LEYSIN AMERICAN SCHOOL IN SWITZERLAND

A Guide to Learning at the Belle Époque

Developing innovative, compassionate, and responsible citizens of the world.

Source: www.ibo.org and IBO subject documentation

Contents

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The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

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

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others.

REFLECTIVE

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

LEYSIN AMERICAN SCHOOL IN SWITZERLAND

Program of Study
Three distinct pathways to success in the BEC

Option 1: LAS High School Diploma

All students who graduate from Leysin American School are awarded the LAS High School Diploma, including students who undertake IB Subjects and the full International Baccalaureate Diploma Programme. This prestigious high school diploma is accredited by the Commission on Secondary Schools of the New England Association of Schools and Colleges and the Council for International Schools.

The guiding force at Leysin American School is to encourage all students to reach their full potential in every area, developing new skills and strengths in the process. LAS offers an academically balanced curriculum from Grades 7 through 12 leading to this award, with an ELA option for those who need support in English. Over the course of the program, students will concentrate on the key academic areas required for university entrance—English, mathematics and science—as well as other important subjects that help to develop greater personal and social awareness—modern languages, social sciences, humanities and arts.

In the Belle Époque, students can specialize their High School Diploma, meeting the requirements for college courses such as the arts, sciences, business or social sciences. This is possible because students can choose their courses with more freedom than if they are part of the IB Diploma. All students will retain Maths, English and second languages until graduation requirements are met.

ELA students can choose a focused course of study to enable them to develop their language skills and also learn alongside native speakers in mathematics, arts and physical education. This encourages students to share cultural backgrounds and international understanding. In the sheltered-immersion model, language and content learning are integrated to promote the mastery of English language skills, and language development and content-area knowledge are primary objectives. Students strengthen English language proficiency to excel in academic classes that require a high degree of English ability.

US Diploma Timeframe:

- Start of the year: August
- End of year: June
- Two semesters per year, beginning in August and January
- Students take at least six subjects per semester
- Each course provides one credit per year

US Diploma Credits

Our students come from many countries and bring the value of their cultural experience and education to the campus. To accommodate the differences in curriculum and academic focus of each country, and to give each student the best opportunity to succeed, students are guided to obtain a certain number of credits at LAS to graduate, based on the entry-level grade determined by their transcripts.

Students starting in:

- 9th grade need 24 credits to graduate
- 10th grade need 18 credits to graduate
- 11th grade need 12 credits to graduate
- 12th grade need 6 credits to graduate

Option 2: American High School Diploma with IB Certificates.

We are committed to the philosophies and principles behind the International Baccalaureate Organization because we believe that quality work and high standards are attainable by all young people, whether or not they choose to pursue individual IB courses or the full International Baccalaureate Diploma Programme. There are advantages to completing some IB Course certificates which in conjunction with the High School Diploma adds value to a student's college application.

Most classes offered in the Belle Epoque are IB courses, based on the curriculum of the International Baccalaureate. Students studying for both year 11 and 12 at LAS have the option to study the full 2 year Standard Level course and complete a formal exam under the supervision of the IB. It is also possible to take a certificate in English B HL and also Art HL if a student has an aim of following this path in their further education.

Students who take this option will achieve a certificate from the IB which can be used alongside their High School Diploma in applying to college. Taking two or three course certificates as an IB courses student is quite common at LAS with English B, Mathematics and French being most popular. Students will be asked to make a decision on taking the IB exams in the spring of Grade 11. Students entering the second year of any two year IB course are obliged to take the external IB exams in May of their Senior year.

Example Course Selections for Option 1 and 2 – These are examples and various other options are available. These examples are designed to simply show that various options are available to students.

Example 1 – HS Diploma	Example 2 – HS Diploma and IB certificates	Example 3 HS Diploma with ELA and IB Certificates
IB English Language and Literature SL	IB English Language and Literature SL	IB English B HL
French 1	IB French B SL	Design
Design	Design	Music
Music	Studio Art	Studio Art
Mathematical Statistics	IB Mathematical Studies SL	IB Mathematics SL
Geography	Geography	ELA Geography
Finance and Business	Finance and business	ELA English Literature
Environmental Systems and Societies	IB Biology SL	Integrated Science

Option 3: Full IB Diploma Program

Students who wish to complete the full IB Diploma should have a strong academic standing in a broad range of topics. The International Baccalaureate Organization, founded in Geneva, Switzerland, oversees this rigorous academic and prestigious academic programme, which is internationally recognized as one of the best university preparations available. The two-year programme usually begins in the eleventh grade and continues through the twelfth grade. IB studies are the highest academic level available in the school (and arguably in the world), students wish to challenge themselves in preparation for university.

The DP curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay.

Through the DP core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

Assessment in the IB Diploma

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses.

IB subject assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively.

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods.

In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate.

Making IB Diploma a Success

To be a successful IB Diploma student, it is necessary to be punctual both to classes and to school, to have an excellent attendance record, and to complete work on time and to an appropriate standard. In all courses, students must complete mandatory coursework assignments; typically this coursework amounts to 20 to 25% of the final grade for each course, although in some cases it may be higher or lower. Organisation and maintaining consistent effort is essential, as is meeting deadlines on time.

There is a maximum of 7 points available for each of the six required elective courses; in addition, there are 3 points available for the combination of TOK and the Extended Essay. This makes a maximum total of 45 points. A minimum of three courses must be at Higher Level. In general, in order to receive the IB Diploma, a student will have to score at least a 4 in each subject, or 24 points or more in total. The full criteria for passing the IB DP are set out below and students need to be aware that a score of 24 points will not always guarantee a pass.

Course Selection

Students should consider their particular academic strengths as well as ask themselves which subjects they enjoy and thrive in. It is crucial that a student reflects carefully and chooses subjects in which they personally believe they will be a success. It is extremely important that students have an awareness of the direction they may wish to take at college. Knowledge of the country they may

wish to study in and the subjects they might take are crucial in making the right choices for the Diploma, as with other pathways to success.

To be eligible for the IB Diploma, each student is required to complete six IB courses. One subject should be taken from each group in the curriculum model:

- Group 1: language A (literature and/or language and literature)
- Group 2: second language (language acquisition)
- Group 3: individuals and societies
- Group 4: experimental sciences
- Group 5: mathematics
- Group 6: arts OR one subject from groups 1-4 Further.

All IB Diploma students must choose;
- Three courses at higher level (HL)
- Three courses at standard level (SL)

In addition, all IB Diploma students must complete:
A course in the Theory of Knowledge (TOK), a 4,000-word Extended Essay (EE) in a subject of their choice and a Creativity, Action, & Service (CAS) programme

Example Course Selections for the IB Diploma. These are examples and various other options are available. These examples are designed to simply show that various options are available to students.

Example 1 – Science Focus	Example 2 – Arts Focus	Example 3 – Humanities focus
English HL	English Literature HL	English Language and Literature HL
Language B SL	French B HL	French B SL
Environmental Systems and Societies SL	Psychology SL	History HL
Science HL	Environmental Systems and Societies SL	Chemistry SL
Maths	Maths SL	Maths Studies SL
Science HL	Visual Art HL	Economics HL
TOK, CAS, EE.	TOK, CAS, EE.	TOK, CAS, EE.

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University Pathways
Choosing the right subjects for you.

At LAS, we believe that the college counselling process should guide students in choosing the course of study that will enable them to be their most successful self during their time of study here.

Every student graduating from LAS will receive an American High School Diploma.

When selecting which pathway to pursue at LAS, one of the most important things for students to consider is finding the right fit of courses/program that will allow the student to be most successful, both during their time at LAS and in their future goals.

It is also important for students to be aware of qualifications universities are looking for as part of their admissions processes when they are deciding which pathway at LAS is more appropriate for them.

Option 1: American High School Diploma

Great for students who wish to study in schools in the United States and do not feel the full IB diploma is the correct academic choice for their best success. Can be used to gain entry to Canadian or UK schools (for foundation year) but usually in addition to the student taking the SAT or ACT.

Option 2: American High School Diploma with IB Certificates

Can be a great option for students who wish to study in the US or Canada or at American-style universities in Europe. Less suitable for a student who wants to enter directly into a course in the UK, Australia.

Option 3: Full IB Diploma Program

Students should pursue this pathway if they would like to enter directly into programs in the United Kingdom, Australia, and public universities in Europe without having to complete a foundation year. Can make a student a more competitive applicant in the United States, as long as the class grades are suitable. For students who achieve the full IB Diploma, it is possible at certain universities to get one year of credit towards your university program.

Each of the above pathways will allow students to apply to a range of universities, but it is helpful to keep in mind the student's future college plans when deciding which pathway is the best fit for them.

Please refer to the table below for general guidelines for admission to universities in certain countries:

Country of Study	Qualification Requirements for Admission
Australia	● Completion of IB Diploma ● Can enter a Foundation year or Bridging Program if the student does not have the IB Diploma
United Kingdom	● Completion of IB Diploma ● Can enter a Foundation year if the student does not have the IB Diploma
United States	● All three pathways are acceptable for admission
Canada	● IB Diploma preferred ● When looking at student's transcript, often looking only at Grade 11 and 12 ● Can apply with American High School Diploma with a combination of IB certificates and/or SAT or ACT
Netherlands	● To be accepted to a Research University, students should be pursuing the full IB Diploma. ● Students can apply to Applied Sciences schools with an American High School Diploma or American High School Diploma with IB Certificates
Switzerland (Cantonal or Federal Universities)	● Full IB Diploma ● Please Note: IB Math Studies not suitable for admission to cantonal or federal universities. ● Possible to be accepted to other hotel management programs or business schools with American High School Diploma and IB Certificates and/or SAT/ACT exam
Public Universities in Europe	● Private universities will consider students without the full IB if they have taken the SAT/ACT.
Private Universities in Europe	● Will often function like universities in the US in terms of their admissions requirements. Will like to see the IB, but it is not necessary to gain admission.
Hotel/Business Schools	● Several highly selective hotel schools (such as EHL) or Business Schools (such as ESADE) are looking for the full IB diploma. It is possible to apply for admission to these schools without the full IB Diploma, but then it is important that the student has taken the SAT/ACT and has very strong grades.

More detailed and specific information can be found at http://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/country-recognition-statements/

Medicine or Engineering Programs in UK, Australia, and Europe:

- ---these programs are generally some of the most competitive and will often require specific combinations of courses for admission

Programs at public/federal/cantonal universities in Europe will often also ask the student to take a language exam from that country as part of the admissions process if the program is not taught in English.

There is also the potential for students to have to sit for an entrance examination as part of a university's admissions requirements.

Math Studies is an acceptable math course for most UK courses, however, there are certain programs where math studies is not accepted as a math course for admission.

Please Note: These requirements can vary between universities and countries. Students should ALWAYS review each school on their application list with their college counsellor to ensure they are keeping track of specific requirements and deadlines for each individual school they are applying to!!*****

We recommend that students plan on taking the SAT or ACT exam during their time in high school in order to keep their options open when applying to universities.

LAS Diploma Offerings

ELA Literature

The goal of ELA Literature is to improve your English reading skills, explore anglophone cultures and develop intercultural understanding. The purpose of the course is to act as a partner to English B SL/HL. In addition to improving reading skills, you will also develop your ability to write a variety of text types, share ideas and thoughts in group discussions and class presentations and augment your academic vocabulary. We will read a variety of texts based on the English B themes of global issues, communication and media and social relationships. The focus of the lessons will be on reading an individually selected novel or reading a novel or play as a class. You will be assessed on your understanding of the reading material and your efforts to understand key vocabulary. There will be a combination of traditional literary analysis with an application of the themes and motifs from the literature to the anglophone and wider world.

Beginner and Intermediate French

Students coming into the Belle Epoque can take French at various levels. The course is designed to create a desire to learn a language as well as the technical skills involved.

Beginner German

Students coming into the Belle Epoque can take a beginner German course. The course is designed to create a desire to learn a language as well as the technical skills involved.

ELA International Relations & International Relations

This course gives students an opportunity to examine global issues, the complexity of world leadership and the theories behind them.

ELA Geography

This geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and case studies at a variety of scales, from local to regional, national and international. Over two years you will undertake a study of: Populations in Transition, Disparities in Wealth and Development, Patterns in Environmental Quality and Sustainability, Patterns in Resource Consumption, Freshwater – Issues and Conflicts, Hazards and Disasters – Risk Assessment and Response and Extreme Environments.

Business & Marketing

In Business & Marketing, you will develop a basic understanding of finance, accounting, and financial markets. Topics include financial statements, double-entry accounting, small business operation, and simple models used in financial decision-making such as time value of money equations. You will also get hands-on knowledge by planning and operating a temporary small business at LAS. This course is designed to give you a head-start if you are thinking of studying business or finance at university.

ELA Integrated Lab Science

Integrated Lab Science will involve content from each IB Science area Biology, Chemistry, Physics, Environmental Systems and Societies and Astronomy. A series of general topics for investigation will be chosen and developed by you and your peers. These topics will be used as a focus for studying specific subject content. By taking this course you will develop a strong set of scientific

skills due to the courses focus on the techniques of science including practical investigation, techniques for processing data, research and resource evaluation and presentation skills. This may involve looking at a local ecosystem and investigating interspecies relationships, chemical processes used by plants to avoid competition, how light is produced, absorbed and used in relation to photosynthesis, techniques for making observations, comparing relevant research papers, hypothesising about and then investigating how some aspects of the studied ecosystem are related.

Physics

The overarching aim of the course is to enhance the students understanding of science as a process. Students taking this course will be exposed to topics in Physics such as Mechanics, Wave Phenomena, Electricity and Magnetism, Atomic and Nuclear Physics and Astronomical Phenomena. The students will refine their ability to apply the scientific method by conducting enquiry led practicals that will utilise and develop their analytical, problem solving and critical thinking skills. The class will develop students as a critical thinkers with a solid grasp of scientific concepts and their real world application. They will learn how to apply the scientific method to explore natural phenomena.

Biology

The class will develop you as a critical thinker with a solid grasp of scientific concepts and their real world application. You will learn how to apply the scientific method to explore observations and answer questions. Through experiment-based learning we aim to expand your curiosity, interest and enjoyment of science and its methods of inquiry. You will develop a strong set of scientific skills due to our focus on the techniques of science, including practical investigation, techniques for processing data, research and resource evaluation, and presentation skills. You might: look at the local ecosystem and investigate inter-species relationships, study chemical processes used by plants to avoid competition, learn about how light is produced and absorbed in relation to photosynthesis, practice techniques for making observations, compare relevant research papers, and make hypotheses about and then investigate how aspects of the ecosystem are related.

Statistics

Statistics is a course for students in grade 12 who do not wish to enrol in the IB Diploma program mathematics courses. The course content is designed to allow students to develop the skills to collect, analyze and report data appropriately. As with our other courses, the assessments are created to foster curiosity and develop students' investigation and problem-solving skills. There is a large focus on understanding and presenting data, but the students also gain an appreciation for probability and its applications. This course requires that students gain an understanding of different ways to present and collect data with and without technology.

Applied Mathematics

Applied mathematics is a course for students in grade 11 who do not wish to enrol in the IB Diploma program mathematics courses. The course content is designed to allow students to experience the most relevant mathematics in everyday life. As with our other courses, the assessments are created to foster curiosity and develop students' investigation and problem-solving skills. There is a large focus on logical processes, financial mathematics and problem solving through numerical and algebraic manipulation.

Studio Art

Studio Arts is for students not in the IB program. It is a general Art and Design course with a broad, multi-faceted focus on creativity and self-expression. It gives you an appreciation of the Visual Arts and Art History as a life enhancing and enriching process, and a different way of

looking at the world. It develops applied and transferable critical and analytical thinking skills and can prepare you for further studies in Art and Design, and perhaps a career in your chosen Visual Arts sector.

Yearbook

In this class you will learn the necessary skills to make the school yearbook. You will start by planning what to cover during the school year and designing a unifying theme for the book. You will study layout and design techniques, writing and editing copy, headlines and picture captions. You will learn proofing strategies and work independently. In the photography section of the course you will learn the necessary tools to capture thought-provoking and technical photos for the yearbook.

Photography

This Photography course deals with traditional as well as digital photography. Teaching revolves around basic camera handling, and some basic darkroom procedures. Students learn how to control light to produce an aesthetically pleasing image. Composition and the elements and principles of art are introduced. In addition, digital photography, photograms, special effects, lighting and the history of photography may be addressed.

Design

This course will introduce you to three important areas of design: Digital media design, Product design and Architectural design. During initial introductory units you will learn how to follow a design process to create a solution to a brief in each area. Later you will select their area of most interest in order to work on an in-depth project that involves writing a client negotiated brief and presenting outcomes to a high standard either digitally or by hand. This course is offered at 2 levels; as an introduction to Design and students who wish to return for a second year can complete personal design projects in their area of greatest interest.

Theater Arts

Theater Arts is a year-long course for 11th and 12th grade students who are interested in all aspects of drama. Through performances of plays and scenes, students will develop acting skills as well as explore improvisation, playwriting, technical design (scenery, costumes, props), stage directing, and the major styles and schools of theater and acting. There are no prerequisites for the class, but an open mind, a willingness to take risks, and the ability to envision and create are beneficial qualities for you in the course. There will be performance expectations both in and out of class.

Creating Music

Creating Music is a course for LAS diploma students who have an interest in making music either through performance or on the computer. Through listening, performing, using technology to create, and listening, students will explore a range of skills and styles including piano skills, guitar and ukulele, Logic ProX, midi-keyboards, music recording, classical, world, and popular genres. Previous experience playing an instrument or singing is helpful but not necessary to participate in the class.

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The Core of the IB.
CAS, TOK and the Extended Essay

Creativity, Activity, Service:

The Nature of CAS

The IBO's goal of educating the whole person and fostering more caring and socially responsible attitudes comes alive in an immediate way when students reach beyond themselves and their books. Creativity, activity, service (CAS) is at the heart of the IB Diploma Program and is a requirement for the award of the IB. It involves students in a range of activities alongside their academic studies throughout the Diploma Program.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Program. A good CAS plan should be balanced, challenging, enjoyable and a personal journey of self-discovery. Each student will have a different starting point, and therefore different goals and needs, but for many, CAS activities include experiences that are profound and life-changing.

Three Strands of CAS

There are three strands of CAS under which all experiences can be characterized as follows;

Creativity: Exploring and extending ideas leading to an original or interpretive product or performance

Activity: Physical exertion contributing to a healthy lifestyle

Service: Collaborative and reciprocal engagement with the community in response to an authentic need

Creativity	Activity	Service
Arts & Creative Writing	Individual/team sports	Habitat for Humanity
Musical performances	Hiking & Outward bound	Community Service
Theatre Performances	Yoga & meditation	Village tutoring
Model UN	International Award	Eco Club
Yearbook Club	Skiing/Snowboarding	Sethule Trust Charity
Band/Rock School	Mountain climbing	Student Council
Event Planning Club	Rowing Club	Gardening

Photography	Dance	National Honors Society

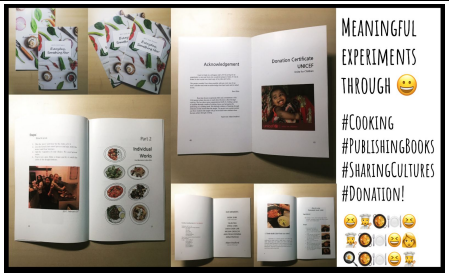
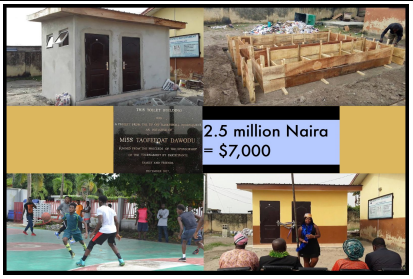
The CAS Project

As a part of the CAS program students are required to partake in at least one CAS project throughout the 18 months of the IB diploma. A CAS project is;

- something that fits in one of the C-A-S strands
- a collaborative, purposeful, substantial series of experiences
- a sustained collaboration of at least one month
- where students are responsible for initiating a part of or the whole project
- to have a defined purpose and goal
- almost anything you can imagine!

The CAS project is truly an opportunity to create something wonderful from the efforts of students and their collaborative team. Whichever strand the project falls under students have the chance to participate in an experience that can be thoroughly productive, enjoyable and memorable. Most of all the learning possibilities through this experience are exceptional. This is experiential learning in its purest form.

Some examples of past CAS projects here at LAS are:

Multi-cultural cooking club to create a recipe book with original and translated recipes.	Fundraising basketball tournament to finance construction of a school toilet in Nigeria.	Teaching English to disadvantaged young offenders in Ukraine.
		

Subject Areas and Details

Group 1 Language A

English A Literature, English A Language and Literature, School supported Self Taught Language A Literature.

Overall Description. All three courses are designed for students who have experience of using the language of the course in an academic context. The language background of such students, however, is likely to vary considerably—from monolingual students to students with more complex language profiles. The study of texts, both literary and non-literary, provides a focus for developing an understanding of how language works to create meanings in a culture, as well as in particular texts. All texts may be understood according to their form, content, purpose and audience, and through the social, historical, cultural and workplace contexts that produce and value them. Responding to, and producing, texts promotes an understanding of how language sustains or challenges ways of thinking and being.

To fulfil the requirements of the Diploma Programme, all students must study a group 1 subject selected from one of the courses above. One path to a bilingual diploma is to take two group 1 courses, each in a different language, in any combination of the three courses offered. Both the language A: literature course and the language A: language and literature course are offered at SL and HL. Literature and performance, which is an interdisciplinary subject (groups 1 and 6), is only available as an SL course.

Language A: language and literature

Language A: language and literature comprises four parts—two relate to the study of language and two to the study of literature.

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the language A: language and literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

The language A: language and literature course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. The course is designed to be flexible—teachers have the opportunity to construct it in a way that reflects the interests and concerns that are relevant to their students while developing in students a range of

transferable skills. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

The difference between SL and HL.

Part of the course	SL	HL
Parts 1 and 2: Language in cultural context, and language and mass communication	Fewer topics covered in order to achieve learning outcomes than at HL	More topics covered in order to achieve learning outcomes than at SL
Part 3: Literature—texts and contexts	Study of two works, one of which is a text in translation from the prescribed literature in translation (PLT) list	Study of three works, one or two of which is (are) a text(s) in translation from the prescribed literature in translation (PLT) list
Part 4: Literature—critical study	Study of two works chosen from the prescribed list of authors (PLA) for the language A studied	Study of three works chosen from the prescribed list of authors (PLA) for the language A studied
Written tasks	Production of three written tasks, one of which is submitted for external assessment	Production of four written tasks, two of which are submitted for external assessment. One of the assessed tasks must be a critical response to one of six questions
Paper 1: Textual analysis	An analysis of one non-literary text or extract (1 hour and 30 minutes)	A comparative analysis of a pair of texts, at least one of which is non literary (2 hours)

Language A: literature

Language A: literature as LAS is an HL literature course of study in English. It is also possible to study literature as an SL self-taught course in a wide range of languages other than English. Many of these languages have a prescribed list of authors (PLA). Languages with a PLA are listed in the Handbook of procedures for the Diploma Programme and each PLA is published on the online curriculum centre (OCC) at http://occ.ibo.org. Language A: literature is the subject through which the IB's policy of mother-tongue entitlement is delivered.

Just as we encourage at LAS, this policy promotes respect for the literary heritage of the student's home language and provides an opportunity for students to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction.

Who should study Self Taught Languages at LAS?

- All students must complete one Language A course as part of the full Diploma. This means that students of English B courses must study Language A Literature in their mother tongue to meet this requirement.

- Self-Taught Literature is a course for Diploma Candidates only. IB courses students are not able to take Self-Taught Literature.

The Literature Course
The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can, therefore, be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living.

It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Language A: literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. It is divided into four parts, each with a particular focus.

- Part 1: Works in translation
- Part 2: Detailed study
- Part 3: Literary Genres
- Part 4: Options (in which works are freely chosen)

Assessment		
	SL	HL
Paper 1: Literary analysis	A literary analysis of a previously unseen passage in response to two guiding questions	A literary commentary on a previously unseen passage
Individual oral commentary	A 10-minute oral commentary based on an extract from one of the works studied in part 2	A 10-minute oral commentary on poetry studied in part 2, followed by a discussion based on one of the other two works studied

Group 2: Language B
Language Acquisition

English, French, Spanish

Language acquisition consists of two modern language courses—language ab initio and language B—that at LAS are offered in English, French and Spanish. Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process allows the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity.

The two modern language courses—language ab initio and language B—develop students' linguistic abilities through the development of receptive, productive and interactive skills.

Language B SL and language B HL

Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

French is available at Ab initio, SL and HL.
English is available at both SL and HL.
Spanish is available at Ab initio and SL level.

Distinction between SL and HL

At both levels of language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. The distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills described below.

Language B HL

At HL, students are expected to extend the range and complexity of the language they use and understand in order to communicate. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

Receptive skills:
Students understand and evaluate a wide variety of written and spoken authentic personal, professional and mass media texts; they understand fundamental elements of literary texts such as theme, plot and character. They analyse arguments, distinguishing main points from relevant supporting details and explanations. They use a variety of strategies to deduce meaning.

Productive skills:
Students present and develop their ideas and opinions on a variety of topics, both orally and in writing. They construct and support arguments with explanations and examples. They speak and write at length, and with purpose, in order to meet a wide range of communicative needs: describing, narrating, comparing, explaining, persuading, justifying, evaluating.

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

Students are adept at negotiating meaning and fostering communication.

Language B SL

Receptive skills:
Students understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases.

Productive skills:
Students write texts for a variety of purposes and make oral presentations on topics of interest. They write descriptive texts and personal correspondence; they make comparisons, narrate stories, provide detailed accounts, and express their thoughts and opinions on abstract or cultural topics.

Interactive skills:

Students initiate and maintain the flow of conversations and discussions. They express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students use a variety of strategies to negotiate meaning and foster communication.

Language Ab initio: French, Spanish and German

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only. Because of the inherent difficulty of defining what constitutes "very limited exposure" to a language, it is not possible to list specific conditions such as the number of hours or the nature of previous language instruction; however, it is important to note that any student who is already able to understand and respond to spoken and written language on a range of common topics cannot take a language ab initio class as this would not provide an appropriate academic challenge.

Receptive:
Students understand, both orally and in writing, simple sentences and some more complex sentences relating to the five prescribed themes and related topics. They understand simple authentic and adapted written and audio texts and related questions in the target language.

Productive:
Students express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They communicate orally and respond appropriately to most questions on the five prescribed themes and related topics.

Interactive:
Students understand and respond clearly to some information and ideas within the range of the five prescribed themes and related topics. They engage in simple conversations. They use strategies to negotiate meaning and foster communication.

Group 3: Individuals and Societies

History, Economics, Global Politics and Geography

History (HL/SL)

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

All students at LAS, higher and standard level, look at one of the prescribed subjects which are assessed through a source based examination paper. The prescribed subjects are:

- Military leaders
- Conquest and its impact
- The move to global war
- Rights and protest
- Conflict and intervention

All students will also explore two key topics in world history. These will be chosen from:

Origins, development and impact of industrialization (1750–2005)

- Independence movements (1800–2000)
- Evolution and development of democratic states (1848–2000)
- Authoritarian states (20th century)
- Causes and effects of 20th-century wars
- The Cold War: Superpower tensions and rivalries (20th century)

In addition, HL students will study one of four regional options:

- History of Africa and the Middle East
- History of the Americas
- History of Asia and Oceania
- History of Europe

Assessment:

Historical investigation:1500-200 words (SL 25%, HL 20%)

- Paper 1 (HL/SL): Source analysis paper; five source questions (1 hour)
- Paper 2 (HL/SL): Essay paper: two timed essays (1.5 hours); based on two world history topics
- Paper 3 (HL): Essay paper: three timed essays (2.5 hours); regional options

Economics (HL/SL)

Why has the Euro fallen in value? Why is inflation a problem? What factors influence the price of oil? What policies can a government use to reduce traffic congestion? Why has the Chinese economy grown so quickly? Why does the US have such a large trade deficit? These are the types of questions with which the IB Diploma Economics syllabus is concerned.

The course will enable students to develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application. In addition, it develops an awareness of development issues that nations face as they undergo the process of change.

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

The distinction between SL and HL

SL and HL students of economics are presented with a common syllabus, with an HL extension in some topics. The syllabus for both SL and HL students requires the development of certain skills and techniques, attributes and knowledge—as described in the assessment objectives of the programme.

While the skills and activity of studying economics are common to both SL and HL students, the HL student is required to acquire a further body of knowledge—including the ability to analyse, synthesize and evaluate that knowledge—and to develop quantitative skills in order to explain and analyse economic relationships. These quantitative skills are specifically assessed at HL in paper 3.

No prior knowledge of economics is required, however, Higher Level economics students should be taking at least Standard Level Mathematics due to the mathematical content of the HL course. Standard level economics students would benefit if they feel comfortable using mathematical tools such as index numbers, percentages, simple multiplications and being able to draw and interpret graphs. However there is no requirement to study standard level mathematics, mathematical studies would be acceptable.

Assessment:

Internal assessment:

Candidates must produce a portfolio of four commentaries, each of which are between 650-750 words, based on a news media extract, linking economic theory to a real-world situation. Three of the four commentaries must have as their main focus a different section of the syllabus, although it is acceptable for commentaries to make reference to other sections. The fourth commentary can focus either on a single section or on two or more sections of the syllabus.

External assessment:

- Extended-response question paper (HL and SL): 1 hour; Each question is divided into two parts and may relate to more than one section of the syllabus.
- A data-response paper (HL and SL): 2 hour
- Short- answer question paper (HL): 1 hour; This paper is based on all five sections of the syllabus.

Geography (HL/SL)

"Geography is the only subject that has given me the skills to interpret and understand reality in a way I could not imagine before and that will remain for life."

A student at the British School of Rio de Janeiro (2013)

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places. These may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision-making processes.

Within individuals and societies subjects, geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The Diploma Programme geography course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies.

The syllabus consists of one core theme and a number of options. The core theme "Population, Resources and Development" is common to both standard and higher levels.

Population, Resources and Development.

The topics covered in this theme include areas of knowledge, geographical concepts and

skills which are also relevant to other schemes. The theme examines the nature of human populations and the human ability to exploit resources. Development is essentially a complex consequence of this exploitation. Thus, it is appropriate that the three topics of population, resources and development are considered together.

Geography options:

- Lithospheric processes and hazards
- Ecosystems and human activity
- Settlements
- Globalization (higher level only)

Teaching is largely based on case studies, and students' research skills and inquiry methodologies are emphasized. Specific skills include data analysis, including simple statistical analysis, presentation of arguments and results in short essays, map work, etc.

Both higher and standard level will have to carry out Internal Assessment work. A fieldwork trip is planned for both higher and standard level students, to facilitate practical research work and completion of the internal assessment.

Assessment:

- Internal assessment: Coursework based upon fieldwork undertaken by the student. 20/25 % of the final grade.
- External assessment: External examinations of short answer and essay style questions (two papers at standard level, three papers at higher level).

Global Politics (HL and SL)

The Diploma Programme Global Politics course enables you to critically engage with different and new perspectives and approaches to politics in order to understand the challenges of the changing world and become aware of your role in it as active global citizens. This course explores key political concepts such as power, equality, sustainability and peace in a range of contexts. It will allow you to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting your own lives. The course will also help you to understand abstract political concepts by grounding them in real-world examples and case studies.

The core units of the course together make up a central unifying theme of "people, power and politics". The emphasis on "people" reflects the fact that the course explores politics not only at a state level but also explores the function and impact of non-state actors, communities, groups and individuals. The concept of "power" is also emphasised as being particularly crucial to understanding the dynamics, tensions and outcomes of global politics. Throughout the course, issues such as conflict, migration or climate change are explored through an explicitly political lens: "politics" provide a uniquely rich context in which to explore the relationship between people and power.

You will be able to critically engage with different and new perspectives and approaches to politics in order to understand the challenges of the changing world and become aware of your role in it as active global citizens. This course explores key political concepts such as power, equality, sustainability and peace in a range of contexts. It will allow you to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting your own lives. The course will also help you to understand abstract political concepts by grounding them in real-world examples and case studies.
External Assessment 2 exams of shorter and essay style questions. Internal Assessment Students undertake an engagement through which they explore a political issue of personal interest experientially. They then produce a written report, in which they explain what they learned about the political issue through the engagement, and analyse and evaluate the issue, supported by additional complementary research. At HL, students additionally conduct in-depth research into two case studies of two global political challenges and prepare an oral presentation on chosen political issues in the case studies. The presentations are video recorded.

Group 4: Experimental Sciences

Biology, Chemistry, Physics, Environmental Systems and Societies, Astronomy

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. The syllabus encourages the development of certain skills, attributes and attitudes. While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options.

Experimental work is carried out both individually and in small groups and support is given where possible to students for whom English is a second or additional language.

Biology (SL/HL)

Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. Estimates vary, but over the course of evolution 4 billion species could have been produced. Most of these flourished for a period of time and then became extinct as new, better adapted species took their place. There have been at least five periods when very large numbers of species became extinct and biologists are concerned that another mass extinction is underway, caused this time by human activity. Nonetheless, there are more species alive on Earth today than ever before. This diversity makes biology both an endless source of fascination and a considerable challenge.

An interest in life is natural for humans; not only are we living organisms ourselves, but we depend on many species for our survival, are threatened by some and co-exist with many more. From the earliest cave paintings to the modern wildlife documentary, this interest is as obvious as it is ubiquitous, as biology continues to fascinate young and old all over the world.

The distinction between SL and HL

Higher level biology is an in-depth study of modern biology and provides a sound foundation for college and university courses in biology, medicine, biochemistry, environmental studies, etc. A solid foundation in biology and a good working knowledge of chemistry are required for this course.

Standard level biology meets different needs than the Higher Level course. The course contains compulsory core material and in addition, students have to study two optional topics.

Prior learning

Past experience shows that students will be able to study Biology at SL successfully with no background in, or previous knowledge of, science. Their approach to learning, characterized by the IB learner profile attributes, will be significant here.

However, for most students considering the study of a group 4 subject at HL, while there is no intention to restrict access to group 4 subjects, some previous exposure to formal science education would be necessary.

SL Assessment

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	¾
Paper 2	40	20	20	1¼
Paper 3	20	10	10	1
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

HL Assessment

Component	Overall weighting (%)	An approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	1
Paper 2	36	18	18	2¼
Paper 3	24	12	12	1¼
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

Chemistry (SL/HL)

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

The Diploma Programme chemistry course includes the essential principles of the subject but also, through the selection of an option, allows teachers some flexibility to tailor the course to meet the

needs of their students. The course is available at both standard level (SL) and higher level (HL), and therefore accommodates students who wish to study chemistry as their major subject in higher education and those who do not.

At the school level, both theory and experiments should be undertaken by all students. They should complement one another naturally, as they do in the wider scientific community. The Diploma Programme chemistry course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of science. It also allows students to develop interpersonal skills, and digital technology skills, which are essential in a 21st-century scientific endeavour and are important life-enhancing, transferable skills in their own right.

The distinction between SL and HL

Higher level chemistry is an in-depth study of modern chemistry and provides a sound foundation for college and university courses in chemistry, medicine, biochemistry, pharmacology, environmental studies, chemical engineering, etc. This chemistry course requires previous knowledge as certain areas of the subject are studied in considerable detail.

Standard level chemistry has been specifically designed for the student who wishes to know more of the applications of chemistry, while still wanting to further their knowledge of the more "pure" aspects of the subject. The common core of the syllabus covers similar material to the higher level course although not in the same detail.

Prior learning

Past experience shows that students will be able to study a group 4 science subject at SL successfully with no background in, or previous knowledge of, science. Their approach to learning, characterized by the IB learner profile attributes, will be significant here.

However, for most students considering the study of a group 4 subject at HL, while there is no intention to restrict access to group 4 subjects, some previous exposure to formal science education would be necessary.

SL Assessment

Component	Overall weighting (%)	An approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	¾
Paper 2	40	20	20	1¼
Paper 3	20	10	10	1
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

HL Assessment

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	1
Paper 2	36	18	18	2¼
Paper 3	24	12	12	1¼

Internal assessment	20	Covers objectives 1, 2, 3 and 4	10

Physics HL

Physics is a tortured assembly of contrary qualities: of scepticism and rationality, of freedom and revolution, of passion and aesthetics, and of soaring imagination and trained common sense.

Leon M Lederman (Nobel Prize for Physics, 1988)

The scientific processes carried out by the most eminent scientists in the past are the same ones followed by working physicists today and, crucially, are also accessible to students in schools. Early in the development of science, physicists were both theoreticians and experimenters (natural philosophers). The body of scientific knowledge has grown in size and complexity, and the tools and skills of theoretical and experimental physicists have become so specialized that it is difficult (if not impossible) to be highly proficient in both areas. While students should be aware of this, they should also know that the free and rapid interplay of theoretical ideas and experimental results in the public scientific literature maintains the crucial links between these fields.

At the school level, both theory and experiments should be undertaken by all students. They should complement one another naturally, as they do in the wider scientific community. The Diploma Programme physics course allows students to develop traditional practical skills and techniques and increase their abilities in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal and digital communication skills which are essential to a modern scientific endeavour and are important life-enhancing, transferable skills in their own right.

The Diploma Programme physics course includes the essential principles of the subject but also, through the selection of an option, allows teachers some flexibility to tailor the course to meet the needs of their students. Higher level physics is relevant to university courses in physics, engineering or electronics, and would be useful to anyone wishing to study mathematics or science at a higher level. It encourages the student to think in a logical, consistent and mathematical way. IB higher level mathematics is extremely useful, although not essential, for this course.

At LAS, Physics is offered as an HL course only. Students wishing to take a similar course at SL level should consider Astronomy.

Assessment HL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	1
Paper 2	36	18	18	2¼
Paper 3	24	12	12	1¼
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

Astronomy

Assessment

Environmental Systems and Societies

Environmental Systems and Societies (ESS) is an interdisciplinary group 3 and 4 course that is offered only at standard level (SL). As an interdisciplinary course, ESS is designed to combine the methodology, techniques and knowledge associated with group 4 (sciences) with those associated with group 3 (individuals and societies). ESS is a complex course, requiring a diverse set of skills from its students. It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world.

Students take ESS for a variety of reasons. Those students with an interest in environmental sciences and systems where human and environmental interactions meet should consider ESS. Also, students who do not feel they wish to specialize too much in the sciences can take ESS as their science subject.

ESS acts as both Group 3 and Group 4 and can fulfil the needs of either in the full Diploma.

Assessment

Assessment component	Weighting %	Approximate weighting of objectives in each component (%)		Duration (hours)
		1 and 2	3	
Paper 1 (case study)	25	50	50	1
Paper 2 (short answers and structured essays)	50	50	50	2
Internal assessment (individual investigation)	25	Covers objectives 1, 2, 3 and 4		10

Group 5 Mathematics

The nature of mathematics can be summarized in a number of ways: for example, it can be seen as a well-defined body of knowledge, as an abstract system of ideas, or as a useful tool. For many people, it is probably a combination of these, but there is no doubt that mathematical knowledge provides an important key to understanding the world in which we live. Mathematics can enter our lives in a number of ways: we buy produce in the market, consult a timetable, read a newspaper, time a process, or estimate a length. Mathematics, for most of us, also extends into our chosen profession: visual artists need to learn about perspective; musicians need to appreciate the mathematical relationships within and between different rhythms; economists need to recognize trends in financial dealings, engineers need to take account of stress patterns in physical materials. Scientists view mathematics as a language that is central to our understanding of events that occur in the natural world. Some people enjoy the challenges offered by the logical methods of mathematics and the adventure in reason that mathematical proof has to offer. Others appreciate mathematics as an aesthetic experience or even as a cornerstone of philosophy. This prevalence of mathematics in our lives, with all its interdisciplinary connections, provides a clear and sufficient rationale for making the study of this subject compulsory for students studying the full diploma.

IB HL Mathematics

This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems[1]

This course is only offered as Year 2 as the IB is phasing this course offering out.

IB SL Mathematics

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.[2]

This course is only offered as Year 2 as the IB is phasing this course offering out.

[1] IBO Subject Guide For Mathematical Higher Level.
[2] IBO Subject Guide For Mathematical Standard Level.

IB Studies SL Mathematics

This course is available only at standard level, and is equivalent in status to mathematics SL, but addresses different needs. It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data.

The course will prepare you for a career in social sciences, humanities, languages or arts. You may need to utilize the statistics and logical reasoning that you have learned as part of the mathematical studies SL course in your future studies.[3]

This course is only offered as Year 2 as the IB is phasing this course offering out.

IB Mathematics: Applications and 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.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems.

Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

The distinction between SL and HL

Students who wish to take Mathematics: applications and interpretation at higher level will have good (efficient) algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.[4] Students in the HL course will be required to work both with and without a calculator. Efficient algebra skills are imperative.

[3] IBO Subject Guide For Mathematical Studies Standard Level.
[4] IBO Subject Guide for Applications and Interpretations Mathematics

IB 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, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

The distinction between SL and HL

Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches HL will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.[5]

Statistics

Statistics is a course for students who do not wish to enrol in the IB Diploma program mathematics courses. The course content is designed to allow students to develop the skills to collect, analyse and report data appropriately. As with our other courses, the assessments are created to foster curiosity and develop students' investigation and problem solving skills. There is a large focus on understanding and presenting data, but the students also gain an appreciation for probability and its applications. This course requires that students gain an understanding of different ways to present and collect data with and without technology.

Applied Math

Applied mathematics is a course for students who do not wish to enrol in the IB Diploma program mathematics courses. The course content is designed to allow students to experience the most relevant mathematics in everyday life through the modeling process. As with our other courses, the assessments are created to foster curiosity and develop students' investigation and problem solving skills. Students will be exposed to functions and other algebraic concepts as they investigate how mathematical models apply to the real world data. They will be asked to analyze their findings and then communicate their unique conclusions.

[5] IBO Subject Guide For Analysis and Approaches Mathematics.

Algebra 2 Extended

This course is offered in both the Prep Years Program and during the Diploma Years. This course will give students the chance to explore connections between number, algebra, geometry and data. It will accommodate every student's experiences and abilities. We are especially conscious that fostering curiosity and developing students' investigation and problem solving skills is important. Students will explore topics in Algebraic Fractions, Quadratic Equations and Functions, Two Variable Analysis, Transformation Geometry (of Functions), Further Functions, Probability, Exponential Functions, Further Trigonometry, Logarithms and Inequalities. Some work will require a graphing calculator, but students must have basic algebra skills to be successful. It is a good course for students wishing to take an extra year before starting the IB Program or for those students who need to have this specific math content for their university prerequisite, but do not wish to enroll in an IB mathematics course. This course will push returning students who previously completed Algebra 2 in the prep years.

LEYSIN AMERICAN SCHOOL IN SWITZERLAND

Group 6 The Arts

Music HL and SL, Visual Art HL,

The Arts subjects offer students an opportunity to specialize in an arts subject, exploring it in depth while applying analytical techniques and research skills. At LAS, students can choose between Music at SL and HL level and Visual Arts at HL level. It is also possible for students to switch a group 6 subject for another subject from groups 1 to 4.

Music

IB Music is a two-year course designed for students who seek to expand their knowledge of music performance, theory, history, listening perception, and composition skills. Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. This scenario invites exciting exploration and sensitive study.

A vibrant musical education fosters curiosity and openness to both familiar and unfamiliar musical worlds. Through such a study of music, we learn to hear relationships of pitch in sound, a pattern in rhythm and unfolding sonic structures. By participating in the study of music we are able to explore the similarities, differences and links in music from within our own culture and that of others across time. Informed and active musical engagement allows us to explore and discover relationships between lived human experience and specific sound combinations and technologies, thus informing us more fully of the world around us, and the nature of humanity.

The Diploma Programme music course provides an appropriate foundation for further study in music at the university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants.

Students should have prior experience studying and playing an instrument (including voice) as well as knowledge of basic music theory and reading skills. The course is offered at the SL level and is appropriate for students who plan to study music at university or have a strong personal interest in the subject. Prerequisite classes: 1 semester of music in 10th grade, or equivalent.

Assessment SL

Music Assessment SL

External assessment

Listening Paper (2 ¼ hours)	30%
Musical Investigation	20%

Internal assessment – Creating OR Solo or Group performing

Assessment HL

Music Assessment SL

External assessment

Listening Paper (2 ¼ hours)	30%
Musical Investigation	20%

Internal assessment

Creating and Solo or Group performing

Visual Art

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

Assessment

The final assessment is based on each student's exhibition of their studio work, their research workbook and an interview with an external examiner.

The allocation of marks is:

- HL Option A: Workbook 40% / Studio work 60%
- HLOption B: Workbook 60% / Studio work 40%

LEYSIN AMERICAN SCHOOL IN SWITZERLAND

Academic Honesty at LAS

We take the idea of academic dishonesty seriously and make our expectations clear to students through the school's social and academic regulations.

As young adults preparing for university studies or entry into the workforce, Diploma Programme students both enjoy the freedom and bear the responsibility of studying a course that emphasizes independence and self-reliance. DP students are, appropriately, less dependent than their PYP and MYP counterparts on the steady intervention of teachers and parents checking to make sure that lessons are understood and assignments are completed on time. On the other hand, DP students experience a set of emotional pressures—the pressure to perform on summative assessments, the stress of the university admission process and time pressures—exerted by a system that can be seen to reward the individual's end result over the work (individual or collective) required to get there.

The IB learner profile states

" We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences."

We believe that good study and social habits developed at LAS will serve as a foundation on which our graduates can build confident, courteous and successful lives. In the event that a student violates LAS values in their academic work, the following sanctions will be applied:

• First offense: A meeting with the Associate Dean of the Savoy Campus, the Associate Dean of the Belle Époque Campus, or the Director of the Middle School. A letter is sent to the family and student. The student must also redo or repeat the assignment and may not receive full grades for their work.

• Second offense: A meeting with the Associate Dean of the Savoy Campus, the Associate Dean of the Belle Époque Campus, or the Director of the Middle School. Additionally, a letter is sent home to the student's parents or guardians. The student must also redo or repeat the assignment and may not receive full grades for their work. Leysin American School | 51 IB students will be considered for dismissal from the IB Program.

• Third offense: A meeting with the Director of Middle School, Dean of the Savoy Campus or the Dean of the Belle Époque Campus, a letter home to the student's parents or guardians and a one-week off-campus suspension. The student must also redo or repeat the assignment and may not receive full grades for their work. IB students will be considered for dismissal from the IB Programme. The Head of School can weigh further sanctions, including possible dismissal from LAS. Note: If an IB student is found to be plagiarizing in any aspect of their IB-assessed work, the student may be dismissed from the IB Programme on the first offense.

What does it take to be successful at LAS?

Learning to challenge yourself

Support is readily available to students at LAS, from the Academic Deans and their staff to the dormitories and faculty family's. Students should challenge themselves to push their limits and try new things. In their academics, students will be challenged and meeting that challenge is essential to success.

Finding Interests

Activities and sports at LAS offer a wide variety of opportunities. Making the most of these is essential to students development as global citizens and in ensuring they have a balanced lifestyle in Leysin.

Making Friends

LAS is a community and lasting friendships between students from many parts of the world are a major part of why alumni return to visit years after they graduate.

Global Awareness

The international nature of the staff and students expose students to cultures and languages from 43 different countries. Cultural and service trips expose students to world issues and the role they play in a global society.

Focus on Earning Strong Qualifications

At LAS you will be supported in your studies. Your aim should be to make the most of your opportunity. All we ask is that students reach for the stars and make the most of their ability and balance their lives to ensure they are healthy, happy and doing well in their classes. Strong qualifications will be of great benefit in applications to further education.

Preparing for success post-LAS

Your college counselling department will guide you in the process of applications and testing. It is essential for you to be thoughtful and aware of what makes you an excellent candidate for further education. If you prepare in advance through grades 10 and 11, the process of applications becomes much easier.