



LE ROSEY

THE PRE-BAC
PROGRAMMES

Classes 3 and 2

Classes 3 and 2 : The Pre-bac Programmes

Leading to the choice between two baccalaureate programmes

In classes 3 and 2 Le Rosey students follow a programme of study designed to prepare them either for the International Baccalaureate Diploma or for the French baccalauréat – although, under Le Rosey’s bilingual and bicultural system, students are strongly encouraged to include elements of one in the other.

Students capable of studying in French may, at the end of class 2, choose either the French or the International Baccalaureate programme, even if French was not their principal language of instruction previously. This choice is subject to a few simple rules in the choice of subjects.

The choice of baccalaureate subjects studied in classes 2 and 3 is made depending upon each student’s ability and level, and upon the kind of further education envisaged (field of study and country). To this end, students may choose to study various languages, sciences, and humanities at an appropriate level.

Students will choose a dominant language of study, English or French.

The aims of the Pre-Bac Programme are:

- 1. To prepare students for either the IB Diploma programme or the French baccalauréat** by teaching a range and selection of subjects to an appropriate level, and to teach the development of skills and approaches necessary for a baccalaureate programme.
- 2. To promote English-French bilingualism and biculturalism** in accordance with Le Rosey’s Language policy. All students who have the ability to do so, will be required to select at least one subject to be studied in their second language. Students who choose the IB are encouraged to opt for a bilingual programme.
- 3. To encourage students to become independent learners** and to help them make informed baccalaureate programme choices.
- 4. To promote and develop the qualities** defined in the IB Learner Profile. The profile states that learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

The “Socle commun de connaissances et de compétences”, published in 2006 by the French Ministry of Education defines similar objectives.

Programme of Study

All students must follow classes in:

Matières obligatoires	Periods per week
English Language and Literature (or English Language)	5
French Language and Literature (or French Language)	5
Mathematics	5
Two Humanities (normally including History)	2 x 3
Two Sciences (Biology, Physics or Chemistry, General Science*)	2 x 3
Mother tongue classes (if not English or French) or a foreign language	4

** offered only in French*

They must choose two other subjects from:

The Humanities	4
Science # 3 (Biology or Physics or Chemistry, General Science*)	3
Additional language (German, Italian, Spanish, etc.)	3
Arts (Visual Art in French or English, or Music or Theatre Arts in English)	3

Total

37-39

- Students planning to opt for the French baccalauréat should select both Maths and science in French (how many and at which level will depend upon the “option de bac”).
- All students who have the ability to do so, will be required to select at least one subject to be studied in their second language.
- All students are encouraged study at least one language apart from French or English.
- Students whose first language is neither English nor French are expected to take language and literature lessons in their mother tongue. This is obligatory for students planning to follow an International Baccalaureate programme who are not bilingual.

Subject Programmes

The curricula for subjects taught in French are based on those of the “Education Nationale”.

In most cases, subject programmes taught in English are closely aligned with those of the University of Cambridge IGCSEs.

The French foreign language courses prepare the students for the DELF diploma (up to level B2).

Special characteristics of the class 3 and 2 programmes

So as to prepare students in the best possible way for a baccalaureate programme, there are a number of additional elements built into the two- and one-year programmes. These are:

- extensive orientation and information sessions in collaboration with the University Guidance and Counselling department
- an emphasis on the research and study skills needed

At the end of class 2

To be accepted into class 1, a student must fulfil two conditions:

1. the final overall grade for the year must be at least 4/7 (there are 5 « vingtaines » and two exam sessions, which are weighted double, in December and in June)
2. for the International Baccalaureate, the student must have an adequate level in the subjects chosen.

Parents of students concerned will receive an explanatory letter in October outlining options and necessary conditions.

Appendix: BILINGUALISM & LE ROSEY'S LANGUAGE POLICY (An extract)

At Le Rosey teaching takes place in English and French, and complete educational programmes are available in each language, but students at all levels are expected to develop their mastery of both.

Essential Priorities and Principles

Since not all students begin from the same point or with the same needs, Le Rosey has established a series of priorities. In order of importance these are:

- 1: L1 competence or mastery
- 2: L2 learning, followed, whenever possible, by learning through the L2
- 3: maintenance of mother tongues other than French or English and
- 4: acquisition of further languages.

Certain principles underpin these priorities. They are as follows:

1. Le Rosey considers that L1 mastery is the foundation for a successful education and the subsequent acquisition of further languages;
2. Students study their L2 at the highest level possible;
3. As soon as they are able –and in the case of many, though not all, this is immediately– students begin to study an academic subject in their L2;
4. Students for whom neither French nor English is their mother tongue, are advised to follow language classes in their respective mother tongues. In “major” languages such as Spanish, Italian, German and Russian, wherever possible these are regularly timetabled, while in others a system of private classes operates;
5. If it is not felt that it will interfere with their L1 or L2 development, students are expected to begin study of an L3 and in certain cases an L4;
6. The choice of languages for the different subjects depends on students' overall academic profile;
7. Subjects are taught by native speakers.
8. Where possible, different sets are created to cater for students' differing levels in the language of instruction. In French and English language classes this is always the case and it is often also possible in other subjects.

French and English Language Classes

Le Rosey students have obligatory French and English language classes at appropriate levels, ranging from mother tongue to foreign language for beginners.

Syllabuses

The guidelines and essential content of Le Rosey's programmes come from the French and UK national curricula and the International Baccalaureate. There are certain adjustments to these to allow, on the one hand, for the enormously higher levels of foreign language competence of Le Rosey students, and, on the other, for the needs of students learning through their L2.