



**Hattermer**  
Enseignement privé depuis 1885

*Excellence in fundamental knowledge and openness to the future*

Kindergarten | Primary | Middle School | High School

*The IB Diploma Programme  
at Cours Hattermer*

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## ***The International Baccalaureate (IB) at Cours Hattemer***

The Hattemer School was founded in 1885 and for over 135 years we have been welcoming students from kindergarten to 12th grade. Our aim is to lead each student towards success in academic and extracurricular pursuits within a supportive environment which focuses on student success.

Cours Hattemer provides a rich and demanding education while emphasising languages by offering a bilingual French-English curriculum.

Cours Hattemer has a dedicated High School (Lycée Hattemer) where our students study the last three years of secondary education. Students prepare for the baccalaureate exams and are supported in their post-baccalaureate registrations in France and abroad.

Lycée Hattemer benefits from the same organisation as Primary and Middle School, and teaching is organised around three objectives:

1. Success in the baccalaureate
2. Personal development and openness to the world
3. Preparation and guidance of students for higher education

We are delighted to offer the International Baccalaureate Diploma Programme (DP) to new and returning students from September 2021.

This life-changing Diploma is awarded by the International Baccalaureate organisation which assesses student work as direct evidence of achievement against the stated goals of the DP courses, guaranteeing a professional level of standardisation and global recognition.

The successful life stories of alumni show that there are many benefits to choosing the IB Diploma Programme over other curricula. Advantages such as access to a diverse choice of acclaimed universities upon graduation, the opportunity to study at least two languages, a focus on critical thinking skills and independent learning, and the acquisition of intrinsic values founded on the IB Learner Profile ensure our graduates grow into compassionate, globally-minded individuals who care about both personal and academic achievement.



## *The Diploma Programme*

### *IB Diploma Programme (DP): Ages 16 to 18 years old*

This two-year programme is rigorously assessed and is respected by leading universities worldwide. The programme promotes a combination of inquiry-based, project-lead and collaborative learning. Composed of six subject groups and the DP core — which is the Theory of Knowledge (TOK), the Creativity, Activity, Service (CAS) programme, and the Extended Essay (EE) — the DP curriculum ensures that students receive a fully-rounded education, maximising both their academic abilities and personal qualities.

The DP prepares students for life at university and beyond. It encourages them to:

- Ask challenging questions
- Learn how to learn
- Develop a strong sense of their own identity and culture whilst being appreciative of the culture of others
- Develop the ability to communicate with and understand people from other countries

The development of skills such as thinking and communication is frequently identified as a crucial element in preparing students effectively for life beyond school. The term “skill” is used in a broad way in the DP to encompass cognitive, metacognitive and affective skills.

Over the two-year programme, DP students have the opportunity to reflect on the nature of knowledge, complete independent research and partake in community-based projects whilst further developing their understanding in their individual subject areas of choice. This holistic approach prepares students to flourish physically, intellectually, emotionally and ethically, with excellent breadth and depth of knowledge.

## ***IB Learner Profile***

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

These attributes complement our school perfectly, leading to a seamless relationship between our wider curriculum and school values, and the IB learner profile. This ensures that students strive to become inquirers, communicators and critical thinkers who are: knowledgeable, principled, open-minded, caring, risk-takers, balanced and reflective.

IB programmes nurture all these values and build a culture of students who love learning and who will want to continue learning throughout their life. Knowledge gained at school will be wide in scope, and the ideas and issues that our students engage with will have local and global significance and form a solid foundation on which they can build decision-making and communication skills.

Students will:

- be encouraged to think independently and drive their own learning
- take part in programmes of education that can lead them to some of the highest-ranking universities around the world
- become more culturally aware through the development of a second language
- be able to engage with people in an increasingly globalised, rapidly-changing world
- develop strong academic, social and emotional characteristics
- be likely to perform well academically, often better than students on other programmes
- join a worldwide alumni network of contacts for life
- learn how to ask challenging questions, develop research skills and to think critically.



## *The DP at Cours Hattemer*

At Cours Hattemer, we have chosen to offer a bilingual French-English DP which will start in September 2021. It is possible for students to study two languages in Group 1 which means they will be awarded a 'Bilingual IB Diploma'.

In Grade 11 (Year 12), depending on academic eligibility and post-secondary aspirations, Cours Hattemer students enter the IB Diploma programme. Diploma students follow a broad range of subjects over the two years of the programme but can, at the same time, specialise in those subject areas of greatest interest to them.

Students are expected to develop the critical thinking skills, independent learning styles and knowledge of academic research that are expected for successful university level study. They are also expected to consider the nature of knowledge, to engage in community service and promote international understanding, valuing cultural diversity.

### ***Full Diploma Track***

Full Diploma track candidates study and undertake the final exam in six subjects, three at Higher Level (HL) and three at Standard Level (SL) plus successfully complete the additional core requirements.

To be awarded the IB Diploma the student **must** study over a two-year period:

- 3 x Higher Level Subjects (240 hours)  
= 720
- 3 x Standard Level Subjects (150 hours)  
= 450

In addition, 3 'Core' requirements are taken:

- Extended Essay 40 hours
- Theory of Knowledge 100 hours
- Creativity, Activity, Service 150 hours

## ***Core Components and Groups***

The DP consists of Core Components and subjects. Subjects are clustered into groups and provides the student with study options based around their interests.

### ***Core Components***

#### **1. Extended Essay**

This is a 4,000 word essay that students complete during the two year programme. They can choose to investigate any topic that they wish, although it is recommended that it is connected to one of the subjects that they are taking as part of their Diploma programme.

The Extended Essay not only allows students the opportunity to take a lead in their learning, but also acts as excellent preparation for the type of study that they will be expected to undertake at university. Students select their topic for investigation and are assigned a supervisor from the teaching team to guide them through the process of research, analysis and write up.

#### **2. Theory of Knowledge (TOK)**

The TOK course encompasses 100 hours of classes and it is an interdisciplinary course and encourages students to explore the nature of knowledge and to appreciate different cultural perspectives.

TOK equips students to become independent, reflective thinkers who are aware of both possibilities and limitations inherent in our understanding of the world and our own human condition. Classes are delivered by a range of teachers and sometimes outside speakers.

The TOK is assessed by:

- **Essay on a Prescribed Title:** One essay on a title chosen from a list of six titles prescribed by the IB for each examination session. The maximum length for the essay is 1,600 words. All essays are externally assessed by the IB.
- **The Presentation:** One presentation to the class by an individual or a group (a maximum of three students in a group). Approximately 10 minutes per student is allowed for the presentation. One written presentation planning document for each student.

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

The CAS element of the DP is in place to enable students to become involved or to further develop their involvement in artistic pursuits, sports and community service. It is a key element in the holistic approach that IB takes towards the development of the whole person not just their academic endeavours.

At Cours Hattemer students will have the opportunity to participate in CAS activities such as the Globeducate Model United Nations, the art club and Eco delegate group.

### ***The six subject groups comprise:***

- Group 1: Language and Literature
- Group 2: Language Acquisition
- Group 3: Individual and Societies
- Group 4: Sciences
- Group 5: Mathematics
- Group 6: Electives

## *Award Requirements*

Each of the six subjects the student studies are awarded from one to seven points and to gain the IB Diploma a student has to achieve 24 points (an average of four per subject).

There is a total of three additional points available for the Extended Essay and the Theory of Knowledge course together.

To ensure integrity and recognition, the award of the IB Diploma or Diploma Programme Course Results is the sole right of the IB Organisation and not of Cours Hattemer.

1. Very poor
2. Poor
3. Mediocre
4. Satisfactory
5. Good
6. Very Good
7. Excellent

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- CAS requirements have been met
- The candidate's total points are 24 or more
- There is no N awarded for theory of knowledge, the extended essay or for a contributing subject
- There is no grade E awarded for theory of knowledge and/or the extended essay
- There is no grade 1 awarded in a subject/level
- There are no more than two grade 2s awarded (HL or SL)
- There are no more than three grade 3s or below awarded (HL or SL)
- The candidate has gained 12 points or more on HL subjects
- The candidate has gained 9 points or more on SL subjects



## ***Subject Group 1***

### **Language A**

#### ***Subject options:***

- English Language and Literature
- French Language and Literature

#### ***Course overview:***

The IBDP language and literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language.

Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

#### ***Course aims:***

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

- 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, presenting and performing
- Develop skills in interpretation, analysis and evaluation
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of the relationships between studies in 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

## *Subject Group 2*

### **Language B**

#### **Subject options:**

- English Language Acquisition
- French Language Acquisition

#### **Course overview:**

Language acquisition consists of two modern language courses—language ab initio and language B—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.

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet.

Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate.

Students 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).

The following language acquisition aims are common to both language ab initio and language B:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes
- 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
- Provide students with a basis for further study, work and leisure through the use of an additional language
- Foster curiosity, creativity and a lifelong enjoyment of language learning

## *Subject Group 3*

### **Individuals and Societies**

#### **Subject options:**

- Economics (taught in English)

#### **Course overview - Economics:**

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made.

The economics course, at both SL and HL, uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy).

The DP economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes.

By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

The aims of the DP economics course are to enable students to:

- Develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy
- Apply economic theories, models, ideas and tools, and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies
- Develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.

## **Subject Group 4**

### **Sciences**

#### **Subject options:**

- Biology (taught in French)

#### **Course overview - Biology:**

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques.

Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterises 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.

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

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

## *Subject Group 5*

### **Mathematics**

#### **Subject options:**

- Mathematics Analysis and Approaches (taught in English)

#### **Course Overview - Mathematics Analysis and Approaches**

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different DP subjects in mathematics, Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL.

The IB DP Mathematics: analysis and approaches course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics.

The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts.

Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

The aims of all DP mathematics courses are to 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
- Communicate mathematics clearly, concisely and confidently in a variety of contexts
- Develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- Employ and refine their powers of abstraction and generalisation
- 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, inter-national 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
- Independently and collaboratively extend their understanding of mathematics

## *Subject Group 6*

### **Electives**

#### **Subject options:**

- Chemistry (taught in English)
- Physics (taught in English)
- Spanish Language B Acquisition

#### **Course Overview - Chemistry:**

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community.

The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century. By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterises the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

#### **Course Overview - Physics:**

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain 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 helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterises the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

Through the overarching theme of the nature of science, the aims of the DP chemistry course and the DP physics course are to enable students to:

- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- Acquire a body of knowledge, methods and techniques that characterise science and technology
- Apply and use a body of knowledge, methods and techniques that characterise science and technology
- Develop an ability to analyse, evaluate and synthesise scientific information

- Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills including the use of current technologies
- Develop and apply 21st century communication skills in the study of science
- Become critically aware, as global citizens, of the ethical implications of using science and technology
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**Course Overview - Spanish:**

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- Foster curiosity, creativity and a lifelong enjoyment of language learning.



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