



LE ROSEY

IB COURSE DESCRIPTIONS

2025-2027



THE IB STRUCTURE



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Language A: Literature

Most students will take Language A: Literature, either at Standard at Higher level, in their mother tongue or in a language close to 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, ten 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, seven 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

La plupart des élèves choisiront Langue A : littérature, dans leur langue maternelle ou dans une langue proche de leur langue maternelle, soit au niveau moyen (NM) soit au niveau supérieur (NS). Certains élèves pourraient 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 dix œuvres seront étudiées (poésie, théâtre, roman, essai). Le programme devra couvrir trois périodes historiques, 4 régions et 2 continents. Au niveau moyen, sept 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 Ecrire 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

This course can be taken at Standard or Higher Level by students native or near-native level. Some students, in consultation with their teacher, may choose this course as an alternative to Language A: Literature. It can also be taken as a second Language A course.

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 <u>One guided analysis</u> (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 <u>Comparative essay</u> (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
	<u>Higher Level Essay</u> (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

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 : Langue et Littérature

Ce cours peut être choisi au niveau moyen (NM) ou au niveau supérieur (NS) par des élèves de langue maternelle ou proches d'un niveau langue maternelle qui étudieraient Langue A : Littérature dans une autre langue. Certains élèves, en consultation avec leur professeur, pourraient choisir ce cours comme une alternative au cours Langue A: littérature. Ce cours peut être également choisi comme un deuxième cours de Langue A.

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 élèves 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

Everyone is required to take a subject in group 2, unless they are studying two languages in group 1. 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 <i>SL: 3 hours</i> <i>HL: 3 hours and 30 minutes</i>	<p>Productive skills – writing (30 marks)</p> <p>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.</p> <p>Receptive skills – separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (SL: 45 minutes, HL: 1 hour) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>Paper 1 25%</p> <p>SL: 1 hour 15 minutes HL: 1 hour and 30 minutes</p> <p>Paper 2 50%</p> <p>SL: 1 hour 45 minutes HL: 2 hours</p>
Internal assessment <i>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</i>	<p>Individual oral assessment</p> <p>SL: a conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p> <p>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)</p>	<p>Oral 25%</p> <p>SL: 12-15 minutes (plus 15 minutes for preparation) HL: 12-15 minutes (plus 20 minutes for preparation)</p>

Langue B

Tout le monde est tenu de suivre une matière dans le groupe 2, sauf s'il étudie deux langues dans le groupe 1. 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 <i>Cette composante est évaluée en interne par l'enseignant puis révisée en externe par l'IB à la fin du programme.</i>	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

Assessment for IB Global Politics		
	Standard Level	Higher Level
IA Engagement report	30%	20%
Paper One (1h15)	30%	20%
Paper Two (1h45)	40%	30%
Paper Three (HL) (1h30)		30%

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

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

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 find 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 Option (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 30 40%	2 hours 15 25%
Paper 3: 1 hour	-	20%

Wider reading:

10 books to find in the school library.

- Why Geography matters more than ever – Harm de Bilj - 2012
- Violent borders: Refugees and the right to move – Reece Jones - 2017
- Prisoners of Geography – Tim Marshall - 2016
- Power of Geography – Tim Marshall - 2021
- Underland – Robert MacFarlane - 2020
- Rivers of Power – Lawrence C. Smith - 2021
- Let there be water – Seth M. Siegel - 2017
- Full Circle – Ellen Mac Arthur - 2010
- High – Erika Fatland - 2023
- This changes everything – Naomi Klein - 2015

Magazines

- The Guardian Weekly
- Geographical
- New Internationalist.

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?
<i>How do consumers and producers make choices in trying to meet their economic objectives?</i>
Unit 2: Microeconomics
• Competitive markets: demand and supply, Elasticity, Government intervention, Market Failure, Economics of the Environment
<i>When are markets unable to satisfy important economic objectives —and does government intervention help?</i>
Unit 3: Macroeconomics
• Measuring Economic Activity, Aggregate Demand and Aggregate Supply, Macroeconomic objectives, Fiscal and monetary policy, Supply-side policies
<i>How do governments manage their economy and how effective are their policies?</i>
Unit 4: The Global Economy
• International Trade & Protectionism, Exchange rates, Balance of Payments, Economic Integration, Economic development, Sustainable development, Barriers to development
<i>Who are the winners and losers of the integration of the world's economies?</i>

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%

Academic 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

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	Standard Level	Higher Level
• Cause and effects of twentieth century wars	25%	20%
• Rise and rule of twentieth century authoritarian states		
Higher Level (Paper 3)		
• Imperial Russia, revolution and the establishment of the Soviet Union (1855-1924)	30%	20%
• The Soviet Union and post-Soviet Russia (1924-2000)	45%	25%
Internal Assessment		
2200 word historical investigation	-	35%

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%

Resources

- Corin C and Fiehn T, Communist Russia under Lenin and Stalin, 2011
- Gray et al, Authoritarian States, 2015
- Hite & Hinton, Weimar & Nazi Germany, 2007
- Norman Lowe, Mastering Modern World History, 5th Ed., 2013
- Rodgers C, The Move to Global War, 2015
- Smith D, Causes and Effects of 20th Century Wars, 2015
- Todd A, The Soviet Union and post-Soviet Russia, 2022
- Waller S, Imperial Russia, Revolution and the Establishment of the Soviet Union, 2016

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 à devenir des citoyens du monde.

Niveau moyen (Epreuves 1 et 2)

- La progression vers une guerre mondiale
- Causes et effets des guerres du XX^e siècle
- États autoritaires (XX^e siècle)

Niveau Supérieur (Epreuve 3)

- La Russie impériale, les révolutions et l'émergence de l'État soviétique (1853-1924)
- La diplomatie en Europe (1919-1945)

Évaluation interne

- Recherche historique 2200 mots

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%

Lectures recommandées

- M. Heller, Histoire de la Russie et de son Empire, Tempus Perrin 2015
- J.J Marie, La Russie 1856-1956 Hachette Supérieur, 1997
- G. - Langlois, Histoire contemporaine de 1914 à nos jours, Chenelière Éducation
- J.B. Durosselle Histoire des relations internationales de 1919 à 1945, Armand Colin 2017
- J.-P. Viard, La Seconde guerre mondiale, Larousse Histoire, Larousse 2012
- H. Tertrais, L'Asie Pacifique au XX^e siècle, Armand Colin 2015

Sites web

- <http://www.herodote.net>
<http://www.lhistoire.fr>

Resources vidéos

- Clarke Isabelle, Apocalypse, la Seconde Guerre mondiale, France Télévision distribution 2009
- Clarke Isabelle, Apocalypse Hitler, France Télévision, Octobre 2011
- Kasten Ullrich, Hitler-Mussolini-Staline, Arte édition avril 2010
- Maben Adrian, 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.

Syllabus content:
<ul style="list-style-type: none">Unit A - Unity and diversity Common ancestry has given living organisms many shared features while evolution has resulted in the rich biodiversity of life on Earth.
<ul style="list-style-type: none">Unit B - Form and function Adaptations are forms that correspond to function. These adaptations persist from generation to generation because they increase the chances of survival.
<ul style="list-style-type: none">Unit C - Interaction and interdependence Systems are based on interactions, interdependence and integration of components. Systems result in emergence of new properties at each level of biological organization.
<ul style="list-style-type: none">Unit D - Continuity and change Living things have mechanisms for maintaining equilibrium and for bringing about transformation. Environmental change is a driver of evolution by natural selection.

Assessment for IB Biology		
	Standard Level	Higher Level
Internal Assessment: student’s independent scientific investigation marked by teacher and moderated by the IB.	20%	20%
Paper 1: multiple-choice questions and data-based questions.	36%	36%
Paper 2: short-answer and extended-response questions.	44%	44%

Resources

- Allott, A., & Mindorff, D. (2023). Oxford Resources for IB DP Biology: Course Book (2023 Edition). Oxford University Press. ISBN 9781382016339.

Background Reading

- New Scientist
- Nature

Internet resources

Science News, articles, and features. New Scientist. (n.d.-a). www.newscientist.com

Sustainability - Scientific american. (n.d.)

www.scientificamerican.com/energy-and-sustainability

■ ■ Biologie

Pourquoi choisir la biologie ?

Nous portons un intérêt naturel et soutenu au monde qui nous entoure : 40 millions de personnes ont regardé la série de Netflix sur la nature « Notre planète » au cours du premier mois de sa diffusion. Lancée dans 190 pays, elle devrait toucher un milliard de personnes dans le monde. Cette fascination pour notre environnement et les espèces qui l'enrichissent est au cœur de l'IB Biologie : de leurs habitats et de leur évolution à la biologie moléculaire et aux processus qui régissent leur physiologie et leur comportement. Cette tentative de comprendre le monde à tous les niveaux sous-tend l'étude scientifique et l'acquisition de compétences dans les cours de niveau standard et supérieur, y compris le placement de ces connaissances dans leurs contextes historiques, éthiques et mondiaux. À une époque de défis biologiques et environnementaux sans précédent, de la résistance aux antibiotiques aux extinctions massives, en passant par les pénuries alimentaires et le changement climatique, la compréhension et les compétences en matière de résolution de problèmes acquises grâce à l'étude des sciences constituent une voie incomparable et passionnante pour un changement positif à tous les niveaux de la société. Au Rosey, le Standard Level (SL) et le Higher Level (HL) peuvent être proposés en anglais et en français.

Evaluation en Biologie		
	Niveau moyen	Niveau supérieur
Évaluation interne: investigation scientifique indépendante de l'élève notée par l'enseignant et modérée par l'IB.	20%	20%
Epreuve 1: questions à choix multiples et questions basées sur des données.	36%	36%
Epreuve 2: questions à réponse courte et questions à réponse étendue.	44%	44%

Contenu du programme :

- Unité A - Unité et diversité**
L'ascendance commune a donné aux organismes vivants de nombreuses caractéristiques communes, tandis que l'évolution a donné lieu à la riche biodiversité de la vie sur Terre.
- Unité B - Forme et fonction**
Les adaptations sont des formes qui correspondent à des fonctions. Ces adaptations persistent d'une génération à l'autre parce qu'elles augmentent les chances de survie.
- Unité C - Interaction et interdépendance**
Les systèmes sont basés sur les interactions, l'interdépendance et l'intégration des composants. Les systèmes entraînent l'émergence de nouvelles propriétés à chaque niveau de l'organisation biologique.
- Unité D - Continuité et changement**
Les êtres vivants disposent de mécanismes permettant de maintenir l'équilibre et de provoquer des transformations. Les changements environnementaux sont un moteur de l'évolution par sélection naturelle.

Resources

- Raven, P. H., Johnson, G. B., Mason, K. A., Losos, J. B., & Duncan, T. (2023). Biologie (6th ed., version Luxe, C. Van Hove & P. L. Masson, Trans.). De Boeck Supérieur. ISBN 9782807348523

Internet resources

- www.ibo.org
- www.click4biology.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.

Syllabus content:
• Structure 1 Models of the particulate nature of matter
• Structure 2 Models of bonding and structure
• Structure 3 Classification of matter
• Reactivity 1 What drives chemical reactions?
• Reactivity 2 How much, how fast and how far?
• Reactivity 3 What are the mechanisms of chemical change?

Assessment for IB Chemistry		
	Standard Level	Higher Level
Internal Assessment: student's independent scientific investigation marked by teacher and moderated by the IB.	20%	20%
Paper 1: multiple-choice questions and data-based questions.	36%	36%
Paper 2: short-answer and extended-response questions.	44%	44%

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.

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

Assessment for IB Physics		
	Standard Level	Higher Level
Internal Assessment: student's independent scientific investigation marked by teacher and moderated by the IB.	20%	20%
Paper 1: multiple-choice questions and data-based questions.	36%	36%
Paper 2: short-answer and extended-response questions.	44%	44%

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.

- 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

Environmental Systems & Societies

Why study Environmental Systems and Societies?

Environmental Systems and Societies is a transdisciplinary course, which integrates environmental sciences and humanities. Built around three key concepts - Perspectives, Systems, and Sustainability - it combines elements of biology, chemistry and physics with societal viewpoints. The course can count as either a sciences or individuals and societies subject. Through both theoretical study and practical work, including a collaborative sciences project, students develop an understanding of environmental systems and their sustainability. The purpose is to expose you to the interactions between the environment and different societies, so that you can make informed personal responses to pressing global issues.

Environmental Systems & Societies SL only
<p>Syllabus content:</p> <ul style="list-style-type: none">• Topic 1 Foundation• Topic 2 Ecology• Topic 3 Biodiversity and conservation• Topic 4 Water• Topic 5 Land• Topic 6 Atmosphere and climate change• Topic 7 Natural resources• Topic 8 Human populations and urban systems

Assessment for IB ESS	
	Standard Level
Internal Assessment: student's independent scientific investigation marked by teacher and moderated by the IB.	25%
Paper 1: analysis and evaluation of data in a case study.	25%
Paper 2: partly short-answer and data-based questions, partly structured essay questions.	50%

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

Internet resources

Science News, articles, and features. New Scientist. (n.d.-a).
<https://www.newscientist.com>

Sustainability - Scientific american. (n.d.).
<https://www.scientificamerican.com/energy-and-sustainability>

Computer Science

Why study Computer Science?

Computer Science is an intellectually stimulating and rewarding course that equips students with the skills to navigate and shape the modern digital world. The new curriculum emphasizes **programming, computational thinking, and practical application** through collaborative projects and real-world problem-solving.

Students will engage in a **Collaborative Science Project**, applying software engineering principles and modern techniques to develop solutions to real-world challenges. This hands-on experience fosters teamwork, creativity, and critical thinking. The course also encourages students to explore and debate the **ethical, social, and environmental impacts of technology**, including the roles of AI, machine learning, and the commercialization of technology. These discussions help students understand the broader implications of their work and the importance of responsible innovation. A strong foundation in computer science is invaluable for students pursuing careers in **Science, Mathematics, Statistics, Engineering, Finance**, and many other fields. The skills and knowledge gained from this course will be beneficial across a wide range of career paths, making it an excellent choice for students with diverse interests and aspirations

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

SL Required Topics

- Topic A.1: Computer fundamentals (38 hours)
- Topic A.2: Networks (52 hours)
- Topic A.3: Databases (15 hours)
- Topic A.4: Machine learning (15 hours)
- Topic B.1: Computational thinking (35 hours)
- Topic B.2: Programming (35 hours)

HL extension

- Topic B.3: Object Oriented Programming (OOP) (35 hours)
- Topic B.4: Abstract data types (30 hours)

Case study

Additional subject content introduced by the annually issued case study, assessed in Paper 1.

Collaborative Science Project (10 hours) and Internal Assessment Computational Solution (35 hours).

The CSP involves students working together to develop a computational solution to a real-world problem, emphasizing teamwork and practical application of their skills. In contrast the much longer IA requires individual students to independently identify, design, implement, and evaluate a computational solution to a real-world problem, showcasing their programming skills, problem-solving abilities, and understanding of computer science principles

Requirements

Although it is possible to take Computer Science with no prior experience, a strong base of coding and programming knowledge will be a significant advantage (e.g., Java, Python). Basic knowledge of hardware and computing terminology is also desirable. Note: CSS and HTML knowledge is not enough.

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	30%	20%
Paper 3	-	20%

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
\(Free Download\)](http://www.greenteapress.com/thinkapjava/thinkapjava.pdf)

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 les arts et les sciences les plus purs, dans la mesure où elles sont étudiées autant pour la pureté de leur quête de connaissances que pour leur application au monde réel. Bien qu'il s'agisse apparemment de l'étude des nombres et de leurs modèles, elle a pour cœur la formation de l'esprit à la pensée critique et à l'analyse. Cela nous entraîne à nous concentrer sur l'essence de ce qui est et à ignorer toutes les influences extérieures qui n'ont aucune incidence sur la réalité de notre situation. Ce cours dispense une excellente base pour une gamme de carrières populaires telles que l'ingénierie, l'architecture, le droit, l'économie et la finance, ainsi qu'une base pour une pensée rationnelle tout au long de la vie.

Le cours comprend :

Mathématiques : Analyse et approches (SL).

Il s'agit d'un cours plus axé sur les mathématiques pures, conçu pour les élèves qui aiment développer leurs connaissances en mathématiques afin de maîtriser la construction d'arguments mathématiques et d'acquérir de solides compétences en matière d'approches mathématiques. Ils exploreront des applications réelles et abstraites, parfois avec la technologie, et apprécieront le plaisir de la résolution de problèmes mathématiques et de la généralisation. Ces étudiants s'attendront à avoir de solides compétences en algèbre et en calcul et apprécieront cet aspect des mathématiques. Ils se préparent principalement à des études futures dans des disciplines à caractère plus mathématique, telles que les mathématiques, l'ingénierie, les sciences physiques et certaines sciences économiques.

Le niveau standard comprend des sujets pré-universitaires traditionnels tels que les fonctions, la trigonométrie et le calcul, ainsi que des sujets qui se prêtent à la recherche, à la conjecture et à la preuve, tels que les suites et les séries.

La calculatrice n'est pas autorisée pour l'épreuve 1.

Évaluation pour les mathématiques (SL) du BI	
Analyse et approches	
Composant	Niv. Moyen
IA	20 %
Epreuve 1	40 %
Epreuve 2	40 %
Epreuve 3	

Theory of Knowledge (TOK)

What is Theory of Knowledge?

The TOK course provides students with an opportunity to **explore and reflect on the nature of knowledge and the process of knowing**. It is a core element of the DP to which schools are required to devote at least 100 hours of class time. Passing TOK is a requirement for achieving the diploma.

In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering—for students.

The course centres on the **exploration of knowledge questions** (KQs), which are a key tool for student enquiry. These are contestable questions about knowledge itself, such as: “What counts as good evidence for a claim?”, “Are some types of knowledge less open to interpretation than others?”, or “What constraints should there be on the pursuit of knowledge?”. While these questions may initially seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course.

DP1 covers three units assessed by **the exhibition**:

- Knowledge and the Knower (core)
- Knowledge and Language
- Knowledge and Technology



DP2 covers five areas of knowledge assessed by **the essay**: The Arts, History, Human Science, Natural Science and Mathematics.

Recommended text

Bastian, Kitching & Sims, Theory of Knowledge

Suggested 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*

Assessment for TOK		
	Marked out of	% of final mark
Exhibition KQ selected from 35 prompts. Internally marked & externally moderated.	10	33%
The Essay choice of 6 prescribed titles (1600 words) externally marked.	10	67%

Audio-visual resources

‘The Matrix’ by the Wachowski Brothers

‘Ex Machina’ Alex Garland

www.ted.com/talks

www.michaelbach.de/ot

www.justiceharvard.org/watch

Internet resources

www.ibo.org/diploma/curriculum/core/knowledge

theoryofknowledgestudent.com

tok2022.weebly.com

www.tokresource.org

Théorie de la Connaissance (TdC)

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

Le cours de théorie de la connaissance permet aux élèves de **réfléchir sur la nature de la connaissance, son acquisition, ses limites et ses conditions de possibilité**. Il s'agit d'un élément central de la PDD auquel les écoles doivent consacrer au moins 100 heures de cours. La réussite en TdC est une condition nécessaire à l'obtention du diplôme.

En TdC, les élèves sont invités à réfléchir aux connaissances, aux croyances et aux opinions acquises au cours de leurs années d'études et de leur vie en dehors de la classe. Ce cours a pour objectif de stimuler la réflexion des élèves, d'aiguiser leur esprit critique tout en les responsabilisant.

Le cours est centré sur **l'exploration des questions relatives à la connaissance** (QC), outil clé pour la recherche et l'apprentissage en TdC. Il s'agit de questions problématiques portant sur la connaissance elle-même, comme : « Qu'est-ce qui constitue une bonne preuve pour une affirmation ? », « Certains types de connaissances sont-elles moins propices à l'interprétation que d'autres ? » ou « Quelles contraintes devraient être imposées à la poursuite de la connaissance ? ». Si ces questions peuvent sembler un peu intimidantes au départ, elles deviennent beaucoup plus accessibles lorsqu'on les examine en se référant à des exemples spécifiques dans le cadre du cours TdC.

<p>DP1 couvre 3 chapitres requis pour l'exposition:</p> <ul style="list-style-type: none">• Connaissance et sujet connaissant• Connaissance et langage• Connaissance et technologie 
<p>DP2 couvre 3 chapitres requis pour l'essai : les arts, l'histoire, les sciences humaines, les sciences naturelles, mathématiques</p>

Textes recommandés

Bastian, Kitching & Sims, Theory of Knowledge

Lectures conseillées

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*

Evaluation en TdC		
	Note sur	% de la note finale
Exposition Une question choisie parmi 35 proposées ; (950 mots) Notation interne & Modération externe.	10	33%
Essai Un sujet à choix parmi 6 sujets proposés (1600 mots) Notation externe.	10	67%

Ressources audio-visuelles

'The Matrix' by the Wachowski Brothers

'Ex Machina' Alex Garland

www.ted.com/talks

www.michaelbach.de/ot

www.justiceharvard.org/watch

Ressources internet

www.ibo.org/diploma/curriculum/core/knowledge

theoryofknowledgestudent.com

tok2022.weebly.com

www.tokresource.org

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)

While both SL and HL students engage deeply with art-making, HL students undertake more extensive projects, have higher expectations in terms of depth and breadth of study, and are required to demonstrate greater autonomy in their artistic practice.



Assessment

• Art-Making Inquiry Portfolio (HL 30% and SL 40%)

Students present evidence of their exploration through personal lines of inquiry, developing a visual language and engaging with various art-making forms and creative strategies.

Submission: Digital file containing visual and written evidence (up to 3,000 words) and a list of sources.

• SL Connection Study (20%)

Students select one of their artworks and analyse its connections to their own context and to artworks by other artists, demonstrating an understanding of cultural significance.

Submission: 10-page document with visual and written evidence.

• HL Artist Project (30%)

Students undertake a sustained project culminating in a stand-alone artwork, informed by research and feedback, and consider its presentation to a specific audience.

Submission: 12-page document with visual and written evidence and a video.

• Exhibition of Resolved Artworks

SL (40%) Students submit 5 resolved artworks, accompanied by a title and details, along with a rationale.

HL (40%) Students submit 5 resolved artworks, accompanied by a title and details, a rationale words and images of three additional non-selected artworks to evidence the selection process.

Theatre

Why study Theatre in the International Baccalaureate?

Do you love Politics? History? Design? Sport or Dance? Theatre touches on all of these. Although performance skills are taught, this is not an “acting course” – nor is it a literature class. IB Theatre is a practical study of the theatre arts.

Involvement in this live art form demands discipline, creativity, risk-taking, and an ability to collaborate – skills that employers look for.

Students who took Theatre at Le Rosey have studied at Princeton and Bocconi, at UCL and UCLA, at 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. One is now a History professor at Oxford.

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:

- gain understanding from the experience of **making theatre** - devising leading workshops, participating in production (designing, stage managing, acting)
- learn seeing a range of **live theatre** performances
- develop **design** and **performance skills**
- participate in **Masterclasses** with theatre professionals
- develop **research skills** and practically explore world theatre practices.

Difference between Higher Level and Standard Level

HL / SL aims and assessment objectives are identical. At HL students have one additional assessment task.



Prerequisites: None

Assessment: 100 % COURSEWORK No written exam



Internally Assessed:

- Production Proposal (SL 30%; HL 20%) An illustrated outline of ideas for staging a play text of your own choosing

Externally Assessed:

- Collaborative Project (SL 40%; HL 25%) Creating and performing a 7-10 min. piece of original theatre in a small group
- Research Presentation (SL 30%; HL 20%) A 15-minute lecture demonstration of performance conventions in an unfamiliar tradition.



HL only

- **Solo Theatre Piece (HL 35%)** A 4 – 7 minute solo performance applying research into the ideas of a theatre theorist

The course ends by mid-April of class terminale.

Music

Why study Music?

Studying music at IB gives students who already play a musical instrument or sing the opportunity to explore their love of music 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 through exploration and experimentation and to improve your performance skills as well as to develop your research and analysis skills by delving into your own choice of music from a personal, local or global context as a researcher, creator and performer. 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. 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 (piano and guitar) from House, Woody Allen (jazz clarinet soloist, actor and director), and James May from 'Top Gear' (music graduate)!

Assessment for IB Music		
	Standard Level	Higher Level
External assessment: Exploring music (You submit selected samples of your work as a portfolio)	30%	20%
Presenting music (You submit a collection of compositions and performance works with programme notes)	40%	30%
Internal Assessment: Experimenting (You submit a report with practical evidence)	30%	20%
The contemporary music-maker (You submit a multi-media presentation)		30%

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.





LE ROSEY

IB COURSE DESCRIPTIONS 2025-2027 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
Environmental Systems and societies	English

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	

Group 6

Visual Arts	English	French
Theatre	English	
Music	English	

Notes

