



ROCHAMBEAU
THE FRENCH INTERNATIONAL SCHOOL

Terminale IB

Back-to-School Night

WELCOME!
Cohort 2023-2025

Tonight's Schedule

| | |
|------|---|
| 7:15 | <u>IB Coordinator & Professeur Principal</u> |
| 7:25 | <u>DP Core (EE)</u> |
| 7:30 | <u>English A Literature</u> |
| 7:35 | <u>French A & B</u> <u>Spanish B</u> |
| 7:45 | <u>Individuals & Societies (Econ & GloPo)</u> |
| 7:55 | <u>Sciences (Bio, Chem & Physics)</u> |
| 8:05 | <u>Math AA & AI</u> |
| 8:15 | <u>Arts (Film)</u> |
| 8:20 | <u>DP Core (TOK)</u> |
| 8:25 | END |

Professeur principal

James Huss



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Role of the *professeur principal*

- 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

This is where you can find our calendar, the IB exams schedule for May 2025, the statistical bulletin, and other information.

T-IB Information

Sandra Percy • 8mo

General Information & Resources

- Back-to-School Presentation 2023-2024

PDF
Tle-IB-BACK TO SCHOOL NIGHT-2022-23
- IBO Website

ibo.org
International education
- Rochambeau-The French International School


Calendar

- T-IB Calendar 2023-2024

pdf
IB-DP2-General Calendar-2023-2024

IAs, EE & CAS

- Extended Essay (EE) Student Guidebook

PDF
EE Guidebook_Sept_2022
- Supporting Students' IA and EE Work

PDF
IB-IA-EE-Presentation
- Rochambeau Parent & Student Guide for CAS 2022-24

PDF
2022 24 CAS Parent Student Guide

IB Exams

- IB DP Exam Assessment Presentation (Notes)

DP Exam Schedule -- May 2024
- May 2024 examination schedule FINAL VERSION All exam zones (A, B, C)

d_0_dpYYY_sUp_2307.tF_e
- Statistical Bulletin -- May 2023 Exam Session

PDF
Statistical Bulletin-May 2023
- How the IB tests students


Subject Briefs

- International Baccalaureate Diploma Programme Subject Brief

PDF
film-sl-hl-2017-en
- Group 6 -- Chemistry SL

PDF
chemistrysl2016englshw
- Group 6 -- Chemistry HL

PDF
CHEMISTRY HL

Contacts

- IB Program
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Emma Lancee
lancees@s@rochambeau.org
- Student Learning Support
Student Support Department Manager: Florence Piard
piardf@s@rochambeau.org

Courses & Teachers



ROCHAMBEAU
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| 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 | J. Huss |
| | FRENCH A LANG. & LIT <i>(instead of French B)</i> | X | | FR | M. Roberti |
| 2 | FRENCH B | X | X | FR | A. Billard |
| Instead of Group 6 | SPANISH B | X | | SPA | A. Martinez |
| 3 | GLOBAL POLITICS | X | X | ENG | C. Lassus |
| | ECONOMICS | X | X | ENG | W. Percy |
| 4 | BIOLOGIE, or | X | X | FR | S. Brettnacher |
| | PHYSICS | X | X | ENG | J. Abou-Halloun |
| Instead of Group 6 | CHEMISTRY | | X | ENG | V. Robey |
| 5 | MATHEMATICS AA | X | X | ENG | D. Fradet |
| | MATHEMATICS AI | X | X | ENG | F. Madigou |
| 6 | VISUAL ARTS | X | | FR | T. King |

IB DP Requirements



ROCHAMBEAU
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3 core subjects
*CAS, Extended
Essay & TOK*



3 courses at the
higher level
(4 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 SL)

Class schedule

| | lundi | mardi | mercredi | jeudi | vendredi |
|-------|--|---|---|--|--|
| 8h30 | VIE DE CLASSE HUSS J. A-110 Forest | ECONOMICS LASSUS C. L-101 Forest | GLOBAL POLITICS PERCY W. L-102 Forest | CAS / Extended essay KING T. L-104 Forest | ENGLISH A: LANGUAGE & LITERATURE HUSS J. A-110 Forest |
| 9h30 | MATH ANA. & APPROACH. FRADET D. [T-IBDP MATH AA EDT] L-207 (Techno) Forest | MATH APPLI. & INTERP. MADIGOU F. [T-IBDP MATH AI EDT] L-201.Forest | | ENGLISH A: LANGUAGE & LITERATURE HUSS J. A-110 Forest | |
| 10h20 | | | | | |
| 10h40 | ENGLISH A: HL. LANGUAGE & LITERATURE HUSS J. [T-IBDP ENG A HL] A-110 Forest | CHEMISTRY HL ROBEY V. [T-IBDP CHEM HL] L-Labo 205 Forest | FILM KING T. [T-IBDP FILM EDT] L-103 Forest | DP SPAN B EDT MARTINEZ A. [T-IBDP SPAN B SL] A-112 Forest | PHYSICS ABOU-HALLOUN J. [T-IBDP PHY EDT] L-Labo 203 Forest |
| 11h35 | | | | | |
| 12h30 | CHEMISTRY HL ROBEY V. [T-IBDP CHEM HL] L-Labo 203 Forest | FILM KING T. [T-IBDP FILM EDT] L-103 Forest | DP SPAN B EDT MARTINEZ A. [T-IBDP SPAN B SL] A-112 Forest | CHEMISTRY HL.ROBEY V. [T-IBDP CHEM HL] L-Labo 206.Forest | FILM HL KING T. [T-IBDP FILM HL] L-103 Forest |
| 13h30 | | | | | |
| 14h00 | FRENCH B: LANGUAGE ACQUISITION BILLARD A. [T-IBDP FRENCH B EDT] A-112 Forest | FRENCH A: LANGUAGE & LITERATURE ROBERT M. [T-IBDP FRENCH A SL] A-110 Forest | MATH ANA. & APPROACH. FRADET D. [T-IBDP MATH AA EDT] L-LL2 Forest | MATH APPLI. & INTERP. MADIGOU F. [T-IBDP MATH AI EDT] L-201 Forest | ECONOMICS HL LASSUS C. [T-IBDP ECON HL] L-101.Forest |
| 14h30 | | | | | |
| 15h20 | | | | | |
| 15h40 | | | | | |
| 16h00 | | | | | |
| 16h35 | | | | | |

25 hours of IB class
+ 1 hr VDC

Compared to **30** (no BFI,
no elective) to **38** (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**

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 Semester 1: December 15
- Conseils de Classe: Week of December 16

Delegate elections

- Week of October 7



Parent-Teachers Conferences

- Q&A for Terminale parents: November 6
- **Information Meeting about IB DP Exam Assessment: Tuesday 15 October**

Vacations and holidays

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

Teacher Contact Information

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D. Fradet fradetd@rochambeau.org

T. King kingt@rochambeau.org

C. Lassus lassusc@rochambeau.org

F. Madigou madigouf@rochambeau.org

A. Martinez martineza@rochambeau.org

W. Percy percyw@rochambeau.org

M. Roberti robertim@rochambeau.org

V. Robey robeyv@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 clear evidence of achieving & reflecting upon the 7 learning outcomes, including achieving a balance of activity across all 3 strands of CAS

(Deadline: 31st March).

- 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** (**Deadline: October 16th**)

- Students conduct **independent, original research**
 - Evaluating a variety of reliable sources
 - Citing and referencing is part of the assessment
 - We recommend students reread exemplar essays, the subject specific guidance in the EE guide, and proofread their work thoroughly before submission
 - Points available for meeting format and subject requirements
- Guidance from their **EE supervisor** throughout the research and writing process
 - Limited to non-editorial advice
 - 3 formal meetings to discuss, reflect and record progress
 - Viva Voce (3rd meeting) in November after the EE is submitted
 - Students must then submit completed RPPF* before Thanksgiving break

* Reflections on Planning and Progress Form





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THE FRENCH INTERNATIONAL SCHOOL

Group 1

Studies in Language and Literature

ENGLISH A *Literature*

Mr. Huss



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

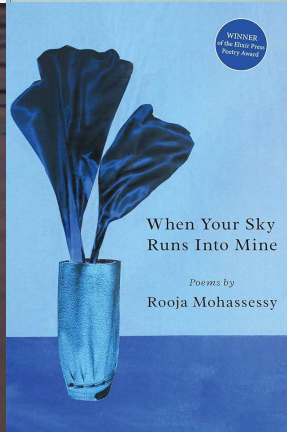
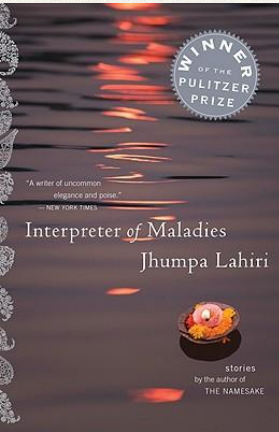
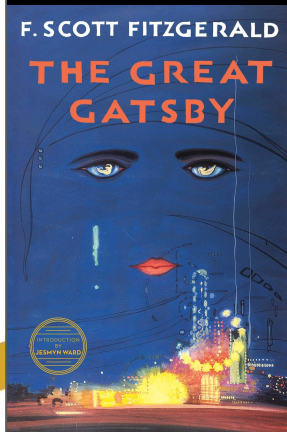
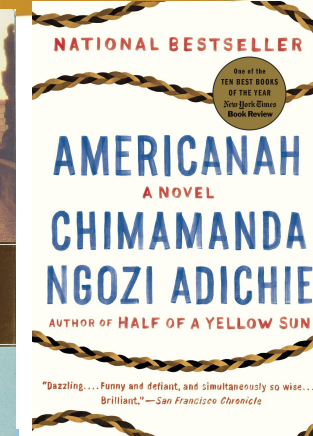
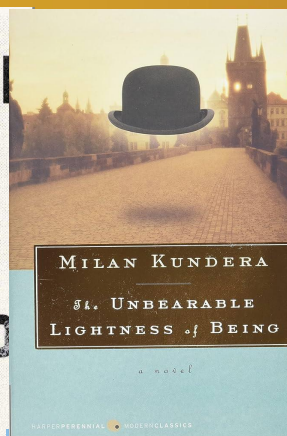
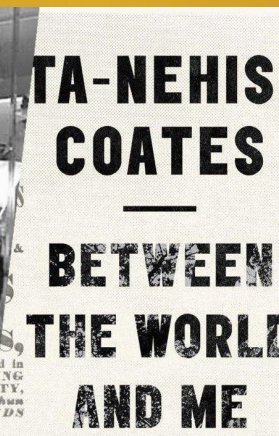
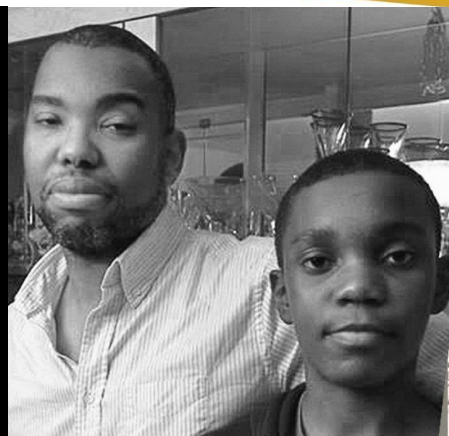
Transformation

Representation



ROCHAMBEAU

THE FRENCH INTERNATIONAL SCHOOL



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.





Terminale Focus

- Internal Assessment: Mock and Final
- Higher Level Essay: Final
- Preparation for Paper 1 and Paper 2
- The Learner Portfolio: Reflection Project

FRENCH A *Langue et Littérature*

Mme Roberti





A very innovative approach to the study of “texts”

Students learn to :

- compare books on current topics
- Reflect on the notion of literary and artistic creation
- Identify authors' choices in writing their texts
- Be sensitive to engaging, timeless and universal works
- Analyze complex, rich and exciting texts



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

- A corpus made of works by French and French speaking authors (Jacques Prevert, Nicolas Bouvier) as well as works in translation.
- A variety of approaches to critical reading
- A questioning of identity and culture, of social roles and gender related roles, of issues of pride and honor.
- A reflection on the multiples perspectives that define our postmodern world.



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 |
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+
Learner Portfolio
(as presented previously
for English A)





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Group 2

Language Acquisition

FRENCH B SL & HL



Mme Billard

Specificity of French B

- *Learning the language and the culture*
- *A slower pace (vs. French A)*

French B HL

- Same core curriculum
- 2 complete pieces of literature in HL
- In-depth study of all themes (HL)
4 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

- School and scholarship from yesterday to nowadays
- Family, between love and hate
- Where do I come from ? Customs & traditions
- Languages and identities

Year 2

- Migrations : being a foreigner in a French-speaking country
- Back to nature
- LGBTQ+ rights
- 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% |

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. |

Who am I? How language and culture impact our identity.

Life stories, social change, habits and traditions, migration.

Science and technology, advantages and disadvantages of advances.

Rights and responsibilities, challenges in the workplace and the legal systems.

Advantages and disadvantages of globalization, world challenges and ethical issues in the current world.





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Group 3

Individuals & Societies

ECONOMICS

Mme Lassus
Ph.D



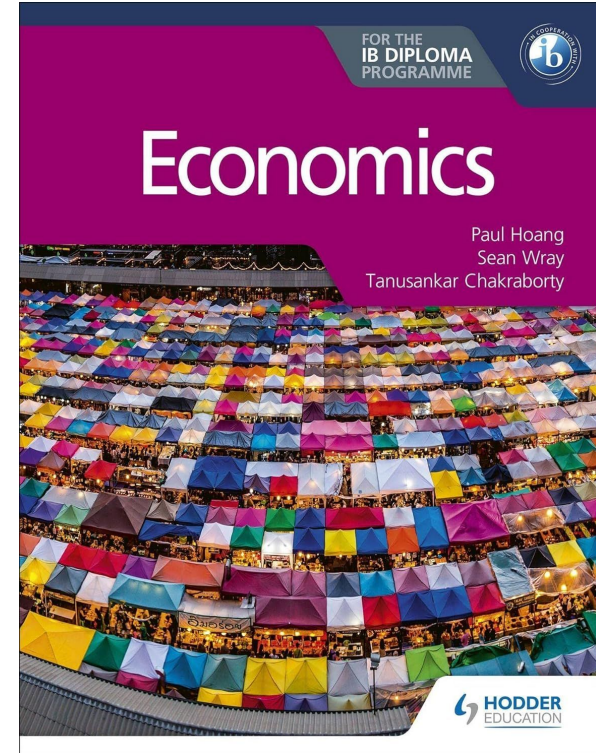
Program : 4 units in two years:

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?

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 (sept 2024)

3.5 Monetary Policy

3.6 Fiscal Policy

3.7 Supply-Side Policies

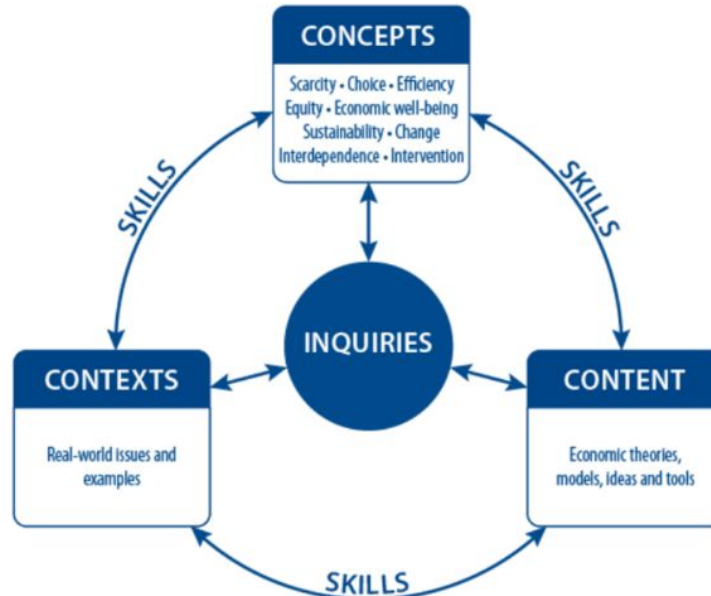


Unit 4: The Global Economy syllabus

- 4.1 Benefits of International Trade
- 4.2 Types of Trade Protection
- 4.3 Arguments for and Against Trade Control/Protection
- 4.4 Economic Integration
- 4.5 Exchange Rates- 4.6 Balance of Payments
- 4.7 Sustainable Development
- 4.8 Measuring Development
- 4.9 Barriers to Economic Growth and/or Economic Development
- 4.10 Economic Growth and/or Economic Development Strategies

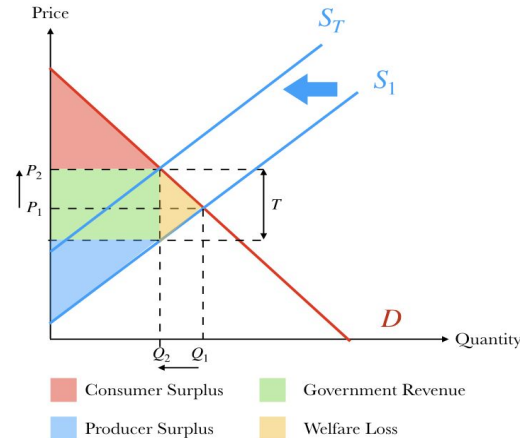
ECONOMICS

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



2024-2025 goals :

1. Strengthen the ability to represent the main econ concepts with a diagram



2024-2025 goals:

2. Work on the 2 or 3 (HL) final exam papers:
 - a. Paper 1 (2 small essays) :method must be perfectly mastered (5 exams last year)
 - b. Paper 2 (exercices, calculation and one small essay): more test to come with chapter which necessitate calculation in macro(students practice the same type of calculations in class)
 - c. Paper 3 HL (quantitative and qualitative questions, recommandation policy): from November on.
2. Finish Internal assessment in Micro in september. In October, find one article in Macro for the second internal assessment.
3. Increase the number of econ articles read per week (collaborative work) + link them to illustrate each chapter (SHARE DRIVE with articles' sources + short summary).

GLOBAL POLITICS

Mr. Percy



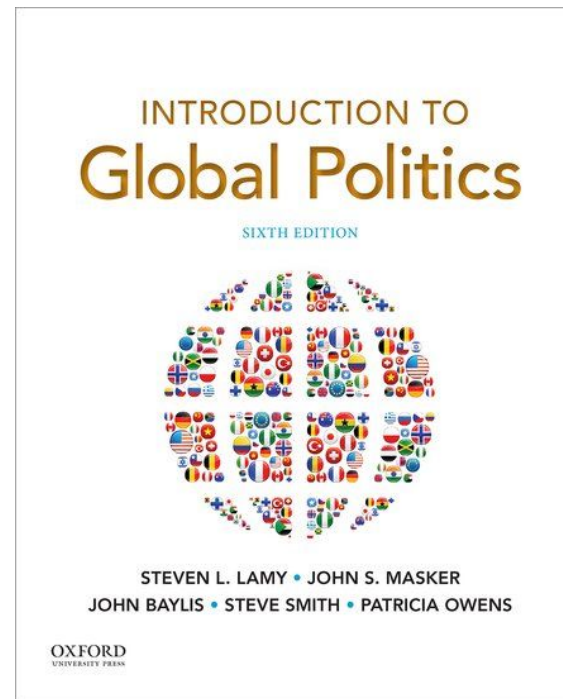


IB Global Politics Curriculum

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

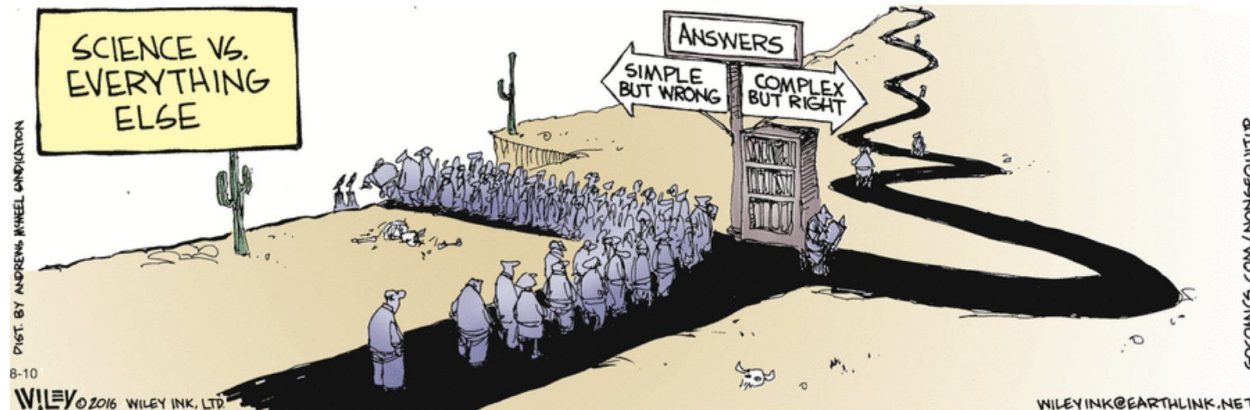
- academic study*
- investigative and critical thinking*
- analysis skills*

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



IB Global Politics Curriculum

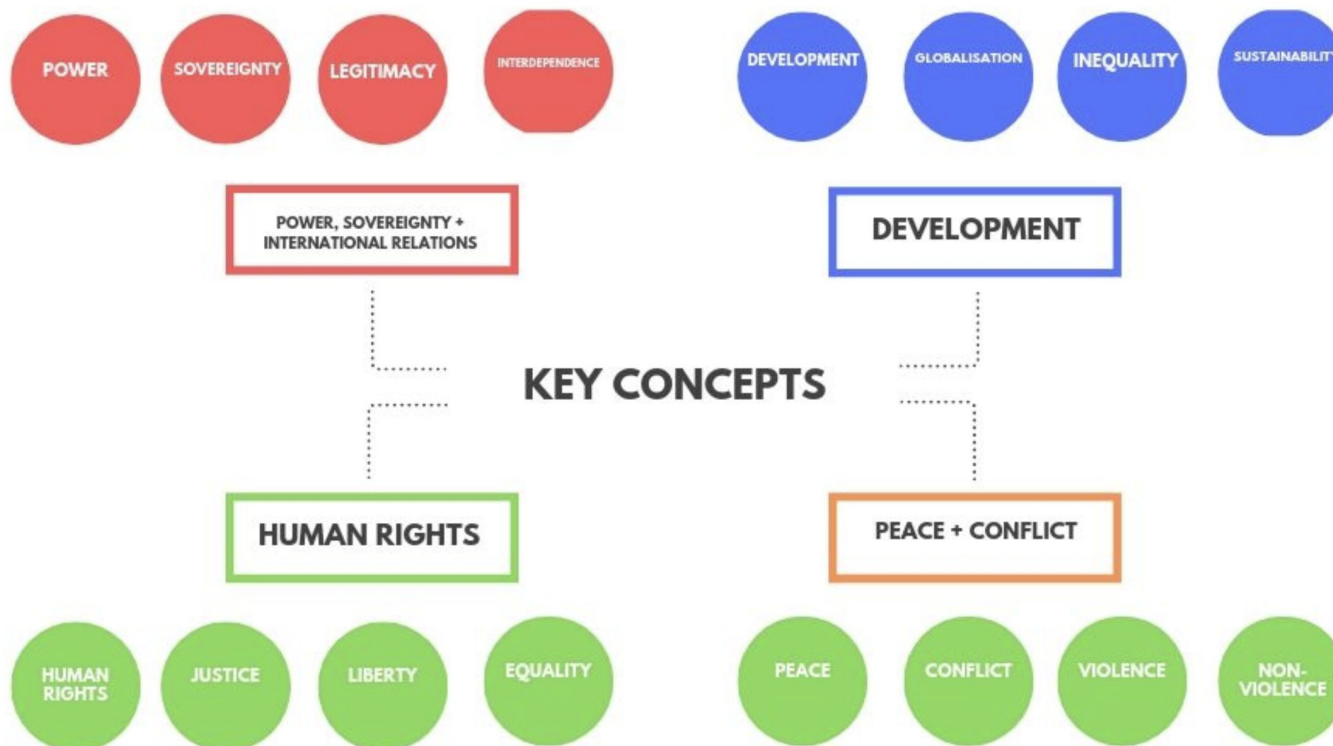
- IB GloPo engages students in a number of case studies, helps them form their own perspectives, has them participate in key debates on a variety of issues, and develops their international mindedness.



IB Global Politics Curriculum

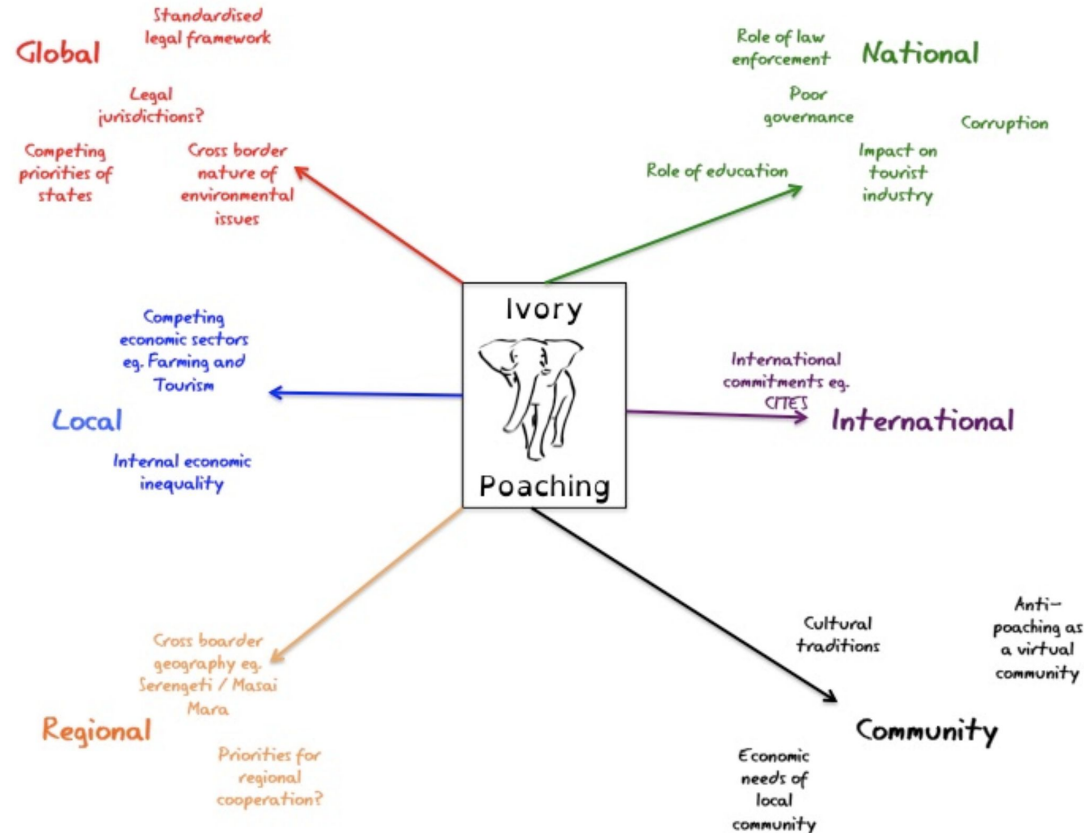
- Students choose their own *case studies* for the *PEA (Political Engagement Activity)* and *Global Challenge* assignments.
- They also will analyze and engage in other (required) case studies in the 4 Key Concepts over the course of 2 years....such as the war in Ukraine, the lead-up to the 2024 US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







...analyzed at
different scales





Course Presentation Diploma Program 2023-2025

The IB Global Politics Program (HL and SL)

- Teaching in English, 3 hours per week--SL or 4 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, 90 Hours on 2 *Global Political Challenges* (culminating in two 10-min video recordings based on case studies of the student's choice).
- 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

| Component | Recommended teaching hours |
|--|----------------------------|
| Core units: People, power and politics Four compulsory units: <ul style="list-style-type: none">1. Power, sovereignty and international relations2. Human rights3. Development4. Peace and conflict | 130 |
| Engagement activity An engagement on a political issue of personal interest, complemented with research. | 20 |
| HL extension: Global political challenges Political issues in two of the following six global political challenges are researched and presented through a case study approach. <ul style="list-style-type: none">1. Environment2. Poverty3. Health4. Identity5. Borders6. Security | 90 |



Assessment

Standard Level

| Type of assessment | Format of assessment | Time (hours) | Weighting of final grade (%) |
|---------------------|--|--------------|------------------------------|
| External | | 3 | 75 |
| Paper 1 | Stimulus-based paper based on a topic from one of the four core units | 1.25 | 30 |
| Paper 2 | Extended response paper based on the four core units | 1.75 | 45 |
| Internal | | | |
| Engagement activity | A written report (2,000-word maximum) on a political issue explored through engagement and research. | 20 | 25 |

Higher Level

| Type of assessment | Format of assessment | Time (hours) | Weighting of final grade (%) |
|---|---|--------------|------------------------------|
| External | | 4 | 60 |
| Paper 1 | Stimulus-based paper on a topic from one of the four core units | 1.25 | 20 |
| Paper 2 | Extended response paper based on the four core units | 2.75 | 40 |
| Internal | | | |
| Engagement activity | A written report (2,000-word maximum) on a political issue explored through engagement and research. | 20 | 20 |
| HL extension: global political challenges | Two video-recorded oral presentations (10-minute maximum each) of two case studies chosen from two different HL extension topics. | 90 | 20 |





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Group 4

Sciences

Biology SL & HL

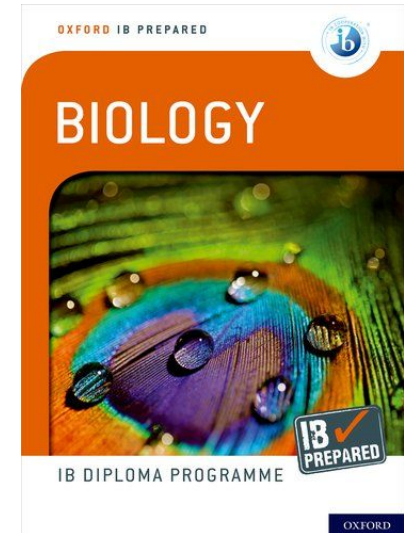
M Brettbacher



IB COURSE PRESENTATION

The IB Biology Program

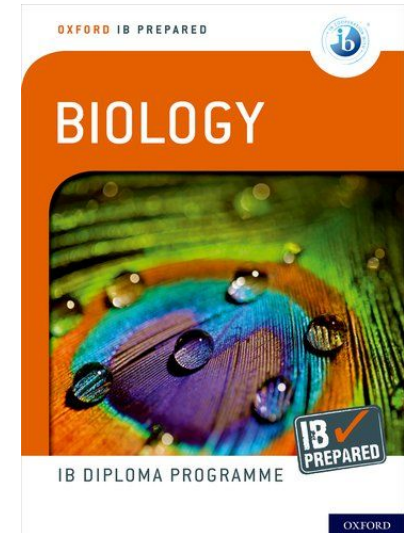
1. 150 HOURS of Class over 2 years including:
 - Lessons and Practical Activities (Lab experiments)
 - Group 4 Project (Multidisciplinary project)
 - IA (Individual investigation)
 1. Extended Essay, Final exam



IB COURSE PRESENTATION

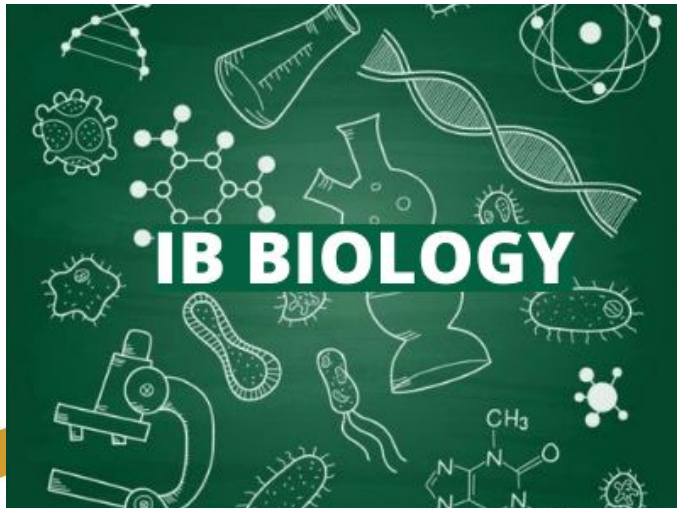
The IB Biology Program

1. 150 HOURS 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

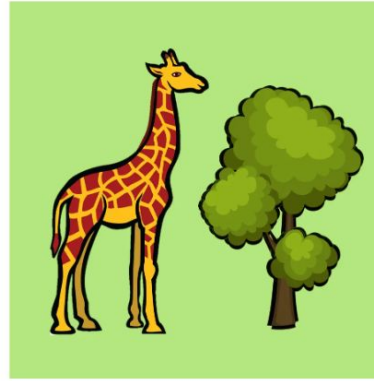
The Course outline

4 Core themes:

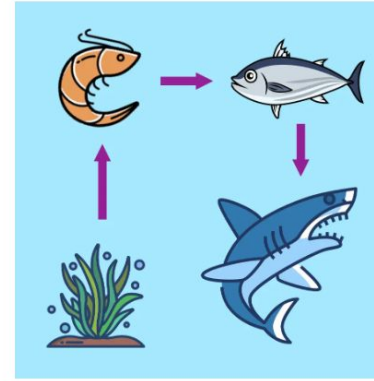
Themes



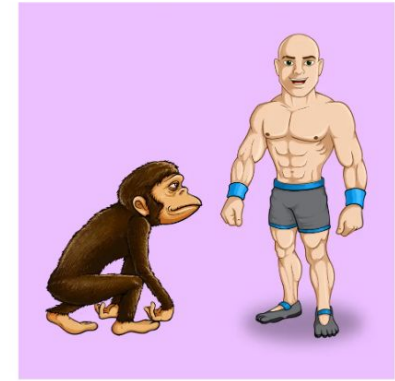
Unity and Diversity



Form and Function



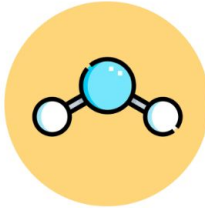
Interaction and Interdependence



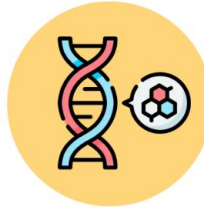
Continuity and Change

A: Unity and Diversity

Molecule ▼



Water

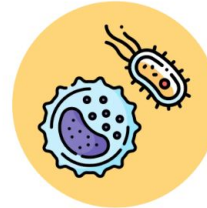


Nucleic Acids

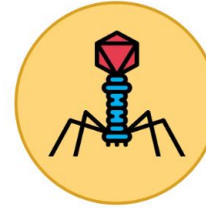


Origin of Cells

Cell ▼



Cell Structure

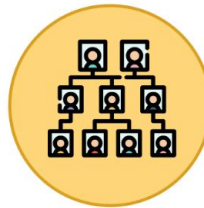


Viruses

Organism ▼



Diversity



Classification

Ecosystem ▼



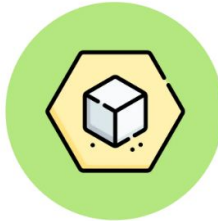
Evolution



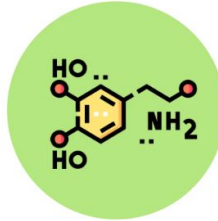
Conservation

B: Form and Function

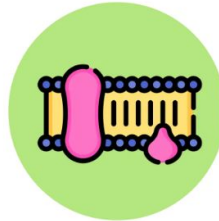
Molecule ▼



Sugars / Lipids

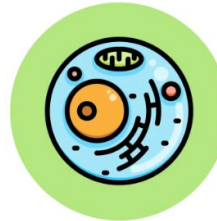


Proteins

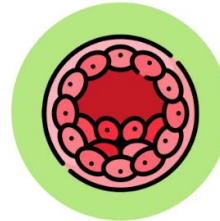


Membranes

Cell ▼



Organelles



Specialisation

Organism ▼



Gas Exchange



Transport



Motility

Ecosystem ▼



Environment



Niches

C: Interaction and Interdependence

Molecule ▼



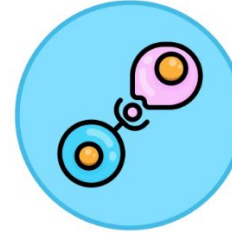
Enzymes



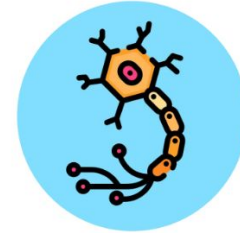
Respiration



Photosynthesis



Signalling



Nerves

Organism ▼



Integration



Immunity



Populations

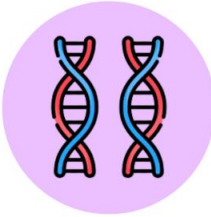
Ecosystem ▼



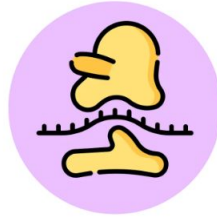
Transfers

D: Continuity and Change

Molecule ▼



DNA Replication



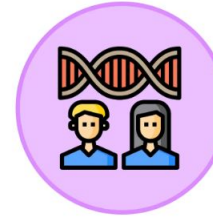
Translation



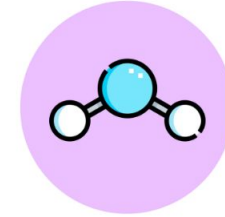
Mutation



Cell Division



Expression



Water Potential

Organism ▼



Reproduction



Inheritance



Homeostasis



Selection



Stability



Climate Change

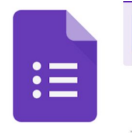
Ecosystem ▼

Assessment

Internal:

In class formative assessment

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



Google Forms

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.

External:

Extended Essay (Independent Research) 4000 words

Grade > 4 required to pass

Group 4 Project (Multidisciplinary project)

- Collaborative Sciences Project
- Group Project (10 hours)



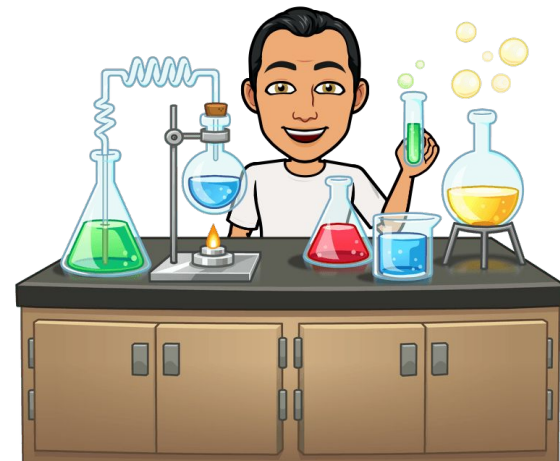
The Collaborative Sciences Project has been scheduled for the end of the first year of study as this is most likely to be the time when the timetable will have suitable flexibility to allow for the cooperative participation of students from the different scientific disciplines (i.e. Biology, Chemistry,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



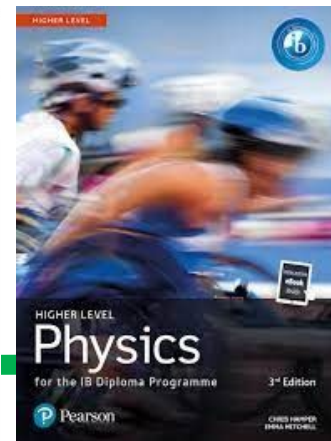
Physics SL & HL

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 |





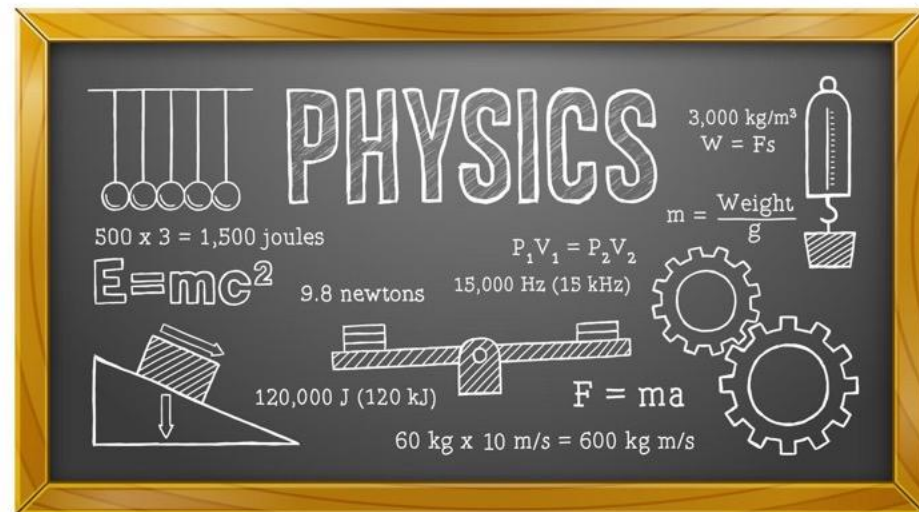
Approach to Teaching:

- 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





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 ,



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 |



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

Alternative to Group 6

Chemistry
Mrs. Robey

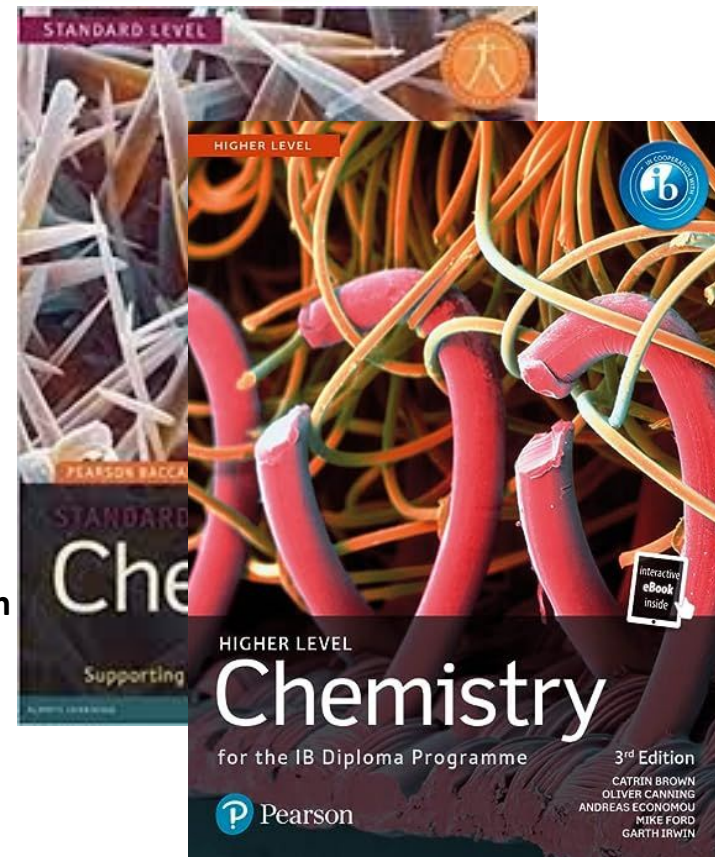


Chemistry (SL/HL)

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.





Content

STRUCTURE

| Structure | 2. | Models | bonding | and | structure |
|---------------------------------------|----------|--------|---------|-----|-----------|
| Structure | 2.4—From | models | to | | materials |
| Structure | | 2.4.4 | | | Polymers |
| Structure | | 2.4.5 | | | |
| Structure 2.4.6 Condensation polymers | | | | | |

Structure 3. Classification

| | | | |
|---------------------------------|---------|----------|--------|
| Structure | 3.1—The | periodic | table: |
| Structure 3.1 Colored complexes | | | |

Structure 3.2 —Functional groups: (All)

REACTIVITY

Reactivity 1. What drives chemical reactions?

Reactivity 1.4—Entropy and spontaneity

Reactivity 1.4.3 DeltaG and spontaneity

Reactivity 1.4.4 DeltaG and equilibrium

Reactivity 3. What are the mechanisms of chemical change?

Reactivity 3.1—Proton transfer reactions (All)

Reactivity 3.2 — Electron transfer reactions (All)

Reactivity 3.3— Electron sharing reactions (All)

Reactivity 3.4 — Electron-pair sharing reactions (All)

3 hours per week SL-4 for HL

Covered

One of the most important projects of the year will be the IA.

We will start working on this in September and students will need to turn in 1st draft in January and final draft by February 26th. Experiments needs to be completed **before winter break.**



The internal assessment enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

| 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 |

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





ROCHAMBEAU
THE FRENCH INTERNATIONAL SCHOOL

Group 5

Mathematics

Math AA SL & HL

Math AI SL & HL

M. Fradet



M. Madigou



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

HL

29 hrs

SL

19 hrs

HL

39 hrs

31 hrs

42 hrs

21 hrs

32 hrs

18 hrs

46 hrs

25 hrs

51 hrs

36 hrs

52 hrs

27 hrs

33 hrs

19 hrs

41 hrs

28 hrs

55 hrs

30 hrs

30 hrs

30 hrs

30 hrs


150 hrs



240 hrs


150 hrs

240 hrs

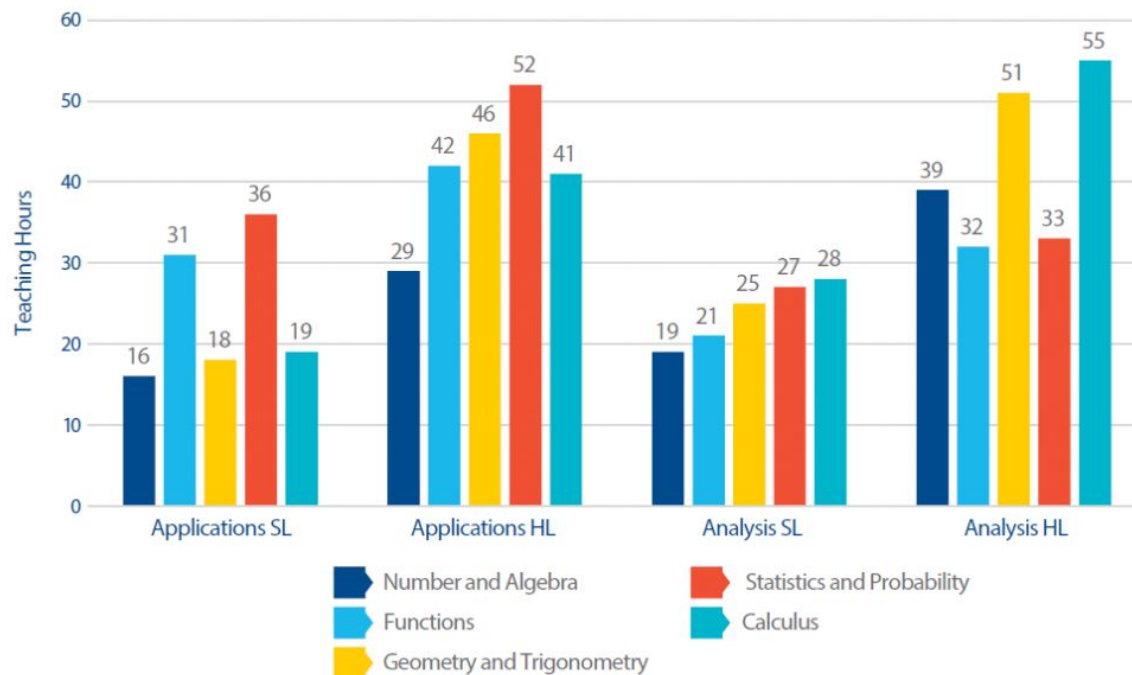
Assessment

 Paper 1 40 % 90 min
Short Response Paper 2 40 % 90 min
Short Response Paper 3

 IA20 %
Exploration Paper 1 30 % 120 min
Short Response Paper 2 30 % 120 min
Long Response Paper 3 20 % 60 min
2 Long Problems IA20 %
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 Problems20 %
Exploration

Mathematics Subject Breakdown





Syllabus component

Topic 1—Number and algebra

Topic 2—Functions

Topic 3— Geometry and trigonometry

Topic 4—Statistics and probability

Topic 5 —Calculus

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
6. Inquiry approaches

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 method, accuracy, answers and reasoning, including interpretation.

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

Answers must be supported by working and/or explanations (in the form of, for example diagrams, graphs or calculations).

Where an answer is incorrect, some marks may be given for correct method, provided this is shown by written working.

Command terms are important.

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



MATH AA

| Type of assessment | Format of assessment | Time (hours) | | Weighting of final grade (%) | |
|---|---|--------------|----|------------------------------|----|
| | | SL | HL | SL | HL |
| External | | | | | |
| Paper 1 <i>access to a clean copy of the formula booklet</i> | No technology allowed. Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus. | 1.5 | 2 | 40 | 30 |
| Paper 2 <i>access to a GDC</i> | Technology allowed. Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus. | 1.5 | 2 | 40 | 30 |
| Paper 3 <i>access to a GDC</i> | Technology allowed. Two compulsory extended-response problem-solving questions. | | 1 | | 20 |
| Internal | | | | | |
| Exploration | | 15 | 15 | 20 | 20 |

MATH AI

| Type of assessment | Format of assessment | Time (hours) | | Weighting of final grade (%) | |
|--------------------|--|--------------|----|------------------------------|----|
| | | SL | HL | SL | HL |
| External | | | | | |
| Paper 1 | Technology allowed. Compulsory short-response questions based on the syllabus. | 1.5 | 2 | 40 | 30 |
| Paper 2 | Technology allowed. Compulsory extended-response questions based on the syllabus. | 1.5 | 2 | 40 | 30 |
| Paper 3 | Technology allowed. Two compulsory extended-response problem-solving questions. | | 1 | | 20 |
| Internal | | | | | |
| Exploration | | 15 | 15 | 20 | 20 |



ROCHAMBEAU
THE FRENCH INTERNATIONAL SCHOOL

Group 6

The Arts

Film SL & HL

Mr. King





Film genres, movements and examples under consideration

- Soviet Montage
 - *Battleship Potemkin* (1925)
- Dogme 95
 - *Festen* (1998)
- Korean New Wave
 - *Old Boy* (2003)
- Formalism
 - *Grand Budapest Hotel* (2014)
- Documentary
 - *Restrepo* (2010)
- Revisionist Westerns
 - *Power of the Dog* (2021)
- Hong Kong New Wave
 - *Chungking Mansions* (1994)
- German New Wave
 - *Wings of Desire* (1987)



| Syllabus component | Teaching hours | |
|---|----------------|-----|
| | SL | HL |
| Reading film Examine film as an art form, studying a broad range of film texts from a variety of cultural contexts and analysing how film elements combine to create meaning. | 45 | 45 |
| Contextualizing film Explore the evolution of film across time and culture. Examine various areas of film focus in order to recognize the similarities and differences that exist between films from contrasting cultural contexts . | 45 | 45 |
| Exploring film production roles Explore various film production roles through engagement with all phases of the filmmaking process. Acquire, develop and apply skills through filmmaking exercises, experiments and completed films. | 60 | 60 |
| HL only: Collaboratively producing film Focus on the collaborative aspects of filmmaking and experience working in core production teams to fulfill shared artistic intentions. Work in chosen film production roles and contribute to all phases of the filmmaking process to collaboratively create original completed films. | | 90 |
| Total teaching hours | 150 | 240 |

The IB Film course aims to encourage students to be proficient interpreters and makers of film texts. Through the study and analysis of film texts and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical and global perspectives in film.

The aims of the IB Film course are to enable students to:

1. Explore the various contexts of film and make links to, and between, films, filmmakers and filmmaking techniques (inquiry)
2. Acquire and apply skills as discerning interpreters of film and as creators of film, working both individually and collaboratively (action)
3. Develop evaluative and critical perspectives on their own film work and the work of others (reflection).



Assessment at a glance

| Type of assessment | Format of assessment | Weighting of final grade (%) | |
|--------------------------------------|--|------------------------------|----|
| | | SL | HL |
| External | | 60 | 40 |
| Textual analysis | Textual analysis (max 1,750 words) of a prescribed film text based on a chosen extract (max 5 mins), and list of sources. | 30 | 20 |
| Comparative study | Recorded multimedia comparative study (max 10 mins), and list of sources. | 30 | 20 |
| Internal | | 40 | 60 |
| Film portfolio | Portfolio pages (max 9 pages: 3 pages per production role) and list of sources. A film reel (max 9 mins: 3 mins per production role, including 1 completed film). | 40 | 25 |
| Collaborative film project (HL only) | Completed film (max 7 mins). Project report (max 2,000 words) and list of sources. | | 35 |

1. Knowledge and understanding of specified contexts and processes:

- Identify the film elements associated with conveying meaning in a variety of film texts.

2. Application and analysis of knowledge and understanding:

- Analyze film from various cultural contexts

3. Synthesis and evaluation

- Compare and contrast filmmakers, their films and their various cultural contexts

4. Select, use and apply a variety of appropriate skills and techniques:

- Experiment in a variety of film-production roles in order to produce film work that conveys meaning on screen



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 DP2, it is focused on 5 areas of knowledge (**AOKs**): the arts, math, the human sciences, the natural sciences, history.

While the TOK essay only requires a reference to two AOKs, tackling the whole field of AOKs helps challenge our students to become more curious, to value knowledge for the sake of it and to operate out of their usual comfort zone.

As we know from the **learner profile**, the IB curriculum is all about open-mindedness and risk taking.

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%)



