language and Literature** are for native or fluent users.
2. **Language Acquisition** subjects are for students who are new to a language or are not confident users.
3. **Individuals and Societies** is the IB term for subjects ordinarily called Humanities or Social Sciences.
4. **Sciences** include Physics, Chemistry and Biology as separate subjects.
5. **Mathematics** includes either 'Applications & Interpretations' or 'Analysis and Approaches'.
6. **The Arts** include Visual Arts. Students may also opt for an alternative 'elective' subject in this category (see option blocks for further information).



## > What is the Diploma Programme Core?

### **Creativity, Activity and Service (CAS)**

The CAS Programme is a key component without which students cannot be awarded the full Diploma. During their DP studies, students are required to engage in service activities for the benefit of others. These can be individual activities and projects, but the best ones include all three components of creativity, activity and service, creating meaningful activities which challenge the student and allow for personal growth.

<https://ibo.org/programmes/diploma-programme/curriculum/creativity-activity-and-service/>

### **The Extended Essay (EE)**

The Extended Essay is mandatory for students wishing to obtain the full Diploma. Students devise a topic and question, conduct research and write up their findings in a thesis of up to 4000 words. The EE is intended to promote high-level writing skills, intellectual discovery and creativity. Over the two years, students are guided by a supervisor who is usually a member of La Garenne staff. The essay is graded on a scale of A-E. The grade for the EE is combined with the grade for Theory of Knowledge for a total of 3 points.

<https://ibo.org/programmes/diploma-programme/curriculum/extended-essay/what-is-the-extended-essay/>

### **Theory of Knowledge (ToK)**

The ToK course is another compulsory component and consists of 3 lessons per week covering at least 100 hours over the two years. ToK is a unique subject which encourages the students to make links between different areas of knowledge and help students understand how knowledge is acquired and retained. As with the EE, if a student is awarded a grade E, this is a failing condition. The grade awarded for ToK is combined with the grade for the EE and, in combination, these are worth a total of 3 points.

<https://ibo.org/programmes/diploma-programme/curriculum/theory-of-knowledge/what-is-tok/>



## > Diploma Points Matrix

The grades students obtain for both Theory of Knowledge and the Extended Essay are combined and the final total is calculated using the matrix below:

		Theory of knowledge					
		Grade <b>A</b>	Grade <b>B</b>	Grade <b>C</b>	Grade <b>D</b>	Grade <b>E</b>	No grade <b>N</b>
Extended essay	Grade <b>A</b>	3	3	2	2	Failing condition	Failing condition
	Grade <b>B</b>	3	2	2	1	Failing condition	Failing condition
	Grade <b>C</b>	2	2	1	0	Failing condition	Failing condition
	Grade <b>D</b>	2	1	0	0	Failing condition	Failing condition
	Grade <b>E</b>	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade <b>N</b>	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition



## > **Where Will the IB Diploma Take Me?**

The IB Diploma is intended as a pre-university qualification. This means that its academic standards meet the requirements to continue to degree level. You should expect to be challenged, especially at Higher Level, and you should be ready to work hard. To be awarded the Diploma you need to study six subjects: three at Higher Level and three at Standard Level, as well as completing the Core requirements. The maximum grade for each of the six subjects is 7.

You can also apply to university with IB Course Certificates. IB Course Certificates are awarded for each completed subject when a student does not obtain the full High School Diploma or IB Diploma: perhaps they did not pass all components or did not complete the service element. Although many universities regard IB Course Certificates as valuable qualifications in their own right, your options are more limited. In the UK, IB Course Certificates are awarded points on the UCAS [tariff scale](#) which means they can be used cumulatively to apply to any university course which accepts tariff points.



## > What Should I Study for Different University Routes?

You should study what interests you and what you enjoy. What you study now could affect the path you take in your future career. The IB model has a lot of breadth with its 6 subjects compared to other systems. At the same time, it allows for specialisms through selecting Higher Level subjects. Below are some examples of combinations of subjects which could lead to specific study routes at university.

**Important:** these combinations are not a guarantee that you will be accepted at every university as requirements vary. It is important to consult university websites for their requirements before making your choices.

Example University course	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Physical Sciences or Engineering	English Language & Literature	French B	Business & Management	Physics HL	Maths Analysis & Approaches HL	Chemistry HL
Business / Economics	SSST Language	English B HL	Business & Management HL	Any	Maths Applications & Interpretations HL	Visual Arts
Fine Art / Design/ Literature	English Language & Literature HL	French B HL	Global Politics	Biology	Maths Applications & Interpretations	Visual Arts HL
Medicine	English Language & Literature	French B	Global Politics	Biology HL	Maths Analysis & Approaches HL	Chemistry HL
Architecture	SSST Language	English B	Any	Physics HL	Maths Analysis & Approaches HL	Visual Arts HL
Politics / Philosophy/ History	English Language & Literature HL	French B	Global Politics HL	Biology	Maths Applications & Interpretations	Visual Arts HL



## Are My IB Choices Recognised for University Entrance?

The IB Diploma has formal equivalency to national examinations in most parts of the world. To check up-to-date details for your own country, or the country where you intend to apply to university, follow this link:

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

Some countries require the IB Diploma to be notarised or legalised at their consulate in Geneva. In these cases, the IB offers this service for a small additional cost. Adam can assist with this and advise which countries require legalisation of Diplomas each year.

### Example University Requirements

The Diploma Programme is widely recognised by universities across the world, however entrance criteria vary from university to university and course to course. More competitive courses have higher entrance requirements. The table below gives examples of the grades students achieved and the universities they attended. **NB this shows the grades the student achieved NOT the entrance criteria.**

IB Score	University	Country	Course
44	University of Oxford	UK	Mechanical Engineering
44	University of Cambridge	UK	Medicine
43	University of Oxford	UK	Politics, Philosophy and Economics
41	University College, London	UK	Medicine
41	University College, London	UK	Law
39	Kyoto University	Japan	Law
38	Kings College, London	UK	English
37	University of Lancaster	UK	Management
37	University of Warwick	UK	Psychology
36	Glasgow School of Art	UK	Architecture
35	University of Chicago	USA	Economics
35	Imperial College, London	UK	Materials Science
35	University of Kent	UK	Architecture



34	Ecole Supérieure du Commerce	France	Commerce
34	ILERI Paris	France	Law
32	Exeter University	UK	International Relations
32	Royal Holloway, London	UK	Management with Economics
32	University of Arizona	USA	Music Management
30	CEU San Pablo	Spain	Biomedical Science
29	Concordia, Canada	Canada	Business
28	University of Surrey	UK	Engineering
27	Waseda University	Japan	Literature
26	Bocconi-Milan	Italy	Economics
25	Plymouth University	UK	Marketing
24	University of Kent	UK	History
24	Kingston University	UK	International Business
23	University of Texas San Antonio	USA	Liberal Arts
23	Aberdeen University	UK	Mechanical Engineering
21	University of California	USA	Film
20	Bradford University	UK	Chemical Engineering
17	Coventry University	UK	Foundation Business

## > **Timetables**

### **IB Diploma Students**

Subjects chosen to a Higher Level are allocated 6 x 45 minute lessons per week while Standard Level subjects are allocated 4 x 45 minute lessons per week. IB Diploma students also have Theory of Knowledge three times a week, one flexible period dedicated to CAS and the Extended Essay. Students have one assembly period per week plus Private Study, the Extended Essay, Wellness and Sports.

### **High School Diploma Students**

High School Diploma subjects are normally studied at Standard Level. All options are taught for 4 x 45 minute lessons every week apart from English and Maths which have on average 2 extra lessons per week. One period a week is allocated for CAS. On top of their subject commitments, students have one assembly period per week plus Private Study and Sports.



## Assessment

You will be assessed in your subject from day one of your programme.

### Term grades

Classwork grades are given for work you do in class or for homework. Term grades might be given for just one kind of assessment: a test, a set of problems you have to solve for homework, a classroom presentation or an oral exam. All grades use the IB 1-7 scale for subjects, or A-E for the core elements of ToK and the Extended Essay. In addition, your progress with CAS is rated as satisfactory or unsatisfactory, based on your Managebac portfolio. More details [here](#). At the end of the term, your grades are averaged and an overall grade from 1-7 is given.

**Important:** The term grade is not the same as the exam grade; it measures your performance under very different conditions.

### Examination Grades

In addition to term grades, you will have internal examinations. The exams are conducted under full IB exam conditions and you can expect to be examined on everything you have learnt up to that point. The exam grades are separate from the term grades, and are used to track your progress through the IB Diploma programme. Exam grades are used by teachers to make predicted grades, for university applications for example. They are also used to inform decisions about your progression to DP2.

**Note:** the school's internal exam grades do not affect your final IB grade. That is determined by coursework completed over the two-year programme and on your performance in the final exams in May of DP2.

### External Examinations

External examinations are set by the IB organisation and, in combination with internal assessments, largely determine the student's final grade. External Examinations take place in May of the second year of a student's DP studies. The decision to enter students for external exams, as well as the choice of entry level, is based on the evaluation of teachers in consultation with students and parents. The school reserves the right to refuse entry for examinations or to enforce the required entry level. The school has no control over the content or scheduling of external examinations, nor over the final results awarded. At parental request, the school may appeal against final results. External examinations missed for any reason other than illness will result in automatic failure of the exam paper in question. In cases of illness, a doctor's certificate must be provided to the school which will subsequently be submitted to the IB organisation. Any charges incurred for the registration, entry or remarking of examinations are invoiced to parents.

Further information regarding the assessment of examinations can be found in the LGIS [Assessment Policy](#). For further information regarding examination procedure, please refer to the regulations outlined by the [IB Organisation](#).



## > When Are School Reports Issued?

Diploma Programme Year 1	
<b>October</b>	Half Term Grade
<b>December</b>	Term Grade
<b>February</b>	Half Term Grade
<b>March</b>	Term Grade
<b>May</b>	Half Term Grade
<b>June</b>	Term Grade

Diploma Programme Year 2 (Final exams in May)	
<b>October</b>	Half Term Grade
<b>December</b>	Term Grade
<b>February</b>	Half Term Grade
<b>March</b>	Term Grade

You and your parents will receive academic reports at each of the points in the year shown above. These are posted online via iSAMS, although the school can issue paper copies on request. The report includes:

- Term or Exam grades (1-7) for every subject
- Theory of Knowledge grade (satisfactory / unsatisfactory)
- Extended Essay progress rating (satisfactory / unsatisfactory)
- CAS progress rating (satisfactory / unsatisfactory)
- Your attendance and punctuality



The descriptors below provide an indication of the level of performance that will correspond to the grade awarded. 1 is at the lowest end of the spectrum whereas 7 is at the upper end.

<b>1</b>	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
<b>2</b>	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
<b>3</b>	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
<b>4</b>	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
<b>5</b>	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
<b>6</b>	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
<b>7</b>	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.



## > Academic Honesty

La Garenne International School expects students to uphold the highest standards of academic honesty at all times.

- Students should always hand in work that is their own. Any help received, whether from friends, tutors, secondary literature, the internet or other sources, must be stated.
- Students should not present ideas taken from other sources as their own.
- Copying in any form is not permitted.

Work submitted that does not meet these standards cannot be assessed and must be repeated. Sanctions may be applied. If a student has knowingly allowed their work to be copied, sanctions may also be taken against the student in question.

*Suspected cases of academic dishonesty, plagiarised or copied work may result in disqualification from all examinations.*

Students should always:

- Ensure they understand the task set. If not, they should seek clarification from the relevant teacher.
- Report suspected cases of academic dishonesty.
- Accept constructive criticism and realise that it helps them learn.
- Take responsibility for their own actions and words.

For further information, see the LGIS [Academic Honesty Policy](#).





## > Independent Study

Independent study is an essential part of the learning process. It enables students to consolidate or review ideas, prepare for future classes and develop organisational skills. It also gives students the opportunity to work independently of the teacher and to self-motivate. It is an important means for teachers to monitor progress. Homework is set every week for all academic subjects.

Independent study is set by teachers via ManageBac. This helps ensure that students can stay organised and access the task at all times via their computer. Below is an example of a student's independent study calendar shown on ManageBac:

### IB DP English A Literature (DP 2)

Overview | Tasks | Units | Calendar | Messages | Files | Students

Next 2 weeks

Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
Today	20 2PM Short Story Analysis Quiz	21	22	23	24	25 9AM Read a Selected Short Story by Anton Chekhov
26	27	28 2AM Write a Short Story Themed on Katharine Mansfield	29	30	1	2

#### Upcoming Events or Deadlines

- SEP 20** Short Story Analysis Quiz (HL, Summative, Quiz) Thursday at 2:00 PM
- SEP 25** Read a Selected Short Story by Anton Chekhov (HL, Summative, Homework) Tuesday at 9:00 AM
- SEP 28** Write a Short Story Themed on Katharine Mansfield (HL, Summative, Essay) Friday at 2:00 AM

#### Latest Activity

Activity	Author	Date
Write a Short Story Themed on Katharine Mansfield (Essay)	Sharon Arese	September 27, 2018
Bukowski Quote: Good luck with your mock exams! (Reading)	Sharon Arese	September 22, 2018
Interesting Video (Message)	Chloe Epelbaum	September 22, 2018
Review Stephen King Video (Reading)	Risa Aoki	September 22, 2018
Bonus marks (Announcements)	Sharon Arese	September 21, 2018



All independent study is due by the deadline set by the teacher. It is at the teacher's discretion if they accept homework handed in after the due date. If homework is not completed, students may be put into detention.

The amount of homework increases as students progress through the school. This is a guide to how much students can expect for each subject per week:

<b>MYP1</b>	45 minutes
<b>MYP2</b>	1 hour
<b>MYP3</b>	1.5 hours
<b>MYP4</b>	2 hours
<b>MYP5</b>	2 hours
<b>DP 1</b>	2-3 hours
<b>DP 2</b>	2-3 hours

## Attendance and Punctuality

Attendance at all lessons is compulsory and if a student's attendance falls below our expectations, we reserve the right to withhold registration for formal examinations. Attendance registers are taken at the start of the day by the Form Tutor, at the first lesson after morning break and at the first lesson in the afternoon. Students must have a valid reason for missing lessons such as illness or pre-approved appointments.

The start time of the lesson is not when students arrive, but when learning begins. Therefore students should arrive at lessons **before** the stated start time. If students are persistently late, sanctions will be applied.

## > Rewards and Sanctions

### Rewards

There are four formal methods to recognise positive behaviour and work:

- Students are nominated as ‘academic achiever of the week’ and these nominations are displayed publicly to celebrate students’ academic performance.
- Outstanding work and achievements are recognised in the weekly assembly.
- At the end of each academic year, three students from each year group are awarded prizes for attainment, effort and progress.
- At the end of each academic year, one student who has excelled throughout the year is awarded the La Garenne Student of the Year prize.

### Sanctions

Attitude and Behaviour Cards can be issued to students by the Head of Secondary School, in consultation with teachers and the General Director, for longer-term inappropriate behaviour. Students must carry the card with them at all times and produce it on request. The card must be signed at the end of each lesson by the subject teacher with an indication of the student’s behaviour during that lesson.

Teachers can issue detentions for inappropriate behaviour or missing deadlines. Detentions take place at lunch time for 30 minutes. If a student receives more than one detention in a single week or their behaviour warrants a more serious response, they will automatically be issued with a Friday after-school detention of one hour.

If negative behaviour persists, the following escalation of sanctions is followed:

1. A dialogue takes place with the student regarding their behaviour.
2. The student is issued with a verbal warning.
3. Lunchtime or after-school detention is issued.
4. The student loses privileges and/or is issued with a behaviour card.
5. The student is referred to the Disciplinary Council.

For serious incidents, a Disciplinary Council meeting may be convened to discuss the student’s behaviour and decide on the response. The Disciplinary Council usually comprises the General Director, the Head of Senior Boarding, the Head of Secondary, the student’s Form Tutor and a School Prefect. Persistent bad behaviour could ultimately result in expulsion from the school.



## > Learning Support

We pride ourselves on supporting students with mild to moderate learning needs as well as students who are gifted. Classroom teachers work closely with the Learning Support specialist to help identify, support and monitor children who may require additional support or extension and challenge. We strive to enable students to become independent learners and enhance their self-esteem.

### **We aim to:**

- enable students to become independent learners and to monitor their own progress;
- develop self-esteem and positive attitudes about school and learning;
- assist students to participate in the appropriate curriculum for their age;
- provide additional teaching and support;
- involve parents in supporting their children through effective communication;
- promote collaboration among teachers in implementing whole-school learning support policies;
- develop appropriate individual teaching programmes ;
- intervene to enhance learning and reduce difficulties in learning;
- support student's social and emotional wellbeing through every aspect of school life;
- engage and challenge our gifted and talented students.

All students on the learning support programme have an Individual Education Plan which is evaluated regularly by the SENDCO and the class teacher. These students may also be eligible for extra time in exams. For further information about additional time in examinations, please contact the school SENDCO.

### **The Role of the Form Tutor**

The Form Tutor is the primary point of contact for academic matters as they meet the students every day and have a close overview of their students' progress. The primary roles of the Form Tutor are as follows:

#### **Absence & Lateness**

The Form Tutor is responsible for completing an attendance register each morning. They inform the Head of Secondary School about any pupils who are persistently late or absent.

#### **Pastoral Issues**

Form Tutors maintain an ongoing dialogue with students regarding their lives inside and outside school. They support, guide and help.

#### **Behaviour & Discipline**

Form Tutors monitor the general behaviour of their students and raise any concerns to the Head of Secondary School.

#### **Academic Monitoring and Reports**

Form Tutors maintain an overall view of the academic progress of each of their students. They also meet each student regularly one-to-one to encourage them to reflect on their learning and review their progress in CAS activities. Form Tutors write reports at the end of each term after reviewing students' progress across all subject areas.



## > **Subject Outlines and Assessment Requirements**

### **English Language & Literature**

Students study a wide range of literary and non-literary texts in a variety of media. Students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. This can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

#### **The aims are to enable students to:**

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures;
2. develop listening, speaking, reading, writing, viewing, presenting and performing skills;
3. develop interpretation, analysis and evaluation skills;
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings;
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues;
6. develop an understanding of the relationships between studies in language and literature and other disciplines;
7. communicate and collaborate in a confident and creative way;
8. foster a lifelong interest in and enjoyment of language and literature.

For more detailed information regarding this course please [click here](#) to consult the Language A Guide.



**English A Language & Literature Assessment Outline**

Standard Level	%	Components	% Break down
<b>External assessment (3 hours)</b>	70%	<b>Paper 1:</b> Guided textual analysis (1 hour 15 minutes) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	35%
		<b>Paper 2:</b> Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks)	35%
<b>Internal Assessment</b>	30%	<b>Individual oral</b> (15 minutes) Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher (40 marks)	30%
Higher Level	%	Components	% Break down
<b>External Assessment (4 hours)</b>	80%	<b>Paper 1:</b> Guided textual analysis (2 hours 15 minutes) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)	35%
		<b>Paper 2:</b> Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks)	25%
		<b>HL essay</b> Students submit an essay on one non-literary body of work, or a literary work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length.	20%
<b>Internal Assessment</b>	20%	<b>Individual oral</b> (15 minutes) Supported by an extract from both one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher (40 marks)	20%



## **French Language and Literature**

This course covers a wide range of literary and non-literary texts in a variety of media. Students investigate the nature of language itself and the ways in which it is influenced by and shapes identity and culture. This can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

### **The aims of studies in language and literature are to enable students to:**

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures;
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing;
3. develop skills in interpretation, analysis and evaluation;
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings;
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues;
6. develop an understanding of the relationships between studies in language and literature and other disciplines;
7. communicate and collaborate in a confident and creative way;
8. foster a lifelong interest in and enjoyment of language and literature.

For more detailed information regarding this course please [click here](#) to consult the Language A Guide.



**French A Language & Literature Assessment Outline**

Standard Level	%	Components	% Break down
<b>External assessment (3 hours)</b>	70%	<b>Paper 1:</b> Guided textual analysis (1 hour 15 minutes) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	35%
		<b>Paper 2:</b> Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks)	35%
<b>Internal Assessment</b>	30%	<b>Individual oral</b> (15 minutes) Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher (40 marks)	30%
Higher Level	%	Components	% Break down
<b>External Assessment (4 hours)</b>	80%	<b>Paper 1:</b> Guided textual analysis (2 hours 15 minutes) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)	35%
		<b>Paper 2:</b> Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks)	25%
		<b>HL essay</b> Students submit an essay on one non-literary body of work, or a literary work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length.	20%
<b>Internal Assessment</b>	20%	<b>Individual oral</b> (15 minutes) Supported by an extract from both one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher (40 marks)	20%





## > School Supported Self-Taught Languages

This course belongs to the language and literature group. This guide is not meant to be a replacement for the Language A: Literature guide above. You should read both to understand the SSST course. Being a self-taught student offers a unique opportunity to study the literature of a language that may not be offered as a taught subject. A certain level of autonomy is expected: you will be asked to produce a list of literary works and a timeline. You will also be expected to manage the 150 hours of the course by yourself.

The central concepts of SSST are culture, communication, transformation, perspective, creativity, representation and identity. You should explore how a literary work relates to these concepts. This will help you to:

- see how the literary works are relevant to your world and your experiences;
- make connections between works studied in the course;
- make connections with theory of knowledge (TOK), the approaches to learning and international mindedness;
- make connections with other subjects you are studying;
- become a flexible and critical reader.

For more detailed information regarding this course please [click here](#) to consult the School Supported Self-Taught Guide.

### School Supported Self-Taught Assessment

Standard Level	%	Components	% Break down
<b>External assessment (3 hours)</b>	70%	<b>Paper 1:</b> Guided literary analysis (1 hour 30 minutes) The paper consists of two passages: one prose and one poetry. Students choose one and write a guided literary analysis in response to two questions. (20 marks)	25%
		<b>Paper 2:</b> Essay (1 hour 30 minutes) The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. (25 marks)	25%
		<b>Written assignment</b> Students submit a reflective statement and literary essay on one work studied in part 1. (25 marks) The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.	20%



<b>Alternative Oral Examination (20 minutes)</b>	30%	<b>Section 1:</b> Individual oral commentary (10 minutes) Students present a formal oral commentary on an extract from a work studied in part 2. (30 marks)	15%
		<b>Section 2:</b> Individual oral presentation (10 minutes) Students make a presentation based on two works studied in part 4. (30 marks)	15%
<b>Higher Level</b>	<b>%</b>	<b>Components</b>	<b>% Break down</b>
<b>External Assessment (4 hours)</b>	70%	<b>Paper 1:</b> Literary commentary (2 hours) The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary. (20 marks)	20%
		<b>Paper 2:</b> Essay (2 hours) The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. (25 marks)	25%
		<b>Written assignment</b> Students submit a reflective statement and literary essay on one work studied in part 1. (25 marks) The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.	25%
<b>Internal Assessment</b>	30%	<b>Individual oral commentary and discussion</b> (20 minutes) Formal oral commentary on poetry studied in part 2 with subsequent questions (10 minutes) followed by a discussion based on one of the other part 2 works (10 minutes). (30 marks)	15%
		<b>Individual oral presentation</b> (10–15 minutes) The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks)	15%



## **French B**

Language B is an acquisition course designed for students with some previous knowledge of French. Students increase their understanding through the study of themes and texts. At both SL and HL levels, students learn to communicate in French beyond the classroom in familiar and unfamiliar contexts. They can describe situations, make comparisons, explain problems, and state and support their personal opinions. The study of two literary works originally written in French is required at Language B HL.

### **Language B SL**

*Receptive skills:* Students understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest.

*Productive skills:* Students write texts for a variety of purposes and make oral presentations on topics of interest.

*Interactive skills:* Students initiate and maintain the flow of conversations and discussions. They express and respond to opinions and feelings on a variety of topics.

### **Language B HL**

*Receptive skills:* Students understand and evaluate a wide variety of written and spoken authentic personal, professional and mass media texts; they understand fundamental elements of literary texts such as theme, plot and character.

*Productive skills:* Students present and develop their ideas and opinions on a variety of topics, both orally and in writing. They construct and support arguments with explanations and examples.

*Interactive skills:* Students initiate, maintain and close discussions, displaying some ability to make adjustments in style or emphasis. They use a variety of strategies to maintain the flow of conversations on a variety of topics relating to course content and the culture) of the target language. Students are adept in negotiating meaning and fostering communication.

For more detailed information regarding this course please [click here](#) to consult the Language B Guide.



**Language B Assessment Outline**

Standard Level	%	Components	%Break down
<b>External assessment (3 hours)</b>	75%	<b>Paper 1</b> (1 hour 15 minutes) Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
		<b>Paper 2</b> (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%  25% 25%
<b>Internal Assessment</b>	25%	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  <b>Individual oral assessment</b> A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	25%
Higher Level	%	Components	Percentage Breakdown
<b>External Assessment (3 hours 30 mins)</b>	75%	<b>Paper 1</b> (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
		<b>Paper 2</b> (2 hours) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%  25% 25%
<b>Internal Assessment</b>	25%	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  <b>Individual oral assessment</b> A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	25%



## English B

Language B is an acquisition course designed for students with some previous knowledge of English. Students increase their understanding through studying themes and texts. At both SL and HL levels, students learn to communicate in English beyond the classroom. They can describe situations, make comparisons, explain problems, and state and support their personal opinions. The study of two literary works originally written in English is required only at language B HL.

### Language B SL

*Receptive skills:* Students understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest.

*Productive skills:* Students write texts for a variety of purposes and make oral presentations on topics of interest.

*Interactive skills:* Students initiate and maintain the flow of conversations and discussions. They express and respond to opinions and feelings on a variety of topics.

### Language B HL

*Receptive skills:* Students understand and evaluate a wide variety of written and spoken authentic personal, professional and mass media texts; they understand fundamental elements of literary texts such as theme, plot and character.

*Productive skills:* Students present and develop their ideas and opinions on a variety of topics, orally and in writing. They construct and support arguments with explanations and examples.

*Interactive skills:* Students initiate, maintain and close oral exchanges, displaying some ability to make adjustments in style or emphasis. They use a variety of strategies to maintain the flow of conversations and discussions on a variety of topics relating to course content and the culture(s) of the target language. Students are adept in negotiating meaning and fostering communication.

For more detailed information regarding this course please [click here](#) to consult the Language B Guide.



### Language B Assessment Outline

Standard Level	%	Components	% Break down
<b>External assessment (3 hours)</b>	75%	<b>Paper 1</b> (1 hour 15 minutes) Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
		<b>Paper 2</b> (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
<b>Internal Assessment</b>	25%	<b>Individual oral assessment</b> A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	25%
Higher Level	%	Components	% Break down
<b>External Assessment (3 hours 30 mins)</b>	75%	<b>Paper 1</b> (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
		<b>Paper 2</b> (2 hours) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
<b>Internal Assessment</b>	25%	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. <b>Individual oral assessment</b> A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	25%



## History

DP History is a world history course which focuses on change, causation and significance. It involves the study of political, economic, social and cultural history and encourages students to think historically and to develop historical skills.

Students study and compare examples from different parts of the world, helping to foster international mindedness. Teachers are largely free to choose topics to explore with their students, helping to ensure that the course meets their students' needs and interests regardless of their location or context.

History is available at both Standard Level (SL) and Higher Level (HL).

The aims of all subjects in the individuals and societies subject group are to:

1. encourage the systematic and critical study of human experience and behaviour, physical, economic and social environments, and the history and development of social and cultural institutions;
2. develop the student's capacity to identify, analyse critically and evaluate theories, concepts and arguments about individuals and societies;
3. enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material;
4. promote an appreciation of how learning is relevant both to the culture in which the student lives, and the culture of other societies;
5. develop an awareness that human attitudes and beliefs are diverse and that the study of society requires an appreciation of such diversity;
6. enable the student to recognise that the content and methodologies of the individuals and societies subjects are contestable and that their study requires the toleration of uncertainty.

For more information please click [here](#).



### History Assessment Outline

Standard Level	%	External assessment (2 hours 30 minutes)	% break down
External assessment (2 hrs 30 mins)	75	<b>Paper 1 (1 hour)</b> Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)	30
		<b>Paper 2 (1 hour 30 minutes)</b> Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)	45
Internal assessment (20 hours)	25	<b>IA</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)	25
Higher level	%	Components	% break down
External assessment (5 hours)	80	<b>Paper 1 (1 hour)</b> Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)	20
		<b>Paper 2 (1 hour 30 minutes)</b> Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)	25
		<b>Paper 3 (2 hours 30 minutes)</b> Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks)	35
Internal Assessment	20	<b>IA</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)	20





## **Psychology**

The core of the DP Psychology course is an introduction to understanding behaviour: biological, cognitive and sociocultural. Students come to appreciate the diversity as well as the commonality between their own behaviour and that of others. The course covers applied psychology: abnormal, developmental and health psychology, and the psychology of relationships. It promotes an understanding of the various approaches to research and how they are used to reflect critically on the evidence. Students learn how to design, implement, analyse and evaluate their own investigations in an ethical framework.

The aims of the psychology course at SL and at HL are to:

1. develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour;
2. apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study;
3. understand diverse methods of inquiry;
4. understand the importance of ethical practice in psychological research and maintain ethical practice in their own inquiries;
5. ensure that ethical practices are upheld in all psychological inquiry and discussion;
6. develop an awareness of how psychological research can be applied to address real-world problems and promote positive change;
7. provide students with a basis for further study, work and leisure through the use of an additional language;
8. foster curiosity, creativity and a lifelong enjoyment of language learning.

For more information please [click here](#).



### Psychology Assessment Outline

Standard Level	%	Components	% Break down
<b>External assessment (3 hours)</b>	75%	<b>Paper 1 (2 h)</b> Three short answer questions on the core. One essay from a choice of three on the biological, cognitive and sociocultural approaches. HL only: essays will reference additional HL topics.	50%
		<b>Paper 2 (1 h)</b> SL: one question from a choice of three on one option.	25%
<b>Internal Assessment (20 hours)</b>	25%	A report on an experimental study undertaken by the student.	25%
Higher Level	%	Components	% Break down
<b>External assessment (4 hours)</b>	80%	<b>Paper 1 (2 h)</b> Three short answer questions on the core. One essay from a choice of three on the biological, cognitive and sociocultural approaches. HL only: essays will reference additional HL topic.	40%
		<b>Paper 2 (2 h)</b> HL: two questions; one each from a choice of three on two options.	20%
		<b>Paper 3 (1 h)</b> Three short answer questions on approaches to research.	20%
<b>Internal Assessment (20 hours)</b>	40%	A report on an experimental study undertaken by the student.	20%



## **Global Politics**

The 21st century is characterised by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. Global Politics is an exciting, dynamic subject which draws on a variety of disciplines in social sciences and humanities, reflecting the complex nature of contemporary political issues. Students critically engage with new and different perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

The DP Global Politics course explores fundamental political concepts such as power, equality, sustainability and peace. Students develop an understanding of the local, national, international and global dimensions of political activity and processes, and explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

The aims of all subjects in the individuals and societies subject group are to:

1. encourage the systematic and critical study of human experience and behaviour, physical, economic and social environments, and the history and development of social and cultural institutions;
2. develop the student's capacity to identify, analyse critically and evaluate theories, concepts and arguments about the nature and activities of the individual and society;
3. enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material;
4. promote the appreciation of the way in which learning is relevant both to the culture in which the student lives and the culture of other societies;
5. develop an awareness in the student that human attitudes and beliefs are diverse and that the study of society requires an appreciation of such diversity;
6. enable the student to recognise that the content and methodologies of the individuals and societies subjects are contestable and that their study requires the toleration of uncertainty.

For more information please [click here](#).



### Global Politics Assessment Outline

Standard Level	%	Components	% Break down
<b>External assessment (3 hours)</b>	75%	<b>Paper 1</b> (1 h 15 min) Stimulus-based paper based on a topic from one of the four core units Four compulsory short-answer/structured questions (25 marks)	30%
		<b>Paper 2</b> (1 h 45 min) Students must write two essays from a choice of eight, each selected from a different core unit (50 marks)	45%
<b>Internal Assessment (20 hours)</b>	25%	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  <b>Engagement activity</b> A written report (2,000-word maximum) on a political issue explored through engagement and research. (20 marks)	25%
Higher Level	%	Components	% Break down
<b>External assessment (4 hours)</b>	60%	<b>Paper 1</b> (1 h 15 min) Stimulus-based paper on a topic from one of the four core units Four compulsory short-answer/structured questions (25 marks)	20%
		<b>Paper 2</b> (2 h 45 min) Extended response paper based on the four core units. Students must write three essays from a choice of eight, each selected from a different core unit (75 marks)	40%
<b>Internal Assessment</b>	40%	These components are internally assessed by the teacher and externally moderated by the IB at the end of the course.  <b>Engagement activity</b> (20 hours) A written report (2,000-word maximum) on a political issue explored through engagement and research (20 marks)  <b>HL extension: global political challenges</b> (90 hours) Two video recorded oral presentations (10-minute maximum each) of two case studies chosen from two different HL extension topics (20 marks)	20%



## Business Management

Students starting Business Management in DP1 will study a syllabus covering six concepts: change, culture, ethics, globalisation, innovation, and strategy. The course covers human resource management, finance and accounts, marketing and operations. Students are encouraged to appreciate ethical concerns at both a local and global level and to develop relevant and transferable skills. These include the ability to think critically, make ethically sound and well-informed decisions, think strategically, and undertake long term planning, analysis and evaluation. The course also develops skills, such as financial analysis.

The HL course in Business Management differs from the SL course in terms of the:

- recommended teaching hours (240 hours for HL compared to 150 hours for SL) ;
- extra depth and breadth required (extension units for HL) ;
- nature of the internal assessment task ;
- nature of the examination questions.

For more information please [click here](#).

### Business Management Assessment Outline

Standard Level	%	Components	Percentage Breakdown
External Assessment (3 hours)	75%	<b>Paper 1</b> (1 hour and 15 minutes) Based on a case study issued in advance, with additional unseen material for section B. Assessment objectives 1, 2, 3, 4 (40 marks) <u>Section A</u> Students answer two of three structured questions based on the pre-seen case study. (10 marks per question) <u>Section B</u> Syllabus content: Units 1–5 Students answer one compulsory structured question primarily based on the additional stimulus material. (20 marks)	30%
		<b>Paper 2</b> (1 hour and 45 minutes) Assessment objectives 1, 2, 3, 4 (50 marks) <u>Section A</u> Students answer one of two structured questions based on stimulus material with a quantitative focus. (10 marks) <u>Section B</u> Students answer one of three structured questions based on stimulus material. (20 marks) <u>Section C</u> Students answer one of three extended response questions primarily based on two concepts that underpin the course. (20 marks).	45%







<p>External Assessment (4 hours 30 minutes)</p>	<p>80%</p>	<p><b>Paper 1 (2 hours 15 minutes)</b> <b>Geographic themes—three options (60 marks)</b></p> <ul style="list-style-type: none"> <li>• Freshwater</li> <li>• Oceans and coastal margins</li> <li>• Extreme environments</li> <li>• Geophysical hazards</li> <li>• Leisure, tourism and sport</li> <li>• Food and health</li> <li>• Urban environments</li> </ul> <p>Each option has a structured question and one extended answer question from a choice of two.</p> <p><b>Paper 2 (1 hour 15 minutes)</b> <b>Geographic perspectives—global change (50 marks)</b></p> <ul style="list-style-type: none"> <li>• Population distribution—changing population</li> <li>• Global climate—vulnerability and resilience</li> <li>• Global resource consumption and security</li> </ul> <p><b>Paper 3 (1 hour)</b> <b>Geographic perspectives—global interactions (28 marks)</b> <b>HL only</b></p> <ul style="list-style-type: none"> <li>• Power, places and networks</li> <li>• Human development and diversity</li> <li>• Global risks and resilience</li> </ul>	<p>35%</p> <p>25%</p> <p>20%</p>
<p>Internal Assessment (20 hours)</p>	<p>20%</p>	<p><b>Internal assessment with Fieldwork (20 hours)</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Written report (25 marks)</b> One written report based on a fieldwork question from any suitable syllabus topic, information collection and analysis with evaluation.</p>	<p>20%</p>





## **Biology**

Biologists attempt to understand the living world at all levels. 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 ecosystems function.

Through studying biology, chemistry or physics, students are introduced to different scientific methods and how to communicate them with an emphasis on a practical approach through experimental work.

Students will learn to:

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities;
- acquire a body of knowledge, methods and techniques that characterise science and technology;
- apply and use this knowledge, methods and techniques;
- develop the ability to analyse, evaluate and synthesise scientific information;
- develop critical awareness of the need for and the value of effective collaboration and communication during scientific activities;
- develop experimental and investigative scientific skills using current technologies;
- develop and apply 21st century communication skills in the study of science;
- become critically aware as global citizens, of the ethical implications of using science and technology;
- develop an appreciation of the possibilities and limitations of science and technology;
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

For more information regarding this course please [click here](#).



### Biology Assessment Outline

Standard Level Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	3/4
Paper 2	40	20	20	1 1/4
Paper 3	20	10	10	1
Internal Assessment	20	Covers objectives 1, 2, 3 and 4		10
External Assessment	Percentage	Components		Percentage Breakdown
	80%	<p><b>Paper 1</b> (45 minutes)</p> <ul style="list-style-type: none"> <li>• 30 multiple-choice questions on core material, about 15 of which are common with HL.</li> <li>• The questions on paper 1 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is not permitted.</li> <li>• No marks are deducted for incorrect answers.</li> </ul> <p>Marks: 30</p>		20%
		<p><b>Paper 2</b> (1 h 15 min)</p> <ul style="list-style-type: none"> <li>• Data-based question.</li> <li>• Short-answer and extended-response questions on core material.</li> <li>• One out of two extended response questions to be attempted by candidates.</li> <li>• The questions on paper 2 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is permitted. (See calculator section on the OCC.)</li> </ul> <p>Marks: 50</p>		40%
<p><b>Paper 3</b> (1 hour)</p> <ul style="list-style-type: none"> <li>• This paper will have questions on core and SL option material.</li> <li>• Section A: candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core material.</li> <li>• Section B: short-answer and extended-response questions from one option.</li> <li>• The questions on paper 3 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is permitted. (See calculator section on the OCC.)</li> </ul> <p>Marks: 35</p>		20%		
Higher Level Component	Overall weighting	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	



	(%)			
<b>Paper 1</b>	20	10	10	
<b>Paper 2</b>	36	18	18	
<b>Paper 3</b>	24	12	12	
<b>Internal Assessment</b>	20	Covers objectives 1, 2, 3 and 4		
<b>External Assessment</b>	<b>Percentage</b>	<b>Components</b>		
	80%	<p><b>Paper 1</b> (1 hour)</p> <ul style="list-style-type: none"> <li>• 40 multiple-choice questions on core and AHL material, about 15 of which are common with SL.</li> <li>• The questions on paper 1 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is not permitted.</li> <li>• No marks are deducted for incorrect answers.</li> </ul> <p>Marks: 40</p>		20%
		<p><b>Paper 2</b> (2 hours 15 min)</p> <ul style="list-style-type: none"> <li>• Data-based question.</li> <li>• Short-answer and extended-response questions on core and AHL material.</li> <li>• Two out of three extended response questions to be attempted by candidates.</li> <li>• The questions on paper 2 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is permitted. (See calculator section on the OCC.)</li> </ul> <p>Marks: 72</p>		36%
		<p><b>Paper 3</b> (1 hour 15 min)</p> <ul style="list-style-type: none"> <li>• Section A: candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core and AHL material.</li> <li>• Section B: short-answer and extended-response questions from one option.</li> <li>• The questions on paper 3 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is permitted. (See calculator section on the OCC.)</li> </ul> <p>Marks: 45</p>		24%



## **Environmental Systems and Societies**

The IB standard level course provides students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed response to the wide range of pressing environmental issues we are all facing today. Students consider their own relationship with their environment and the significance of the choices and decisions they make in a scientific, ethical and socio-political context.

The course aims to:

- promote understanding of environmental processes at a variety of scales, from local to global;
- provide a body of knowledge, methodologies and skills that can be used in the analysis of environmental issues at local and global levels;
- enable students to apply the knowledge, methodologies and skills gained;
- promote critical awareness of a diversity of cultural perspectives;
- recognise the extent to which technology plays a role in both causing and solving environmental problems;
- appreciate the value of local as well as international collaboration in resolving environmental problems;
- appreciate that environmental issues may be controversial and may provoke a variety of responses;
- appreciate that human society is both directly and indirectly linked to the environment at a number of levels and at a variety of scales.

### **Assessment at a glance**

#### **Paper 1**

Duration: 1 Hour

Weighting: 25%

Marks: 35

Objectives: 1 & 2 = 50% and 3 = 50%

Short questions replaced with a case study

Questions & questions dealing with holistic analysis and evaluation of the data in the case study.

#### **Paper 2**

Duration: 2 hours

Weighting: 50%

Marks: 65

Objectives: 1 & 2 = 50% and 3 = 50%

Section A (25 marks) is made up of short-answer and data-based questions

Section B (40 marks) answer two structured essay questions from a choice of four (20 marks each)

#### **Individual Investigation (Internal Assessment)**

Weighting: 25%

Marks: 30

Time *includes* 10 hours for the Individual Investigation (IA)



## Physics

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe from the very smallest particles to the vast distances between galaxies.

The DP Physics course covers theory as well as traditional practical skills and techniques. It allows students to develop interpersonal and digital communication skills which are important transferable skills in their own right. Students will increase their competence in mathematics, which is the language of physics.

The physics course aims to enable student to:

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities;
- acquire and apply a body of knowledge, methods and techniques;
- develop an ability to analyse, evaluate and synthesise scientific information;
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities;
- develop experimental and investigative scientific skills including the use of current technologies;
- develop and apply 21st century communication skills in the study of science;
- become critically aware, as global citizens, of the ethical implications of using science and technology;
- develop an appreciation of the possibilities and limitations of science and technology;
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

For more information regarding IB Physics please click [here](#).



### Physics Assessment Outline

Standard Level Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	3/4
Paper 2	40	20	20	1 1/4
Paper 3	20	10	10	1
Internal Assessment	20	Covers objectives 1, 2, 3 and 4		10
External Assessment	Percentage	Components		Percentage Breakdown
	80%	<b>Paper 1</b> (45 minutes) <ul style="list-style-type: none"> <li>• 30 multiple-choice questions on core, about 15 of which are common with HL.</li> <li>• The questions on paper 1 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is not permitted.</li> <li>• No marks are deducted for incorrect answers.</li> <li>• A physics data booklet is provided.</li> </ul> Marks: 30		20%
		<b>Paper 2</b> (1 h 15 min) <ul style="list-style-type: none"> <li>• Short-answer and extended-response questions on core material.</li> <li>• The questions on paper 2 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is permitted. (See calculator section on the OCC.)</li> <li>• A physics data booklet is provided.</li> </ul> Marks: 50		40%
		<b>Paper 3</b> (1 hour) <ul style="list-style-type: none"> <li>• This paper will have questions on core and SL option material.</li> <li>• Section A: one data-based question and several short-answer questions on experimental work.</li> <li>• Section B: short-answer and extended-response questions from one option.</li> <li>• The questions on paper 3 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is permitted. (See calculator section on the OCC.)</li> <li>• A physics data booklet is provided.</li> </ul> Marks: 35		20%
Higher Level Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	1



<b>Paper 2</b>	36	18	18	2 1/4
<b>Paper 3</b>	24	12	12	1 1/4
<b>Internal Assessment</b>	20	Covers objectives 1, 2, 3 and 4		10
<b>External Assessment</b>	<b>Percentage</b>	<b>Components</b>		<b>Percentage Breakdown</b>
	80%	<p><b>Paper 1</b> (1 hour)</p> <ul style="list-style-type: none"> <li>• 40 multiple-choice questions on core and AHL, about 15 of which are common with SL.</li> <li>• The questions on paper 1 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is not permitted.</li> <li>• No marks are deducted for incorrect answers.</li> <li>• A physics data booklet is provided.</li> </ul> <p>Marks: 40</p>		20%
		<p><b>Paper 2</b> (2 hours 15 min)</p> <ul style="list-style-type: none"> <li>• Short-answer and extended-response questions on the core and AHL material.</li> <li>• The questions on paper 2 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is permitted. (See calculator section on the OCC.)</li> <li>• A physics data booklet is provided.</li> </ul> <p>Marks: 90</p>		36%
<p><b>Paper 3</b> (1 hour 15 min)</p> <ul style="list-style-type: none"> <li>• This paper will have questions on core, AHL and option material.</li> <li>• Section A: one data-based question and several short-answer questions on experimental work.</li> <li>• Section B: short-answer and extended-response questions from one option.</li> <li>• The questions on paper 3 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is permitted. (See calculator section on the OCC.)</li> <li>• A physics data booklet is provided.</li> </ul> <p>Marks: 45</p>		24%		



## Chemistry

Chemistry is an experimental science which combines academic study with the acquisition of practical and investigational skills. Apart from being worthy of study in its own right, chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological sciences and environmental sciences. Students develop interpersonal and digital technology skills, which are essential in scientific endeavour and are key transferable skills in their own right.

The chemistry course seeks to enable students to:

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities;
- acquire and apply a body of knowledge, methods and techniques that characterise science and technology;
- develop an ability to analyse, evaluate and synthesise scientific information;
- develop a critical awareness of the need for and the value of effective collaboration and communication during scientific activities;
- develop experimental and investigative scientific skills including the use of current technologies;
- develop and apply 21st century communication skills in the study of science;
- become critically aware global citizens of the ethical implications of using science and technology;
- develop an appreciation of the possibilities and limitations of science and technology;
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

For more information please click [here](#).





### Chemistry Assessment Outline

Standard Level Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	3/4
Paper 2	40	20	20	1 1/4
Paper 3	20	10	10	1
Internal Assessment	20	Covers objectives 1, 2, 3 and 4		10
External Assessment	Percentage	Components		Percentage Breakdown
	80%	<p><b>Paper 1</b> (45 minutes)</p> <ul style="list-style-type: none"> <li>30 multiple-choice questions on core, about 15 of which are common with HL.</li> <li>The questions on paper 1 test assessment objectives 1, 2 and 3.</li> <li>The use of calculators is not permitted.</li> <li>Students will be provided with a periodic table.</li> <li>No marks are deducted for incorrect answers.</li> </ul> <p>Marks: 30</p> <p><b>Paper 2</b> (1 h 15 min)</p> <ul style="list-style-type: none"> <li>Short-answer and extended-response questions on core material.</li> <li>The questions on paper 2 test assessment objectives 1, 2 and 3.</li> <li>The use of calculators is permitted. (See calculator section on the OCC.)</li> <li>A chemistry data booklet is to be provided by the school.</li> </ul> <p>Marks: 50</p> <p><b>Paper 3</b> (1 hour)</p> <ul style="list-style-type: none"> <li>This paper will have questions on core and SL option material.</li> <li>Section A: one data-based question and several short-answer questions on experimental work.</li> <li>Section B: short-answer and extended-response questions from one option.</li> <li>The questions on paper 3 test assessment objectives 1, 2 and 3.</li> <li>The use of calculators is permitted. (See calculator section on the OCC.)</li> <li>A chemistry data booklet is to be provided by the school.</li> </ul> <p>Marks: 35</p>		20%  40%  20%
Higher Level Component	Overall weighting	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	



	(%)			
<b>Paper 1</b>	20	10	10	
<b>Paper 2</b>	36	18	18	
<b>Paper 3</b>	24	12	12	
<b>Internal Assessment</b>	20	Covers objectives 1, 2, 3 and 4		
<b>External Assessment</b>	<b>Percentage</b>	<b>Components</b>		
	80%	<p><b>Paper 1</b> (1 hour)</p> <ul style="list-style-type: none"> <li>• 40 multiple-choice questions on core and AHL, about 15 of which are common with SL.</li> <li>• The questions on paper 1 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is not permitted.</li> <li>• Students will be provided with a periodic table.</li> <li>• No marks are deducted for incorrect answers.</li> </ul> <p>Marks: 40</p>		20%
		<p><b>Paper 2</b> (2 hours 15 min)</p> <ul style="list-style-type: none"> <li>• Short-answer and extended-response questions on the core and AHL material.</li> <li>• The questions on paper 2 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is permitted. (See calculator section on the OCC.)</li> <li>• A chemistry data booklet is to be provided by the school.</li> </ul> <p>Marks: 90</p>		36%
		<p><b>Paper 3</b> (1 hour 15 min)</p> <ul style="list-style-type: none"> <li>• This paper will have questions on core, AHL and option material.</li> <li>• Section A: one data-based question and several short-answer questions on experimental work.</li> <li>• Section B: short-answer and extended-response questions from one option.</li> <li>• The questions on paper 3 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is permitted. (See calculator section on the OCC.)</li> <li>• A chemistry data booklet is to be provided by the school.</li> </ul> <p>Marks: 45</p>		24%



## Mathematics: Applications & Interpretation

This course recognises the increasing role that mathematics and technology play in a data-rich world. It emphasises the meaning of maths in context by focusing on topics that are often used as applications or in mathematical modelling. This course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Mathematics: A&I will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Students who choose Mathematics: A&I should enjoy seeing maths used in real-world contexts. Students taking this course at HL will have good algebraic skills and experience of solving real-world mathematical problems. They will be students who get satisfaction out of challenges and who are comfortable using technology.

For more information please [click here](#).

### Mathematics Applications and Interpretations Assessment Outline

Standard Level	Percentage	Components	Percentage Breakdown
External Assessment (3 hours)	80%	<b>Paper 1</b> (90 minutes) Technology required. (80 marks) Compulsory short-response questions based on the syllabus. (80 marks)	40%
		<b>Paper 2</b> (90 minutes) Technology required. (80 marks) Compulsory extended-response questions based on the syllabus. (80 marks)	40%
Internal Assessment	20%	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  <b>Mathematical exploration</b> Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%
Higher Level	Percentage	Components	Percentage Breakdown
External Assessment (5 hours)	80%	<b>Paper 1</b> (120 minutes) Technology required. (110 marks) Compulsory short-response questions based on the syllabus.	30%
		<b>Paper 2</b> (120 minutes) Technology required. (110 marks) Compulsory extended-response questions based on the syllabus.	30%
		<b>Paper 3</b> (60 minutes) Technology required. (55 marks)	20%



		Two compulsory extended response problem-solving questions.	
<b>Internal Assessment</b>	20%	<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Mathematical exploration</b> Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	20%



## > Mathematics: Analysis & Approaches

This course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of maths. This course includes topics that are both traditionally part of a pre-university maths course (functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. Mathematics: A&A places strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Students who choose Mathematics: A&A should be comfortable with using algebraic expressions, enjoy the recognition of patterns and understand the mathematical generalisation of these patterns. Students taking this course at HL will have strong algebraic skills and the ability to understand simple proof. These students will enjoy spending time with problems and get satisfaction from solving mathematical challenges. For more information please [click here](#).

### Mathematics Analysis and Approaches Assessment Outline

Standard Level	%	Components	% Break down
External Assessment (3 hours)	80%	<b>Paper 1</b> (90 minutes) No technology allowed. (80 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus.	40%
		<b>Paper 2</b> (90 minutes) Technology required. (80 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus	40%
Internal Assessment	20%	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  <b>Mathematical exploration</b> Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%
Higher Level	%	Components	% Break down



<b>External Assessment (5 hours)</b>		<p><b>Paper 1</b> (120 minutes) No technology allowed. (110 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus.</p>	30%
	80%	<p><b>Paper 2</b> (120 minutes) Technology required. (110 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus.</p>	30%
		<p><b>Paper 3</b> (60 minutes) Technology required. (55 marks) Two compulsory extended response problem-solving questions.</p>	20%
<b>Internal Assessment</b>	20%	<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Mathematical exploration</b> Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	20%



## Visual Arts

The IB Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. Students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study Visual Arts in higher education as well as for those who are seeking lifelong enrichment through art.

The syllabus has a clear distinction between the course at SL and HL, with additional assessment requirements at HL. HL students are encouraged to produce a larger portfolio and demonstrate a deeper consideration of how their resolved works communicate with a potential viewer.

For more information please [click here](#).

### Visual Arts Assessment Outline

Standard Level	%	Components	% Break down
External Assessment	60%	<p><b>Part 1: Comparative study</b> Students at SL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts. SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). SL students submit a list of sources used.</p>	20%
		<p><b>Part 2: Process portfolio</b> Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two- year course. SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table.</p>	40%







<p><b>Internal Assessment</b></p>	<p>40%</p>	<p>This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Part 3: Exhibition</b></p> <p>Students at HL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p> <ul style="list-style-type: none"><li>• HL students submit a curatorial rationale that does not exceed 700 words.</li><li>• HL students submit 8–11 artworks.</li><li>• HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.</li></ul> <p>HL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.</p>	<p>40%</p>
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## > CORE Theory of Knowledge

The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. It is a core element of the DP to which at least 100 hours of class time is devoted. In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking, as well as empowering, for students.

TOK centres on the exploration of contestable questions about knowledge itself, such as: “What counts as good evidence for a claim?”, “Are some types of knowledge less open to interpretation than others?”, or “What constraints should there be on the pursuit of knowledge?”. While these questions may initially seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course.

For more information please [click here](#).

### Theory of Knowledge Assessment Overview

	Percentage	Components	Percentage Breakdown
<b>External Assessment</b>	67%	<b>TOK essay on a prescribed title</b> (10 marks)  For this component, students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.	67%
<b>Internal Assessment</b>	33%	<b>Theory of knowledge exhibition</b> (10 marks)  For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	33%

**> CORE Extended Essay**

The extended essay is an in-depth study of a topic normally chosen from one of the student’s six IB Diploma subjects, or a subject that a student has some background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research of a topic of their own choice, under the guidance of a supervisor (usually a member of La Garenne academic staff). This leads to a major piece of formally presented, structured writing, in which ideas and findings about the topic are communicated in a reasoned and coherent manner.

All students must undertake three mandatory reflection sessions with their supervisor, including a short, concluding interview, or viva voce, following the completion of the extended essay. The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

For more information please [click here](#).

**Extended Essay Assessment Overview**

Criterion A: focus and method	Criterion B: knowledge and understanding	Criterion C: critical thinking	Criterion D: presentation	Criterion E: engagement
Topic Research question Methodology	Context Subject-specific terminology and concepts	Research Analysis Discussion and evaluation	Structure Layout	Process Research focus
<b>Marks</b>	<b>Marks</b>	<b>Marks</b>	<b>Marks</b>	<b>Marks</b>
6	6	12	4	6
<b>Total marks available: 34</b>				



## **CORE Creativity, Activity, Service (CAS)**

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning and development. It is organised around the three strands of creativity, activity and service defined as follows:

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

A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each student has a different starting point and different needs and goals.

A CAS programme is individualised according to students' interests, skills, values and background. The school and students give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme.

CAS offers a helpful and supportive framework and continuum of process. Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

For more information please [click here](#).



## > CAS Assessment Overview

Students provide the school with evidence in their CAS portfolio of having achieved each learning outcome at least once through their CAS programme. The CAS coordinator must reach agreement with the student as to what evidence is necessary to demonstrate achievement of each CAS learning outcome. Commonly, the evidence of achieving the seven CAS learning outcomes is found in students' reflections. In CAS, there are seven learning outcomes.

<b>LO 1</b>	Identify own strengths and develop areas for growth
<b>Descriptor</b>	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
<b>LO 2</b>	Demonstrate that challenges have been undertaken, developing new skills in the process
<b>Descriptor</b>	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
<b>LO 3</b>	Demonstrate how to initiate and plan a CAS experience
<b>Descriptor</b>	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
<b>LO 4</b>	Show commitment to and perseverance in CAS experiences
<b>Descriptor</b>	Students demonstrate regular involvement and active engagement in
<b>LO 5</b>	Demonstrate the skills and recognise the benefits of working collaboratively
<b>Descriptor</b>	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
<b>LO 6</b>	Demonstrate engagement with issues of global significance
<b>Descriptor</b>	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
<b>LO 7</b>	Recognise and consider the ethics of choices and actions
<b>Descriptor</b>	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.