



LE ROSEY

# Jeunes Seniors Curriculum Guide

**The Academic Programme for Classes 3 and 2**  
(US grades 9 & 10; UK years 10 & 11)

Bilingualism and the choice between two baccalaureates

---

2021-2022

# LOOKING TO THE FUTURE

## Classes 3 and 2: The Rosey Pre-Bac Programmes Bilingualism and the choice between two baccalaureates

### The Pre-Bac Programme

1. prepares students for either the IB Diploma or the French *baccalauréat* by teaching a range and selection of subjects to an appropriate level
2. develops English-French bilingualism and biculturalism
3. encourages students to become independent learners and helps them make informed choices for their educational and personal future
4. develops the skills and approaches necessary for a baccalaureate programme, including creativity, critical thinking, communication and collaboration
5. promotes and develops the qualities in French Ministry of Education's "Socle commun de connaissances et de compétences", largely echoed in the *IB Learner Profile* \*
6. asks students to choose a principal language of instruction, English or French (called the "L1" and the other the "L2"), although they normally study at least some of the curriculum in both (and a 50-50 split is possible)
7. offers subjects taught in the L2 adapted to fit the language level of the students
8. encourages accomplished bilinguals to opt for special courses where the subject is taught in both languages
9. is a two-year programme, although each Pre-Bac year is separate and it is possible to follow only the second year
10. is designed to offer maximum breadth in class 3 followed by appropriate specialization in class 2 in readiness for the IB and FB course.

---

\* The IB Learner profile states that learners strive to be:

- Inquirers
- Open-minded
- Knowledgeable
- Caring
- Thinkers
- Courageous
- Communicators
- Reflective
- Balanced
- Principled

# Class 3 Course Structure: Maximum Breadth

- English and French (at levels ranging from mother tongue to beginner)
- Mathematics in English or French
- a Combined Science course
- at least one humanities subject (and we recommend History\*)
- a mother tongue or foreign language course
- at least one Arts subject
- a Life Skills course
- at least two other subjects and students may choose three (9 or 10 in all)
- At least one subject should be studied in the student's L2\*\*.

## Class 3 (pre-Bac 1)

All students must follow classes in:

Periods per week

English Language and Literature	5
French Language and Literature	5
Mathematics (in English or French)	5
A Combined Science course (in English, French or English and French )	6
An Arts course from Theatre, Visual Arts (in English or French) or Music (in English)	3
A mother tongue class (if the MT is not English or French) OR a foreign language	3
Life Skills	1
<b>total periods:</b>	<b>31</b>

They must choose two other subjects from the following (and may, in certain cases, choose three):

A humanity from: History (in English, French or English and French), Geography (in English or French) or <i>Actualités</i>	3
A 2 <sup>nd</sup> Humanity from History (in English, French or English and French), Geography (in English or French)	3
A 2 <sup>nd</sup> Arts course from Theatre, Visual Arts (in English or French) or Music (in English)	3
A 3 <sup>rd</sup> Arts course from Theatre, Visual Arts (in English or French) or Music (in English)	3
A foreign language	3
A foreign language	3
<b>Total weekly periods possible:</b>	<b>40</b>
<b>Weekly total periods probable (and recommended):</b>	<b>37</b>

\* History is recommended because it is often required by US universities

\*\* New students without the required level in English or French may study a specially adapted programme. Subjects taught in the second language are adapted to fit the language level of the students. Accomplished bilinguals can also opt for special courses in History or Science where the subject is taught in both languages.

# Class 2 Course Structure: Appropriate Specialization

- English and French (at levels ranging from mother tongue to beginner)
- Mathematics in English or French
- at least one Experimental Science
- at least one humanities subject (and we recommend History)
- a mother tongue or foreign language
- a Life Skills course
- at least two other subjects and students may choose three (8 or 9 in all)

## Class 2 (pre-Bac 2)

All students must follow classes in:

Periods per week

English Language and Literature	5
French Language and Literature	5
Mathematics (in English or French)	5
One science from: Biology (in English or French), Chemistry or Physics (in English) or Physique-Chimie (in French)*	4
A mother tongue class (if the MT is not English or French)**	4
Life Skills	1
<b>Total periods:</b>	<b>28</b>

They must choose two other subjects from the following (and may, in certain cases, choose three):

A humanity from: History (English, French or English and French), Geography (English or French) or <i>Actualités</i>	4
A 2 <sup>nd</sup> science from: Biology (English or French), Chemistry or Physics (English) Computer Science (English)	4
A 3 <sup>rd</sup> science from: Biology (English or French), Chemistry or Physics (English) Computer Science (English)	4
A 2 <sup>nd</sup> Humanity from History (in English, French or English and French), Geography (in English or French) or Economics-Politics (in English, French or English and French)	4
A 3 <sup>rd</sup> Humanity from History (in English, French or English and French), Geography (in English or French) or Economics-Politics (in English, French or English and French)	4
An Arts course from Theatre, (in English or French), Visual Arts (in English or French) or Music (in English)	4
A 2 <sup>nd</sup> Arts course from Theatre, (in English or French), Visual Arts (in English or French) or Music (in English)	4
A foreign language	4
A foreign language	4
<b>Total weekly periods possible:</b>	<b>40</b>
<b>Weekly total periods probable (and recommended):</b>	<b>36</b>

\* The choice of subjects will often be determined by the diploma (IB or FB) the student is aiming for – as well as preferences within that diploma with a view to university applications. A complete orientation programme guides students in their choices.

\*\* If the student's mother tongue is English or French, he or she must choose three other subjects from the second part of the table.

N.B. Certain subject or subject combinations may not be possible for scheduling reasons or insufficient student interest.

## Subject Programmes and Syllabuses

The Rosey curriculum preserves the character of French and English-speaking schooling. Although it is inspired by the *Education Nationale* and University of Cambridge IGCSE, Rosey teachers have worked to align content and skills across languages. Thus, essentially the same programme is taught at the same level in both languages in class 3.

In class 2, the syllabuses are sometimes adapted so that students can begin their preparation for the IB (in French or English) or the French *baccalauréat*.

## Special characteristics of the class 3 and 2 programmes

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

- orientation and information sessions in collaboration with the University Guidance and Counselling department
- an emphasis on research and study skills
- an emphasis on areas of interaction through interdisciplinary tasks and cross-curricular themes.

## Developing Skills

Special projects, activities, the International award, cultural trips, service learning and other initiatives, develop creativity, communication skills, critical thinking and collaboration, often through advanced use of IT.

## At the end of class 2

To be accepted onto a baccalaureate programme, all Pre-Bac students must fulfil two conditions:

1. they must pass their class 2 with appropriate attitude and effort grades
2. they must have the range of realistic subject choices to be able to undertake the FB or IB diploma as recommended by the subject teachers.

## A Bilingual Pre-Bac Diploma

To recognize and encourage English-French Bilingualism, all students are able to take classes in both languages and are normally expected to follow an official Bilingual programme. Students in class 2 can be awarded a Bilingual Diploma, and graduating students may be eligible for an additional Bilingual Graduation Diploma.

To be considered as following a Bilingual programme (and to have it indicated as such on the bulletin), student must:

- In Class 3: study at least two subjects (from Maths, Sciences, Humanities and Theatre Arts) in their L2
- In Class 2: study at least two subjects (from Maths, Sciences, Humanities and Theatre Arts) in their L2 or follow both English and French at mother tongue level and at least two subjects in both languages.

# APPENDIX

## The Principles of Le Rosey's Academic Curriculum

These Principles reflect Le Rosey's unique character and are the basis for its curriculum. This is discipline-based, providing guidance on what to teach so that teachers can use their professional judgement to decide on how students will learn and be assessed.

### 1. Bilingual and Bi-cultural

Le Rosey is a bilingual/dual language school where students can choose to learn in either English or French; as soon as they are able, they are expected to learn in both.

### 2. Multilingualism

Le Rosey believes in the maintenance of mother tongues and connections with students' cultural heritage through native-speaker Language and Literature classes. It also promotes the learning of other foreign languages.

### 3. International/global outlook

Although, the maintenance of a national identity is important, Le Rosey also aims to nurture a respect for otherness. It also respects and promotes different national approaches to teaching and learning in all languages.

### 4. Breadth and delayed specialization

Le Rosey believes that the academic curriculum should be broad, that academic specialization should be delayed and that "liberal arts" breadth should not be abandoned in pre-university studies. Within this planned breadth, however, students should have an increasing degree of agency and choice.

### 5. Academically challenging: Content rich and focused disciplines

Le Rosey believes that a central purpose of curriculum is to build up knowledge and subject mastery so that when students are asked to think, they are able to think in more powerful ways. Both syllabus and curriculum content should be demanding, as is appropriate for the IBDP and FB.

### 6. Coherent across and within disciplines

The academic curriculum is structured and harmonized. It avoids unnecessary repetition or omission, including when switching between French and English programmes; and it affords and encourages cross-curricular connections where these are enriching.

### 7. Language, technology and service learning objectives

Although the curriculum is discipline-based, some of its content and objectives are inherently cross-curricular. This includes language development, technology and service learning.

