



ROCHAMBEAU
THE FRENCH INTERNATIONAL SCHOOL

1 IB

Back-to-School Night

WELCOME!

Meeting Program

5:45	<u>IB Coordinator & Professeur Principal</u>
5:55	<u>DP Core (EE)</u>
6:00	<u>English A Literature</u>
6:05	<u>French A & B</u> <u>Spanish B</u>
6:15	<u>Individuals & Societies (Econ & GloPo)</u>
6:25	<u>Sciences (Bio, Chem & Physics)</u>
6:35	<u>Math AA & AI</u>
6:40	<u>Arts (Visual Arts)</u>
6:45	<u>DP Core (TOK)</u>
6:50	END

Professeure principale

Vanessa Robey



Contents

1. [Role of the *professeure principale*](#)
2. [Lists of courses and teachers](#)
3. [IB DP requirements](#)
4. [Class schedule](#)
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6. [Assessment](#)
7. [Mark your calendars](#)
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Role of the *professeure principale*

- To be the normal channel of communication between the administration and the students.
- To establish a first point of contact with the families of our students.
- To monitor students' progress and achievements and guide them in their academic choices.
- To offer students opportunities for dialogue and support them in their experience at school.

Please note that, unlike homeroom teachers in most American schools, “professeurs principaux” do not record directly students’ absences. For security reasons, parents need to inform the Vie Scolaire of their child’s absence: viescolaire@rochambeau.org

Remember to
bookmark this Padlet.

This is where you can
find our calendar, our
presentations, the
statistical bulletin, and
other information


Padlet

Sandra Percy • 3m

1-IB Information

General Information and Resources


Back-to-School Presentation 2023-2024



PDF

1-IB-BACK TO SCHOOL NIGHT-2022-23


IBO Website



ibo.org


International education

Rochambeau-The French International School



Calendar

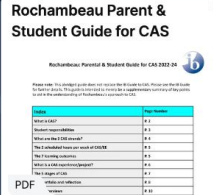
1-IB Calendar 2023-2024



IB-DP1-General Calendar-2023-2024

IAs, EE & CAS

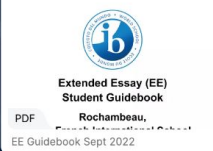
Rochambeau Parent & Student Guide for CAS



PDF

2022 24 CAS Parent Student Guide

Rochambeau Parent & Student EE Guidebook




PDF

EE Guidebook Sept 2022

Subject Briefs


TOK IB Brief



PDF

core-tok-2022-en


CAS IB Brief



PDF

cas-2016-english-1st-final-web

EE IB Brief




PDF

extended-essay-brief-2016-en

IB Exams


Statistical Bulletin -- May 2023 Exams



PDF

Statistical Bulletin-May 2023

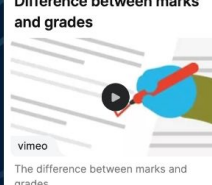
How the IB tests students



vimeo

How the IB tests students

Difference between marks and grades



vimeo

The difference between marks and grades

Contacts

IB Program

IB Coordinator and 1-IB
Professeure Principale: Sandra
Percy percy@rochambeau.org

EE & CAS Coordinator: Tom King
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Guidance Counselors

David Adams
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Karine Gaultier
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Emma Lancee
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Student Learning Support

Student Support Department
Manager: Florence Plard
plardf@rochambeau.org

Courses & Teachers



ROCHAMBEAU
THE FRENCH INTERNATIONAL SCHOOL

GROUPS	SUBJECTS	SL	HL	LANG	TEACHERS
Core	THEORY OF KNOWLEDGE			ENG	JL. Bouyeure
	EE & CAS			ENG	T. King
1	ENGLISH LIT <i>(mandatory)</i>	X	X	ENG	C. Cakouros
	FRENCH A LANG. & LIT <i>(instead of French B)</i>	X		FR	J. Colom
2	FRENCH B	X	X	FR	V. Morisset
Instead of Group 6	SPANISH B	X		SPA	A. Martinez
3	GLOBAL POLITICS	X	X	ENG	W. Percy
	ECONOMICS	X	X	ENG	C. Lassus
4	BIOLOGIE, or	X	X	FR	L. Kanj
	PHYSICS	X	X	ENG	J. Abou-Halloun & D. Fradet
Instead of Group 6	CHEMISTRY	X	X	ENG	V. Robey
5	MATHEMATICS AA	X	X	ENG	G. Nicholson
	MATHEMATICS AI	X	X	ENG	K. Touré
6	VISUAL ARTS	X		FR	H. Angoulvant

3 core subjects
*CAS, Extended
Essay & TOK*



3 courses at the
higher level
(5 hrs/week)

3 courses at the
standard level
(3 hrs/week)

6 mandatory courses



LANGUAGE & LITERATURE

LANGUAGE ACQUISITION

INDIVIDUALS & SOCIETIES

SCIENCES

MATHEMATICS

ARTS (or Chemistry)

Class schedule

	lundi	mardi	mercredi	jeudi	vendredi
7h30					
8h30	THEORY OF KNOWLEDGE BOUEURE J. L-107,Forest	MATH ANA. & APPROACH. NICHOLSON G. [1-IBDP MATH AA EDT] A-110 Forest	MATH APPLI. & INTERP. TOURE K. [1-IBDP MATH AI EDT] L-201 Forest	MATH ANA. & APPROACH. NICHOLSON G. [1-IBDP MATH AA EDT] A-111 Forest	PHYSICS HL ABOU-HALLOUN J. [1-IBDP PHYSICS HL] L-LABOS Forest
9h30	ENGLISH A: LANGUAGE & LITERATURE CAKOUROS C. L-101 Forest		FRENCH A HL: LANGUAGE & LITERATURE COLON J. [1-IBDP FRENCH A HL] L-101 Forest	ENGLISH A: LANGUAGE & LITERATURE CAKOUROS C. L-101 Forest	BIOLOGY HL KANJ L. [1-IBDP BIO HL] Forest
10h20 10h40		FRENCH A: LANGUAGE & LITERATURE COLON J. [1-IBDP FRENCH A EDT] L-101 Forest	PHYSICS HL ABOU-HALLOUN J. [1-IBDP PHYSICS HL] L-LABOS Forest	ENGLISH A: LANGUAGE & LITERATURE CAKOUROS C. L-101 Forest	
11h35		FRENCH B: LANGUAGE ACQUISITION MORISSET SCHUSTER V. [1-IBDP FRENCH B EDT] A-BCD (Annexe CD) Forest	PHYSICS HL ABOU-HALLOUN J. [1-IBDP PHYSICS HL] L-LABOS Forest	ENGLISH A: LANGUAGE & LITERATURE CAKOUROS C. L-101 Forest	MATH ANA. & APPROACH. HL NICHOLSON G. [1-IBDP MATH AA HL] A-110 Forest
12h30	PHYSICS HL ABOU-HALLOUN J. [1-IBDP PHYSICS HL] L-LABOS Forest	PHYSICS HL FRADET D. [1-IBDP PHYSICS HL] L-LABOS Forest	BIOLOGY KANJ L. [1-IBDP BIO EDT] L-LABOS Forest	ENGLISH A: LANGUAGE & LITERATURE CAKOUROS C. L-101 Forest	MATH APPLI. & INTERP. HL TOURE K. [1-IBDP MATH AI HL] L-201 Forest
13h30	FRENCH A: LANGUAGE & LITERATURE COLON J. [1-IBDP FRENCH A EDT] L-101 Forest	FRENCH B: LANGUAGE ACQUISITION MORISSET SCHUSTER V. [1-IBDP FRENCH B EDT] A-BCD (Annexe CD) Forest	ECONOMICS LASSUS C. [1-IBDP ECON EDT] L-101 Forest	ENGLISH A: LANGUAGE & LITERATURE CAKOUROS C. L-101 Forest	VISUAL ARTS ANGOUVANT H. [1-IBDP VISUAL A EDT] C-ARTS Forest
14h00		CAS / Extended essay KING T. A-110 Forest	GLOBAL POLITICS PERCY W. [1-IBDP GLOPO EDT] Forest	ENGLISH A: LANGUAGE & LITERATURE CAKOUROS C. L-101 Forest	CHEMISTRY ROBEY V. [1-IBDP CHEM EDT] L-LABOS Forest
14h30	ECONOMICS LASSUS C. [1-IBDP ECON EDT] L-101 Forest	GLOBAL POLITICS PERCY W. [1-IBDP GLOPO EDT] C-14 Forest	ECONOMICS HL LASSUS C. [1-IBDP ECON HL] L-101 Forest	ENGLISH A: LANGUAGE & LITERATURE CAKOUROS C. L-101 Forest	DP SPAN B EDT MARTINEZ A. [1-IBDP SPAN B EDT] A-112 Forest
15h20 15h40			GLOBAL POLITICS HL PERCY W. [1-IBDP GLOPO HL] C-16 Forest	THEORY OF KNOWLEDGE BOUEURE J. L-107,Forest	VIE DE CLASSE ROBEY V. A-110,Forest
16h00		CHEMISTRY HL ROBEY V. [1-IBDP CHEM HL] L-LABOS Forest			
16h35					
17h25					

28 or 30 hours of IB class
+ 1 hr VDC

Compared to **30** (no BFI,
no elective) to **39** (with
BFI, elective) hours in
the French Bac 1ère

The IB program makes
more time for *independent
study, reflection &
service*

What we expect from students:



- To attend class everyday and be on time;
- To respect oneself, others, and the staff at all time;
- To respect others' property;
- To put one's best effort;
- To arrive prepared in class (homework, material...);
- To follow directions given by teachers and staff members;
- To pay attention, participate and ask questions;
- To preserve a clean and positive learning environment inside and outside the classroom;
- To take responsibility for their actions.



Basic class rules

- Food, drinks are not permitted in class;
- Phone and smart watches are not permitted in class and should stay in lockers. Phones and watches in classroom will be confiscated for the duration of the day (exceptions for students with medical issues);
- Hat and hoodies and earbuds must be removed when entering the buildings;
- The use of Chromebooks (Middle School) and personal computers (High school) must be limited to class work.
- Students are encouraged to go to the bathroom before and after class.

The IB Bilingual Diploma is a version of the IB Diploma. It is awarded to candidates who demonstrate language proficiency in two different languages.

There are two different ways to obtain a Bilingual Diploma:

-Completion of *two languages from group 1* (Language A subjects)
-scoring a **3** or higher in both.

=> **ENG A + FR A**

OR

-Completion of *one of the subjects from group 3 or 4* in a language that is not the same as the group 1 language
-scoring a **3** or higher in both the group 1 language and the group 3 or 4 subject.

=> **ENG A + FR B + BIOLOGY**

The “regular” IB Diploma only requires students to take a second language from group 2, and the other subjects will be in the group 1 language.

Started as a pilot program at three French schools in North America and officialized in 2018, the IB Advanced Bilingual Diploma is another version of the IB Diploma and the result of the collaboration between the IBO and the Mission Laïque Française.

To be eligible, students must:

Study *two languages from group 1* (language A subjects) scoring a *4* or higher in both.

AND

Study *at least one subject from group 3, 4, 5 or 6* in *each* of the group 1 languages, scoring no grades below *4* in all subjects*.

=> **ENG A + FR A + BIOLOGY OR VISUAL ARTS**

Encouraged (but not required): to write the TOK essay and EE in two different languages.

*If a student scores one grade below 4, but still meets the requirements for the Bilingual Diploma, they receive a Bilingual Diploma instead.

Courses are designed to prepare students with the knowledge and skills needed for successful attainment of IB standards on formal IB assessments.

Each subject offered in the IB Diploma has *specific criteria, internal assessments and methods of grading*. Assessment tasks vary according to subjects and the relevant IB subject guide regulations.

IB teachers use the *IB mark schemes and corresponding grading scales* in their IB courses when providing feedback on most student work.

Recorded on transcripts according to a specific conversion chart

At the end of each trimester, IB students will be issued **report cards**.

The report cards will show the gross average (rounded **up** to the nearest tenth) of the trimester's grades in each subject on the IB grading scale of 1 to 7.

These cumulative marks indicate a student's **ACHIEVEMENT** (thus far in the course) in meeting specific learning goals as measured by IB assessment rubrics and their **PROGRESS** towards the mastery of the skills assessed by the exam criteria.






Rochambeau IB Grade Conversion Chart

Transcript Value	IB SL Scores	IB HL Scores	Transcript Value
A+	7-6.2	7-6	A+
A	6.1-5.5	5.9-5.2	A
A-	5.4-5.1	5.1-4.7	A-
B+	5.0-4.7	4.6-4.3	B+
B	4.6-4.3	4.2-4.0	B
B-	4.2-4.0	3.9-3.6	B-
C+	3.9-3.6	3.5-3.3	C+
C	3.5-3.3	3.2-3.0	C
C-	3.2-3.0	2.9-2.6	C-
D+	2.9-2.6	2.5-2.3	D+
D	2.5-2.3	2.2-2.0	D
D-	2.2-2.0	<2	D-
E	<2	>1	E

Approaches To Learning (ATL)

Developed and assessed across all the subjects of the program



	THINKING SKILLS	<ul style="list-style-type: none"> Acquisition of knowledge Comprehension Application Analysis 	<ul style="list-style-type: none"> Evaluation Dialectical thought Metacognition
	SOCIAL SKILLS	<ul style="list-style-type: none"> Accepting responsibility Group decision-making Adopting a variety of group roles 	<ul style="list-style-type: none"> Respecting others Cooperating Resolving conflict
	COMMUNICATION SKILLS	<ul style="list-style-type: none"> Listening Speaking Reading Writing 	<ul style="list-style-type: none"> Viewing Presenting Non-verbal communication
	SELF-MANAGEMENT SKILLS	<ul style="list-style-type: none"> Gross Motor skills Fine motor skills Spatial awareness Organisation Time management 	<ul style="list-style-type: none"> Safety Healthy Lifestyle Codes of behavior Informed choices
	RESEARCH SKILLS	<ul style="list-style-type: none"> Formulating questions Observing Planning Collecting data Recording data 	<ul style="list-style-type: none"> Organising data Interpreting data Presenting research findings

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.

As IB learners we strive to be:

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. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



Important Info (T1)



Conseils de classe Trimester 1

- End of the Trimester: November 22
- Conseils de Classe: Week of December 2

Delegate elections

- Week of October 7



Parent-Teachers Conferences

- Q&A for 1ère parents: November 6
- Information Meeting about the EE & IAs:
Tuesday 17 December

Vacations and holidays

- Labor Day: September 2nd
- Fall Break: October 21-25
- Thanksgiving Break: November 27-29



Teacher Contact Information

J. Abou-Halloun abou-hallounj@rochambeau.org

JL. Bouyeure bouyeurej@rochambeau.org

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J. Colom colomj@rochambeau.org

D. Fradet fradetd@rochambeau.org

L. Kanj kanjl@rochambeau.org

T. King kingt@rochambeau.org

C. Lassus lassusc@rochambeau.org

A. Martinez martineza@rochambeau.org

V. Morisset morissetschusterv@rochambeau.org

G. Nicholson nicholsong@rochambeau.org

W. Percy percyw@rochambeau.org

V. Robey (PP) robeyv@rochambeau.org

K. Touré tourek@rochambeau.org

A. Martinez martineza@rochambeau.org

S. Percy, IB Coordinator

percys@rochambeau.org

Resources

- Textbooks: <https://www.rochambeau.org/academics/24-25/high-school>
- Presentation of the IB Program: <https://www.rochambeau.org/academics/ib-project>
- School Academic Integrity Policy: <https://bit.ly/3k2W6XB>
- Students Learning Support: <https://www.rochambeau.org/academics/student-support>
- IBO: <https://www.ibo.org>



IB Core

Extended Essay & CAS

Mr. King



CAS = A collection of enjoyable & challenging experiences determined by students to extend their abilities.

Creativity

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

E.g. Performing in a play or coding a video game

Action

Physical exertion contributing to a healthy lifestyle.

E.g. Training for and running in a 10k race or joining a dance studio

Service

Collaborative & reciprocal engagement with the community in response to an authentic need.

E.g. Tutoring students or organizing an environmental clean up

CAS - Creativity, Action, Service

7 Learning Objectives and the CAS Portfolio

Students must show evidence of achieving and reflecting upon the 7 learning outcomes over the 18 months (minimum) of CAS.

- Personal growth
- Personal challenge
- Planning
- Perseverance
- Collaboration
- Global significance
- Ethics

CAS - What is a CAS experience?

- A **CAS experience** is a specific event in which the student engages with one or more of the three CAS strands.
 - It can be a single event or an extended series of events.
- A **CAS project** is a collaborative series of sequential CAS experiences lasting at least one month.
 - Students must do at least 1 CAS project during the DP.



The Extended Essay (EE)

The EE is a **4000 word** formal **research essay**.

- Students conduct **independent, original research**
 - Evaluating a variety of reliable sources
 - Citing and referencing is part of the assessment
 - Students choose their own topic and research question
 - In approved IB subject area (HL is encouraged)
- Guidance from **EE supervisor** throughout the research and writing process
 - Subject specialist
 - Limited to non-editorial advice
 - 3 formal meetings to discuss, reflect and record progress





ROCHAMBEAU
THE FRENCH INTERNATIONAL SCHOOL

Group 1

Studies in Language and Literature



ENGLISH A *Literature SL & HL*

Ms. Cakouros



In English A: Literature, students will explore elements of *language, literature and performance* and focus on:

- the relationships between readers, writers, and texts
- the range and functions of texts across geographical space and historical time
- aspects of intertextuality and relating works to each other across periods and places.

7 Course Concepts

Identity

Culture

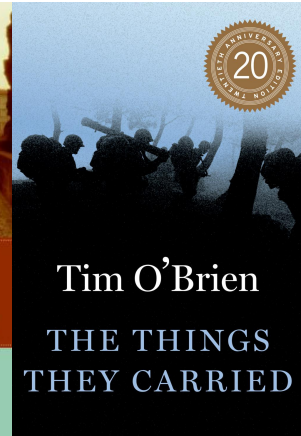
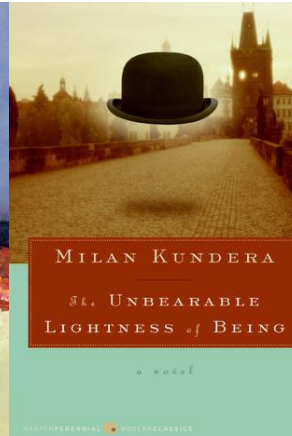
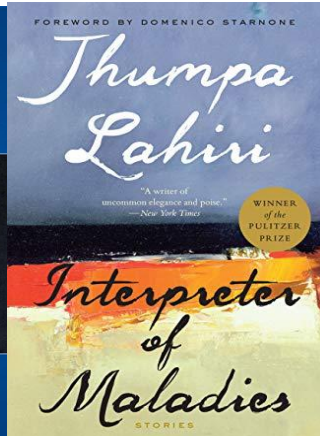
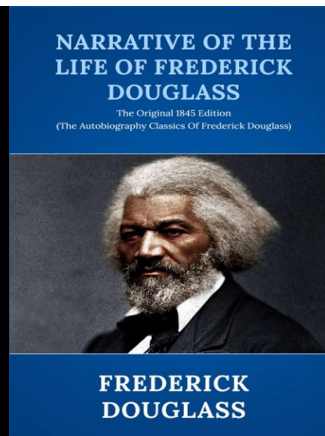
Creativity

Communication

Perspective

Transformation

Representation



- Students may want to consider taking **HL** English A, unless students do not have the language profile for this class.
- Because students will be in English for all hours due to Maryland guidelines for the high school diploma, students will be doing the work for the assessment preparation. Therefore, it makes sense to select HL for this course if possible.*
- Please come see myself or Mrs. Percy if there are any questions regarding ability and English skill level, and we will be happy to answer any and all questions.

**further explanation on the next slide*

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1: Guided literary analysis	Guided analysis of unseen literary passage/ passages from different text types.	1.25	2.25	35	35
Paper 2: Comparative essay	Comparative essay based on two literary works written in response to a choice of one out of four questions.	1.75	1.75	35	25
HL essay	Written coursework component: 1,200–1,500 word essay on one work studied.				20
Internal					
Individual oral	Prepared oral response on the way that one work originally written in the language studied and one work studied in translation have approached a common global issue.			30	20

The Learner Portfolio

- This is an individual collection of student work compiled over the two-year course, which allows students to prepare for your assessment.
- We will consistently check-in on the portfolio together, and students are encouraged to creatively add to this portfolio to display their own engagement, reaction, and interpretation of their literature study.
- The portfolio is the student's creative project, something which will reflect their unique learning journey and literary learning process.



FRENCH A *Langue et Littérature*

Mme Colom



A very innovative approach to the study of “texts”

- we'll study a wide range of french-language literary texts from different genres, different periods and different areas as well
- We'll also use non-literary texts including advertisement and travel guides, scientific journals, movies, pictures, paintings...
- The purpose is to think about the link between the documents and the concepts of the program and also to think about the relation between these documents and the reality of the world.

A coming to terms with a complex world and a commitment to international mindedness

- We'll study a corpus made of works by French and French speaking authors (Maryse Conde, Annie Ernaux) as well as works in translation (G. Orwell, Aristophane).
- students will work on highly engaging texts, speeches that have had an impact on the evolution of social attitudes.
- They'll think about the question of identity and culture, the role of languages, of the texts in different contexts

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1: Guided literary analysis	Guided analysis of unseen literary passage/ passages from different text types.	1.25	2.25	35	35
Paper 2: Comparative essay	Comparative essay based on two literary works written in response to a choice of one out of four questions.	1.75	1.75	35	25
HL essay	Written coursework component: 1,200–1,500 word essay on one work studied.				20
Internal					
Individual oral	Prepared oral response on the way that one work originally written in the language studied and one work studied in translation have approached a common global issue.			30	20

+

Learner Portfolio
 (as presented previously
 for English A)





ROCHAMBEAU
THE FRENCH INTERNATIONAL SCHOOL

Group 2

Language Acquisition

FRENCH B SL & HL

Mme Morisset Schuster



Specificity of French B

- *Learning the language and the culture*
- *No literature in SL (vs. French A)*

French B HL

- Same core curriculum
- 2 complete pieces of literature in HL
- In-depth study of all themes (HL)
- 5 hrs/week (HL) vs. 3 hrs/week (SL)

Curriculum

Five prescribed themes:

Identities: *Self, what is it to be human?*

Experiences: *Stories that shape our lives*

Human ingenuity: *Creativity and innovations that shape our world*

Social organization: *Human organizations*

Sharing the planet: *Challenges and opportunities we face*

Examples of exploration

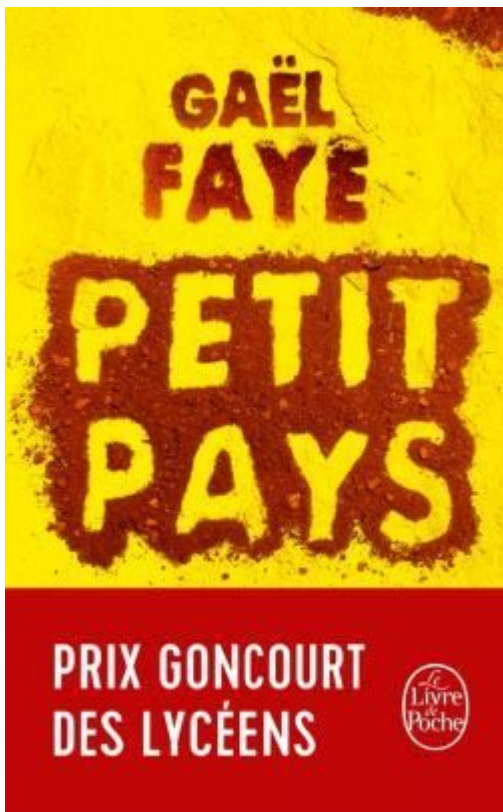
Year 1

- Daily well-being : what is “well being” depending to different cultures ?
- Identities : how can I describe myself ?
- Where do I come from ? Customs & traditions
- Migrations : being a foreigner in a French-speaking country

Year 2

- Languages and identities
- Back to nature
- Living in a city

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



ONLY FOR
HL



Alternative to Group 6

Spanish B SL
Sra. Martínez



Language Acquisition Aims

- 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.

Curriculum Overview and Assessment Model

The curriculum is organized around five prescribed themes with which the students engage through written, audio, visual and audio-visual texts. Students develop into successful, effective communicators by considering the conceptual understandings of context, audience, purpose, meaning and variation. Communication is evidenced through receptive, productive and interactive skills.

Assessment model

The language acquisition assessment objectives:

- Communicate clearly and effectively in a range of contexts and for a variety of purposes.
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- Understand and use language to express and respond to a range of ideas with fluency and accuracy.
- Identify, organize and present ideas on a range of topics.
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

Content Outline

Theme	Guiding principle
Identities	Explore the nature of the self and what it is to be human.
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.

Lifestyles, health and well-being

Holidays and travel, customs and traditions

Entertainment, artistic expressions

Community, social engagement

The environment, urban and rural environment





ROCHAMBEAU
THE FRENCH INTERNATIONAL SCHOOL

Group 3

Individuals & Societies

ECONOMICS

Mme Lassus
Ph.D



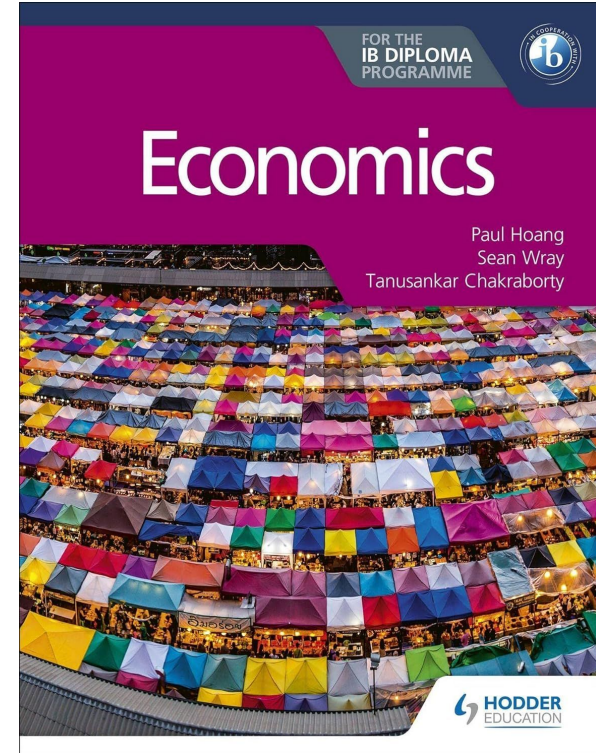
Program : 4 units in two years:

Unit 1: Introduction

Unit 2: Microeconomics

Unit 3: Macroeconomics

Unit 4: The global economy



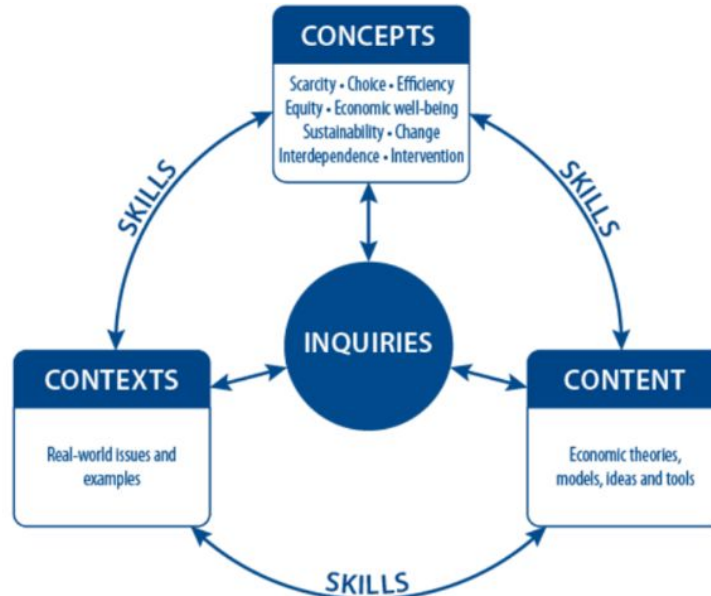
ECONOMICS

6 Real word issues

- How do consumers and producers make choices in trying to meet their economic objectives?
- When are markets unable to satisfy important economic objectives— and does government intervention help?
- Why does economic activity vary over time and why does this matter?
- How do governments manage their economies and how effective are their policies?
- Who are the winners and losers of the integration of the world's economies?
- Why is economic development uneven?

ECONOMICS

An Approach to Teaching (ATL) based on practical cases studies



Unit 2: Microeconomics syllabus

2.1 Demand 2.2 Supply

2.3 Competitive Market Equilibrium

2.4 Critique of the Maximizing Behaviour of Consumers and Producers

2.5 Elasticity of Demand

2.6 Elasticity of Supply

2.7 Role of Government in Microeconomics

2.8 Market Failure--Externalities and Common Pool or Common Access Failures

2.9 Market Failure--Public Goods

(HL ONLY) 2.10 Market Failure--Asymmetric Information 2.11 Market Failure--Market Power 2.12 The Market's Inability to Achieve Equality

Unit 3 : Macroeconomics syllabus

3.1 Measuring Economic Activity and Illustrating its Variations

3.2 Variations in Economic Activity—Aggregate Demand and Aggregate Supply

3.3 Macroeconomic Objectives

3.4 Economics of Inequality and Poverty

3.5 Monetary Policy

3.6 Fiscal Policy

3.7 Supply-Side Policies

2024-2025 goals:

Econ is a new subject for almost all the students from the group. IB Econ is a demanding course that requires a lot of personal work (particularly at the beginning): working with the textbook AND keeping up with current economic events.

Each chapter is given in class and students work directly on it to avoid too much time on the screen (the chapters are also posted on classroom): review cards each week are mandatory.

1. Get familiar with final exams format:
 - a. Paper 1 (2 small essays): method must be perfectly mastered at the end of the year (= 5 papers this year).
 - b. Paper 2 (exercices, calculation and one small essay): no test in micro but in macro (May).
 - c. Paper 3 HL (quantitative and qualitative questions, recommandation policy): end of the year.

2024 -2025 goals:

2. Internal assessment in Micro will start in december, once the methodology is learned (3 IA in two years)
3. Each student will be responsible to post and sum up econ articles related to the course.
(SHARE DRIVE with articles' sources + short summary)
4. Behavior : works and focus in class to avoid too much homework. Participation is key to get familiar with economic terms and concepts.

GLOBAL POLITICS

Mr. Percy

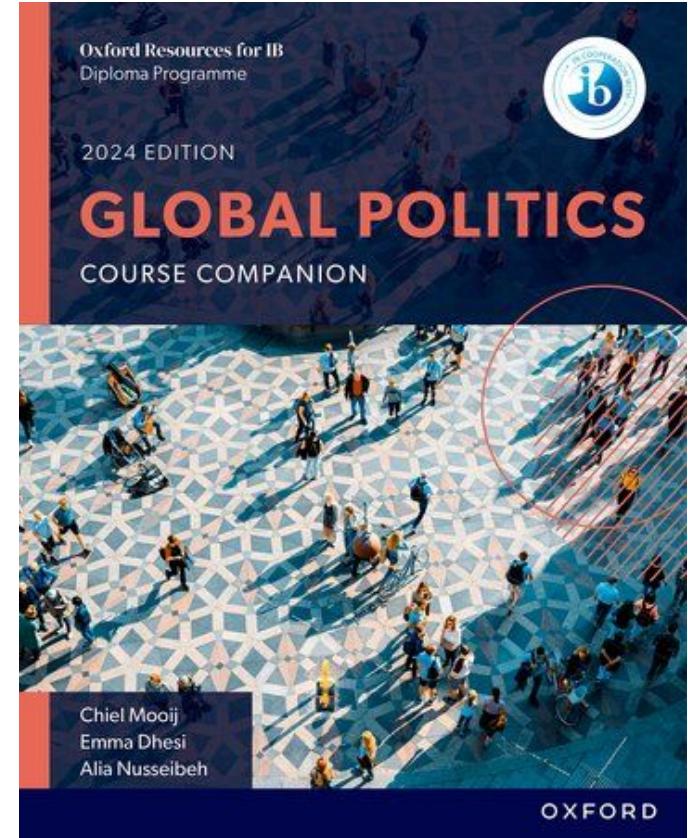


IB Global Politics Curriculum

Global Politics is an “Individuals and Societies” humanities course that combines:

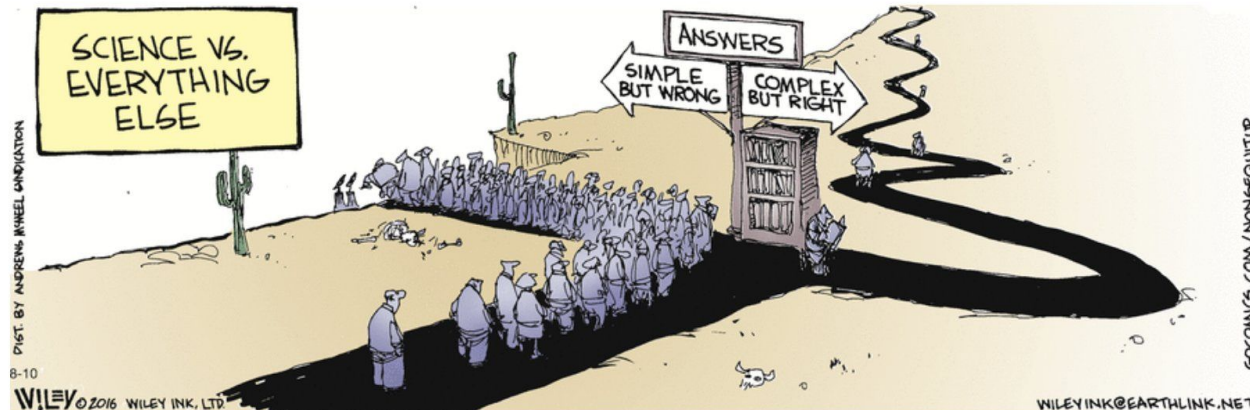
- academic study*
- investigative and critical thinking*
- analysis skills*

using the IB GP textbook and multiple media sources and handouts.



IB Global Politics Curriculum

- IB GloPo engages students in a number of case studies, helps them form their own perspectives, has them participate in key debates on a variety of issues, and develops their international mindedness.

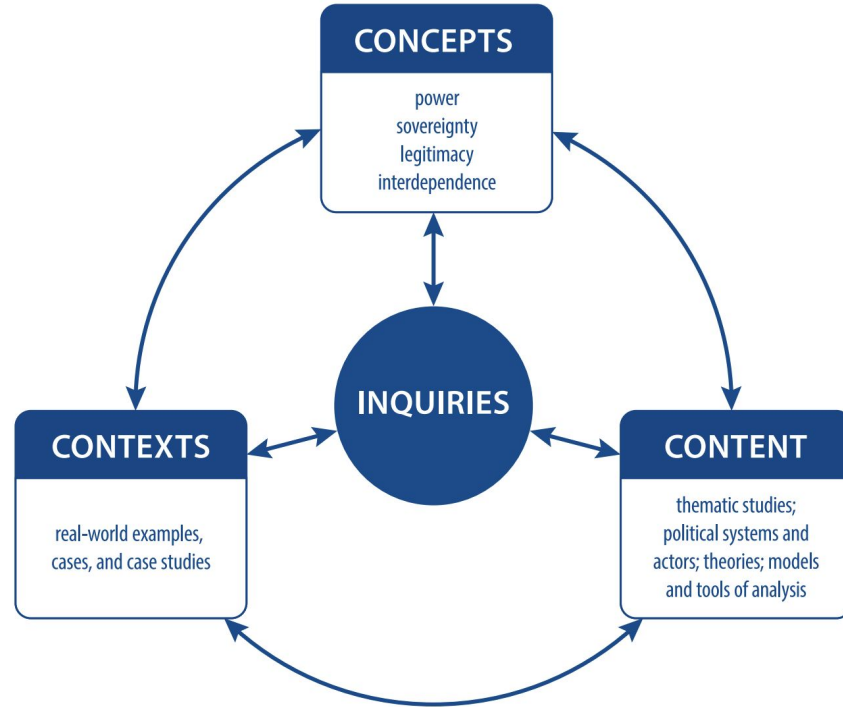


IB Global Politics Curriculum

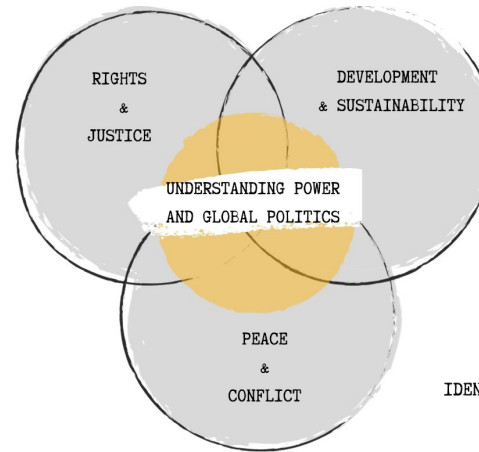
- Students choose their own *case studies* for the *PEA (Political Engagement Activity)* and *Global Challenge* assignments.
- They also will analyze and engage in other (required) case studies in the 4 Key Concepts over the course of 2 years....such as the war in Ukraine, the lead-up to the 2024 US election, climate change, human rights abuses, voter suppression, etc.



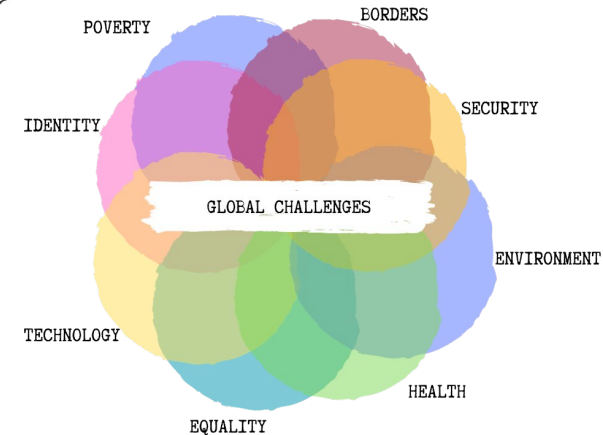
4 CONCEPTS



THEMATICAL STUDIES



HL GLOBAL CHALLENGES



...analyzed at
different scales



Course Presentation

Diploma Program 2024-2026

The IB Global Politics Program (HL and SL)

- Teaching in English, 3 hours per week--SL or 5 hours per week--HL.
- 130 Hours of teaching on the 4 Key Concepts over 2 years (HL and SL).
- 20 Hours on a *Political Engagement Activity* (HL and SL).
- Solely for HL, this year will see the start of a new Paper 3
- Intensive practice of internal and external assessments.
- The course is demanding in terms of depth of knowledge and understanding and quality of writing: keeping up with the NEWS & READING outside of class is key.

Curriculum

Syllabus component	Teaching hours	
	SL	HL
Core Understanding power and global politics	125	125
Thematic studies <ul style="list-style-type: none"> • Rights and justice • Development and sustainability • Peace and conflict 		
Internal assessment Engagement project	25	35
HL extension: global political challenges	-	80
Total	150	240

Assessment

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External		2.75	4.25	70	80
Paper 1	Source-based questions that address topics from the global politics core in an integrated way	1.25	1.25	30	20
Paper 2	Extended response questions based on prescribed content from the thematic studies	1.5	1.5	40	30
Paper 3 (HL only)	Stimulus-based questions related to the HL extension syllabus (global political challenges)	-	1.5	-	30
Internal		25	30	30	20
Engagement project	A written report on a political issue explored through engagement and research	25	30	30	20





ROCHAMBEAU
THE FRENCH INTERNATIONAL SCHOOL

Group 4

Sciences

Biology SL & HL

Mme Kanj




Class schedule IB Biology SL & HL



ROCHAMBEAU
THE FRENCH INTERNATIONAL SCHOOL

	lundi	mardi	mercredi	jeudi	vendredi
8h30					
9h30	<div>BIOLOGY [1-IB BIO] L-LABOS</div>				
10h20					
10h40			<div>BIOLOGY HL [1-IB BIO HL] L-LABOS</div>		
11h35					
12h30	<div>3 hours of IB SL class/ week</div>				
13h30	<div>2 hours of IB HL class/ week</div>				
14h00					
14h30				<div>BIOLOGY [1-IB BIO]</div>	
15h20					

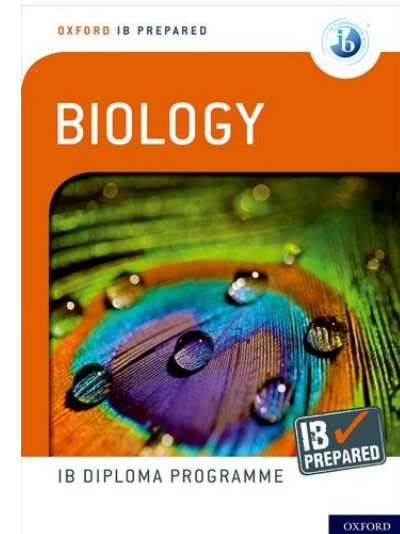




IB COURSE PRESENTATION

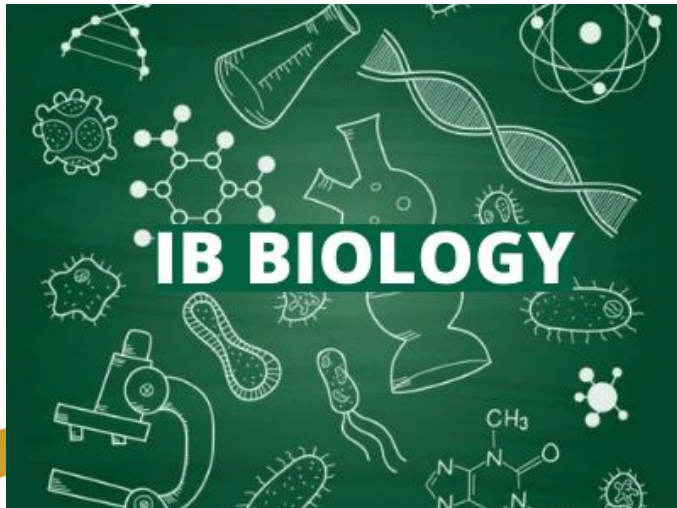
The IB Biology Program

1. 150 HOURS for SL and 240 HOURS for HL of Class over 2 years including:
 - Lessons and Practical Activities (Lab experiments)
 - Group 4 Project (Multidisciplinary project)
 - IA (Individual investigation)
1. Extended Essay, Final exam



Biology

is an **experimental science** that combines academic study with the acquisition of practical and investigational skills.



In the IB program, the approach to Biology seeks to:

- Engage students with critical study.
- Help students form their own views and engage with key debates (environment, climate changes, bioethics..)
- Develop international-mindedness.

Student-centered approach to learning with a focus on critical thinking and analytical skills.

Good to know

- Teaching is in French

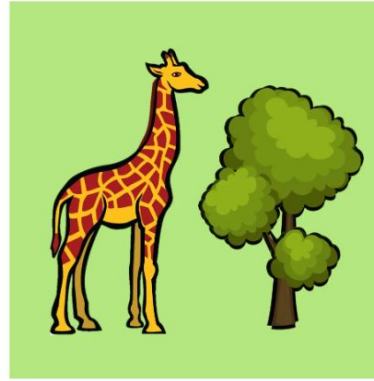
The Course outline

4 Core themes:

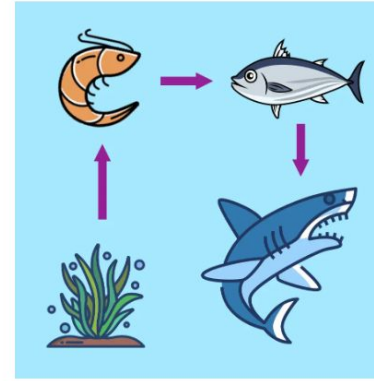
Themes



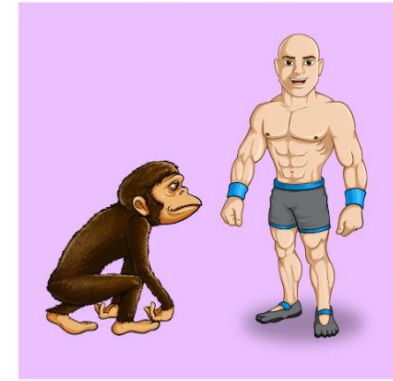
Unity and Diversity



Form and Function



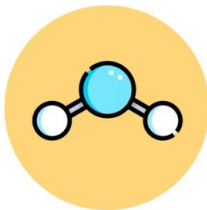
Interaction and Interdependence



Continuity and Change

A: Unity and Diversity

Molecule ▼



Water

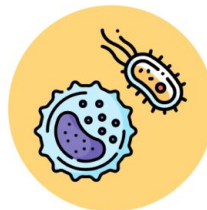


Nucleic Acids

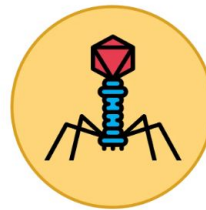


Origin of Cells

Cell ▼

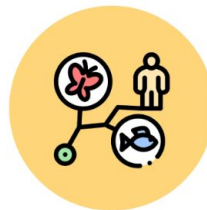


Cell Structure

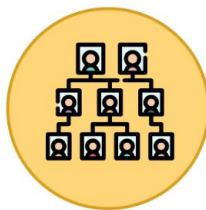


Viruses

Organism ▼



Diversity



Classification

Ecosystem ▼



Evolution



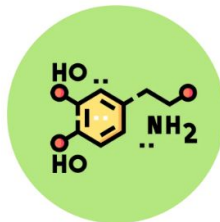
Conservation

B: Form and Function

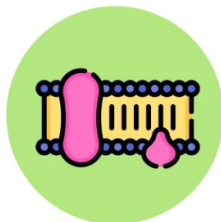
Molecule ▼



Sugars / Lipids

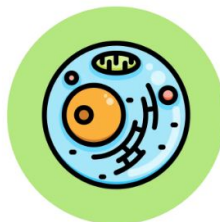


Proteins

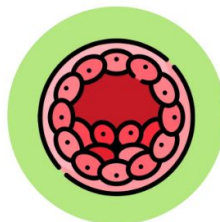


Membranes

Cell ▼

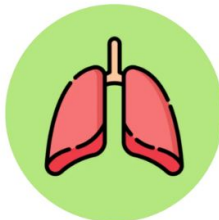


Organelles



Specialisation

Organism ▼



Gas Exchange



Transport



Motility

Ecosystem ▼



Environment



Niches

C: Interaction and Interdependence

Molecule ▼



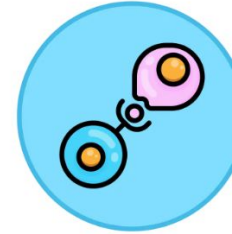
Enzymes



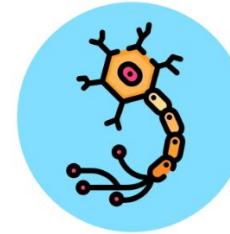
Respiration



Photosynthesis



Signalling



Nerves

Organism ▼



Integration



Immunity



Populations

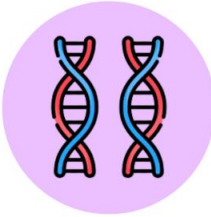
Ecosystem ▼



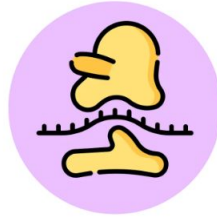
Transfers

D: Continuity and Change

Molecule ▼



DNA Replication



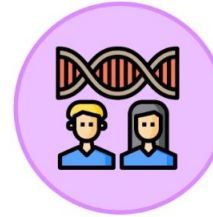
Translation



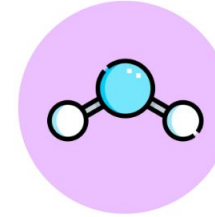
Mutation



Cell Division



Expression



Water Potential

Organism ▼



Reproduction



Inheritance



Homeostasis



Selection



Stability

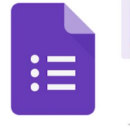


Climate Change

Ecosystem ▼

Assessment

Internal:



Google Forms

In class formative assessment

In class summative assessment (2 or 3 by trimester..)

IA (Individual Investigation): 6-12 pages

20% of Grade

The internal assessment (individual scientific investigation) has been scheduled for the end of term 1 of the second year of study. It is expected that by this point students will have had sufficient time to develop the requisite skills, while still being early enough to accommodate unexpected incursions.

Collaborative Sciences Project (Multidisciplinary project)

- **Collaborative Sciences Project**
- **Group Project (10 hours)**
- **Completed mostly during vie de classe**



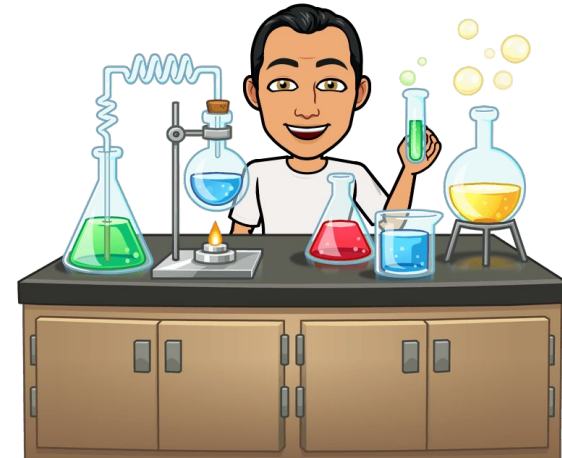
The Collaborative Sciences Project has been scheduled for the end of the first year of study as this is most likely to be the time when the timetable will have suitable flexibility to allow for the cooperative participation of students from the different scientific disciplines (i.e. Biology, Chemistry, Physics).

Final Examinations

Level	Paper	Marks		Time	Content
SL	1A	30	55 (36%)	90 min	30 multiple-choice questions on standard level material
	1B	25			Four data-based questions related to experimental work and the syllabus
	2 – Section A	34	50 (44%)	90 min	Data-based question and short-answer questions on standard level material
	2 – Section B	16			Extended-response questions on standard level material (one of two options)
HL	1A	40	75 (36%)	120 min	40 multiple-choice questions on SL and AHL material
	1B	35			Four data-based questions related to experimental work and the syllabus
	2 – Section A	48	80 (44%)	150 min	Data-based question and short-answer questions on SL and AHL material
	2 – Section B	32			Extended-response questions on SL and AHL material (two of three options)

Expectations/Tips for success:

- Stay organized
 - Materials
 - IA ideas
- Work in the lab SAFELY
- Review regularly
- Complete all assignments
- Communicate with teacher as needed



Physics SL

Mr. Fradet



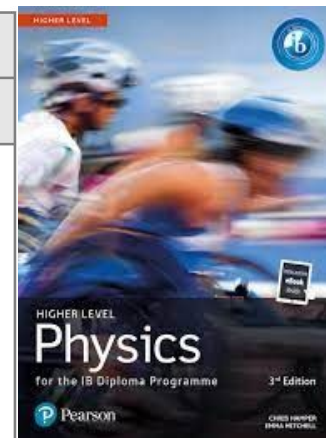
Physics HL

*Mr. Abou-
Halloun*



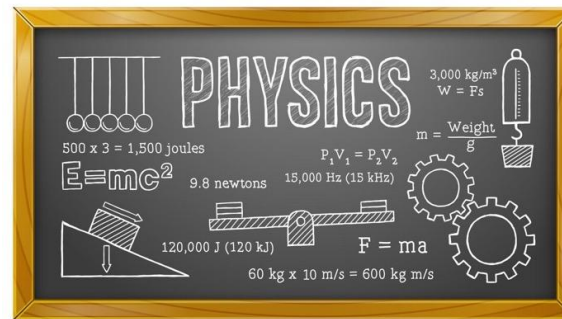
The IB Physics Program

Syllabus component	Teaching hours	
	SL	HL
Syllabus content	110	180
A. Space, time and motion	27	42
B. The particulate nature of matter	24	32
C. Wave behaviour	17	29
D. Fields	19	38
E. Nuclear and quantum physics	23	39
Experimental programme	40	60
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10
Total teaching hours	150	240



Approach to Teaching:

- Based on **inquiry** (constructivism)
- Focused on **conceptual understanding**
- Developed in local and global **contexts**
- Focused on effective teamwork and **collaboration**
- Differentiated** to meet the needs of all learners
- Informed by **assessment** (formative and summative)



Approach to Learning:

Aimed at developing student skills:

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

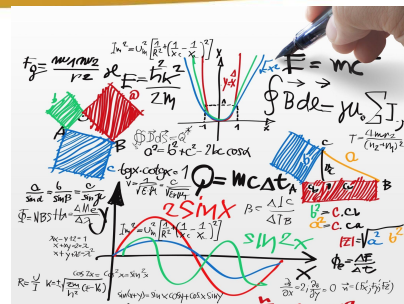
Sub-topic 3.1 – Thermal concepts	Sub-topic 3.2 – Modelling a gas
$Q = mc\Delta T$ Energy/heat given/received in changing an object's temperature. $Q = mL$ Energy/heat given/received in changing an object's phase.	$p = \frac{F}{A}$ Pressure. $n = \frac{N}{N_A}$ Number of moles of a substance. $pV = nRT$ Ideal gas law.
Sub-topic 6.1 – Circular motion	Sub-topic 6.2 – Newton's law of gravitation
$v = \omega r$ Velocity of body travelling in circle. $a = \frac{v^2}{r} = \frac{4\pi^2 r}{T^2}$ Centripetal acceleration. $F = \frac{mv^2}{r} = m\omega^2 r$ Centripetal force.	$F = G \frac{Mm}{r^2}$ Force experienced by 2 masses (Newton's law of gravitation). $g = \frac{F}{m}$ Field strength as experienced by a mass in the field. $g = G \frac{M}{r^2}$ Field strength at a certain distance from body.

Assessment

Internal:

In class formative assessment

In class summative assessment (monthly, trimester..)



External:

IA (Individual Investigation): 6-12 pages

Extended Essay : Independent Research - 4000 words

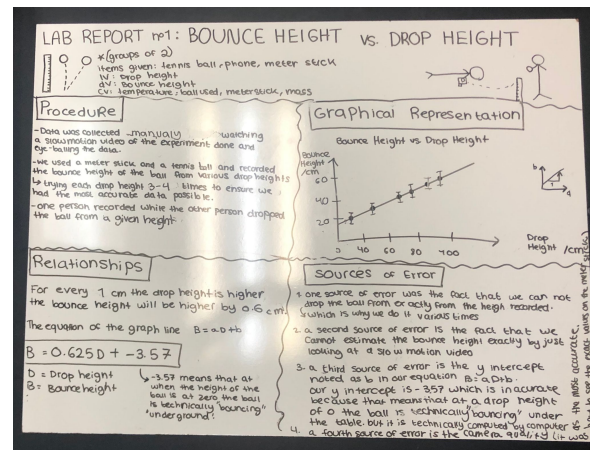
Final exam:

Paper 1:

Paper 1A—Multiple-choice questions

Paper 1B—Data-based questions

Paper 2: short answer/extended response ,

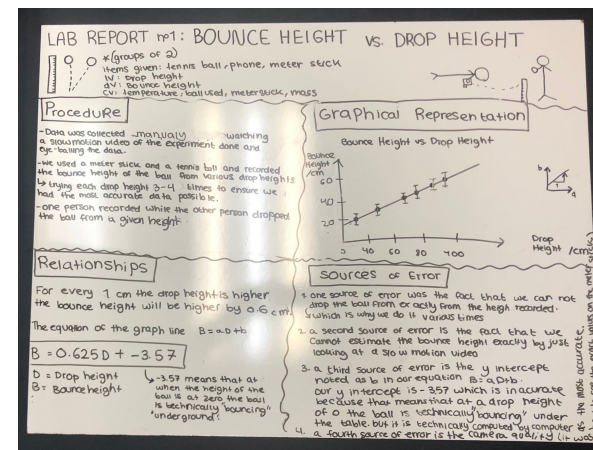
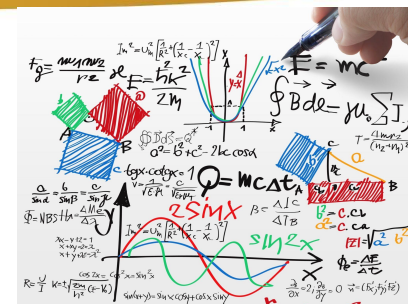


First Lab Report

Assessment

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade
		SL	HL	
External		3	4.5	80
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions	1.5	2	36
Paper 2	Short-answer and extended-response questions	1.5	2.5	44
Internal		10		20
Scientific investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20



First Lab Report

Expectations/Tips for success:

- Review regularly
- Complete all assignments
- Communicate with teacher as needed
- Stay on pace and complete the reading / practice problems as assigned
- Use additional resources as needed (enhancement videos, extra practice)
- Communicate with teacher as needed

Coulomb's Law

	Variable Symbol	Unit
Electrostatic Force	F	N
Object 1 Charge	q_1	C
Object 2 Charge	q_2	C
Separation Distance	r	m
Coulomb Constant	k	$N \cdot m^2 \cdot C^{-2}$
Permittivity of Free Space	ϵ_0	$C^2 \cdot N^{-1} \cdot m^{-2}$

Data Booklet Equations:

$$F = k \frac{q_1 q_2}{r^2}$$

$$= \frac{1}{4\pi\epsilon_0} \frac{q_1 q_2}{r^2}$$

$$k = 8.99 \times 10^9 \, N \cdot m^2 \cdot C^{-2}$$

$$\epsilon_0 = 8.85 \times 10^{-12} \, C^2 \cdot N^{-1} \cdot m^{-2}$$

Universal Law of Gravitation

	Variable Symbol	Unit
Gravitational Force	F	N
Object 1 Mass	M	kg
Object 2 Mass	m	kg
Separation Distance	r	m
Gravitational Constant	G	$N \cdot m^2 \cdot kg^{-2}$

Data Booklet Equation:

$$F = G \frac{Mm}{r^2}$$

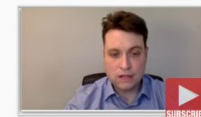
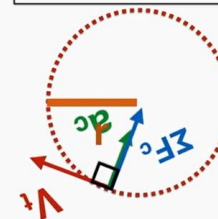
$$G = 6.67 \, N \cdot m^2 \cdot kg^{-2}$$

Force Fields

Uniform Circular Motion

Vocabulary:

Centripetal Force ΣF_c The net force on the object. It always points toward the center of motion. Measured in N.	Tangential Velocity V_t The distance the object moves around the circle over the change in time. Measured in m/s.
Radius r The radius of the circular path. Measured in m.	Centripetal Acceleration a_c The acceleration of the object (points in the same direction as the centripetal force). Measured in $m \cdot s^{-2}$



Distinction between SL and HL

- IB Physics 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.
- Students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth (demonstrate greater mastery of the topics).
- An additional 90 hours of instructional time; more rigorous final test at end of Year 2

Physics syllabus content overview

A. Space, time and motion	B. The particulate nature of matter	C. Wave behaviour	D. Fields	E. Nuclear and quantum physics
A.1 Kinematics • A.2 Forces and momentum • A.3 Work, energy and power • A.4 Rigid body mechanics ... A.5 Galilean and special relativity ...	B.1 Thermal energy transfers • B.2 Greenhouse effect • B.3 Gas laws • B.4 Thermodynamics ... B.5 Current and circuits •	C.1 Simple harmonic motion •• C.2 Wave model • C.3 Wave phenomena •• C.4 Standing waves and resonance • C.5 Doppler effect ••	D.1 Gravitational fields •• D.2 Electric and magnetic fields •• D.3 Motion in electromagnetic fields • D.4 Induction ...	E.1 Structure of the atom •• E.2 Quantum physics ... E.3 Radioactive decay •• E.4 Fission • E.5 Fusion and stars •

- Topics with content that should be taught to all students
- Topics with content that should be taught to all students plus additional HL content
- ... Topics with content that should only be taught to HL students

How to succeed in IB Physics:

- Stay on pace and complete the reading / practice problems as assigned
- Use additional resources as needed (enhancement videos, extra practice)
 - Be aggressive in meeting Extended Essay timeline



Alternative to Group 6

Chemistry
Mrs. Robey

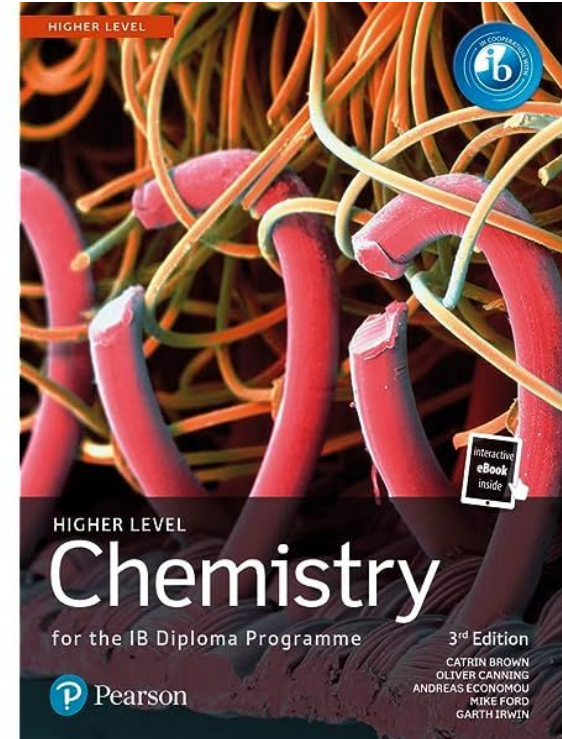


Chemistry (SL/HL)

Chemistry is an **experimental science** that combines academic study with the acquisition of practical and investigational skills.



Student-centered
approach to learning with
a focus on
critical thinking and
analytical skills.



Skills in the study of chemistry

Structure

Structure refers to the nature of matter from simple to more complex forms

Reactivity

Reactivity refers to how and why chemical reactions occur

Structure determines reactivity, which in turn transforms structure

Structure 1	Structure 1.1 – Introduction to the particulate nature of matter	Reactivity 1	Reactivity 1.1 – Measuring enthalpy changes
Models of the particulate nature of matter	Structure 1.2 – The nuclear atom	What drives chemical reactions?	Reactivity 1.2 – Energy cycles in reactions
	Structure 1.3 – Electron configurations		Reactivity 1.3 – Energy from fuels
	Structure 1.4 – Counting particles by mass: The mole		Reactivity 1.4 – Entropy and spontaneity (Additional higher level)
	Structure 1.5 – Ideal gases		

SL: 3 hours per week

HL: 5 hours per week

** The order of each topic and subtopic may change. Students have a Google sheet with the calendar, resources, and links to the slides for each week.

Structure 2 Models of bonding and structure

Structure 2.1 – The ionic model

Structure 2.2 – The covalent model

Structure 2.3 – The metallic model

Structure 2.4 – From models to materials

Reactivity 2 How much, how fast and how far?

Reactivity 2.1 – How much? The amount of chemical change

Reactivity 2.2 – How fast? The rate of chemical change

Reactivity 2.3 – How far? The extent of chemical change

Structure 3 Classification of matter

Structure 3.1 – The periodic table: Classification of elements

Structure 3.2 – Functional groups: Classification of organic compounds

Reactivity 3 What are the mechanisms of chemical change?

Reactivity 3.1 – Proton transfer reactions

Reactivity 3.2 – Electron transfer reactions

Reactivity 3.3 – Electron sharing reactions

Reactivity 3.4 – Electron-pair sharing reactions

Expectations and Assessments

Types of assessments:

- Formative assessment (quizzes and practice questions)
- Lab Reports (at least 2 weeks to complete)
- Activities/ Classwork/ Homework
- Unit Tests
- Mock Exams
- Collaborative science project (cross-curricular)



Expectations/Tips for success:

- Stay organized
 - Materials
 - IA ideas
- Work in the lab SAFELY
- Review regularly
- Complete all assignments:
practice practice practice
- Communicate with teacher as needed



Type of assessment	Format of assessment	Time (hours)		Weighting of final grade
		SL	HL	
External		3	4.5	80
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work	1.5	2	36
Paper 2	Short answer and extended-response questions	1.5	2.5	44
Internal		10		20
Scientific investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20





ROCHAMBEAU
THE FRENCH INTERNATIONAL SCHOOL

Group 5

Mathematics

Math AA SL & HL

M. Nicholson



Math AI SL & HL

M. Touré





International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Applications & Interpretation

Analysis & Approches

1. Number & Algebra

2. Functions

3. Geometry & trigonometry

4. Statistic & Probabilty

5. Calculus

Toolkit & Exploration

Total

SL

16 hrs

31 hrs

18 hrs

36 hrs

19 hrs

30 hrs

150 hrs

HL

29 hrs

42 hrs

46 hrs

52 hrs

41 hrs

30 hrs

240 hrs

SL

19 hrs

21 hrs

25 hrs

27 hrs

28 hrs

30 hrs

150 hrs

HL

39 hrs

32 hrs

51 hrs

33 hrs

55 hrs

30 hrs

240 hrs

Assessment

Paper 1

Paper 2

Paper 3

IA

40 % 90 min
Short Response

40 % 90 min
Short Response

20 %
Exploration

30 % 120 min
Short Response

30 % 120 min
Long Response

20 % 60 min
2 Long Problems

20 %
Exploration

40 % 90 min
Short/Long Res.

40 % 90 min
Short/Long Res.

20 %
Exploration

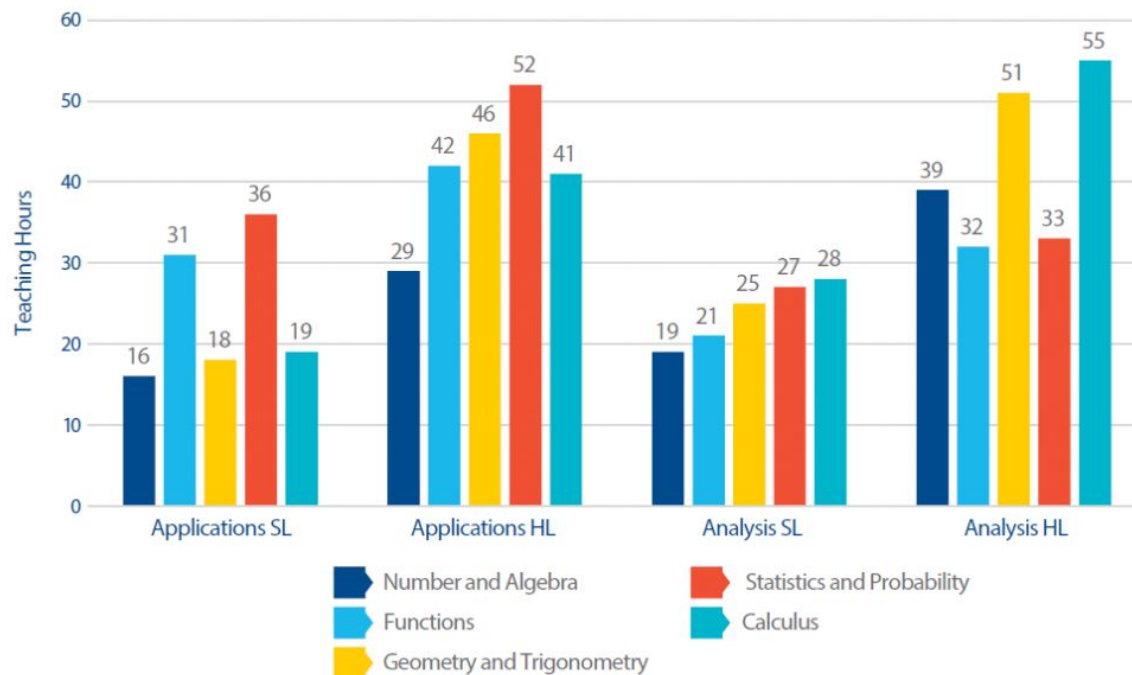
30 % 120 min
Short/Long Res.

30 % 120 min
Short/Long Res.

20 % 60 min
2 Long Problems

20 %
Exploration

Mathematics Subject Breakdown



How might you advise your students on which course to take?



Lauren wants to study Chemical Engineering in the UK. Looking at potential universities, when she browsed the Imperial College, London website for the M'Eng course, she saw that either Analysis or Applications HL will be accepted.



Even though Javid is drawn to abstract problem solving and calculus, he intends to study economics at a top university. Therefore, he takes Mathematics: applications and Interpretation HL to learn more about statistics and mathematical modelling.



Roberto is passionate about the social sciences. He's already enrolled in higher level French, psychology, and history courses. Since he is applying to university to study psychology, Roberto feels its best to take Mathematics: applications and Interpretation SL.



As a result of being in the IB, Mei has a newly sparked interest in global economies. She decides to take Mathematics: analysis and approaches SL because it has a relatively equal coverage of all maths subjects. Fortunately her desired economics program recognizes this IB course.

Overview

- Subject taught in English
- 5/4 (HL) to 3 (SL) hours per week
- Everything within SL is contained within HL. HL has about 40% more material.
- Regular tests during the 2 years, mostly based on bank exams questions (strictly respecting the official mark schemes), short quizzes, projects (oral presentations, short explorations) provide an average for the transcript.
- Regular links to TOK and other subjects are done during the class

FINAL EXAM ASSESSMENTS

The following skills are evaluated:

1. Knowledge and understanding
2. Problem solving
3. Communication and interpretation
4. Use of technology
5. Reasoning

The IA - Math Exploration is an integral part of the course and its assessment, compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations.

Teachers are guiding the students through scheduled meetings.

At the end of the process, a short essay is marked by the teacher, subject to validation by the IB Organization.

PAPERS:

Marks are awarded for proper method, accuracy, and reasoning.

On Paper 1, Paper 2, and especially Paper 3 (HL), full marks are not necessarily awarded for a correct answer with no work shown.

Answers must be supported by some sort of explanation (in the form of, for example diagrams, graphs or calculations).

The IB exams give a great deal of partial credit, so showing all work is crucial.

IA:

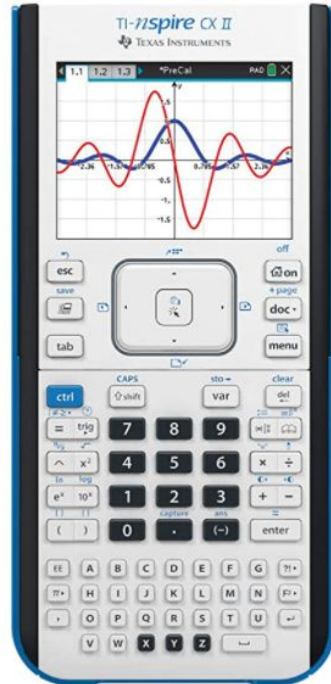
Criterion A	Presentation	4 marks
Criterion B	Mathematical Communication	4 marks
Criterion C	Personal Engagement	3 marks
Criterion D	Reflection	3 marks
Criterion E	Use of Mathematics	6 marks

12-20 pages

Individual piece of work

Topic chosen by the student

One draft with written feedback provided





ROCHAMBEAU
THE FRENCH INTERNATIONAL SCHOOL

Group 6

The Arts

Visual Arts - in French

Mme Angoulvant



Art Journal

- Throughout the course students are required to maintain a visual arts journal. Sections of the journal will be selected, adapted and presented for assessment, the journal itself is regarded as a fundamental activity of the course. All entries must be dated.
- **Much of the work done will be done outside of class, as homework. The art journal is submitted to my review for evaluation.** Class time will be reserved for studio work ; presentations and demonstrations; and critique of student work.

Museum visits

Visit report - To be included in the art journal twice a trimester. Students are requested to visit an art exhibition in a gallery or an art museum and prepare a written report. They will include photos of the exhibition and references to other works of art.

[Ideas of museums to visit.](#)

[Stores and Art supplies](#)

Part 1: Comparative study - 20% - External assessment

- Submit 10–15 pages which examine and compare at least three artworks, objects or artifacts, at least two of which need to be by different artists. The works selected for comparison and analysis should come from differing cultural contexts.
- Submit a list of sources used as separate document.

Part 2: Process portfolio - 40% - External assessment

- Submit 9–18 pages which show sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities.

Part 3: Exhibition - 40% - Internal and External assessment

Formal requirements of the task:

- Submit a curatorial rationale that does not exceed 400 words.
- Submit 4–7 artworks.
- Submit exhibition text (stating the title, medium and size of the artwork) for each selected artwork, and a written intention, max 500 characters.
- Submit two photographs of their overall exhibition. There is the possibility of additional supporting photos for each artwork.



IB Core

Theory of Knowledge

M. Bouyeure



Theory of Knowledge

-In a “post truth world”, riddled with conspiracy theories, raising the question “**do we know what we think we know and how do we know it?**” has never been more urgent.

-The aim of the TOK course is to engage students to think both critically and reflectively. How is knowledge generated in the world around me? What is my own relation to knowledge?

-TOK is a little bit of every other subject. It is at the same time **epistemology, philosophy, anthropology and none of the above** ! It is all about questioning the wonder of knowing...

Examples of “knowledge questions”:

- Is knowing the same as believing?
- What contribution can I make as a “knower”?
- Why does indigenous knowledge matter?
- How does our knowledge of language relate to the rest of our knowledge ?
- Why do history (the study of the past) attract such skepticism?
- How does math stand out from other branches of knowledge?
- Are the natural sciences more objective than the human sciences ?

Curriculum:

In DP1, it is focused on very foundational questions called “core themes”:

What is knowledge with respect to such concepts as truth, objectivity, responsibility, power?

What is the relation between knowledge and the knower?

We also explore such optional themes as indigenous knowledge or the relationship between knowledge and language.

Assessment at a glance

Internal assessment

Theory of Knowledge exhibition (10 marks)

For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

1/3 (33%)

External assessment

TOK essay on a prescribed title (10 marks)

For this component, students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.

2/3 (67%)



