



HAUT-LAC

IB DIPLOMA

PROGRAMME

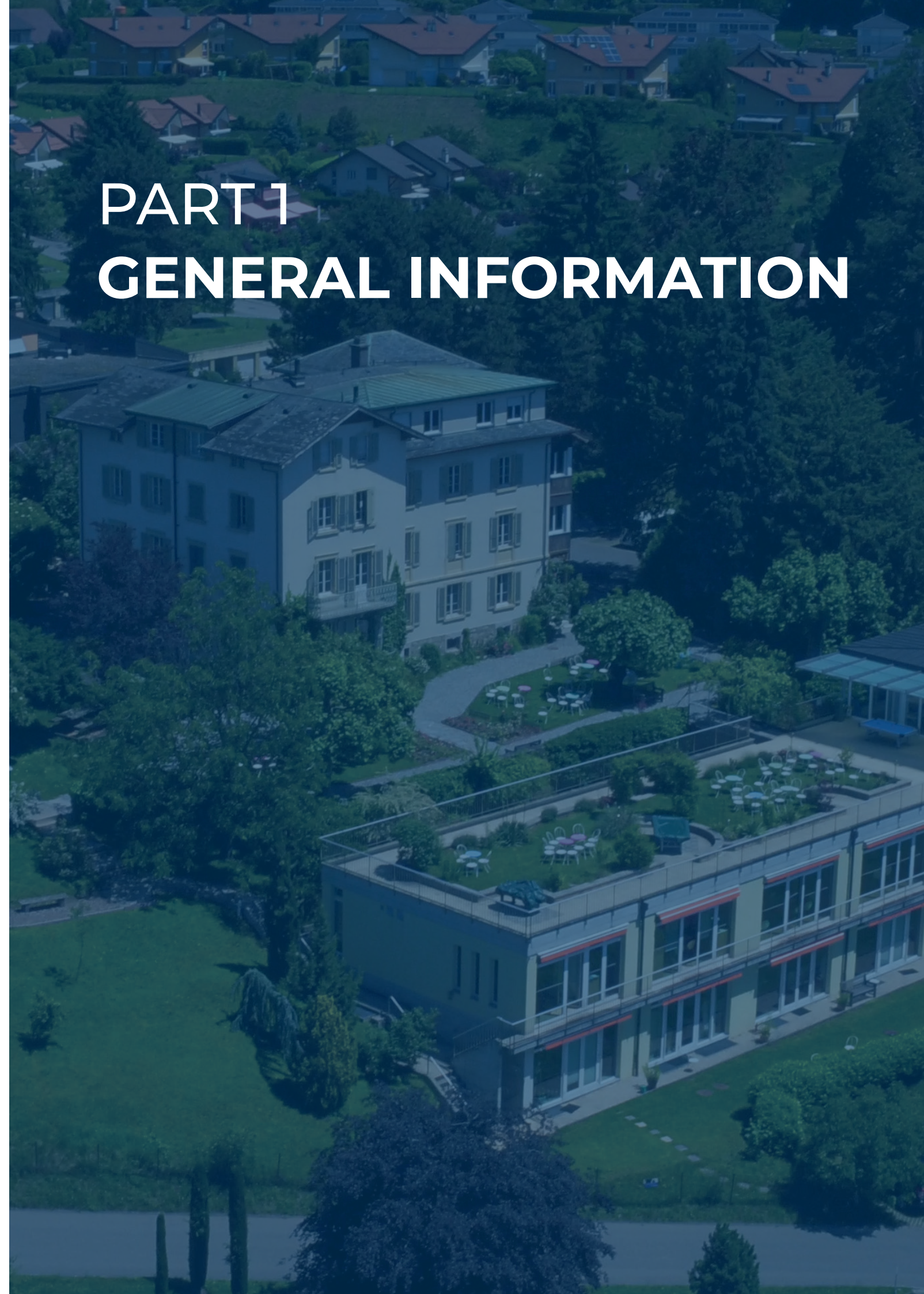
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PART 1 GENERAL INFORMATION



INTRODUCTION



The IB Diploma is a widely recognized and respected pre-university programme that offers students the benefits of a broad and rigorous curriculum whilst simultaneously enabling further specialization by way of its higher level (HL) courses. The purpose of this booklet is to offer potential students and parents key information, helping them to understand the IBDP and enable more informed decision making.

Our IB Diploma and IB Course graduates regularly confirm that the IB programmes are academically rigorous and challenging but they also add that they are stimulating and rewarding too. Many of our graduates return to visit us after they leave and are keen to explain how their experience of the IB at Haut-Lac gave them the skills, knowledge and tools to succeed at university and beyond.

For further information regarding the International Baccalaureate Organisation (IBO), please visit the IBO website on www.ibo.org. Feel free to contact me via email (beatrice.gillet@haut-lac.ch) or arrange an appointment via the reception at the Roches Grises Campus if you have any questions regarding the IBDP at Haut-Lac.

Béatrice Gillet
IB Diploma Programme Coordinator



HAUT-LAC MISSION STATEMENT

As they mature, students are guided to be autonomous, self-disciplined and methodical in their work. Qualities such as intellectual curiosity, analytical reflection, the ability to communicate in more than one language, a desire to help others and an understanding of the importance of sharing and teamwork are embraced as essential and enriching elements on the road to personal success.

As a community, Haut-Lac endeavors to reflect positive moral, social and educational values. It develops in its students the skills, knowledge and character required to become responsible citizens, confident of taking their place in a rapidly changing, inter-dependent, global society. Our expectations are high and all are challenged and encouraged to exploit their potential to the full.



*“Nurturing talents,
fostering happiness,
creating futures”*

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, it works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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

Students not wishing to take the full IB Diploma will take the same classes as their peers, but will work towards the Haut-Lac Diploma/IBDP certificates and only sit exams in some subjects.



WHAT IS THE DIPLOMA PROGRAMME?

The International Baccalaureate Diploma Programme is a comprehensive and rigorous two-year curriculum, which prepares students aged 16 to 19 for third level education and life beyond. It is a student-centred holistic programme, which addresses the intellectual, social, mental and physical well-being of the student. Based on the pattern of no single country, it is a deliberate blend of specialization and breadth of study. The programme is respected and recognized by the world's leading universities and employers.

Through the DP, schools are able to develop students who:

- ▶ have an excellent breadth and depth of knowledge
- ▶ flourish physically, intellectually, emotionally and ethically
- ▶ study at least two languages
- ▶ excel in traditional academic subjects
- ▶ explore the nature of knowledge through the programme's unique theory of knowledge course.

Since its founding in 1968, the IB Diploma has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of the skills and discipline needed for success in a competitive world.

There are currently over 3,976 IB schools in 147 countries, providing education for over one million students. 2,627 schools offer the IB Diploma.

The IB program is a student-centered, holistic program. Haut-Lac IB students are internationally-minded people who recognize their common humanity and shared guardianship of the planet. An Haut-Lac IB education means opportunities to develop healthy relationships, imagination and ethical reasoning. It instils the confidence and persistence students need to achieve challenges. It means learning what it is to be human and how to thrive in a complex world.

Haut-Lac IB learners work together to turn experiences into understanding as they learn how to learn and manage their own learning. IB students are supported by assessments and a variety of strategies to help them understand how they are doing and how they can do better.

An IB education helps students build understanding through inquiry, action and reflection. Students learn by doing, connecting the classroom with the world beyond.

The IB Diploma Program culminates in exhibitions, projects and independent research that demonstrate not only what students know but also what they can do.

IB students explore how to face local and global challenges involving the environment, conflict, development, rights, cooperation and governance.

The IB Diploma curriculum is engaging, relevant, challenging and significant. It fosters a holistic version of education, one that emphasizes the student as an interpreter rather than as a recipient

It helps students become international citizens through a broad, balanced, conceptual and connected academic programme.

Students learn content that is worth knowing. The IB Diploma Programme spans traditional academic disciplines and pushes students to make connections across many fields of study.



THE IB LEARNER PROFILE

The graphic features a silhouette of a person's head in profile, facing right. Inside the silhouette is a word cloud of the ten IB Learner Profile attributes: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective. To the right of the silhouette is the official IB Learner Profile logo, which is a circular emblem containing the same silhouette and the text 'THE IB LEARNER PROFILE'.

The IB Diploma programme fosters intercultural understanding and respect through 10 core values. It describes the attributes of people who are empowered to create a more peaceful and better world.

IB learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

At the heart of an IB education are lifelong learners who believe why they learn is as important as what they study in school.

THE IB DIPLOMA PROGRAMME MODEL

Please note that the subjects offered by Haut-Lac can vary from year to year depending on student interests and timetabling constraints. On the next page is an example of subjects that are usually offered.

IBDP Curriculum

IB Diploma candidates select one subject from each of six subject groups. Three subjects are taken at Higher Level (240 hours of teaching) and three at Standard Level (150 hours).



ENTRY RECOMMENDATIONS

Student who complete MYP5 with the marks listed in the table below will have a realistic chance of success in the IB Diploma.

GROUP	COURSE CHOICES	SL (out of 7)	HL (out of 7)
1. Strongest Language	English Language & Literature	4	5
	French Language & Literature	4	5
	English Literature	4	5
	French Literature	4	5
	Spanish Language & Literature**	4	5
2. Additional Language	French B	End phase 3	End phase 5
	French Ab Initio	End phase 3	End phase 5
	English B	4	5
	German B**	4	N/A
	Spanish B** (online)		N/A
	Spanish Ab Initio (online)		
3. Individuals & Societies	History	4	5
	Geography	4	5
	Business Management	4	5
	Economics	N/A	N/A
4. Sciences	Biology	4	5
	Chemistry	4	5
	Physics	4	5
	Sports Sciences	4	5
	Computer Science	4	5
	Environmental Systems & Societies*	N/A	N/A
5. Maths	Maths Analysis & Approaches	4 standard	5 extended
	Maths Application & Interpretation	4 standard	
6. Arts & Electives	Visual Art*	4	5
	Film*	4	5
	Language B	En Phase 3	End Phase 5
		4	5
	Additional Group 6 options:		
	Biology/Chemistry/Physics	4	5
	Business Mangement	4	5

* This subject is not recognised by Swiss universities.

**Entry into Spanish/German B HL is linked to mother-tongue experience and academic background. Students will be considered case by case, based on feedback from our language teachers and a language test.

SUBJECT CHOICES

Haut-Lac offers a broad and balanced range of DP courses in English and French. The offering is reviewed annually based on students' interests, student numbers and scheduling constraints. We recommend that students select subjects based upon interest, ability and with their future pathway in mind.

As the minimum number of students required for a subject to run is 5, and a maximum number applies to some subjects, students must select a second choice in each subject group. Students who do not have the required marks in a subject in Semester 1 may be allocated their second choice. Subjects will be filled on a first come first served basis AND teacher recommendation.

Personal Project

Students who joined Haut-Lac at the start of MYP5 or earlier must obtain at least a 4 in the MYP Personal Project.

Teacher Recommendations

MYP5 and DP staff provide students with personalised guidance and feedback to help them choose the right subjects for them.

Haut-Lac High School Diploma

As the entry requirements are more flexible, students choose their High School Diploma course combination in consultation with the school and their parents. The school reserves the right to take a student off the Full IB Diploma course if they obtain less than 24 points in the final DP1 exams or in the DP2 mock exams in February.

Should you have questions at any point in the process, do not hesitate to contact Greg Wilson (IBDP Coordinator).

Similarly, if you would like more information on specific subjects, feel free to contact the subject teachers (list on back cover).

Nick Pournaras, the University Guidance Counsellor, is also happy to help.



Experience has shown that IB Diploma holders gain admission to universities throughout the world.

See further details regarding universities and careers in the online IBDP handbook.

ASSESSMENT

A variety of assessment methods are used to evaluate academic achievement and take into account different learning styles and cultural patterns.

External Assessment

Students take written examinations at the end of the programme, which are marked by external IBO examiners. Students also complete assessment tasks in school, which are either initially marked by teachers and then moderated by external experts or sent directly to external examiners. Assessment is criterion-related, which means student performance is measured against pre-specified IB criteria linked to the aims and objectives of each subject. Universities value the rigour and consistency of Diploma Programme assessment practice.

Example tasks are:

- ▶ Essays
- ▶ Problem solving
- ▶ Data response
- ▶ Multiple choice questions
- ▶ Short response questions
- ▶ Data response questions

Internal Assessment

Internal Assessment takes place throughout the course and is managed using a deadlines calendar (see the online IBDP Handbook for further details). Teachers are responsible for evaluating all internally assessed work which is then standardized within departments. Samples are then sent away to be moderated by external examiners to ensure criteria are met.

Students are regularly assessed in a variety of ways:

- ▶ Fieldwork
- ▶ Laboratory work
- ▶ Investigations
- ▶ Oral work in the languages
- ▶ Creative projects/pieces/performances in the Arts

Internal Examinations

Students sit internal mock exams in January and May of DP1 and February of DP2 to prepare for the final external exams in May of DP2.

As external exams are marked by external IB examiners, examination fees are charged in addition to the standard tuition fee.

Haut-Lac International Bilingual School enters candidates for the May external examination session, and retakes under specific circumstances.

EXAMS, REPORTS & FEEDBACK

The IB assesses students through final exams in the May of DP2. These exams take place over a 3-week period and are marked by IB examiners worldwide. The student’s final IBDP results are determined mainly on their performance in these exams (see table above).

The three sets of internal mock exams are created using past IBDP exam questions. They are run and marked by Haut-Lac teachers to help students, and their parents, understand their strengths and weaknesses. They also help to predict the grades students may need for university applications. They do not count towards the final grades but suggest how students will perform and give a valuable practice in an exam environment.

The school will issue current grades each half term to allow for effective tracking and regular feedback.

A formative report will be published at the end of term 1 (December DP1), term 3 (June DP1) and term 4 (December DP 2) of the course.

ManageBac (<https://haut-lac.managebac.com>) is our Virtual Learning Environment. It is provided by Faria System Ltd. to many IB schools worldwide for use with IB programmes. ManageBac is where you can find class calendars, deadlines, course descriptions and teaching timeline, semester reports, Extended Essay information, and Theory of Knowledge pages.

All IBDP students receive a personal ManageBac login on arrival. It is the student’s responsibility to keep an eye on their ManageBac area, to make sure they don’t miss important information or deadlines.

www.Turnitin.com is an internationally used plagiarism/authenticity checking system. The teachers routinely use it to check that coursework and other assessments are original student work, as per the school’s Academic Honesty policy. Submission of work taken from another source without permission (plagiarized) or that is not the student’s own work (collusion) can lead to disqualification from the IB Diploma.

Work is automatically submitted to Turnitin when uploaded to a class dropbox in ManageBac.

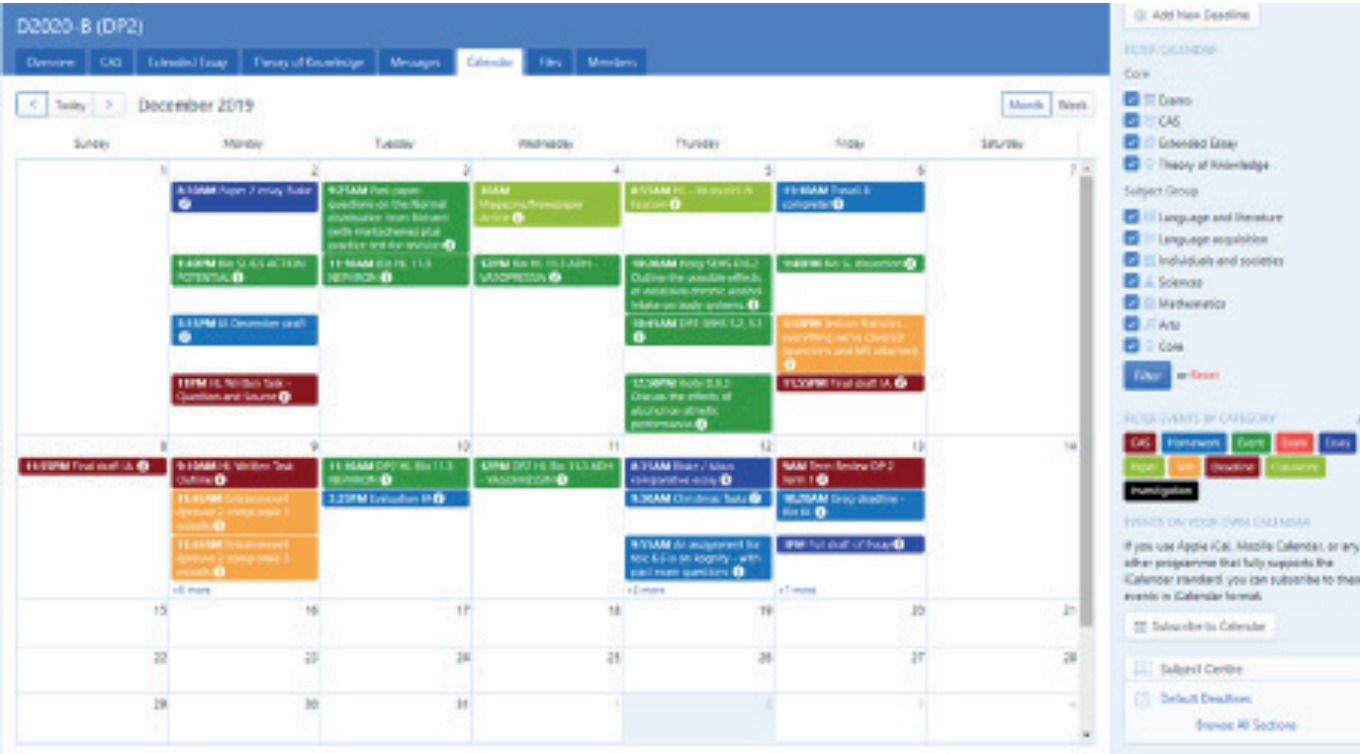
PASSING THE DIPLOMA

Each subject in the six groups is graded on a scale of 1 (minimum) to 7 (maximum).

IB SUBJECT	POINTS SCALE
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor

Students must achieve defined standards and conditions, including a minimum of 24 points and satisfactory completion of the Extended Essay (EE), Theory of Knowledge (TOK) and CAS to pass the IB Diploma. They must also attain a total of 12 points in the three Higher Level subjects.

Students can obtain a total overall score of 45 points, which includes the three bonus points received for excellent performance in the EE and TOK.



THE DIPLOMA POINTS MATRIX

EXTENDED ESSAY	THEORY OF KNOWLEDGE						
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

SUBJECTS	CORE	POINTS
Combination of 5 from groups 1-5 and 1 option at least two SL no more than 4 HL	EE: PASS TOK: PASS CAS: requirements met	Overall Total: 24 minimum Higher Level Subjects: 12 minimum

OBTAINING A BILINGUAL DIPLOMA

Any of the following

GROUP 1	GROUP 3	CHOICE
2 Group 1 language at grade 3	1 subject in a language other than mother tongue	Grade 3 in group 1 subjects and in group 3 or group 4 subjects

FAILING CONDITIONS FOR THE DIPLOMA

Despite obtaining 24 points, students could fail the IB Diploma if they get any of the following:

- ▶ An “N” grade in TOK, the EE or a contributing subject.
- ▶ Unmet CAS requirements
- ▶ A grade E in TOK and/or the EE.
- ▶ A grade 1 in a subject/level.
- ▶ More than two grade 2s (SL or HL).
- ▶ More than three grade 3s or below (SL or HL).
- ▶ Fewer than 12 points on HL subjects (The three highest grades count for candidates with 4 HL subjects.)
- ▶ Fewer than 9 points on SL subjects. (Candidates with only two SL subjects must get at least 5 points.)
- ▶ A penalty for academic misconduct from the final award committee.

If a student fails the IB Diploma, they will still be issued certificates for each subject. They may try to pass the IB Diploma again by retaking individual subjects in November or May after DP2. Remarks may be requested, but it is important to note that the outcome could be one of three: same mark, a higher mark, or a lower mark.

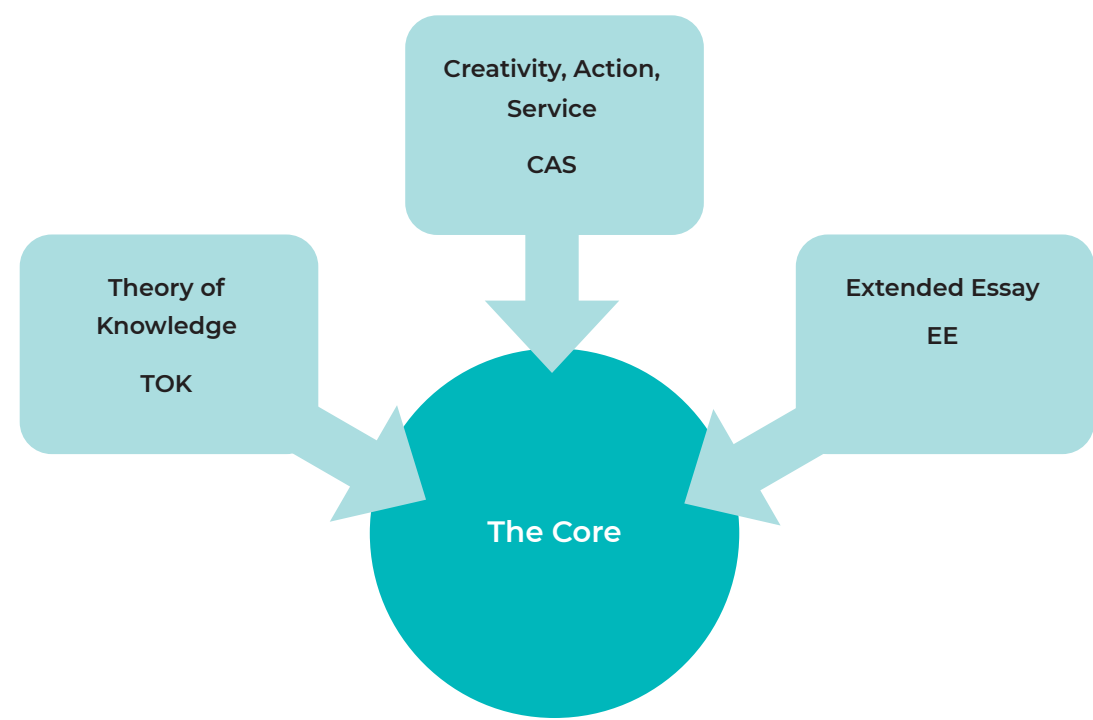
A photograph of two students in a library or study hall. A male student in the foreground is looking down at a book, and a female student behind him is writing in a notebook. Bookshelves filled with books are visible in the background. The image has a blue tint and a semi-transparent dark blue overlay on the right side where the text is located.

PART 2 IBDP CURRICULUM

IBDP CURRICULUM

THE CORE	
CAS (Creativity, Action, Service)	
Extended Essay (EE)	
Theory of Knowledge (TOK)	
GROUP 1 – LANGUAGE & LITERATURE	English, French Language & Literature
	English Literature
GROUP 2 – LANGUAGE ACQUISITION	French B / English B / German B / Spanish B
	French <i>ab initio</i>
GROUP 3 – INDIVIDUALS AND SOCIETIES	History (English & French)
	Geography (English & french)
	Business Management
	Economics
GROUP 4 – SCIENCES	Biology (English & French)
	Chemistry
	Physics
	Sports Exercise and Health Science
	Design Technology
	Computer Science
GROUP 5 – MATHEMATICS	Mathematics Analysis & Approaches SL/HL (English & French)
	Maths Applications & Interpretation SL (English & French)
GROUP 6 – THE ARTS	Visual Art
	Film
	Music

THE CORE



The Core is comprised of three compulsory elements: Creativity, Action, Service (CAS), Theory of Knowledge (TOK) and the Extended Essay (EE).

The IBDP Core supports:

- ▶ The interconnectedness of learning
- ▶ The continuum of learning and the IB Learner Profile

All three elements of the core should:

- ▶ Support and be supported by the academic disciplines
- ▶ Foster international mindedness
- ▶ Develop self-awareness and a sense of identity

WHAT IS CAS?

The three strands of CAS are:

Creativity - exploring and extending ideas leading to an original or interpretive product or performance

Activity - physical exertion contributing to a healthy lifestyle

Service - collaborative and reciprocal engagement with the community in response to an authentic need.

CAS enables students to:

- ▶ live out the IB Learner Profile in real and practical ways
- ▶ to grow as individuals - through an exploration of their interests and passions, personalities and perspectives
- ▶ to recognize their role and responsibilities in relation to others.

A good CAS programme:

- ▶ Enables students to demonstrate Learner Profile attributes.
- ▶ Arises out of academic study in the subject groups
- ▶ Reflects on the development of personal knowledge
- ▶ Is individualized
- ▶ Explores global issues.
- ▶ Develops personal and social skills
- ▶ Demonstrates the 7 learning outcomes

«A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing.» (CAS Guide, for students graduating in 2017-18)

CAS in a nutshell:

- ▶ CAS is ideally carried out on a weekly basis for 18 months
- ▶ Balance between Creativity, Activity and Service
- ▶ A CAS experience may involve one or more of the three strands
- ▶ All students keep a CAS portfolio as evidence of engagement and reflection on the CAS learning outcomes (on ManageBac)
- ▶ Each student undertakes a team CAS project involving one or more of the strands for at least a month. Key focus here is working in a team with others. It can address one or more of the CAS strands.
- ▶ 3 formal documented interviews between each student and the CAS Coordinator
- ▶ 7 learning outcomes: (1) identify personal strengths and areas for development; (2) new challenges and new skills; (3) initiate and plan CAS experience; (4) commitment and perseverance; (5) working collaboratively; (6) engage with global issues; (7) ethical choices and actions.

The Extended Essay

The Extended Essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. It promotes academic research and writing skills and leads to a major piece of formally presented, structured writing and a short, concluding interview, or viva voce, with their supervisor following the completion.

The EE is externally assessed by the IB on an A-E scale. Students need at least a D to pass, and may obtain a maximum of three bonus points depending on performance in the EE and TOK (see IBDP points matrix).

Theory of Knowledge (TOK)

TOK is a course about critical thinking and inquiry into the process of knowing rather than about a specific body of knowledge. The nature of the subject means the course materials are constantly updated to reflect current affairs, recent real life situations and student interest.

TOK course encourages students to :

- ▶ make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
- ▶ develop an awareness of how individuals and communities construct knowledge and how this is critically examined
- ▶ develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological presumptions
- ▶ critically reflect on their beliefs and assumptions leading to more thoughtful, responsible and purposeful lives
- ▶ understand that knowledge brings responsibility which leads to commitment and action.

TOK assessment is a combination of school-based externally-moderated assessment and IB-marked external assessment.



A group of students published their first issue of the school magazine during the school closure in May 2020 for their CAS project.

GROUP 1

LANGUAGE & LITERATURE

DP Language & Literature

The Language and Literature course is offered at both Standard and Higher Level. The course is designed for native speakers, however students fluent in English can adapt to its demands. It differs from the Literature course in that students pursue a variety of non-literary texts in addition to the literary works explored. Non-literary texts may include, media texts, political manifestos, speeches and advertisements.

Course Aims & Expectations

- ▶ Engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures
- ▶ Develop skills in listening, speaking, reading, writing, viewing and presenting
- ▶ Develop skills in interpretation, analysis and evaluation
- ▶ Develop sensitivity to the formal and aesthetic qualities of text and an appreciation of how they contribute to diverse responses
- ▶ Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues
- ▶ Develop an understanding of the relationship between language and literature and other disciplines
- ▶ Communicate and collaborate in a confident and creative way
- ▶ Foster a lifelong interest in and enjoyment of language and literature

Standard Level Assessment Breakdown

External Assessment	70%	Paper 1 (1 hour 15 / 20 marks) Guided textual analysis 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.	35%
		Paper 2 (1 hour 45 / 30 marks) Comparative essay 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.	35%
Internal Assessment	30%	Individual oral (40 marks) Supported by an extract from one non-literary 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, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied.	30%

Higher Level Assessment Breakdown

External Assessment	80%	Paper 1 (2 hours 15 / 40 marks) Guided textual analysis 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.	35%
		Paper 2 (1 hour 45 / 30 marks) Comparative essay 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.	25%
		HL essay (20 marks) Students submit a 1200-1500 word essay on one non-literary body of work, or a literary work studied during the course.	20%
Internal Assessment	20%	Individual oral (40 marks) Supported by an extract from both one non-literary work and one literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied.	20%

Course Content

Paper 1 component texts (2019-20 examples, subject to change)

- ▶ Political language (George Orwell)
- ▶ Interactive media ("selfie generation"/ #metoo)
- ▶ Speeches and PSAs (Anti-gun activism)
- ▶ Identity and Representation ("Black Lives Matter")
- ▶ Culture (steering the climate narrative)

Paper 2 component texts (2019-20 examples, subject to change)

- ▶ "Medea" Eripides (HL)
- ▶ "Blood Wedding" Lorca (HL)
- ▶ A collection of Simon Armitage poems (SL)
- ▶ "Hedda Gabler" Henrik Ibsen (SL)

Oral component texts (2019-20 examples, subject to change)

- ▶ "The Word for World is Forest" Ursula Le Guin (HL)
- ▶ "The Secret River" Kate Grenville (SL and HL)
- ▶ "How to be Good" Nick Hornby (SL)
- ▶ Various non-fiction bodies of work (SL and HL)

Essay component (HL only)

- ▶ "Maus" Art Speigelman
- ▶ The poetry of William Blake

DP Language & Literature

The Literature course is offered at both Standard and Higher Level. The course designed for native speakers, although students fluent in English can adapt to its demands. This course is best suited to students who enjoy reading, some of which will be completed independently outside of the classroom. Students will relate their understanding of texts to several “concepts”, for example “identity”, “creativity” and “representation”.

Course Aims & Expectations

- ▶ Engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures
- ▶ Develop skills in listening, speaking, reading, writing, viewing and presenting
- ▶ Develop skills in interpretation, analysis and evaluation
- ▶ Develop sensitivity to the formal and aesthetic qualities of text and an appreciation of how they contribute to diverse responses
- ▶ Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues
- ▶ Develop an understanding of the relationship between language and literature and other disciplines
- ▶ Communicate and collaborate in a confident and creative way
- ▶ Foster a lifelong interest in and enjoyment of language and literature

Standard Level Assessment Breakdown

External Assessment	70%	Paper 1 (1 hour 15 / 20 marks) Guided textual analysis The paper consists of two literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it.	35%
		Paper 2 (1 hour 45 / 30 marks) Comparative essay 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.	35%
Internal Assessment	30%	Individual oral (40 marks) Supported by an extract of no more than 40 lines from one literary work written originally in English and one from a literary work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied.	30%

Higher Level Assessment Breakdown

External Assessment	80%	Paper 1 (2 hour 15 / 40 marks) Guided textual analysis The paper consists of two literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages.	35%
		Paper 2 (1 hour 45 / 30 marks) Comparative essay 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.	25%
		HL essay (20 marks) Students submit a 1200-1500 word essay on one literary work studied during the course.	20%
Internal Assessment	20%	Individual oral (40 marks) Supported by an extract of no more than 40 lines from both one literary work written in English and one from a literary work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied.	20%

Course Content

Paper 1 An analysis of two previously unseen texts drawn from all the major genres of literary writing including:

- ▶ novel or short story,
- ▶ memoir,
- ▶ travel writing,
- ▶ play script or screenplay.

Paper 2 component texts (2019-20 examples, subject to change)

- ▶ “All My Sons” Arthur Miller (HL)
- ▶ A collection of poetry by Phillip Larkin (HL)
- ▶ “Othello” by William Shakespeare (SL)
- ▶ “Hedda Gabler” Henrik Ibsen (SL)

Oral component texts (2019-20 examples, subject to change)

- ▶ “The Word for World is Forest” Ursula Le Guin (HL)
- ▶ “The Secret River” Kate Grenville (SL and HL)
- ▶ “The Woman in the Dunes” Kobo Abe (SL and HL)
- ▶ “The Outsider” Albert Camus (SL and HL)
- ▶ “Balzac and the Little Chinese Seamstress” Dai Sijie (SL and HL)

Essay component (HL only subject to change)

- ▶ “Maus” Art Spiegelman
- ▶ “I Know Why the Caged Bird Sings” Maya Angelou

GROUP 2

LANGUAGE ACQUISITION

Subject: Language B

Language B (SL & HL) is a language acquisition course designed for students with some previous learning of that language. The Language B Ab Initio course is designed for students with no or very little prior exposure to the language. Language B students develop the ability to communicate in the target language through the study of language, themes and texts. These courses focus on language acquisition, intercultural understanding, and development of language skills. These language skills should be developed through everyday oral exchanges and literary texts, and are related to the culture(s) concerned.

Course Aims & Expectations

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Foster curiosity, creativity and a lifelong enjoyment of language learning

Assessment Breakdown

Ab Initio (French & Spanish)			
External Assessment	75%	Paper 1 Productive Skills (1 hour / 30 marks) The paper consists of two written tasks of 70-150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions	25%
		Paper 2 Receptive Skills (1 hour 45 / 25 marks) Listening Comprehension (45 min / 25 marks) Reading Comprehension (1 hour / 40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all themes.	25%
			25%
Internal Assessment	25%	Oral: Interactive Skills (30 marks) A conversation with the teacher, based on a visual stimulus and at least one additional course theme	25%

LANGUAGE ACQUISITION

LANGUAGE ACQUISITION

Standard Level (French, English, German, Spanish)

External Assessment	75%	Paper 1 Productive Skills (1 hour 15 / 30 marks) One writing task of 250–400 words from a choice of three, each on a different theme, choosing a text type from among those listed in the examination instructions.	25%
		Paper 2 Receptive Skills Listening Comprehension (45 min / 25 marks) Reading Comprehension (1 hour / 40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all themes.	25%
			25%
Internal Assessment	25%	Oral: Interactive Skills (30 marks) A conversation with the teacher, based on a visual stimulus and at least one additional course theme	25%

Higher Level (French, English, German, Spanish)

External Assessment	75%	Paper 1 Productive Skills (1 hour 30 / 30 marks) One writing task of 450–600 words from a choice of three, each on a different theme, choosing a text type from among those listed in the examination instructions.	25%
		Paper 2 Receptive Skills (2 hours) Listening Comprehension (25 marks) Reading Comprehension (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all themes.	25%
			25%
Internal Assessment	25%	Oral: Interactive Skills (30 marks) A conversation with the teacher, based on a visual stimulus and at least one additional course theme	25%

English B Syllabus Overview

Year	Theme	Topic	Assessment
DP1	Identities	Fit for Life - lifestyles; mental health	Writing - personal letters & emails Oral - presentations Listening comprehension skills
	Human Ingenuity	Celebrity - artistic expression; media & communication; entertainment	Writing - interviews & reviews Oral - interactive skills Reading comprehension skills Listening comprehension skills
	Experiences	Facing Life's Challenges - customs & traditions; rites of passage	Writing - public commentary, editorial, letter to the editor Oral - debating Reading comprehension skills
	Sharing the planet	Environments - rural/urban; climate strike movement; meeting the challenge	Writing - reports, guidelines Oral - discussion and debate Reading comprehension skills Listening comprehension skills
	Social Organization	The Working World; higher education	Writing - formal correspondence Oral - role-play and drama Reading comprehension skills Listening comprehension skills
	Literature	The Wave	Internal Assessment - interpreting, analysing and synthesizing extracts.
DP2	Literature	Lord of the Flies	Internal Assessment - interpreting, analysing and synthesizing extracts Interactive discussion
	Human Ingenuity	Scientific and Technical Innovation - artificial intelligence; data-driven society	Writing - advertisements, brochures, flyers, leaflets Oral - discussion and negotiation
	Sharing the planet	Our Rights - human rights; ethics; equality	Writing - newspaper article, opinion column, pamphlet Oral - listening to a report, presenting to classmates, interactive discussion
	Experiences	Sketching our Lives - migration; holidays & travel	Writing - travel/personal blogs, diary entries Reading comprehension skills
	Social Organization	Community; social engagement; social relationships	Writing - instructions, essays Reading comprehension skills Listening comprehension skills
	Identities	Who We Are - values; language and identity; virtual identities; related ethics	Writing - proposal, speech Oral - speeches and presentations Listening comprehension skills

LANGUAGE ACQUISITION

LANGUAGE ACQUISITION

French B Syllabus Overview

Year	Theme	Topic	Assessment
DP1	Identités	Clichés et stéréotypes. Personnalité et styles de vie. Les causes du mal-être chez les jeunes, comportements excessifs et dépendances qui affectent la santé.	Ecriture selon l'épreuve 1; Entraînement à l'oral à partir de photos; Compréhension écrite et compréhension orale
	Organisation sociale	La France «Black Blanc Beur». Rôle des sentiments dans les relations. Différentes façons de vivre ensemble. Les besoins de la société. L'équilibre entre études et travail rémunéré.	Ecriture selon l'épreuve 1; Entraînement à l'oral à partir de photos; Compréhension écrite et compréhension orale
	Expériences	Faire la révolution. L'évolution des loisirs d'hier à aujourd'hui. Les voyages et ce qu'ils nous apportent. Causes et effets des migrations humaines. Traditions francophones.	Ecriture selon l'épreuve 1; Entraînement à l'oral à partir de photos; Compréhension écrite et compréhension orale
	Littérature	Qui a tué mon Père, Edouard Louis et/ou Les Justes, Albert Camus.	Evaluation interne : explication, analyse et commentaires
DP2	Partage de la Planète	Des solutions pour sauver la planète. Les perceptions de la qualité environnementale. Les grands défis environnementaux. Les valeurs de l'ONU, la liberté d'expression	Ecriture selon l'épreuve 1; Entraînement à l'oral à partir de photos; Compréhension écrite et compréhension orale
	Ingéniosité humaine	La propriété intellectuelle. Inventions et innovations. La communication en publicité Les enjeux et les limites de la technologie pour le monde de demain.	Ecriture selon l'épreuve 1; Entraînement à l'oral à partir de photos; Compréhension écrite et compréhension orale
	Littérature	Fanny, Marcel Pagnol.	Evaluation interne : explication, analyse et commentaires

Year	Theme	Topic	Assessment
DP1	Identities	Who am I; Health; Values and Beliefs (case study Martin Luther); Migration	Reading and listening practice How to write short stories and newspaper articles, blogs, formal letters, emails and reports SL: Description of images
	Experiences	Formative Influences (case study East vs West Germany); Culinary Traditions; Customs; Travellin	Reading and listening practice How to write interviews, speeches, student newspaper articles SL: Description of images
	Human Ingenuity	The Media (TV, cinema, music and commercials)	Reading and listening practice How to write news bulletins, film critiques, informal letters, letters to the editor, commercials SL: Description of images
	HL Literature	Er ist wieder da (He is back) by Timur Verne	Internal Assessment – interpreting, analysing, and synthesizing extracts. Interactive discussions on themes of the literary work
	HL Literature	Auf der dunklen Seite des Mondes (The Dark Side of the Moon) by Martin Suter	Internal Assessment – interpreting, analysing, and synthesizing extracts. Interactive discussions on themes of the literary work
DP2	Social Organisation	Social Media; Youth Movements; School and the Internet; Justice	Reading and listening practice How to write diary entries, descriptions, SL: Description of images
	Sharing the planet	Social Engagement; Environmentalism; Nuclear Energy	Reading and listening practice How to write internet text entries, travel accounts, SL: Description of images

GROUP 3

INDIVIDUALS AND SOCIETIES

DP History

The IB Diploma Programme history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of various types of history, including political, economic, social and cultural.

This course encourages students to think historically and develop historical skills, as they learn facts and critically explore the past.

SYLLABUS	SL	HL
	<ul style="list-style-type: none">▶ The study of one prescribed subject from a choice of five▶ The study of two world history topics from a choice of twelve▶ A historical investigation	<ul style="list-style-type: none">▶ The study of one prescribed subject from a choice of five▶ The study of two world history topics from a choice of twelve▶ The study of three sections from one HL regional option▶ A historical investigation

Assessment Breakdown

Standard Level		
External Assessment	Paper 1 (1 hour) 30% Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions.	Paper 2 (1 hour 30) 45% Essay paper based on the 12 world history topics. Answer two essay questions on two different topics.
Internal Assessment	20 Teaching Hours 25% Historical investigation. Students are required to complete a 2200 word historical investigation on a topic of their choice (from any period in History).	25% Students are required to evaluate two of their sources in detail.

Higher Level			
External Assessment	Paper 1 (1 hour) 20% Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions.	Paper 2 (1 hour 30) 25% Essay paper based on the 12 world history topics. Answer two essay questions on two different topics.	Paper 3 (2 hour 30) 35% Separate papers for each of the four regional options. For the selected region, answer three essay questions.
Internal Assessment	20 Teaching Hours 20% Historical investigation. Students are required to complete a 2200 word historical investigation into a topic of their choice (from any period in History).	20% Students are required to evaluate, in detail, two of their sources.	

HL & SL Units	HL Only Unit
The move to global war (20th Century)	History of Europe
Authoritarian States	
Causes and effects of 20th Century wars	

DP Geography

The IB Diploma Programme geography course covers physical, environmental and human geography, and ensures students use both socio-economic and scientific methodologies.

Assessment Breakdown

Standard Level		
External Assessment	Paper 1 Geographic themes SL study two optional themes (1 hour 30) 35% 40 marks 45 minutes per option question. Students answer one structured question and one extended per option, each worth 10 marks.	Paper 2 Geographic perspectives, global change (1 hour 15) 40% 50 marks Paper 2 Section A - Three structured questions, based on each SL/HL core unit (30 marks) Paper 2 Section B - Infographic or visual stimulus, with structured questions (10 marks) Paper 2 Section C - One extended answer question from a choice of two (10 marks)
Internal Assessment	Rivers Fieldwork: One written report based on a fieldwork question, information collection and analysis with evaluation.	

Higher Level			
External Assessment	Paper 1 Geographic themes HL study three optional themes (2 hour 15) 35% 60 marks 45 minutes per option question. Each option has a structured question and one extended answer question from a choice of two. 20 (10+10) marks per option.	Paper 2 Geographic perspectives, global change (1 hour 15) 25% 50 marks Paper 2 Section A - Three structured questions, based on each SL/HL core unit (30 marks) Paper 2 Section B - Infographic or visual stimulus, with structured questions (10 marks) Paper 2 Section C - One extended answer question from a choice of two (10 marks)	Paper 3 Geographic perspectives, global interactions (1 hour) 20% 28 marks Choice of three extended answer questions based on each HL core unit Part A - 12 marks Part B - 16 marks
Internal Assessment	Rivers Fieldwork 20% One written report based on a fieldwork question, information collection and analysis with evaluation.		

Geography Syllabus

Themes of study	
DP1	SL & HL Population distribution - changing population Global climate-vulnerability and resilience Freshwater - drainage basins
HL	Geophysical hazards - Power, places and networks.
DP2	SL & HL Extreme environments -Global resource consumption and security
HL	Human development and diversity - Global risks and resilience

DP Business Management

Course Aims & Expectations:

1. Encourage a holistic view of the world of business
2. Empower students to think critically and strategically about individual and organizational behavior
3. Promote the importance of exploring business issues from different cultural perspectives
4. Enable the student to appreciate the nature and significance of change in a local, regional and global context
5. Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
6. Develop an understanding of the importance of innovation in a business environment.

Assessment Breakdown

Standard Level		
External Assessment	Paper 1 (1 hour 15) 30% Based on a pre-seen case study, with additional unseen material for section B.	Paper 2 (1 hour 45) 45% 20 marks <i>Section A</i> Syllabus content: Units 1–5 Students answer one of two structured questions based on stimulus material with a quantitative focus. (10 marks) <i>Section B</i> Syllabus content: Units 1–5 Students answer one of three structured questions based on stimulus material. (20 marks) <i>Section C</i> Syllabus content: Units 1–5 Students answer one of three extended response questions primarily based on two concepts that underpin the course.
Internal Assessment	15 Teaching Hours 25%	Written Commentary 25% 25 marks Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1500 words.
Higher Level		
External Assessment	Paper 1 (2 hours 15) 35% Based on a pre-seen case study, with additional unseen material for sections B and C.	Paper 2 (2 hours 15) 40% 20 marks <i>Section A</i> Students answer one of two structured questions based on stimulus material with a quantitative focus. (10 marks) <i>Section B</i> Students answer two of three structured questions based on stimulus material. (20 marks per question) <i>Section C</i> Students answer one of three extended response questions primarily based on two concepts that underpin the course.
Internal Assessment	30 Teaching Hours 25%	Research Project 25% 25 marks Students research and report on an issue facing an organization using primary and secondary data. Maximum 2000 words

INDIVIDUALS & SOCIETIES

Business Management Syllabus

DP1	DP2
Term 1 HL & SL Unit 1: Business Organisation & Environment Types of Organisation Organisational Objectives Stakeholders External Environment Growth and Evolution	Term 1 HL & SL Unit 4: Marketing The 4 P's E-commerce Unit 5: Operations Management Role of Operations Management Production Methods Internal Assessment: Final Submission of Report
Term 1 HL Only Organisational Planning Tools Organisational Culture	Term 1 HL Only Lean Production and Quality Management Production Planning Research and Development
Term 2 HL & SL Unit 2: Human Resource Management Function and Evolution of HRM Organisational Structure Leadership and Management Motivation	Term 2 HL & SL Unit 5: Operations Management Location Revision Mock Exams
Term 2 HL Only Industrial Relations	Term 2 HL Only Crisis Management and Contingency Planning Revision
Term 3 HL & SL Unit 3: Finance & Accounts Sources of Finance Costs and Revenues Break-even Analysis Profitability and Liquidity Ratio Analysis Cash flow Unit 4: Marketing Role of Marketing Marketing Planning Market Research Internal Assessment: Topic Research HL Only Final Accounts Efficiency Ratio Analysis Investment Appraisal Budgets Sales Forecasting	Term 3 HL & SL Revision and Final Exams

DP Economics

The IB Diploma Programme economics course covers the theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the theories of macroeconomics, which deal with economic variables affecting countries, governments and societies.

Course Aims & Expectations

The SL and HL economics course enables students to:

- 1. develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world applications
- 2. develop an appreciation of the impact on individuals and societies of economic interactions between nations
- 3. develop an awareness of development issues facing nations as they undergo the process of change

Assessment Breakdown

Standard Level			
External Assessment	Paper 1 (1 hour 30) 40% An extended response paper – Micro and macro economics	Paper 2 (1 hour 30) 40% A data response paper – International & development economics	
Internal Assessment	20 Teachin Hours 20% Students produce a portfolio of three 750 words commentaries, based on different sections of the syllabus and on published extracts from the news media.		
Higher Level			
External Assessment	Paper 1 (1 hour 30) 30% An extended response paper – Micro and macro economics	Paper 2 (1 hour 30) 30% A data response paper – International & development economics	Paper 3 (1 hour) 20% Quantitative paper – structured questions on micro, macro, international and development economics
Internal Assessment	20 Teachin Hours 20% Students produce a portfolio of three 750 words commentaries, based on different sections of the syllabus and on published extracts from the news media.		

Economics Syllabus

DP1	DP2
Term 1 HL & SL Microeconomics: Competitive Markets - Supply and Demand Elasticity Government Intervention	Term 1 HL & SL International Economics: International Trade Exchange Rates Balance of Payments Economic Integration Internal Assessment: Commentary 3 Development Economics Measuring Development The Role of Domestic Factors and International Trade
Term 1 HL Only Government Intervention Theory of the Firm	Term 1 HL Only Terms of Trade
Term 2 HL & SL Microeconomics: Market Failure Internal Assessment: Commentary 1 Macroeconomics: The Level of Overall Economic Activity Aggregate Supply and Demand Macroeconomic Objectives	Term 2 HL & SL Development Economics: Foreign Direct Investment Foreign Aid and Multilateral Assistance International Debt Balance between Markets and Intervention Mock Exams Revision
Term 2 HL Only Market Failure The Level of Overall Economic Activity Macroeconomic Objectives	Term 2 HL Only International Trade
Term 3 HL & SL Macroeconomics: Fiscal Policy Monetary Policy Supply-side Policy Internal Assessment: Commentary 2	Term 3 HL & SL Revision Final Exams
Term 3 HL Only Aggregate Supply and Semand	

GROUP 4

SCIENCES

Students, who study one or more of the sciences become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

Course Aims and Expectations

Biology, Chemistry, Physics and Sports, Exercise & Health Science

The IB Diploma Programme science courses enable students to:

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

BIOLOGY COURSE DESCRIPTION AND AIMS

As one of the three natural sciences in the IB Diploma Programme, biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today.

Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings.

DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Through the overarching theme of the nature of science, the course aims to enable students to:

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

CURRICULUM MODEL OVERVIEW

The DP biology course promotes concept-based teaching and learning to foster critical thinking.

The DP biology course is built on:

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

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of biology.

Biology Syllabus

Unity and diversity

- Water
- Nucleic acids
- Origins of cells*
- Cell structure
- Viruses*
- Diversity of organisms
- Classification and cladistics*
- Evolution and speciation
- Conservation of biodiversity

Form and function

- Carbohydrates and lipids
- Proteins
- Membranes and membrane transport
- Organelles and compartmentalization
- Cell specialization
- Gas exchange
- Transport
- Muscle and motility*
- Adaptation to environment
- Ecological niches

Interaction and interdependance

- Enzymes and metabolism
- Cell respiration
- Photosynthesis
- Chemical signalling*
- Neural signalling
- Integration of body systems
- Defence against disease
- Populations and communities
- Transfer of energy and matter

Continuity and change

- DNA replication
- Protein synthesis
- Mutations and gene editing
- Cell and nuclear division
- Gene expression*
- Water potential
- Reproduction
- Inheritance
- Homeostasis
- Natural selection
- Sustainability and change
- Climate change

Experimental programme

- Practical work
- Collaborative sciences project
- Scientific investigation

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

Standard Level - Biology		
External Assessment	Paper 1 (90 min) 36% Multiple choice exam	Paper 2 (90min) 44% Data-based questions (4 questions that are syllabus related, addressing all themes)
	Internal Assessment Scientific Investigation (10 hours) 20% The scientific investigation is an openended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	
Higher Level - Biology		
External Assessment	Paper 1 (120 min) 36% Multiple choice exam	Paper 2 (150min) 44% Data-based questions (4 questions that are syllabus related, addressing all themes)
	Internal Assessment Scientific Investigation (10 hours) 20% The scientific investigation is an openended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	

CHEMISTRY COURSE DESCRIPTION AND AIMS

As one of the three natural sciences in the IB Diploma Programme, chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter’s behaviour to be predicted and controlled at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking.

DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Through the overarching theme of the nature of science, the course aims to enable students to:

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

CURRICULUM MODEL OVERVIEW

The DP chemistry course promotes concept-based teaching and learning to foster critical thinking.

- The DP chemistry course is built on:
- approaches to learning
 - nature of science
 - skills in the study of chemistry.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of chemistry.

Chemistry Syllabus

Structure 1. Models of the particulate nature of matter
Structure 1.1—Introduction to the particulate nature of matter
Structure 1.2—The nuclear atom
Structure 1.3—Electron configurations
Structure 1.4—Counting particles by mass: The mole
Structure 1.5—Ideal gases

Structure 2. Models of bonding and structure
Structure 2.1—The ionic model
Structure 2.2—The covalent model
Structure 2.3—The metallic model
Structure 2.4—From models to materials

Structure 3. Classification of matter
Structure 3.1—The periodic table: Classification of elements
Structure 3.2—Functional groups: Classification of organic compounds

Reactivity 1. What drives chemical reactions?
Reactivity 1.1—Measuring enthalpy change
Reactivity 1.2—Energy cycles in reactions
Reactivity 1.3—Energy from fuels
Reactivity 1.4—Entropy and spontaneity (Additional higher level)

Reactivity 2. How much, how fast and how far?
Reactivity 2.1—How much? The amount of chemical change
Reactivity 2.2—How fast? The rate of chemical change
Reactivity 2.3—How far? The extent of chemical change

Reactivity 3. What are the mechanisms of chemical change?
Reactivity 3.1—Proton transfer reactions
Reactivity 3.2—Electron transfer reactions
Reactivity 3.3—Electron sharing reactions
Reactivity 3.4—Electron-pair sharing reactions

Experimental programme
Practical work
Collaborative sciences project
Scientific investigation

Standard Level - Chemistry

External Assessment	Paper 1 (90 min) 36% Multiple choice exam	Paper 2 (90min) 44% Data-based questions and questions on experimental work
	Internal Assessment Scientific Investigation (10 hours) 20% The scientific investigation is an openended task in which the student gathers and analyses data in order to answer their own formulated re-search question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	

Higher Level - Chemistry

External Assessment	Paper 1 (120 min) 36% Multiple choice exam	Paper 2 (150min) 44% Data-based questions and questions on experimental work
	Internal Assessment Scientific Investigation (10 hours) 20% The scientific investigation is an openended task in which the student gathers and analyses data in order to answer their own formulated re-search question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	

PHYSICS COURSE DESCRIPTION AND AIMS

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

DP physics enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Through the overarching theme of the nature of science, the course aims to enable students to:

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

CURRICULUM MODEL OVERVIEW

The DP physics course promotes concept-based teaching and learning to foster critical thinking.

The DP physics course is built on:

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

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of physics.

Physics Syllabus

A. Space, time and motion

- A.1. Kinematics ·
- A.2. Forces and momentum ·
- A.3. Work, energy and power ·
- A.4. Rigid body mechanics ···
- A.5. Galilean and special relativity ···

B. The particulate nature of matter

- B.1. Thermal energy transfers ·
- B.2. Greenhouse effect ·
- B.3. Gas laws ·
- B.4. Thermodynamics ···
- B.5. Current and circuits ·

C. Wave behaviour

- C.1. Simple harmonic motion ··
- C.2. Wave model ·
- C.3. Wave phenomena ··
- C.4. Standing waves and resonance ·
- C.5. Doppler effect ··

D. Fields

- D.1. Gravitational fields ··
- D.2. Electric and magnetic fields ··
- D.3. Motion in electromagnetic fields ·
- D.4. Induction ···

E. Nuclear and quantum physics

- E.1. Structure of the atom ··
- E.2. Quantum physics ···
- E.3. Radioactive decay ··
- E.4. Fission ·
- E.5. Fusion and stars ·

Experimental programme

- Practical work
- Collaborative sciences project
- Scientific investigation

Standard Level - Physics

External Assessment

Paper 1
(90 min) 36%
Multiple choice exam

Paper 2
(90min) 44%
Data-based questions

Internal Assessment

Scientific Investigation (10 hours) 20%
The scientific investigation is an openended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.

Higher Level - Phsyics

External Assessment

Paper 1
(120 min) 36%
Multiple choice exam

Paper 2
(150min) 44%
Data-based questions

Internal Assessment

Scientific Investigation (10 hours) 20%
The scientific investigation is an openended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.

ENVIRONMENTAL SYSTEMS AND SOCIETIES COURSE DESCRIPTION AND AIMS

Environmental systems and societies (ESS) is an interdisciplinary course, encompassing both the sciences and individuals and societies and is offered at both standard level (SL) and higher level (HL). As such, ESS combines a mixture of methodologies, techniques and knowledge associated with both the sciences and individuals and societies.

ESS is both a complex and contemporary course that engages students in the challenges of 21st century environmental issues. Consequently, it requires its students to develop a diverse set of skills, knowledge and understanding from different disciplines. Students develop a scientific approach through explorations of environmental systems. They also acquire understandings and methods from individuals and societies subjects whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts. The interdisciplinary nature of the course means students produce a synthesis of understanding from the various topics studied. It also emphasizes the ability to perform research and investigations and to participate in philosophical, ethical, and pragmatic discussions of the issues involved from the local through to the global level.

- ESS aims to empower and equip students to:
- 1. Develop understanding of their own environmental impact, in the broader context of the impact of humanity on the Earth and its biosphere
 - 2. Develop knowledge of diverse perspectives to address issues of sustainability
 - 3. Engage and evaluate the tensions around environmental issues using critical thinking
 - 4. Develop a systems approach that provides a holistic lens for the exploration of environmental issues
 - 5. Be inspired to engage in environmental issues across local and global contexts.

Because of the interdisciplinary nature of the subject, students can choose to study ESS to count as either a sciences or individuals and societies course, or as both. In this latter option, students have the opportunity to study an additional subject from any other subject group, including the sciences and individuals and societies subjects.

CURRICULUM MODEL OVERVIEW

The ESS course has at its heart the intention of providing students with the capacity to understand and make informed decisions regarding the pressing environmental issues we face. A conceptual, interdisciplinary approach is essential to problem solving in ESS as this allows for truly holistic thinking about impending sustainability challenges.

The ESS course engages students and teachers with a conceptual approach. All students are encouraged to integrate the three key concepts of perspectives, systems and sustainability throughout the course.

These concepts are given special focus within the foundation's unit.

- Students at SL and HL share the following:
- the study of a concept-based syllabus
 - a course which promotes holistic thinking about environmental issues and their solutions
 - a foundations unit which introduces and explores the three concepts: perspectives, systems and sustainability
 - one piece of internally assessed work, the internal assessment (IA)
 - the collaborative sciences project.

The SL course provides students with a fundamental understanding of environmental studies and experience of the associated concepts and skills. The HL course requires students to extend their knowledge and understanding of the subject, exploring the complexity of issues with additional breadth and depth, providing a solid foundation for further study at university level.

The foundations unit is designed to be the starting point for both standard and higher level courses. Other topics contain additional HL content, which provide both greater breadth and depth. The SL course has a recommended 150 teaching hours and the HL course 240 hours. This difference is reflected in the additional content studied by HL students.

The HL course has three HL only lenses—environmental law, environmental and ecological economics, and environmental ethics. The conceptually more demanding HL lenses allow for far more sophisticated processing and balanced viewpoints. The additional HL content requires the student to make more connections between diverse areas of the syllabus, resulting in increased networked knowledge and a comprehensive understanding of the complexities of environmental issues as well as possible strategies, solutions and management. HL students are required to demonstrate critical evaluation and to synthesize material in the core content (common to both SL and HL), HL extension material and HL lenses, facilitating a more complete view of a problem with analysis at greater breadth and depth.

ESS Syllabus	
Topic 1 Foundation 1.1 Perspectives 1.2 Systems 1.3 Sustainability	Higher level (HL) lens HL.a Environmental law HL.b Environmental and ecological economics HL.c Environmental ethics
Topic 2 Ecology Topic 3 Biodiversity and conservation Topic 4 Water Topic 5 Land Topic 6 Atmosphere and climate change Topic 7 Natural resources Topic 8 Human populations and urban systems	Experimental programme Practical work Collaborative sciences project Scientific investigation

Standard Level - ESS		
External Assessment	Paper 1 (60 min) 25% Students will be provided with data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory.	Paper 2 (120min) 50% Section A is made up of short-answer and data-based questions. Section B requires students to answer structured essay questions. There is a limited amount of choice.
Internal Assessment	Individual Investigation (10 hours) 25% The individual investigation is an open-ended task in which the student gathers and analyses data to answer their own formulated research question. The outcome of the Individual investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	

Higher Level - ESS		
External Assessment	Paper 1 (120 min) 30% Students will be provided with data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory.	Paper 2 (150min) 50% Section A is made up of short-answer and data-based questions. Section B requires students to answer structured essay questions. There is a limited amount of choice.
Internal Assessment	Individual Investigation (10 hours) 20% The individual investigation is an open-ended task in which the student gathers and analyses data to answer their own formulated research question. The outcome of the Individual investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	

Sport & Exercise Health Science

The course offers a deeper understanding of the issues related to sports, exercise and health in the 21st century and addresses the international dimension and ethics related to both. Apart from being worthy of study in its own right, SEHS is good preparation for courses in higher or further education related to sports fitness and health, and serves as useful preparation for employment in sports and leisure industries.

Sports, exercise and health science (SEHS) is an experimental science course combining academic study with practical and investigative skills. SEHS explores the science underpinning physical performance and provides the opportunity to apply these principles. The course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings.

Core SL	HL	Options
01 Anatomy	07 Further Anatomy	Students are required to study any two options of the four options below: SL 15 hours HL 25 hours A Optimizing physiological performance B Psychology of sports C Physical activity & health D Nutrition for sports, exercise & health
02 Exercise Physiology	08 The Endocrine System	
03 Energy Systems	09 Fatigue	
04 Movement Analysis	10 Friction and Drag	
05 Skill in Sports	11 Skill Acquisition and Analysis	
06 Measurement and Evaluation of Human Performance	12 Genetics and Athletic Performance	
	13 Exercise and Immunity	

Computer Science

Computer Science requires an understanding of the fundamental concepts of computational thinking as well as a knowledge of how computers and other digital devices operate. The course raises the ethical issues relating to technology and enables and empowers innovation. Students should take this course if they enjoy solving problems, creating solutions using a combination of programming languages and software tools and developing thinking skills that they can use across all subjects.

- Identify a problem or unanswered question
- Design, prototype and test a proposed solution
- Liaise with clients to evaluate a solutions' success
- Think procedurally, concurrently, abstractly (HL), recursively (HL) and logically
- Use an experimental and inquiry-based approach to problem solving
- Develop algorithms and express them clearly
- Appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally.

Assessment Breakdown

Standard Level		
External Assessment	Paper 1 (1 hour 30) 45% Section A consists of several compulsory short answer questions. The maximum mark for this section is 25. Section B consists of three compulsory structured questions. The maximum mark for this section is 45.	Paper 2 (1 hour) 25% Paper 2 is an exam consisting of 2 to 5 compulsory questions on databases. (Databases is the option studied at Haut-Lac).
	(40 hours) 30% Students develop a computational solution to a real-life problem. It involves a 2000-word write up with a cover page and the creation of the product.	

Higher Level			
External Assessment	Paper 1 (2 hours 10) 40% Section A consists of several compulsory short answer questions. The maximum mark for this section is 25. Section B consists of three compulsory structured questions. The maximum mark for this section is 45.	Paper 2 (1 hour 20) 20% Paper 2 is an examination paper linked to the option studied. Option A - Databases.It involves between three and seven compulsory questions.	Paper 3 (1 hour 15) 20% Paper 3 is an examination paper consisting of four compulsory questions based on a pre-seen case study.
	(40 hours) 20% Students develop a computational solution to a real-life problem. It involves a 2000-word write up with a cover page and the creation of the product.		

Computer Science Syllabus

Topics	Assessment
Topic 1: System Fundamentals Planning and System Installation User Focus System Backup Software Deployment System Design & Analysis HCI	Paper 1, Paper 2
Topic 2: Computer Organisation Computer Architecture Secondary Memory Operating Systems Binary Representation Simple Logic Gates	Paper 1
Topic 3: Networks Fundamentals Data Transmission Wireless Networking	Paper 1
Topic 4: Computational Thinking, problem solving and programming Thinking Procedurally Thinking Logically Thinking Ahead Thinking Concurrently Thinking Abstractly Connecting Computational Thinking and Program Design Introduction to Programming Use of Programming Languages	Paper 1, Internal Assessment, Paper 2
Topic 5: Abstract data structures Thinking Recursively Abstract Data Structures Linked Lists Trees Applications	Paper 1, Paper 3
Topic 6: Resource Management System Resources Role of the Operating System	Paper 1, Paper 3
Topic 7: Control Centralised Control Systems Distributed Systems	Paper 1, Paper 3

Design Technology

Through studying design technology, students become aware of how designers work and communicate with each other. While the design methodology may take on a wide variety of forms, it is the emphasis on a practical approach through design work that characterizes this subject.

Course Aims & Expectations:

- ▶ a sense of curiosity as they acquire the skills necessary for independent and lifelong learning and action through inquiry into the technological world around them
- ▶ an ability to explore concepts, ideas and issues with personal, local and global significance
- ▶ initiative in applying thinking skills critically and creatively to identify and resolve complex social and technological problems through reasoned ethical decision-making
- ▶ an ability to understand and express ideas confidently
- ▶ a propensity to act with integrity and honesty, and take responsibility for their own actions in designing technological solutions to problems
- ▶ an understanding and appreciation of cultures in terms of global technological development, seeking and evaluating a range of perspectives
- ▶ an understanding of the contribution of design and technology to the promotion of intellectual, physical and emotional balance and the achievement of personal and social well-being
- ▶ skills that enable them to reflect on the impacts of design and technology on society and the environment in order to develop their own learning and enhance solutions to technological problems.

Core & SL Topics (90 hours)

1. Human factors and ergonomics
2. Resource management and sustainable production
3. Modelling
4. Raw material to final product
5. Innovation and design
6. Classic design

Additional HL topics (54 hours)

1. User-centred design (UCD)
2. Sustainability
3. Innovation and markets
4. Commercial production

Assessment Breakdown

Standard Level			
External Assessment	Paper 1 (45 min) 30% 30 multiple choice questions on the standard level core topics	Paper 2 (90 min) 30% Section A: one data-based question and several short-answer questions on the core topics Section B: one extended-response question from a choice of three on the core topics	
	Internal Assessment (40 hours) 40% Student's choice of design project assessed according to the four design criteria from the IB design assessment cycle		
Higher Level			
External Assessment	Paper 1 (1 hour) 20% 40 multiple choice questions on the core and the additional higher-level topics	Paper 2 (1 hour 30) 20% Section A: one data-based question and several short-answer questions on the core topics Section B: one extended-response question on the core topics (from a choice of 3)	Paper 3 (1 hour 30) 20% Section A: two structured questions on the HL extension topics, both compulsory and each worth a maximum of 10 marks. Section B: one structured question on the HL extension topics based on a case study. Maximum of 20 marks
	Internal Assessment (60 hours) 40% Student's choice of design project assessed according to the six design criteria from the IB design assessment cycle		

GROUP 5

MATHEMATICS

The SL and HL DP mathematics courses enable students to:

- ▶ develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- ▶ develop an understanding of the concepts, principles and nature of mathematics
- ▶ develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics
- ▶ employ and refine their powers of abstraction and generalization
- ▶ take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- ▶ appreciate how developments in technology and mathematics influence each other
- ▶ appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- ▶ appreciate the universality of mathematics and its multicultural, international and historical perspectives
- ▶ appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
- ▶ develop the ability to reflect critically upon their own work and the work of others

Mathematics Analysis and Approaches

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof.

The SL course is most appropriate for students intending to pursue a university course that emphasizes applications of mathematics or the sciences, whereas the Higher Level course is for students interested in pursuing a university course that includes engineering or advanced studies in the sciences.

MATHEMATICS

MATHEMATICS

Assessment Breakdown

Standard Level			
External Assessment	Paper 1 (90 min) 40% 80 marks, no technology allowed Section A: Compulsory short-response questions based on the syllabus Section B: Compulsory extended-response questions based on the syllabus	Paper 2 (90 min) 40% 80 marks, technology required Section A: Compulsory short-response questions based on the syllabus Section B: Compulsory extended-response questions based on the syllabus	
	Internal Assessment 20% An individual exploration of a topic of the student's choice. It is a piece of written work that investigates an area of mathematics. The exploration should be approximately 12-20 pages long. The quality of the mathematical writing is important, not the length.		
Higher Level			
External Assessment	Paper 1 (2 hours) 30% 110 marks, no technology allowed Section A: Compulsory short-response questions based on the syllabus Section B: Compulsory extended-response questions based on the syllabus	Paper 2 (2 hour2) 30% 110 marks, technology required Section A: Compulsory short-response questions based on the syllabus Section B: Compulsory extended-response questions based on the syllabus	Paper 3 (1 hour) 20% 55 marks, technology required Two compulsory extended-response problem-solving questions
	Internal Assessment 20% An individual exploration of a topic of the student's choice. It is a piece of written work that investigates an area of mathematics. The exploration should be approximately 12-20 pages long. The quality of the mathematical writing is important, not the length.		

Mathematics Analysis & Approaches Syllabus

Topics	Assessment
Topic 1: Number & Algebra (SL 19 hours; HL 39 hours)	Paper 1 & Paper 2 (External assessment)
Topic 2: Functions (SL 21 hours; HL 32 hours)	Paper 1 & Paper 2 (External assessment)
Topic 3: Geometry & Trigonometry (SL 25 hours; HL 51 hours)	Paper 1 & Paper 2 (External assessment)
Topic 4: Statistics & Probability (SL 27 hours; HL 33 hours)	Paper 1 & Paper 2 (External assessment)
Topic 5: Calculus (SL 28 hours; HL 55 hours)	Paper 1 & Paper 2 (External assessment)
The Toolkit and the Mathematical Exploration (SL 30 hours; HL 30 hours) Emphasizes the development of investigative, problem-solving and modelling skills	Paper 1 & Paper 2, HL Paper 3 (External assessment) Mathematical Exploration (Internal assessment)

Mathematics Applications & Interpretation

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

This course is most appropriate for students who will not require an intensive background in mathematics to complete their university degree or programme.

Assessment Breakdown

Standard Level		
External Assessment	Paper 1 (90 min) 40% 80 marks, technology required Compulsory short-response questions based on the syllabus	Paper 2 (90 min) 40% 80 marks, technology required Compulsory extended-response questions based on the syllabus
Internal Assessment	20% An individual exploration of a topic of the student’s choice. It is a piece of written work that investigates an area of mathematics. The exploration should be approximately 12-20 pages long. The quality of the mathematical writing is important, not the length.	

Mathematics Applications & Interpretation

Topics	Assessment
Topic 1: Number & Algebra (16 hours)	Paper 1 & Paper 2
Topic 2: Functions (31 hours)	Paper 1 & Paper 2
Topic 3: Geometry & Trigonometry (18 hours)	Paper 1 & Paper 2
Topic 4: Statistics & Probability (36 hours)	Paper 1 & Paper 2
Topic 5: Calculus (18 hours)	Paper 1 & Paper 2
The Toolkit and the Mathematical Exploration (30 hours) Emphasizes the development of investigative, problem-solving and modelling skills	Paper 1 & Paper 2, Mathematical Exploration (Internal assessment)

GROUP 6

THE ARTS & ELECTIVES

Visual Art

The visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. 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 visual arts.

Course Aims & Expectations

This course will help students develop a creative mindset and think outside the box of convention by using innovative forms of expressions. They will learn how to conceptualise an idea from scratch and create work that has meaning and purpose, fitting to their own individual artistic intentions. As artists they will also learn about digital art, fine art film, photography, sculpture, installation, textiles, painting and mixed media among others.

The Visual Arts course will also help students build creative thinking resilience as an invaluable transferable skill that may help when exploring things from multiple perspectives with different approaches to problem solving in other DP subjects.

Previous knowledge of Visual Arts is recommended, but not compulsory for this DP level course.

Assessment Breakdown

Standard Level		
External Assessment	Comparative 20% 10-15 screens comparing at least 3 different artworks, by at least 2 culturally different artists	Process Portfolio 40% 9-18 screens of work created using at least 2 of the art forms in the following categories: 2D, 3D and lens based, electronic and screen-based art forms
Internal Assessment	Exhibition 40% 4-7 art pieces that reflect the individual's artistic intentions with a curatorial rationale (400 words maximum)	
Higher Level		
External Assessment	Comparative 20% 10-15 screens comparing at least 3 different artworks, by at least 2 culturally different artists PLUS 3-5 screens of reflection on the extent to which their own work and creative practices have been influenced by any of the art/artists examined	Process Portfolio 40% 13-25 screens of work created using at least 2 of the art forms in the following categories: 2D, 3D and lens based, electronic and screen-based art forms
Internal Assessment	Exhibition 40% 8-11 art pieces that reflect the individual's artistic intentions with a curatorial rationale (700 words maximum)	

Visual Art Syllabus

Components	Assessment
Exhibition Students create and exhibit a selection of resolved artworks which have been curated to fulfill their individual creative intentions as an artist.	a) Resolve ideas and mediums b) Demonstrate technical skills c) Realize meaning, function & purpose d) Articulate curatorial rationale
Process Portfolio Students carefully select materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities to express their ideas, intentions and learning during the two year course.	a) Develop skills, techniques & processes b) Critically investigate c) Communicate creative ideas & intentions d) Review, refine & reflect
Comparative Students analyse and compare different artworks by different artists in an independent critical and contextual investigation artworks, objects and artifacts from different cultural contexts.	a) Analyses formal qualities b) Interpret function and purpose c) Evaluate cultural significance d) Compare and connect

Film

Through the study of cinema and practical filmmaking, students become proficient filmmakers with a critical understanding of different film practices and global film cultures. Film theory and formalist techniques are at the core of the course, and they provide the knowledge and comprehension of the different film languages that accumulate in film.

Students apply their knowledge through a wide range of filmmaking exercises to master the practical elements of filmmaking notably scriptwriting, directing and blocking actors, cinematography, editing and sound design.

Course Aims & Expectations

- Explore the diversity of the arts across time, cultures and contexts
- Develop as imaginative and skilled creators and collaborators
- Express ideas creatively and with competence in forms appropriate to the artistic discipline
- Critically reflect on the process of creating and experiencing the arts
- Develop as informed, perceptive and analytical practitioners
- Enjoy lifelong engagement with the arts
- Explore the various contexts of film and make links to, and between, films, filmmakers and filmmaking techniques
- Acquire and apply skills as discerning interpreters of film and as creators of film, working both individually and collaboratively

Assessment Breakdown

Standard Level		
External Assessment	Textual Analysis 30% Students demonstrate their knowledge and understanding of how meaning is constructed in film through the written analysis of cultural context and formalist techniques of a prescribed film text based on a chosen extract (lasting no more than five minutes) from that film.	Comparative Study 30% Students carry out research into a chosen area of film focus, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study.
	Film Portfolio 40% Students at SL and HL undertake a variety of film-making exercises in three film production roles, led by clearly defined filmmaker intentions. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film.	
Internal Assessment		
Higher Level		
External Assessment	Textual Analysis 20% Students demonstrate their knowledge and understanding of how meaning is constructed in film through the written analysis of cultural context and formalist techniques of a prescribed film text based on a chosen extract (lasting no more than five minutes) from that film.	Comparative Study 20% Students carry out research into a chosen area of film focus, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study.
	Film Portfolio 25% Students undertake a variety of film-making exercises in three film production roles, led by filmmaker intentions. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film.	
Internal Assessment	Collaborative film project (HL only) 35% Students at HL work collaboratively in a core production team to plan and create an original completed film.	

Film Syllabus

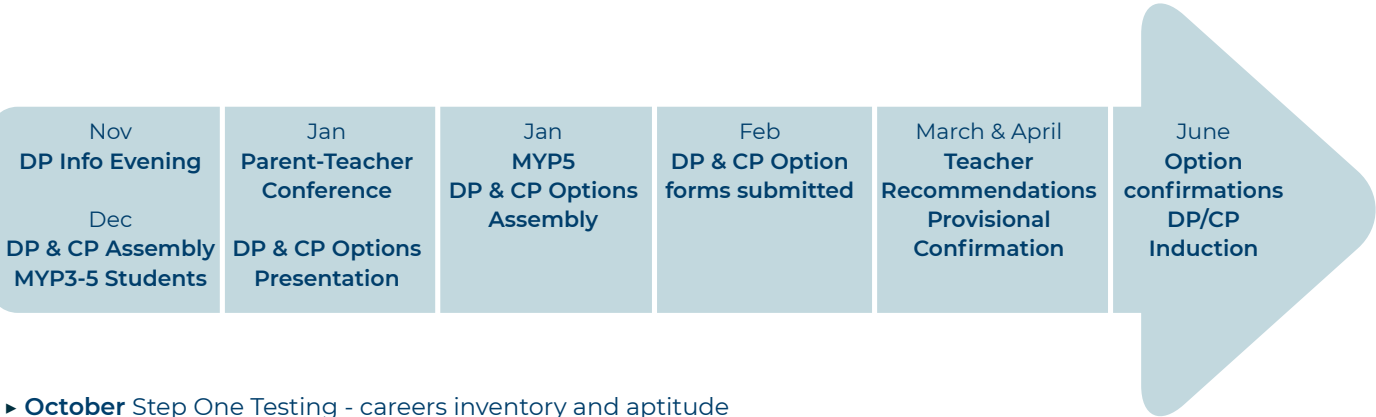
Components	Assessment
Reading film SL and HL students will examine film as an art form, studying a broad range of film texts from a variety of cultural contexts and analysing how film elements combine to convey meaning.	a) Develop knowledge of formalist film theories b) Research and respond to various cultural contexts using both primary and secondary sources c) Analyze and deconstruct a variety of film sequences and film texts d) Consider and link film elements and cultural contexts within film texts
Contextualizing film SL and HL students will explore the evolution of film across time, space and culture. Students will examine various areas of film focus in order to recognize the similarities and differences that exist between films from contrasting cultural contexts.	a) Research the evolution of film across space, time and culture b) Explore a variety of film traditions, conventions and areas of film focus c) identify and research links between a variety of film texts, their contrasting cultural contexts and a variety of areas of film focus d) Experience presenting work as a recorded multimedia comparative study and consider how best to present audio-visual material.
Exploring film production roles SL and HL students will explore various film production roles through engagement with all phases of the film-making process in order to fulfill their own filmmaker intentions. Students acquire, develop and apply skills through filmmaking exercises, experiments and completed films.	a) Research a variety of film production roles and acquire an understanding of industry practices and skills b) Acquire, develop and apply practical filmmaking skills and techniques, in a variety of forms and a minimum of three film production roles c) Work both individually and collaboratively as creative risk-takers on a variety of filmmaking exercises and experiments d) Reflect on the successes and challenges of their exercises, experiments and completed films
Collaboratively producing film (HL only) HL students focus on the collaborative aspects of filmmaking and experience working in core production teams in order to fulfill shared artistic intentions. They work in chosen film production roles and contribute to all phases of the filmmaking process in order to collaboratively create original completed films.	a) Reflect on experiences of watching films and consider how it guides and influences your own work b) Work as part of a core production team to create at least one completed film c) Make creative choices in order to convey meaning and collaborate in a variety of other activities to support the cooperative realization of a completed film d) Reflect on the collaborations as part of a core production team, evaluating the successes and challenges of the process.

A large group of graduates, both men and women, are captured in a moment of celebration. They are dressed in formal graduation gowns and caps. Many of the caps are in the air, having just been thrown by the graduates. The graduates are looking upwards with expressions of joy and accomplishment. The background shows a clear blue sky with some light clouds and a hint of a landscape with trees and possibly a building in the distance. The overall atmosphere is one of triumph and achievement.

PART 3 EXPECTATIONS

THE OPTIONS PROCESS

MYP5 students and parents are provided with information and advice as per the schedule below to help them make the best IBDP subject decisions.



- **October** Step One Testing - careers inventory and aptitude
- **December** – Presentation and letter sent home to parents/students outlining DP entry requirements.
- **January** :
 - Parent-Teacher Conferences
 - IB Diploma & IBCP options presentations and subject teacher introductions
 - Option form distribution
- **January** – Options assembly for MYP5 students
- **Alumni Evening (tbc)**
- **February** – ‘Subject Choice Form’ submission deadline
- **February** – Half-term reports issued
- **February to March** – Review Period
- **March** – Teacher recommendations for student subject choices issued
- **April** – Provisional option choice confirmations will be communicated
- **June** – Head of School, DP Coordinator and CP Coordinator check semester 2 grades meet requirements and confirm final option choices
- **June** – Meetings with parents and students in case of issues and ‘Final Subject Options Form’ signed and submitted
- **June** – DP/CP Student Induction

IBDP COURSEWORK DEADLINES 2022-2024 COHORT

All assignments are due by the submission dates set out in the student assessment calendar shared in November of DP1.

It is the student’s responsibility to ensure that he/she makes a careful note of the due date for each assignment - for written work and oral presentations - and presents this work on time.
IB Diploma deadlines and interim submission dates are placed on ManageBac and are shared via the Student Assessment Calendar. These are communicated to the parents in the newsletter. The school will not accept that a student has not been informed of IB coursework deadlines.
Students who anticipate having difficulty meeting a deadline must see the subject teacher well before the due date to discuss strategies, which will allow them to meet their commitments. Students with an absence for the day that an assignment was due must hand in the assignment by email where possible, or on their return. They are also responsible for finding out what new assignments there may be and when they are due.

Failure to meet a coursework deadline will result in that student being detained on a Wednesday afternoon. Any students who cannot be present at detention for medical or other reasons justified in writing by parents will result in the student making up the time after school before the following Wednesday. Students who upload the work by midday of the Wednesday they are to be detained do not have to attend the session – this has to be clearly indicated to the DP Coordinator via the subject teacher concerned.
Failure to meet a succession of deadlines will result in a meeting being called with the student and parents.

POLICY TO PRACTICE FOR IBDP DEADLINES Coursework Deadlines

The school publishes a list of coursework deadlines, and we expect students and teachers to respect these. A significant proportion of each subject grade is derived from coursework scores, so the school has a duty to do all it can to ensure that each student’s coursework represents their best efforts. The school has a right and a responsibility to set internal coursework deadlines that:

- a) ensure the teacher and student, and the school and our families, have shared expectations for the submission of IB DP coursework;
- b) provide students with ‘scaffolding’ around which to build their own time-management skills and so manage their coursework commitments successfully;
- c) provide students and teachers with a framework that, as far as is possible, avoids simultaneous demands from different subjects, ensuring that every student has sufficient time and support to submit quality work in each subject area;
- d) ensure that students do not fall behind, and so have multiple demands for coursework late in
- e) act as a trigger for support services, if required;
- f) do not seek to fail or exclude students.

The coursework schedule should give every student the opportunity to produce their best work, and should ensure every student meets each deadline by submitting work that sufficiently meets all internal assessment requirements.

1. COURSEWORK

Coursework refers to work that is completed independently and not under examination conditions; coursework marks contribute towards the final grade of the subject concerned. There are two categories of coursework:

- ▶ internally assessed written or practical work which is sampled and moderated;
- ▶ externally assessed written or practical work all of which is sent to an examiner.

It is the responsibility of each department to keep the published coursework deadlines up-to-date for each component on ManageBac and to ensure that all stakeholders are aware of major coursework requirements, including dates of submission, deadlines and the necessary IBO guidelines. In determining these dates, the Subject Leader will consult with the teachers in their department and leave sufficient time for the marking, internal moderation, standardisation and administration.

- ▶ All oral language Internal Assessments will take place on dates specified by the IBDP coordinator and in the Haut-Lac DP assessment deadlines calendar and leave sufficient time for the marking, internal moderation, standardisation and administration.
- ▶ All ToK presentations/Exhibitions will take place on dates specified by the IBDP and ToK coordinators in the Haut-Lac DP assessment deadlines calendar and leave sufficient time for the marking, internal moderation, standardisation and administration.
- ▶ All Musical Performances will take place on dates specified by the IBDP Haut-Lac DP assessment deadlines calendar and leave sufficient time for the marking, internal moderation, standardisation and administration.
- ▶ The Visual Arts Exhibition will take place on dates specified by the Subject Leader, IBDP coordinator in the Haut-Lac DP assessment deadlines calendar and leave sufficient time for the marking, internal moderation, standardisation and administration.

Where a coursework deadline is found to clash with that of another subject or an external event, the IBDP Coordinator may decide to adjust the final coursework deadline. In such circumstances, the IBDP Coordinator should communicate the adjustment to all concerned (all Subject Leader, students, parents at the earliest opportunity). Such adjustments may only be initiated by the IBDP Coordinator and with the agreement of the Head of Secondary Curriculum.

Parents will receive a copy of the Haut-Lac DP assessment deadlines calendar.

2. CONSISTENCY

Coursework that is submitted electronically does not require a cover sheet and the file to be uploaded should not contain the candidate number or name. Coursework that is submitted on paper must be accompanied by a cover sheet. Cover sheets require the following information:

- ▶ name;
- ▶ candidate number;
- ▶ subject and (if necessary) component;
- ▶ title;
- ▶ word count.

All written coursework should be uploaded to ManageBac appropriately labelled. Coursework that is for electronic upload must have:

- ▶ subject and (if necessary) component;
- ▶ title;
- ▶ word count.

Filled in on the screen prior to uploading.
The file must NOT contain

- ▶ name
- ▶ candidate number.

All extended essays and ToK essays are sent directly to Managebac. These will then be available to the Supervisors and coordinator.

3. THE USE OF THE WORD “DEADLINE”

Students

The deadline for students is in two parts:

- ▶ the final submission date – when coursework should be handed in by students. This can be **an interim submission date** or a **final date**, and these are set internally as described above. Students who do not meet this deadline need to be identified. (see below)

If this is an interim submission date the Coursework will be returned to students within a reasonable time and with sufficient guidance in the form of written comments as well as criteria referenced marks to enable them to monitor their academic performance. Students should receive feedback on coursework within a period set with the agreement of the relevant Subject Leader. In accordance with IB guidelines, students are entitled to formal feedback on a full draft submission once and once only.

- ▶ the final submission date – work submitted at this stage forfeits the opportunity of feedback. Coursework must be the independent work of the student concerned. The schools’ Academic Honesty Policy explains the procedures to be followed in the event of suspected malpractice.

A student who anticipates a difficulty in meeting a deadline should discuss the difficulty **as soon as it is identified** with the subject teacher or the Subject Leader; any request for an extension must be in writing and will trigger a referral to the Form Tutor and IBDP coordinator. The IBDP coordinator may grant an extension if the circumstances are very exceptional and beyond the student’s control, although this is not a regular practice.

Any student who has unforeseen difficulty **near the deadline** will be required to bring proof of the difficulty; in the case of illness, this should be a doctor’s certificate. This will trigger a referral and a record of the outcome will be logged by the subject teacher, Form Tutor and IBDP coordinator.

Candidates are free to revise and redraft a piece of coursework without teacher involvement before the final submission. Candidates should be advised to spend an appropriate amount of time on the work commensurate with the marks available.

3. THE PREDICTED GRADE (PG)

The term *Predicted Grade* is a projection by subject teachers regarding how they believe their students will perform in the subject taking into account Internal Assessment performance, exam performance through the course and classwork throughout the Diploma course. These are not shared with students as a matter of school policy.

The term *Predicted Grade* is used to describe the following:

- The grade required by universities or tertiary education clearing organisations (UCAS). There are published required dates managed by the University Counsellors. These are based on evidence and the subject teachers' professional opinion of the student in their classes
- The grade required by the IB after all internal assessments have been completed. The IBO deadline for the Predicted Grade is 10 April. Teachers are required to send the information to the IBDP coordinator 10 working days before the end of term two of the academic year.

HOMEWORK

Homework is an extension of the regular daily schoolwork and is given in all courses. The functions of homework are to help students prepare for classes, and develop the skills of organization, time management, independent responsibility, self-direction and self-discipline.

Long-range assignments such as reports and projects take careful planning and organization on the part of the student. Parents are encouraged to assist in monitoring student progress toward the completion of the assignments, but should not do the students' work for them. Parents can be most helpful to their children by providing a routine time and a place that is conducive to undisturbed study. Students can seek help in developing more effective study skills from their teachers, counselors, and the learning support department.

The amount of homework assigned normally increases as the student progresses through school and varies throughout the year. By DP1 and DP2 this will be between a minimum of ten and twelve hours a week. The nature of the homework will vary but it can be assumed that students will always be required to be reading set texts in preparation for lessons and reading around all of their subjects as a matter of course. Getting work done on time requires careful planning, organization, determination, and self-discipline. These qualities are important in the later working-careers of students and in their personal lives. To promote the habit of punctuality, while recognizing that difficulties can arise, our policy is that:

- All assignments are due by the deadline set by the teacher (Diploma coursework or any other assignment).
- It is the class teacher's responsibility to ensure that the due date – for written work and oral presentations – is clearly understood by all of the students in the class.
- Homework tasks are to be placed on ManageBac by teachers, as are all IBDP Coursework draft and final deadlines.
- Students receive an electronic copy of the DP Assessment Calendar which they are to then personalize for their own organizational and planning purposes.

- The DP Assessment Calendar is made available to parents.
- Students who anticipate having difficulty meeting a homework deadline **must** see the teacher *well before* the due date to discuss a possible extension. An extension may be granted if the teacher judges that there is an acceptable and legitimate reason.
- Students with an absence for the day that an assignment was due should hand in the assignment by email where possible or on their return. They are also responsible for finding out what new assignments there may be and when they are due.

COMPULSORY STUDY SESSIONS

Each week DP students who do not meet homework or coursework deadlines (including CAS and other elements of the Core), will be placed on the list for Compulsory Study by Tuesday afternoon at the end of the school day. The family will be notified via a message on ManageBac from the subject teacher. If the student has completed the work by 13:00 on Wednesday then the student does not have to attend the session; if not their presence is required from 14:15 to 16:00 in RGN 102.

ASSESSMENT: FAQ

Why does Haut-Lac use a 7-1 scale?

We do so to be consistent. We are an International Baccalaureate school and our scale is an adaptation of the IB Diploma Programme 7-point scale. Our own assessment principles also require that students' performances be compared to agreed standards and criteria. Each level on the 7-1 scale has a set of statements describing the quality of work required (descriptors).

How do I convert a 7-1 grade to an A-F grade?

Letter	7	6	5	4	3	2	1
Grade	A+	A	B+	B	C	D	F

Will having grades on the 7-1 scale put me at a disadvantage if I transfer to a system which uses a different scale?

It should not. Our grade scale has a clear advantage over many other evaluation scales; it describes the levels of achievement in terms of the quality of work and skills required while most other scales confine themselves to a single adjective per level. University admissions offices have told us that our students will be at no disadvantage provided the meaning and context of the grades is made clear. We provide documents which do both: the table of descriptors, our college profile, and charts of grade distributions.

How does a student or teacher know what the “expectations” are?

IB student work is marked against criteria and the teacher will set expectations explicitly for a particular task with the criteria, mark scheme or indeed a rubric related to the criteria.

How do teachers standardize their expectations?

Teachers of the different sections of the same course do this by meeting and looking at the work of students not in their own sections; this is called internal moderation and is good professional practice in many schools.

How difficult is it to score a 7?

Given the IB programme's rigorous nature, it is of course challenging to score the top grade. However, any student who meets the criteria for a 7 will score a 7, and the teacher should interpret the criteria at the grade level of the course concerned. The criteria are achievable at all grade levels.

HAUT-LAC ACADEMIC INTEGRITY POLICY

The School Academic Integrity Policy and IB Academic Integrity Policy can be found [here](#).

FUTURE PLANS – UNIVERSITY/CAREERS

Before choosing your subject options, you need to consider your desired area of study, destination and future career. Please use the information below to help with your initial research.

POTENTIAL PATHWAYS

SOCIAL SCIENCES	
HL	SL
History	Mathematics
English Literature or L&L / Français L&L	French / English / German B
Economics	Biology / Chemistry / SEHS / Physics

MEDICINE	
HL	SL
Chemistry	French / English / German L&L
Biology / Physics	French / English / German B
Mathematics	Geography / Language B

ARTS & MEDIA	
HL	SL
Visual Arts / Film / Music	Mathematics
English / Français L&L / Literature	French / English / German B
Geography / History	Biology / Chemistry / Physics

ENGINEERING	
HL	SL
Mathematics	French / English L&L
Physics	French / English / German / Spanish B
Chemistry	Geography / Business / Management / Computer Science

If you already have an idea of what you would like to study, then you need to do some research to see what the course requirements are – both in terms of required subjects, and required points.

Course requirements vary from country to country. For example, UK universities often expect certain grades in your HLs, or particular course combinations. Switzerland does not recognise maths studies, visual arts or theatre arts.

Our university careers counsellor is happy to provide additional guidance. You should also consider the balance between different subjects and how that may affect workload and interest. For example, would you prefer to take two Literature courses, or would taking one Literature course and one Language/ Literature course be better?

Many students have enjoyed the different nature of a Visual Arts and Film courses. They are equally as demanding as other courses, but provide a different experience and don't have exams.

Specific entry requirements per country, per university, per degree



Useful Higher Education Links

- 1. Australia : <http://cricos.education.gov.au/>
- 2. Canada : <https://www.universitystudy.ca/>
- 3. Denmark : <https://studyindenmark.dk/>
- 4. Europe : <https://www.study.eu/>
- 5. Germany: <https://www.daad.de/deutschland/studienangebote/studiengang/en/>
- 6. Ireland: <http://www.cao.ie/>
- 7. Netherlands : <https://www.studyfinder.nl/>
- 8. Sweden: <https://studyinsweden.se/programmes/>
- 9. Switzerland: <https://www.swissuniversities.ch/en/higher-education-area/studying/degree-programmes/>
- 10. UK : <https://www.ucas.com/>
- 11. USA : <https://bigfuture.collegeboard.org/college-search>
- 12. Worldwide (almost) : <https://www.bachelorsportal.com/>

Non-exhaustive list in alphabetical order

SCHOOL PROFILE

WHAT INTERNATIONAL BACCALAUREAT DIPLOMA PROGRAMME (IBDP) & INTERNATIONAL BACCALAUREAT CAREER-RELATED (IBCP) STUDY OPTIONS DO WE OFFER?

IBDP students build their programme from the following IB Diploma subjects taught in English and/or French:

BIOLOGY	HL/SL	ENVIRONMENTAL SYSTEMS & SOCIETIES	SL	HISTORY	HL/SL
BUSINESS MANAGEMENT	HL/SL	FILM	HL/SL	MATHEMATICS APPLICATIONS & INTERPRETATION	SL
CHEMISTRY	HL/SL	FRENCH A. LANGUAGE & LITERATURE	HL/SL	MATHEMATICS ANALYSIS & APPROACHES	HL/SL
COMPUTER SCIENCE	HL/SL	FRENCH A. LITERATURE	HL/SL	MUSIC	HL/SL
DESIGN TECHNOLOGY	HL/SL	FRENCH AB INITIO	SL	PHYSICS	HL/SL
ECONOMICS	HL/SL	FRENCH B	HL/SL	SPANISH A. LANGUAGE & LITERATURE	HL/SL
ENGLISH A. LANGUAGE & LITERATURE	HL/SL	GEOGRAPHY	HL/SL	SPORTS, EXERCISE & HEALTH SCIENCE	SL
ENGLISH A. LITERATURE	HL/SL	GERMAN B	HL/SL	VISUAL ARTS	HL/SL
ENGLISH B.	HL/SL				

HL: HIGHER LEVEL SL: STANDARD LEVEL

IBCP students study three of the abovementioned subjects along with one of the three career-related studies below:

SUSTAINABLE MANAGEMENT WITH SUMAS UNIVERSITY IN GLAND, SWITZERLAND	ART & DESIGN WITH SAVANNAH COLLEGE OF ART & DESIGN, FRANCE & USA	INTERNATIONAL SPORTS MANAGEMENT WITH FEDERATION UNIVERSITY, AUSTRALIA
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WHAT ABOUT ACADEMIC RESULTS?

As a non-selective school, any student who wishes to complete the full IB Diploma Programme is given the chance to do so. Over the last four years, our graduates have obtained an average of 34 points (versus a world average of 31 points) out of a total 45 points in the IB DP as seen in the table below.



Exam Date	No. of Haut-Lac candidates	Diploma options			No. of Haut-Lac passes	Haut-Lac pass rate %	World average pass rate %	Average Haut-Lac Mark	Best Haut-Lac Mark	World average*
		Bilingual	English	French						
May 2006	8	3	4	-	7	88	80.35	28.6	31	29.89
May 2007	9	6	3	-	9	100	78.78	31.3	36	29.56
May 2008	10	9	1	-	10	100	79.02	31.2	39	29.57
May 2009	20	7	10	3	20	100	78.71	29.9	41	29.51
May 2010	23	13	7	1	21	91	78.06	33.5	44	29.55
May 2011	28	16	12	0	28	100	77.99	31.5	39	29.61
May 2012	25	9	13	0	22	88	78.48	30.9	43	29.77
May 2013	32	9	23	0	30	94	79.00	30.1	44	30.00
May 2014	35	10	25	0	31	89	79.30	32.2	41	30.10
May 2015	36	8	28	0	35	97	80.80	35.8	44	30.20
May 2016	40	16	24	0	39	98	79.30	34.3	43	30.00
May 2017	34	5	28	0	33	97	78.40	33.0	42	29.90
May 2018	41	11	27	0	38	90	78.2	31.0	43	29.8
May 2019	42	9	21	0	40	95	77.8	31.7	41	29.7
May 2020	44	26	18	0	44	100	85.18	34	41	31.34
May 2021	40	13	27	0	40	100	88.93	35	42	33.02
May 2022	41	13	28	0	39	95	88.96	34.1	44	33.02
May 2023	34	15	19	0	31	88	79.67	32.2	44	30.24

* according to IBO statistics

UNIVERSITIES AT WHICH OUR GRADUATES HAVE BEEN ACCEPTED

SWITZERLAND

ETHZ Zurich
EPFL Lausanne
HEC Geneva
University of Geneva
University of Bern
University of Lausanne
University of Neuchâtel
University of St. Gallen
University of Zürich
University of Lugano
HSG St Gallen
Ecole Hôtelière de Lausanne
Business School of Lausanne
Ecole Cantonale d’Art de Lausanne
Ecole de Multimédia et d’Art de Fribourg
Geneva Design School
Haute Ecole de la Santé La Source
IPGL Lausanne
Les Roches Hotel School – Glion
Les Roches Hotel School – Sierre
Università de la Svizzera Italiana
USI Accademia di Architettura

UNITED KINGDOM

Abertay University
Aberystwyth University
Anglia Ruskin University
Aston University, Birmingham
Barking and Dagenham College
Bath Spa University
Bishop Burton College
Bournemouth University
Brighton Institute of Modern Music
Cardiff Metropolitan University
Cardiff University
City University London
Coventry University
De Montfort University
Duchy College, Cornwall
Durham University
European School of Osteopathy
Falmouth University
Goldsmiths University
Heriot-Watt University
Hull University
University College London
Imperial College London
University of Nottingham
King’s College London
Kingston University
Lancaster University
Liverpool John Moores University
London Metropolitan University
London School of Economics
London South Bank University
Loughborough University
Manchester Metropolitan University
Oxford Brookes University
Middlesex University
Newcastle University
Norland College, Bath

Northumbria University
Nottingham Trent University
Plymouth College of Art
Plymouth University
Queen Mary University of London
Queen’s University, Belfast
Royal Holloway University of London
Royal Veterinary College
SOAS University of Londoön
Southampton Solent University
St. Martin’s College of Art, London
Staffordshire University
Swansea University
Teesside University
The Arts University College Bournemouth
The University of Aberdeen
The University of Birmingham
The University of Bristol
The University of Glasgow
The University of Kent
The University of Liverpool
The University of Manchester
The University of Nottingham
The University of Sheffield
The University of Stirling
The University of Warwick
The University of West London
University of Brighton
University of Arts London
University of Bath
University of East Anglia
University of Chichester
University of Cumbria
University of Derby
University of Dundee
University of East London
University of Edinburgh
University of Essex
University of Exeter
University of Glasgow
University of Greenwich
University of Hertfordshire
University of Huddersfield
University of Leeds
University of Leicester
University of Lincoln
University of Reading
Universty of South Wales
Universty of Southampton
Universty of St Andrews
Universty of Stirling
Universty of Surrey
Universty of Sussex
Universty of West of England, Bristol
Universty of Westminster, London
Universty of Worcester
Universty of York

IRELAND

Dublin City University
Trinity College Dublin
University College Cork
University College Dublin
University of Limerick

FRANCE

ESJ, Paris
ESMOD, Paris
Institut Supérieur Européen de Gestion, Lille
Métamorphose, école de maquillage, Strasbourg

BELGIUM

Europese Economische Hogeschool
University of Leuven

GERMANY

KIT, Karlsruhe
LMU Munich
University of Bamberg
University of Bonn
University of Munich
University of Television and Film, Munich
University of Wurzburg

OTHER EU COUNTRIES

Academia Europea di Firenze, Italy
Erasmus University, Netherlands
ESADE, Spain
Hotel school The Hague, Netherlands
IE University, Madrid, Spain
International University of Monaco, Monaco
Les Roches Hotel School, Marbella, Spain
Maastricht University School of Business, Netherlands
Minerve Art Academy, Italy
Politecnico di Milano, Italy
Universidad Complutense, Madrid, Spain
University of Amsterdam, Netherlands
University of Helsinki, Finland
University of Hohenheim, Stuttgart

CANADA

University of Toronto
University of British Columbia
University de Sherbrooke, Quebec
Tyndale University College
Nipissing University
The Art Institute of Seattle
McGill University, Montreal
McMaster, Ontario
Queen’s University, Ontario
Schulich School of Business, York University, Toronto
University of Western Ontario

UNITED STATES

American University, Washington DC
Boston College, Massachusetts
Brown University
California College of the Arts
Chapman University, California
Clark University, Massachusetts
Concordia College, Texas
Cornell University
Drew University, New Jersey
Eckerd College, Florida
El School of Professional Make-Up, Los Angeles
Elon University, North Carolina
Emerson College, Massachusetts
Fordham University, New York
George Washington University
Harvard University
Ithaca College, New York
Massachusetts College of Art and Design
Michigan State University
New York University
North Carolina State University
Northeastern University, Massachusetts
Pitzer College, Los Angeles
Purdue University, Indiana
Rochester Institute of Technology, New York
Rollins College, Florida
Santa Clara University, California
Skidmore College, New York
St Andrews University, North Carolina
Stanford University
Stevens Institute of Technology, New Jersey
Suffolk University, Massachusetts
Syracuse University
Tufts University, Massachusetts
Tulane University, Louisiana
University of California Los Angeles
University of California San Diego
University of California Santa

Barbara
University of Cincinnati
University of Colorado Boulder
University of Miami
University of Michigan
University of Minnesota Duluth
University of North Carolina, Wilmington
University of Notre Dame, Indiana
University of Pennsylvania
University of Southern California
University of Vermont
University of Virginia
Villanova University, Pennsylvania
Wake Forest University, North Carolina
Yale University

OTHER COUNTRIES IN THE WORLD

Assumption University, Thailand
Mapua Institute of Technology, Philippines
Philippines-Diliman
University of Auckland, New Zealand
University of New South Wales, Australia
Monterrey Institute of Technology and Higher Education, Mexico
Universidad de Santiago, Chile
Universidad Nacional de Asunciòn, Paraguay

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