LE ROSEY

IB COURSE DESCRIPTIONS

2021-2023

THE IB STRUCTURE

SUMMARY

version Fev.20

Language A: Literature

Everyone is required to take Language A: Literature, either at Standard or Higher level, in their mother tongue. Some students may choose to take this course in more than one language.

Literature is concerned with our conception, interpretation and experience of the world, and we study novels, plays, poems and non-fiction to explore how they can represent the complex pursuits, anxieties, joys and fears to which human beings are exposed in their daily lives.

Writing is one of the more enduring fields of human creativity, and this course encourages you to engage in independent, original, critical and clear thinking. It also promotes respect for the imagination and a critical approach to the understanding and interpretation of literary works.

Syllabus outline
Students will make comparisons and connections between texts, and the ways various literary forms and the conventions of genres explore ideas.

We will also consider the relationship between a text, its author and its readership; crucially, we will discover how literary works generate meaning, and how literature relates to the real world. We will consider perspectives from the personal to the global, and how the cultural context of literature is tied to its meaning.

Texts
At Higher Level, thirteen works will be studied, containing all four genres (poetry, drama, fiction and non-fiction). Three historical periods, four regions and two continents will be represented. At Standard Level, nine works will be studied, containing three of the four genres, and representing three periods, three regions and two continents.

Assessment outline

	Component	Weighting
External assessment	**Paper 1 Guided literary analysis** Write an analysis of one text at SL; 2 texts at HL.	**35%** SL: 1 hour 15 minutes HL: 2 hours 15 mins
	Paper 2 Comparative essay (SL & HL – 30 marks) Respond to one question, based on two of the works studied.	**SL: 35%** **HL: 25%** 1 hour 45 minutes
	Higher Level Essay (HL only – 20 marks) 1200-1500 words Coursework, based on one literary work.	**HL : 20%**
Internal assessment	**Individual oral** Individual Oral A fifteen-minute oral response, based on two extracts from works already studied (one of which is translated) to the prompt: "Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied."	**SL: 30%** **HL: 20%** 15 minutes

The Learner Portfolio
This is an individual collection of student work compiled during the course, and is a mandatory and central element of Language A: Literature. Although it is not assessed, it is a basis for assessment, a collection of evidence of the student's work, and a space to explore and reflect on the studied texts and the student's responses to them.

Langue A : Littérature

Les élèves doivent choisir le cours Langue A : Littérature, au niveau moyen (NM) ou au niveau supérieur (NS) dans leur langue maternelle. Certains étudiants pourraient être amenés à choisir ce cours dans deux langues.

La littérature renvoie et interroge notre vision, notre expérience du monde et dans le cadre de ce cours nous étudierons des romans, pièces, poèmes et essais susceptibles d'interroger les quêtes et recherches complexes, les angoisses, les joies, les peurs auxquelles nous sommes exposés dans notre quotidien.

L'écriture est l'une des expressions de la créativité humaine, et ce cours vous encourage les élèves à s'engager dans une réflexion indépendante, originale et critique. Elle encourage également le respect de l'imagination et une approche critique des œuvres littéraires.

Aperçu du programme
Les élèves établiront des comparaisons et des liens entre les textes. Ils examineront également la façon dont les différentes formes littéraires et conventions de genres explorent les idées. Nous nous intéresserons également à la relation entre un texte, son auteur et son lectorat ; et finalement nous nous interrogerons sur la manière dont les œuvres littéraires génèrent du sens en étroite relation avec le monde réel. Nous adopterons des perspectives allant du personnel au global et verrons combien le contexte culturel influence voire détermine la signification d'une œuvre.

Textes
Au niveau supérieur, treize œuvres seront étudiées (poésie, théâtre, roman, essai). Le programme devra couvrir trois périodes historiques, 4 régions et 2 continents.
Au niveau moyen, neuf œuvres seront étudiées, réparties à travers les quatre genres, représentant trois périodes historiques et deux continents.

Aperçu de l'évaluation

	Contenu	Pondération
Évaluation Externe	**Papier 1 : Analyse littéraire** Écrire l'analyse d'1 texte (MN) de 2 textes (NS).	**35%** NM : 1heure 15 minutes NS : 2heures 15 minutes
	Papier 2 : Essai comparatif (NM et NS- 30 points) Essai basé sur 2 œuvres au programme.	**NM : 35%** **NS : 25%** 1heures 45 minutes
	Essai en temps illimité (NS : 20 points) 1200-1500 mots. Essai basé sur une œuvre au programme.	**NS : 20%**
Évaluation Interne	**Oral individuel** Oral de 15 minutes basé sur 2 extraits de 2 œuvres différentes afin d'analyser la manière dont une question globale choisie par le candidat est traitée.	**NM : 30%** **NS : 20%** 15 minutes

Le carnet personnel ou portfolio de l'élève
Il constitue une collection individuelle de travaux produits tout au long du cours. Obligatoire, il constitue un élément central du cours de Langue A. Bien qu'il ne soit pas évalué, il représente une collection de tâches écrites de l'élève, un espace pour explorer, approfondir et interroger les œuvres étudiées.

Language A:
Language & Literature

Language A: Language & Literature can be taken at Standard or Higher Level by students at near-native level whose Language A: Literature course is in another language.

Language A: Language & Literature comprises the study of a range of texts and text-types, literary and otherwise, in various media. It involves the close study of language itself as well as the ways whereby it defines culture and identity, and is defined by them. Diverse approaches will be taken: literary theory, sociolinguistics, media studies and the analysis of critical discourse, to name a few.

Students study a range of non-literary texts, plus four or six literary works, at SL and HL respectively. Time spent teaching and learning at each level are in a similar ratio. In line with the international flavour of the IB, these texts are drawn not only from the target language but promote understanding of a range of cultures by including some in translation.

The course offers interesting possibilities to help complete the CAS programme: through learning about characters in such a range of texts, students can enhance their aptitude for empathy for real people, thus helping them to plan and reflect on the experiences and effects of their projects. The TOK course encourages IB students to reflect on their general learning, and the ways whereby knowledge is constructed, and the Language & Literature course similarly encourages them to think about the nature of human experience and the ways that one's personal vision is created and conveyed to others.

Section	Assessment Component	Weighting
External assessment	**Paper 1** One guided analysis (SL – 20 marks, HL – 40 marks) Choose one non-literary text at SL; write about 2 texts at HL.	**35%** SL: 1 hour 15 minutes HL: 2 hours 15 mins
	Paper 2 Comparative essay (SL & HL – 20 marks) Respond to one question chosen from 4 topics, based on two of the works studied.	**SL: 35%** **HL: 25%** 1 hour 45 minutes
	Higher Level Essay (HL only – 20 marks) 1200-1500 words Based on a collection of texts, or one literary work.	**HL : 20%**
Internal assessment	**Individual oral** SL and HL : Referring to extracts from one literary and one non-literary work, explore the global issue of your choice (40 marks).	**SL: 30%** **HL: 20%** 15 minutes

Langue A : Langue et Littérature

Le cours de Langue A : Langue et Littérature, au niveau moyen (NM) ou niveau supérieur (NS) peut être choisi par des élèves de langue maternelle ou proches d'un niveau langue maternelle qui étudieraient Langue A : Littérature dans une autre langue.

Ce cours repose sur l'étude d'un large éventail de textes littéraires et non littéraires. L'objectif est à la fois de montrer à travers l'étude approfondie de ces textes combien la langue définit la culture et l'identité, et combien l'identité et la culture sont définies par la langue. Divers approches seront adoptées : la théorie littéraire, la sociolinguistique, l'étude des médias et l'analyse du discours critique, pour n'en citer que quelques-unes.

Les étudiants étudient une série de textes non littéraires, plus quatre (NM) ou six œuvres littéraires (NS). Conformément à la dimension internationale de l'IB, ces textes sont non seulement tirés de la langue cible mais favorisent aussi la compréhension d'autres cultures à travers des traductions.

Le cours offre des possibilités intéressantes pour aider à compléter le programme CAS : en apprenant à travers une telle gamme de textes, de variétés de situations dans différents contextes culturels, les élèves peuvent renforcer leur aptitude à l'empathie les aidant ainsi à planifier et à réfléchir sur les expériences menées et sur les effets de leurs projets.

Le cours *Théorie de la connaissance* encourage, les élèves de l'IB à réfléchir sur leur processus d'apprentissage et sur les façons dont les connaissances sont construites. De la même manière, le cours de langue et de littérature les encourage à réfléchir sur la nature de l'expérience humaine et la manière dont sa vision personnelle est créée et transmise aux autres.

Section	Contenu	Pondération
Évaluation Externe	**Papier 1 : analyse littéraire** (NM : 20 points – NS : 40 points) Ecrire l'analyse d'un texte non-littéraire (MN) de deux textes (NS).	**35%** NM : 1heure 15 minutes NS : 2heures 15 minutes
	Papier 2 : Essai comparatif (NM et NS- 30 points) Essai basé sur 2 œuvres au programme.	**NM : 35%** **NS : 25%** 1heures 45 minutes
	Essai en Niveau Supérieur (Seulement NS : 20 points) 1200-1500 mots) Essai basé sur un ensemble de textes ou sur une œuvre au programme.	**NS : 20%**
Évaluation Interne	**Individual oral** Oral de 15 minutes basé sur deux extraits de deux œuvres différentes afin d'analyser la manière dont une question globale choisie par le candidat est traitée.	**NM : 30%** **NS : 20%** 15 minutes

Le carnet personnel ou portfolio de l'élève
Il constitue une collection individuelle de travaux produits tout au long du cours. Obligatoire, il constitue un élément central du cours de Langue A. Bien qu'il ne soit pas évalué, il représente une collection de tâches écrites de l'élève, un espace pour explorer, approfondir et interroger les œuvres étudiées.

Language B

<u>Everyone is required to take a subject in group 2:</u> Language B, either at Standard or Higher level, (or language ab initio, offered only at Standard level) in a foreign language. Some students may choose to take this course in more than one language.

Group 2 consists of two modern language courses—Language ab initio and Language B—that are offered in a number of languages. Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

The degree to which students are already competent in the language and the degree of proficiency they wish to attain by the end of the period of study are the most important factors in identifying the appropriate course.

Language B is an additional language-learning course designed for students with some previous learning of that language. In the language B course, students develop the ability to communicate in the target language through the study of **language, themes** and **texts**. In doing so, they also develop **conceptual understandings** of how language works.

All language acquisition courses will provide the opportunity to engage with a broad range of texts, stimuli and scenarios that address topics of personal, local or national and global significance. Five prescribed themes are common to the syllabuses of language B and language ab initio. The **five prescribed themes** are: identities, experiences, human ingenuity, social organization and sharing the planet. **In addition, the study of two literary works is required at HL.**

Programme of study:

Section	Skills	Assessment
External assessment *SL: 3 hours* *HL: 3 hours and 30 minutes*	**Productive skills** – writing (30 marks) One writing task of 250–400 words (SL) or 450–600 words (HL) from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	**Paper 1** **25%** SL: 1 hour 15 minutes HL: 1 hour and 30 minutes
	Receptive skills – separate sections for listening and reading (65 marks) Listening comprehension (SL: 45 minutes, HL: 1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	**Paper 2** **50%** SL: 1 hour 45 minutes HL: 2 hours
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** SL: a conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks) HL: a conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	**Oral 25%** SL: 12-15 minutes (plus 15 minutes for preparation) HL: 12-15 minutes (plus 20 minutes for preparation)

Langue B

<u>Tous les élèves doivent choisir une matière du groupe 2 :</u> soit une langue B, au niveau moyen ou supérieur, soit une langue ab initio (seulement au niveau moyen). Il est possible de choisir ce cours en plusieurs langues.

Le cours de langue B s'adresse aux élèves qui ont une connaissance préalable de la langue cible. En apprenant une langue, les élèves découvrent la ou les cultures qui y sont associées. L'objectif de ce cours est l'acquisition de la langue et **le développement de la compréhension interculturelle**. Le programme du cours de langue B aborde l'apprentissage de la langue à travers le sens et développe la sensibilité internationale à travers l'étude de langues, de cultures, d'idées et de problèmes d'importance mondiale. Les élèves acquièrent les compétences nécessaires pour atteindre les objectifs d'évaluation du cours de langue B, tout en développant leurs compétences réceptives, productives et interactives. La connaissance du vocabulaire et de la grammaire – la nature de la langue – est approfondie et élargie grâce à la compréhension de la raison d'être et du fonctionnement de cette même langue : le destinataire, le contexte, le but et le sens.

Le niveau moyen et le niveau supérieur se différencient par le nombre d'heures d'enseignement recommandé, la couverture plus ou moins approfondie du programme, l'étude de la littérature au niveau supérieur, le niveau de difficulté et les exigences de l'évaluation et des critères d'évaluation.

Cinq thèmes prescrits sont communs aux programmes de langue B et de langue ab initio. Ces thèmes permettent aussi aux élèves de communiquer sur des questions ayant un intérêt au niveau personnel, local, national ou mondial. Les cinq thèmes prescrits sont les suivants : *identités, expériences, ingéniosité humaine, organisation sociale et partage de la planète*. De plus, **les élèves doivent lire deux œuvres littéraires au niveau supérieur.**

Programme d'étude :

Section	Compétences	Evaluation
Évaluation externe *NM : 3 heures* *NS : 3 heures et 30 minutes*	**Compétences productives :** Expression écrite (30 points) Une tâche d'expression écrite de 250 à 400 mots (NM) ou 450 à 600 mots (NS), au choix parmi trois possibilités, chacune reflétant un thème différent, et demandant de choisir un type de texte dans la liste fournie dans les instructions de l'examen.	**Épreuve 1** **25%** NM : 1 heure et 45 minutes NS : 1 heure et 30 minutes
	Compétences réceptives : Compréhension orale et écrite en deux sections distinctes (65 points) - Compréhension orale (NM : 45 minutes, NS : 1 heure) (25 points) - Compréhension écrite (1 heure) (40 points) Exercices de compréhension sur trois extraits audio et trois textes écrits, portant sur l'ensemble des cinq thèmes du cours.	**Épreuve 2** **50%** NM : 1 heure et 45 minutes NS : 2 heures
Évaluation interne *Cette composante est évaluée en interne par l'enseignant puis révisée en externe par l'IB à la fin du programme.*	**Examen oral individuel** NM : Conversation avec l'enseignant, reposant sur un stimulus visuel, suivie d'une discussion abordant un autre thème du cours. (30 points) NS : Conversation avec l'enseignant, reposant sur un extrait de l'une des œuvres littéraires étudiées en classe, suivie d'une discussion abordant un ou plusieurs thèmes du programme. (30 points)	**Oral 25%** NM : 12–15 minutes (avec 15 minutes de préparation) NS : 12–15 minutes (avec 20 minutes de préparation)

Languages ab initio (SL) French

Why study French ab initio?

Group 2 consists of two modern language courses—language ab initio and language B—that are offered. The language ab initio course is a language acquisition course for students with little or no experience of the language. The course is organized into five themes: identities, experiences, human ingenuity, social organization, sharing the planet. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.

Key features of the curriculum and assessment

- Only available at standard level (SL).
- Interactive, productive and receptive skills are developed through contextualized study of language, texts and themes.
- Intercultural understanding is a key goal of the course.
- Students are exposed to a variety of authentic texts and they produce work in a variety of communicative contexts.
- External assessment consists of exercises to demonstrate understanding of authentic print texts (receptive skills, reading and listening), short writing exercises (productive skills).
- Internal assessment tests students' abilities in listening and speaking in a genuine conversation format (integrating receptive, productive and interactive skills).

Assessment for IB **ab initio**	
	Standard Level
External Assessment	**75%**
Paper 1 : Writing	**25%**
Paper 2 : Reading and listening comprehension	**50%**
Internal Assessment Individual Oral	**25%**

Global Politics

Why study Global Politics?

The Global Politics course examines political concepts such as power, conflict, peace, and human rights, using a combination of theory and case studies. The basic aim is for you to gain an understanding of how the world works politically. Why do conflicts occur? How can we resolve conflicts? Is might always right or can we build a global society based on the rule of law?

Once, only future world leaders and diplomats studied International Relations, but Global Politics is no longer a remote discipline that educated men and women can afford to ignore. Students develop oral and written communication, analytical and individual research skills, providing an excellent foundation for the world's most prestigious universities, and careers such as journalism, politics and law.

The course comprises:

Standard Level (Papers 1 and 2)
- Power, Sovereignty and International Relations
- Human Rights
- Development
- Peace and Conflict

Higher Level (Paper 3)
Students explore key global political challenges through case studies in two of the following six topics:
- The environment and sustainability
- Poverty
- Health and disease
- Culture and identity
- Migration
- International security

Global Politics
Teaching periods per week: 4 x Standard Level; 6 x Higher Level

Resources
- Andrew Heywood, Global Politics
- Craig Foreman et al, Global Politics
- Baylis, Smith and Owens, The Globalization of World Politics
- Murphy, Jefferies and Gadsby, Global Politics

Recommended reading
- Immanuel Kant, Perpetual Peace and other essays
- Lenin, V.I, Imperialism
- Jack Snyder, One World, Rival Theories
- Thucydides, The Peloponnesian War
- Francis Fukuyama, The End of History
- Michael Doyle, Liberalism and World Politics
- John Mearsheimer, The Tragedy of Great Power Politics
- Hans Morgenthau, Politics Among Nations
- Hedley Bull, The Anarchical Society
- Samuel Huntington, The Clash of Civilizations?
- Henry Kissinger, Does America Need a Foreign Policy?
- Ben Valentino, Final Solutions: Mass Killings and Genocide in the 20th Century
- Amartya Sen, Universal Truths

Geography

Why study Geography?

IB Geography is an extremely important and dynamic subject in our modern globalized world where there are many pressures upon different cultures and resources. Geography allows us to view contemporary issues from a range of perspectives and economic circumstances and this is very valuable for working in many different career paths as a global citizen. Geography deals with many of the world's social, economic and environmental problems and attempts to finds solutions. A variety of management schemes and policies at different scales in the natural and human environment are evaluated. This develops skills in planning and management, oral and written communication and analysis of data. IB Geography is a diverse subject with many cross-curricular links and provides a firm base for life-long learning.

Standard Level and Higher Level (Paper 1)

- Freshwater.
- Geophysical hazards or Food and health.
- Leisure, tourism and sport.

'Arguably the most important resource into the 21st Century. How do we manage water resources sustainably?'

Standard Level and Higher-Level Core (Paper 2)

- Global population - change, challenges and opportunities.
- Global climate – vulnerability and resilience.
- Global resource consumption and security.

'More and more people are moving around the world but this movement increasingly seems to be forced, in the form of political and environmental refugees and trafficked people.'

Higher Level extension (Paper 3)

- Power, place and network
- Human development and diversity
- Global risks and resilience

Who lives in the global core and who lives in the global periphery and how are their lives changing due to global interactions?'

Internal Assessment - Standard Level and Higher Level

2400-word data analysis from fieldwork data

'How and why does a river change from source to mouth and does it fit the textbook models?'

Assessment for IB **Geography**		
	Standard Level	**Higher Level**
Internal Assessment	**25%**	**20%**
Paper 1: 1 hour 30	**35%**	**35%**
Paper 2:	1 hour 20 **40%**	2 hours **25%**
Paper 3: 1 hour	**-**	**20%**
Teaching periods per week: 4 x Standard Level; 6 x Higher Level		

Economics

Why study Economics?

Economics provides a fascinating insight into some of the most important forces that shape the modern world. Economics is a dynamic social science that relates to every aspect of our lives. It is concerned with the world around us - it's about how we behave, how businesses behave and how the government behaves. Economics is about choice and the impact of our choices on each other. The economic way of thinking can help us make better choices. Economics is an intellectually demanding subject that requires and develops a wide range of skills.

The course comprises:

Unit 1: Introduction
- What is Economics?
- How do Economists approach the world?

Unit 2: Microeconomics
- Competitive markets: demand and supply
- Elasticity
- Government intervention
- Market Failure
- Economics of the Environment

Unit 3: Macroeconomics
- Measuring Economic Activity
- Aggregate demand and aggregate supply
- Macroeconomic objectives
- Fiscal and monetary policy
- Supply-side policies

Unit 4: The Global Economy
- International Trade & Protectionism
- Exchange rates
- The Balance of Payments
- Economic Integration
- Economic development
- Measuring development
- Sustainable development
- Barriers to development

Internal Assessment
Portfolio of three commentaries

Assessment for IB **Economics**		
	Standard Level	**Higher Level**
Internal Assessment	**30%**	**20%**
Paper 1: 1hr 15 mins	**30%**	**20%**
Paper 2: 1hr 45 mins	**40%**	**30%**
Paper 3: 1hr 45 mins	**-**	**30%**
Teaching periods per week: 4 x Standard Level; 6 x Higher Level		

Resources
- Blink and Dorton, Economics Course Companion, Oxford, 2011
- Tragakes, Economics for the IB Diploma, Cambridge, 2009

Recommended reading
- Robert Frank, Why Economics explains almost Everything
- Levitt & Dubner, Freakonomics
- Diane Coyle, The Economics of Enough
- Edmund Conway, 50 Economic Ideas
- Tim Harford, The Undercover Economist
- John Kay, The Truth about Markets
- E.F Schumacher, Small is Beautiful
- Jeffrey Sachs, The End of Poverty

Internet resources
http://tutor2u.net/
http://www.economist.com/
http://www.ft.com/
http://www.wto.org/
http://www.worldbank.org/
http://www.un.org/

History

Why study History ?

By studying the past, History goes beyond what happened to explain why events happened and why these events still matter today. History is rich in argument and debate. IB History explores how different historians have competing views of key issues. Through critical study students form their own views and engage with key historical debates. This develops both oral and written communication, analytical and individual research skills, providing an excellent foundation for a range of popular careers such as journalism, politics, law and business as well as a foundation for life-long learning.

The course comprises:

Standard Level (Papers 1 and 2)
- The move to global war
- Cause and effects of twentieth century wars
- Rise and rule of twentieth century authoritarian states

Higher Level (Paper 3)
- Imperial Russia, revolution and the establishment of the Soviet Union (1855-1924)
- Unification of Germany and Italy (1815-1890)

Internal Assessment
2200 word historical investigation

Assessment for IB **History**		
	Standard Level	**Higher Level**
Internal Assessment	**25%**	**20%**
Paper 1: 1 hour	**30%**	**20%**
Paper 2: 1½ hours	**45%**	**25%**
Paper 3: 2½ hours	**-**	**35%**
Teaching periods per week: 4 x Standard Level; 6 x Higher Level		

Resources
- Collier and Pedley, Germany, 1919-1945, Heinemann, 2000
- Corin and Fiehn, Communist Russia under Lenin and Stalin, SHP, Hodder, 2002
- Evans and Jenkins, Years of Russia and the USSR, 1851-1991, Hodder Murray, 2001
- Frank McDonough, Origins of the First & Second World Wars, CUP, 2004
- John Hite & Chris Hinton, Weimar & Nazi Germany, Ho der Murray, 2007
- Steve Philips, The Cold War, Heinemann, 2001
- Andrina Stiles, The Unification of Germany, 1815-1890, Access to History, 2001
- Andrina Stiles, The Unification of Italy, 1815-1870, Access to History, 2001

Audio-visual resources
- People's Century
- The Nazis, A Warning from History

Histoire

Pourquoi étudier l'Histoire ?

L'étude de l'histoire n'est pas une simple étude du passé. C'est un processus de consignation, de reconstruction et d'interprétation du passé qui s'effectue par l'intermédiaire de recherches menées dans des sources variées. C'est une discipline qui permet de se comprendre soi-même et de comprendre les autres, et ce, par rapport au monde à la fois passé et présent. La perspective internationale du cours d'histoire du Programme du diplôme fournit une plateforme solide pour la promotion de l'entente internationale et favorise en soi la sensibilisation interculturelle requise pour préparer les élèves à devenir des citoyens du monde.

Niveau moyen (Epreuves 1 et 2)

- Rétablissement et maintien de la paix : les relations internationales (1918 -1936)
- La progression vers une guerre mondiale
- Origines et développement des Etats autoritaires et des États à parti unique

Niveau Supérieur (Epreuve 3)

- L'unification et la consolidation de l'Allemagne et de l'Italie
- La Russie impériale, les révolutions et l'émergence de l'État soviétique (1853 – 1924)

Evaluation en **Histoire**		
	Niveau moyen	**Niveau supérieur**
Evaluation interne	**25%**	**20%**
Epreuve 1: 1h	**30%**	**20%**
Epreuve 2: 1h30	**45%**	**25%**
Epreuve 3: 2h30	**-**	**35%**
Nombre de périodes par semaine : 4 x Niveau moyen 6 x Niveau supérieur		

Lectures recommandées

- S. Berszein, P.Milza, L'Allemagne de 1870 à nos jours, Armand Colin, Paris 2014
- H. Möller, La République de Weimar, Edition Taillander 2011
- S. Romano, Histoire de l'Italie du Risorgimento à nos jours, Point Histoire, Seuil mai 1977
- J.-P. Viard, La Seconde guerre mondiale, Larousse Histoire, Larousse 2012
- H. Tertrais, L'Asie Pacifique au XXe siècle, Armand Colin 2015
- M. Heller, Histoire de la Russie et de son Empire, Tempus Perrin 2015
- A. Lavrov La Russie Impériale : l'Empire des Tsars, des Russes et des Non-Russes (1689-1917)
- G. - Langlois, Histoire contemporaine de 1914 à nos jours, Chenelière Éducation

Sites web

http://www.memo.fr
http://www.herodote.net
http://www.historia.fr
http://www.histoire.presse.fr

Resources vidéos

- Clarke Isabelle, Apocalypse, la Seconde Guerre mondiale, France télévision distribution 2009
- Clarke Isabelle, Apocalypse Hitler, France Télévision, Octobre 2011
- Clarke Isabelle, Apocalypse, Staline, France Télévision, Février 2018
- Kasten Ullrich, Hitler-Mussolini-Staline, Arte édition Avril 2010
- Maben Adrein, Mao, une histoire chinoise, Arte édition Septembre 2006

Biology

Why study Biology?

We have a natural and sustained interest in the world around us: 40 million people viewed the Netflix nature series 'Our Planet' in the first month of its release. Launched in 190 countries, it is predicted to reach one billion people worldwide. This fascination with our environment and the species that enrich it is at the heart of IB Biology: from their habitats and evolution, to the molecular biology and processes that govern their physiology and behaviour. This attempt to understand the world at all levels underpins the scientific study and skill acquisition in both the Standard and Higher Level courses, including the placement of this knowledge within its historical, ethical and global contexts. At a time of unprecedented biological and environmental challenges, from antibiotic resistance, to mass extinctions, food shortages and climate change, the understanding and problem-solving skills gained through the study of science provide an unparalleled and exciting avenue for positive change in all levels of society.

At Le Rosey both Standard Level (SL) and Higher Level (HL) may be available in English and French.

The current course comprises:

Standard Level

- Core:
  Cell Biology; Molecular Biology; Genetics; Ecology; Evolution and Biodiversity; Human Physiology.

- Options (one of the following):
  Neurobiology & Behaviour; Biotechnology & Bioinformatics; Ecology & Conservation; Animal Physiology.

Higher Level

- As above plus:
  Nucleic Acids; Metabolism, Cell Respiration & Photosynthesis; Plant Biology; Genetics & Evolution; Animal Physiology.

Practical work and Internal Assessment

60hrs at HL or 40hrs at SL of practical work, 10hrs of which focuses on the internally assessed individual investigation.

Group 4 Project

Students will take part in a collaborative project working with students from other Science specialisms over a duration of 10 hours.

Assessment for IB **Biology**		
	Standard Level	**Higher Level**
Internal Assessment	**20%**	**20%**
Paper 1	**20%**	**20%**
Paper 2	**40%**	**36%**
Paper 3	**20%**	**24%**
Teaching periods per week: 4 x Standard Level; 6 x Higher Level		

Resources

- Oxford IB Diploma Programme Biology Course Companion (2014 Edition)
- Oxford IB Study Guides Biology for the IB Diploma (2014 Edition)

Background Reading

- New Scientist
- Nature

Internet resources

https://ib.bioninja.com.au

Biologie

Pourquoi choisir la biologie ?

La biologie touche pratiquement tous les aspects de notre vie quotidienne et le cours du BI traite de nombreux thèmes relatifs à la biologie humaine et la santé. Même si vous pensez ne plus étudier la biologie par la suite, vous apprendrez beaucoup de choses sur la façon dont votre corps fonctionne et des questions générales comme l'utilisation des cellules souches, les OGM ou le clonage et les questions éthiques liées à la science. Vous développerez votre pensée critique et votre capacité à résoudre des problèmes, acquerrez une compréhension approfondie de la démarche scientifique. Vous serez alors en mesure de lire des articles scientifiques, par exemple sur les nouvelles technologies de FIV ou les recherches sur l'embryon, et d'en comprendre les enjeux essentiels.

Au Rosey, les niveaux moyen et supérieur sont proposés en français et en anglais.

The current course comprises:

Niveau moyen

- Tronc commun :
  Biologie cellulaire, biologie moléculaire, génétique, écologie, evolution et biodiversité, physiologie humaine.

- Une option à choisir parmi:
  Neurobiologie et comportement ; biotechnologie et bio-informatique ; écologie et conservation ; physiologie animale.

Niveau supérieur

- Programme du niveau moyen et, en plus :
  Acides nucléiques ; métabolisme ; respiration cellulaire et photosynthèse ; biologie végétale ; génétique et évolution ; physiologie animale.

Travaux pratiques et évaluation interne

40h (NM) ou 60h (NS) dont 10h consacrées à des recherches personnelles évaluées en interne.

Groupe 4 - projet

Les élèves participeront à un projet collaboratif avec des élèves d'une autre spécialité scientifique. La durée du projet est de 10 heures.

Evaluation en **Biologie**		
	Niveau moyen	**Niveau supérieur**
Internal Assessment	**20%**	**20%**
Epreuve 1	**20%**	**20%**
Epreuve 2	**40%**	**36%**
Epreuve 3	**20%**	**24%**
Nombre de périodes par semaine : 4 x Niveau moyen 6 x Niveau supérieur		

Internet resources

www.ibo.org
www.cllick4biology.org
http://www.iucn.org/fr
http://eol.org

Lectures recommandées (en anglais)

- Rebecca Skloot, The Immortal Life of Henrietta Lacks
- Matt Ridley, The Rational Optimist
- Adam Rutherford, The creation/The future of life
- Neil Shubin, Your Inner Fish

Chemistry

Why study Chemistry?

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

The course includes a significant emphasis on the Nature of Science in the 21st century.

For Standard and Higher, the course comprises:

Terms 1-4
- Atomic structure
- Moles
- Periodicity
- Bonding
- Energetics
- Kinetics
- Reversible reactions and equilibrium
- Acids and bases
- Redox and electrochemistry
- Organic chemistry
- Measurement and data processing

You will also study one of the following 'Options':

Term 5
- Medicinal chemistry
- Materials
- Biochemistry (for HL Biologists)
- Energy

Internal Assessment
The course also entails 40/60 hours of practical work in the laboratory. In the first year you will be given various tasks to investigate, and you will undertake a Group investigation of 10 hours duration. In the second year you will be asked to design and execute a longer individual investigation, which will be formally assessed.

Group 4 Project:
Students will take part in a collaborative project working with students from other Science specialisms over a duration of 10 hours.

Assessment for IB **Chemistry**		
	Standard Level	**Higher Level**
Internal Assessment	**20%** 40hrs	**20%** 60hrs
Paper 1	**20%** ¾hr	**20%** 1hr
Paper 2	**40%** 1¼hr	**36%** 2¼hr
Paper 3	**20%** 1hr	**24%** 1¼hr
Teaching periods per week: 4 x Standard Level; 6 x Higher Level		

Resources
- Catrin Brown, Mike Ford. HL/SL Chemistry for the IB Diploma, 2nd Edition *(Pearson)*
- Jacqueline Paris. Chemistry for the IB Diploma Workbook *(Cambridge University Press)*

Background reading
- Oliver Sacks, Uncle Tungsten, 2002
- Primo Levi, The Periodic Table, 1985

Internet resources
http://www.newscientist.com
http://ibchem.com
http://chemblog.liakatas.org

Physics

Why study Physics ?

Physics is an experimental science which seeks to explain laws that govern the universe. The IB diploma Physics course is fascinating and intellectually stimulating. It covers the traditional areas of mechanics, thermal physics, waves, electricity and nuclear and quantum physics.

Physics is an essential subject for the study of many engineering courses. It would also be useful for any mathematically based course. Many prestigious academic institutions value students that have studied Physics due to the academic rigour of the course..

At Standard level students study the core topics that consist of:

- Measurements and uncertainties
- Mechanics
- Thermal physics
- Waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production

In addition to this an optional topic in Astrophysics.

In addition to all the above higher level students study the additional higher level material which consists of:

- Wave phenomena
- Fields
- Electromagnetic induction
- Quantum and nuclear physics

The assessment of the course involves 3 written papers and the internal assessment of an investigation which involves designing and carrying out an experiment and writing a full report on the work when completed.

Assessment for IB **Physics**		
	Standard Level	**Higher Level**
Internal Assessment	Individual investigation (20%)	Individual investigation (20%)
Paper 1	3/4 hour paper consisting of 30 multiple choice questions. (20%)	1 hour paper consisting of 40 multiple choice questions. (20%)
Paper 2	1 & ¼ hour paper consisting of structured questions. (40%)	2 & ¼ hour paper consisting of structured questions. (36%)
Paper 3	1 hour paper consisting of data response questions and questions on astrophysics (20%)	1 & 1/4 hour paper consisting of data response questions and questions on astrophysics (24%)

The physics content of the class 3 course and the class 2 physics course which follow the Cambridge International Examinations (CIE) International Certificate of Secondary Education (IGCSE) course provides a sound preparation for the course.

The textbook used is Physics for the IB diploma:
Sixth edition by K.A: Tsokos ISBN 978-1-107-49575-3.

Environmental Systems & Societies

Why study Environmental Systems and Societies?

Environmental Systems and Societies is a transdisciplinary course, which includes aspects of the environmental sciences and humanities. It contains elements of biology, chemistry and physics, coupled with a societal viewpoint, intertwined to help you understand the environment and its sustainability. The purpose of the course is to expose you to the interactions between the environment and different societies.
The course addresses the nature of these interactions, so that you can make informed personal responses to a wide range of pressing global issues.

ESS Standard Level

The course comprises:
Topics:
- Foundations of environmental systems and societies
- Ecosystems and ecology
- Biodiversity and conservation
- Water, aquatic food production systems and societies
- Soil systems, terrestrial food production systems and societies
- Atmospheric systems and societies
- Climate change and energy production
- Human systems and resource use

Practical work:
30 hours of practical work, 10 hours of which focuses on the internally assessed individual assessment.

Internal Assessment:
Students will design, carry out and write up an individual investigation in a duration of approximately 10 hours.

Group 4 Project:
Students will take part in a collaborative project working with students from other Science specialisms over a duration of 10 hours.

Assessment for IB **ESS**		
	Standard Level	
Internal Assessment	**25%**	**10hrs**
Paper 1	**25%**	**1hr**
Paper 2	**50%**	**2hrs**
Teaching periods per week: 4 x Standard Level		

Resources
- Environmental Systems and Societies 2nd Edition, Pearson
- Environmental Systems and Societies 2015 Edition, Oxford
- Environmental Systems and Societies Study and Revision Guide 2nd Edition, Hodder Education

Background reading
- Carson, Rachel. (2002) Silent Spring. Houghton,
- Mifflin, Harcourt.
- Ellis, R. (2003) The Empty Ocean, Island Press.
- Shabecoff, P. (2003) A Fierce Green Fire, Revised Edition, Island Press

Internet resources
http://www.newscientist.com/section/environment
http://www.scientificamerican.com/energy-and-sustainability

Computer Science

Why study Computer Science?

Computer Science is a challenging but fulfilling course, that will allow learners to engage in the modern world through the learning of Programming and Computational Theory. Students will engage in a project that uses real world techniques and software engineering principles, and will discuss and debate the role of technology today, whether that be the impact of AI and machine learning, or the effect of commercialization of technology on the environment and the people using it. Students of Science, Mathematics, Statistics, Engineering and Finance both use and rely on technology, so a strong understanding will be beneficial for students of many different career paths.

The topics that must be studied, including some practical work, are:

SL Required Topics

- Topic 1: System fundamentals (20 hours)
- Topic 2: Computer organization (6 hours)
- Topic 3: Networks (9 hours)
- Topic 4: Computational thinking, problem-solving and programming (45 hours)

HL extension

The topics that must be studied, including some practical work, are:

- Topic 5: Abstract data structures (23 hours)
- Topic 6: Resource management (8 hours)
- Topic 7: Control (14 hours)

Case study

Additional subject content introduced by the annually issued case study.

Practical Option

Traditionally chosen based on the expertise of the teacher. This will compose the majority of the practical element of the course.

- Topic D: Object Oriented Programming

Requirements

Although it is possible to study the IB with no prior experience, a strong base of coding and programming knowledge will be a significant advantage (e.g. Java, Python, JavaScript, and C++). Basic knowledge of Hardware and Computing terminology are also desirable.
Note: CSS and HTML are not programming languages and will not be enough to provide experience.

Course resources

- Students will be given access to various online learning tools.
- IDLE for Python
- Eclipse for Java
- SQLite

Assessment for **Computer Science**		
	Standard Level	**Higher Level**
Internal Assessment	**30%**	**20%**
Paper 1	**45%**	**40%**
Paper 2	**25%**	**20%**
Paper 3	**-**	**20%**
Overall	**100%**	**100%**
Teaching periods per week: 4 x Standard Level		

Reading List

- *www.W3schools.com*
- *https://ineasysteps.com/products-page/all_books/java-easy-steps-6th-edition-covers-java-9/*
- *http://www.greenteapress.com/thinkapjava/thinkapjava.pdf (Free Download)*

Mathematics

Why study Mathematics?

Mathematics is the purest of the Arts and Sciences, in as much it is studied as much for the purity of its pursuit of knowledge as it is for its application to the real world. While ostensibly it is the study of numbers and of patterns in numbers, it has at its heart the training of the mind for critical thinking and analysis. It trains one to focus on the essence of what is and disregard all outside influences that have no bearing on the reality of one's situation. It provides an excellent foundation for a range of popular careers such as engineering, architecture, law, economics and finance as well as a foundation for life-long rational thinking.

The course comprises:

1. **Mathematics: Analysis and Approaches (SL and HL).** This is a more Pure Mathematics based course and is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and to develop strong skills in mathematical approaches They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem-solving and generalisation. These students will expect to have strong algebra and numerical skills and enjoy this aspect of mathematics. They will mostly prepare for future studies in subjects which might have a more mathematical nature such as mathematics, engineering, physical sciences and some economics.

   Both levels involve traditional pre-university topics such as functions, trigonometry and calculus, as well as topics that lend themselves to investigation, conjecture and proof, such as sequences and series, and proof by induction at HL.

   Students wishing to take Mathematics Analysis and Approaches at higher level will have strong algebraic skills and be competent in a range of analytical and technical skills. These students will be expecting to include Mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering or technology.
   Calculator not allowed on Paper 1.

2. **Mathematics: Applications and Interpretation (SL and HL).** This course is a more Applied based Mathematics course and is designed for students who are interested in developing their mathematics for describing our world, modelling and solving practical problems using the power of technology. Students who take this course will be those who enjoy mathematics best when seen in a practical context, and who are interested in pursuing future studies in areas such as social sciences, natural sciences, medicine, statistics, business, some economics, psychology and design.

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

   Each of the 2 courses include the same 5 areas of Mathematics: Number and Algebra, Functions, Geometry and Trigonometry, Probability and Statistics and Calculus. However, the balance and amount of each will depend on which courses and level students chose to take.

   Prerequisite for either HL: Experienced success in Class 2 Extension

Assessment for IB **Mathematics**					
Analysis and Approaches			**Applications and Interpretation**		
Component	**SL**	**HL**	**Component**	**SL**	**HL**
IA	20 %	20 %	IA	20 %	20 %
Paper 1	40 %	30 %	Paper 1	40 %	30 %
Paper 2	40 %	30 %	Paper 2	40 %	30 %
Paper 3		20 %	Paper 3		20 %

Mathématiques

Pourquoi étudier les Mathématiques?

Les mathématiques sont la branche la plus pure des arts et de la science. La matière est étudiée tout autant pour sa quête du savoir que pour son application à la vie réelle. Bien qu'au premier abord, les mathématiques sont l'étude des nombres et de leur assemblage, au cœur de la branche repose véritablement l'entraînement de l'esprit, le développement de la pensée critique et de l'analyse. Les mathématiques forment le cerveau à se concentrer et se focaliser sur l'essentiel et de faire abstraction de tout facteur externe qui n'a aucune incidence sur la réalité de la situation observée. Elles apportent une excellente base pour une multitudes de choix de carrières populaires telles que l'ingénierie, l'architecture, le droit, l'économie et la finance, de même qu'une fondation à vie pour un raisonnement rationnel.

Différences entre les niveaux :

Mathématiques appliquées et interprétation niveau standard

Ce cours s'adresse aux étudiants à la recherche de l'application des maths dans la vie de tous les jours.
La calculatrice est autorisée pour les 2 examens.

Analyse des mathématiques et approche niveau standard

Ce cours s'adresse aux étudiants qui désirent développer les concepts mathématiques. Le matériel couvert est plus dirigé vers ceux qui apprécient les maths et qui désirent approfondir le sujet dans un contexte plus pur. Il sera attendu que pour la majorité de ces élèves une base solide de la matière avant d'entamer des études en relation avec les mathématiques.
La calculatrice n'est pas autorisée pour le premier test.

Analyse des mathématiques et approche niveau approfondi

Ce cours s'adresse aux étudiants avec une bonne base existante en mathématiques et qui ont une aptitude pour une variété de thèmes analytiques et techniques. Il est prévu que la majorité de ces élèves incluront les mathématiques comme un facteur principal dans leurs études universitaires, soit comme un sujet à temps plein en soi, ou alors à travers de classes telles que la physique, l'ingénierie et la technologie. D'autres choisiront, peut-être, ce niveau car ils ont un intérêt particulier pour les mathématiques et prennent du plaisir avec les défis posés et la problématique.
La calculatrice n'est pas autorisée pour le premier test.

Le cours contient :

- Mathématiques A&I SL / A&A SL / A&A HL
- Algèbre
- Géométrie
- Statistiques
- Calculs
- Exploration mathématique

Theory of Knowledge (TOK)

TOK will be changing slightly this year due to a syllabus change. However, the information below provides an insight into what students will be studying.

What is Theory of Knowledge?

The theory of knowledge (TOK) requirement is central to the educational philosophy of the IB Diploma Programme. It offers the opportunity to:

- Reflect critically on diverse ways of knowing and on areas of knowledge.
- Consider the role and nature of knowledge in their own culture, other cultures and in the wider world.

In addition, it prompts students to:

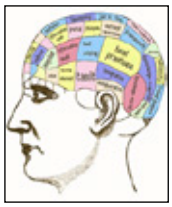
- Be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge.
- Recognize the need to act responsibly in an increasingly interconnected but uncertain world.

TOK is composed almost entirely of questions. The most central of these is "How do we know?" The aim is to become aware of the interpretative nature of knowledge, including personal ideological biases, regardless of whether, ultimately, these biases are retained, revised or rejected. TOK plays an important role in providing coherence. It transcends and links academic subject areas, demonstrating the ways in which knowledge may be applied with awareness and credibility.

The course covers: Ways of Knowing:

- Reason
- Emotion
- Language
- Sense perception
- Imagination
- Memory
- Intuition
- Faith

Areas of Knowledge:



- The Arts
- Human Science
- Natural Science
- History
- Mathematics
- Ethics
- Religious knowledge frameworks
- Indigenous knowledge frameworks

Assessment for **TOK**		
	Graded out of	**% of final grade**
Presentation Self-selected topic Internally marked & externally moderated	**10**	**33%**
The Essay choice of 6 prescribed titles (1600 words) externally marked	**10**	**67%**
2 x teaching periods per week (100 teaching hours in total)		

Recommended reading

- James Burke, Circles
- Stephen J. Gould, Bully for Brontosaurus
- Mark Haddon, The Curious Incident of the Dog in the Night Time
- Leonard Mlodinow, Euclid's Window
- Rudy Rucker, Mind Tools
- Bertrand Russell, Unpopular Essays
- Simon Winchester, The Professor and the Madman

Resources

- Heydon & Jesudason, Decoding Theory of Knowledge
- Van de Lagemaat, Theory of Knowledge for the IB Diploma
- Bastian, Kitching & Sims, Theory of Knowledge

Audio-visual resources

'The Matrix' by the Wachowski Brothers
http://www.ted.com/talks
http://www.michaelbach.de/ot/
http://www.justiceharvard.org/watch

Internet resources

http://www.ibo.org/diploma/curriculum/core/knowledge
http://www.bbc.co.uk/science/humanbody/
http://knowledgetheory.blogspot.ch
http://ibtokspot.blogspot.ch/
http://www.bbc.co.uk/news/magazine-11553099

Théorie de la Connaissance

La « Théorie de la Connaissance » changera légèrement cette année en raison d'un changement de programme. Cependant, les informations ci-dessous en donnent un aperçu.

Qu'est-ce que la théorie de la connaissance ?

La théorie de la connaissance appartient au tronc commun du BI, à ce titre elle constitue un enseignement obligatoire.

La théorie de la connaissance n'est pas un savoir supplémentaire mais une réflexion sur les savoirs disponibles. Elle pose cette question fondamentale: Comment savons-nous ce que nous savons ?

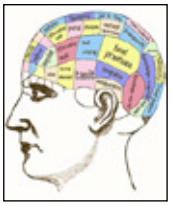
Ce qui était scientifiquement vrai hier ne le sera peut-être plus demain, comme ce fut le cas pour la physique qui représentait la Terre plate et immobile, au centre de l'univers. Aussi nous pouvons nous demander si une vérité provisoire peut encore prétendre au statut de vérité ?

« Le savoir d'aujourd'hui peut devenir le conte de fées de demain »
Paul Feyerabend

Le cours aborde:
Modes de connaissance:

- Raison
- Emotion
- Langage
- Perception
- Imagination
- Memoire
- Intuition
- Foi

Domaines de connaissance:



- Les arts
- Sciences humaines
- Science naturelles
- Histoire
- Mathematiques
- Ethique
- Système de connaissance religieuse
- Système de connaissance indigène

Evaluation de la **TDC**		
	Noté sur	**% de la note finale**
Présentation Sujet choisi noté en interne et vérifié en externe	**10**	**33%**
L'essai Choix de l'un des 6 sujets publiés par l'IB: (1600 mots)	**10**	**67%**
2 périodes de cours par semaine (100 heures au total)		

Ressources audio-visuelle

- 'The Matrix' by the Wachowski Brothers
- « Docteur House » (Universal)
- « A beautiful mind » par Ron Howard

Lectures recommandées

- René Descartes, Méditations métaphysiques
- Karl Popper, Essais et conférences
- David Hume, Enquête sur l'entendement humain
- Bertrand Russell, Problème de philosophie
- Henri Bergson, Essai sur les données immédiates de la conscience.
- Friedrich Nietzsche, Humain trop humain
- Arthur Schopenhauer, Le monde comme Volonté et comme Représentation

Ressources internet

www.ibo.org/fr/diploma/curriculum/core/knowledge/
https://sites.google.com/site/epistemologieenseignement/
www.philomag.com

Visual Arts

Why study Visual Arts?

The Visual Arts course enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The course is designed to enable students to study visual arts in higher education and also welcomes those students who seek life enrichment through visual arts.

The aims of the visual arts course at HL and SL are to enable students to:

- investigate past, present and emerging forms of visual arts and engage in producing, appreciating and evaluating these
- develop an understanding of visual arts from a local, national and international perspective
- build confidence in responding visually and creatively to personal and cultural experiences
- develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement
- take responsibility for the direction of their learning through the acquisition of effective working practices.

Difference between Higher Level (6 lessons) and Standard Level (4 lessons)

The visual arts syllabus demonstrates a clear distinction between the course at SL and at HL, with additional assessment requirements at HL that allow for breadth and greater depth in the teaching and learning. The assessment tasks require HL students to reflect on how their own work has been influenced by exposure to other artists and for them to experiment in greater depth with additional art-making media, techniques and forms. HL students are encouraged to produce a larger body of resolved works and to demonstrate a deeper consideration of how their resolved works communicate with a potential viewer.

If a student is considering applying to art college it is strongly advised that they opt for Higher Level. Entry to all art colleges requires the submission of a portfolio and a Standard Level course will not allow them to build up this significant body of work.

Assessment

There are three components in the course:

Comparative study (20%)

Students analyse and compare three different artworks by two different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.

Process portfolio (40%)

Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

Exhibition (40%)

Students submit for assessment a selection of 8-11 resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

A student exhibition of work

Theatre

Why study Theatre?

Students who took Theatre at Le Rosey have studied at Princeton and Bocconi, at UCL and Amherst, Cours Florent in Paris and the Bristol Old Vic. Some have become professional actors, others are film-makers, or work in fashion. Most Rosey Theatre students go on to do something completely different, however; they have become everything from commodities traders to humanitarian aid workers.

This is not an "acting course," nor a literature class – but a practical study of the theatre arts. Involvement in this live art form demands discipline, creativity, risk-taking, and an ability to collaborate.

One ancien, now a commercial real estate developer, says "Theatre has had more real world applications than every other subject I took. I learned to collaborate and to lead, to read body language and space; I learned how to speak in front of an audience. When conducting meetings or making pitches to lenders, it is important to speak well and show confidence. Any tentativeness can be seen as a lack of confidence in what you are trying to sell, and can end up costing you big money. Improvisation taught me to think quickly; working backstage gave me organizational skills and taught me project management. It was just more fun, plain and simple. Theatre was my favorite class at Rosey."

IB Theatre students:
Standard and Higher Level (External Assessment)

- are involved in theatre productions (eg designing costumes, stage managing, or acting)
- develop performance skills (eg movement, voice, and characterization)
- gain experience collaborating, devising, directing other students and/or
- performing in informal workshop presentations
- assess a range of live theatre performances.
- participate in Masterclasses with theatre professionals
- develop research skills and practically explore world theatre practices

Difference between Higher Level (6 lessons) and Standard Level (4 lessons):
The aims and assessment objectives are the same for Theatre students at both HL and SL. At HL students have one additional assessment task.

Prerequisites: None
Assessment: 100 % COURSEWORK. No written exam

Internally Assessed:

- Oral presentation on an unfamiliar theatre practice

Externally Assessed:

- Director's Notebook of staging ideas for a play text
- Collaborative Theatre Project, devising and presenting an original piece of theatre

And, for HL candidates:

- A 10-minute performance applying ideas of a theatre theorist

The course ends by mid-April of class terminale, before Le Rosey's mock examinations.

Music

Why study Music?

Studying music at IB gives students who have already reached a certain level of musicianship on their own instrument or voice the opportunity to explore their passion and widen their musical horizons. You should only study Music at IB if you have a real passion for it! It is a chance to be creative and improve your performance skills as well as to develop your aural perception and analysis skills of music from all time periods and from many different cultures. It is an opportunity to become a better and more rounded and knowledgeable musician and, through investigating other music, to explore your own creative ideas in order to compose your own music. You are also required to research music from two different musical cultures of your own choice, which may be of particular interest to you. Students may go on to study Music at university and decide to pursue a career in performance, composition, sound recording or production, music therapy, teaching etc. However, it is a known fact that a large percentage of people who are extremely successful in their careers in different fields totally unrelated to music, have studied music to a high level. They recognize that learning music teaches many skills that are invaluable to success in any career. Think of Condoleezza Rice (concert pianist), Hugh Laurie from House (piano and guitar), Woody Allen (jazz clarinet soloist, actor and director), and James May from 'Top Gear' (music graduate)!

The course comprises:

Standard and Higher Level (External Assessment)

- Aural Perception and Analysis (Listening, understanding and analysing what you hear. This is the only part that's an actual exam paper.)
- Musical Links Investigation (Your own research into 2 different musical cultures which you present as a 2000 word media script like a website or a Power Point presentation.)

Higher Level (Internal Assessment)

- Creating coursework. You make a portfolio of your own compositions or arrangements or music technology compositions and present your 3 best pieces for assessment. (2 pieces for SL)
- Performing coursework. You play at auditions, concerts and recitals and your performances are recorded (20 mins in total for HL and 15 mins for SL).

Standard Level is the same as Higher except:

- The written Aural Perception and Analysis listening paper is a bit shorter.
- You have to choose between Creating, Performing or Group Performing. You only do 1 of these options. Group Performing means that you perform with a band or an ensemble and are assessed according to your own performance (singing or playing an instrument) in the group.

Assessment for IB **Music**		
	Standard Level	**Higher Level**
External assessment: Listening paper (2½ hours),	**30%**	**30%**
Musical Links Investigation research topic (coursework)	**20%**	**20%**
Internal Assessment: Composition (coursework)	**50%**	**25%**
	OR	AND
Performance (coursework)	**50%**	**25%**
Teaching periods per week	**4 periods**	**6 periods**

Creativity, activity, service (CAS)

What is CAS?

CAS involves students in a range of CAS experiences that take place alongside their academic studies throughout the IB Diploma Programme.

Creativity, activity and service is not formally assessed but students need to reflect on their CAS experiences and provide evidence of achieving the seven learning outcomes for CAS.

How is CAS structured?

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

- **Creativity:** exploring and extending ideas leading to an original or interpretive product or performance
- **Activity:** physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- **Service:** collaborative and reciprocal engagement with the community in response to an authentic need. The rights, dignity and autonomy of all those involved are respected.

What is the significance of CAS?

- Learning through experience.
- It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work.

Students are required to undertake a **CAS Project.** The project challenges students to:
- show initiative
- demonstrate perseverance
- develop skills such as collaboration, problem solving and decision making.

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IB COURSE DESCRIPTIONS
2021-2023 Appendix

Links to IB subject guides

Group 1		
Literature	English	French
Language and literature	English	French
Group 2		
Language B	English	French
Ab initio	English	French
Group 3		
Global Politics	English	
Geography	English	
Economics	English	
History	English	French
Group 4		
Biology	English	French
Chemistry	English	
Physics	English	
Environmental Systems and societies	English	
Computer Science	English	
Group 5		
Analysis and Approaches	English	French
Applications and Interpretation	English	French
Group 6		
Visual Arts	English	French
Theatre	English	
Music	English	

Notes

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