



LE ROSEY

IB COURSES DESCRIPTIONS

2019-2021



THE IB STRUCTURE



SUMMARY

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* provisional

Language A: Literature (provisional)

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.

In September 2019 the **new, revised syllabus** for the Language A courses will begin, in which there will be more emphasis on the context of books (where and when they were written), how they relate to other texts, and how the modern reader interacts with them.

For Higher Level Literature, you will read thirteen works, most of them originally written in the target language, the rest translated from other languages. For Standard Level, you will read nine.

The internal assessment of the course will consist of an Individual Oral Presentation, based on two of the works studied, and in response to a question on a global, artistic or social issue.

External assessment is mainly (entirely, for SL) by examination at the very end of the two years. There will be two papers: Paper One will be a response to a text you have never seen before; Paper Two will be based on the works studied in the course.

For Higher Level, you will also have a written assignment completed in your own time towards the end of the course.

Works studied by Rosey students in English over the last few years have included:

Shakespeare: Hamlet, King Lear, Richard II and Othello

Drama: Who's Afraid of Virginia Woolf? (Albee); Waiting for Godot (Beckett); The History Boys (Bennett);

Novels: Nineteen Eighty-Four (Orwell); The Awakening (Chopin); The Handmaid's Tale (Atwood); Mrs Dalloway (Woolf)

Poetry: Elizabeth Bishop; Emily Dickinson; Philip Larkin, John Donne; Geoffrey Chaucer; William Wordsworth; John Keats

Non-fiction: Travels with Charley (Steinbeck); Longitude (Sobel); The Man Who Mistook His Wife for a Hat (Sacks)

Works in translation: Ibsen's A Doll's House, stories by Chekhov; We (Zamyatin); Medea (Euripides); Crime and Punishment (Dostoyevsky); Fictions (Borges)

■ ■ Langue A: Littérature (provisoire)

Tous les élèves doivent obligatoirement prendre le cours de Littérature Langue A correspondant à leur langue maternelle, au niveau moyen ou supérieur.

La littérature prend en compte les conceptions, interprétations et expériences du monde. Nous étudions par exemple à travers des romans, pièces de théâtre, poèmes, les perceptions des êtres humains (angoisses, joies, craintes) auxquelles nous sommes exposés tout au long de nos vies.

L'écriture est l'un des domaines les plus durables de la créativité humaine. Ce cours vous encourage à vous engager dans une réflexion indépendante, originale, critique et organisée. Il favorise également le respect de l'imagination et une approche critique de la compréhension et de l'interprétation des œuvres littéraires.

En septembre 2019, le nouveau programme révisé pour les cours de langue A commencera.

Pour le cours de littérature de niveau supérieur, vous lirez treize œuvres, la plupart dans la langue cible, les autres étant traduites d'autres langues. Pour le niveau standard, vous en lirez neuf.

L'évaluation interne du cours consistera en une présentation orale individuelle, basée sur deux des travaux étudiés, et en réponse à une question portant sur un problème global, artistique ou social.

L'évaluation externe consistera principalement (complètement pour le niveau standard) à des épreuves finales à la fin des deux ans. Il y aura deux types d'écrit : le premier sera une réponse à un texte que vous n'avez jamais vu auparavant; le deuxième sera basé sur les travaux étudiés pendant le cours.

Pour le niveau supérieur, vous aurez également une tâche écrite complétée à votre rythme à rendre vers la fin de la deuxième année.

Language A:

Language & Literature (provisional)

Language A: Language & Literature may be taken at Standard or Higher level, by students of native speaker or near-native speaker competency who are studying A: Literature in a different mother tongue.

Language: A Language & Literature combines the study of literary works with a wide range of non-literary texts, providing students with the ability to analyse them showing the influence of reading habits defined by the cultural and other contexts of the texts' production and their reception.

In studying language, we acquire the means to understand the world in which we live. The ways in which the domains of language and literature are linked will be examined through various specific themes.

The course combines the understanding of how elements of form are used to shape meaning, with an exploration of the ways that meaning is also influenced by reading conventions and by the contemporary world. By its nature, the course supports students in the development of their creative imagination through personal expression in a multiplicity of text types and linguistic forms.

Taking into account the international nature of the IB, students of language and literature explore not only texts emerging from cultures represented in the target language, but also those of translated literature, thereby helping to promote intercultural understanding.

Standard level students will have three assessments, while for Higher level there will be four, although what exactly these will be has not yet been decided.

■ ■ Language A:

Langue & Littérature (provisoire)

Langue A : Langue et littérature peut être pris au niveau moyen ou supérieur par les élèves de langue maternelle ou bilingues dont la langue du cours A de littérature est différente.

Langue A : Langue et littérature permet l'étude à la fois de textes littéraires et non littéraires développant chez l'élève des compétences en matière d'analyse de textes montrant l'influence des habitudes de lecture définies par la culture ainsi que par les conditions de production et d'accueil des textes.

A travers l'étude de la langue, nous sommes amenés à mieux comprendre le monde dans lequel on vit. Il y a une réelle prise en compte des deux domaines qui sont liées d'où des thématiques spécifiques qui seront proposées.

Ce cours associe la compréhension des façons dont les éléments de la forme sont utilisés pour donner du sens dans un texte et une exploration de la façon dont ce sens est influencé par les habitudes de la lecture et le monde actuel. La nature du cours encourage les élèves à développer leur imagination et leur créativité par le biais de l'expression personnelle dans une multitude de domaines de la langue.

Compte tenu de la nature internationale de l'IB, les étudiants de langue et de littérature explorent non seulement les textes issus des cultures représentées par une langue spécifique, mais aussi la littérature en traduction, en vue de promouvoir une compréhension interculturelle.

Les élèves du niveau Standard auront trois épreuves et mes élèves du niveau Higher quatre épreuves. Celles-ci n'étant pas encore déterminées.

Programme d'étude :

Les séquences d'enseignement sont variées et peuvent être interchangeables.

Language B (provisional)

Everyone is required to take a subject in group 2: 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>	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 <i>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</i>	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 (provisoire)

Tous les élèves doivent choisir une matière du groupe 2 : 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, et 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 desinataire, 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 <i>NM : 3 heures</i> <i>NS : 3 heures et 30 minutes</i>	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 three themes: individual and society, leisure and work, and urban and rural environment. Each theme comprises a list of topics that provide students with opportunities to practise 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 models

- 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), two short writing exercises (productive skills), and a written assignment (integrating receptive and productive skills).
- Internal assessment tests students' abilities in listening and speaking in a genuine conversation format (integrating receptive, productive and interactive skills). Internal assessment consists of a presentation and follow-up questions based on a visual stimulus, and a general conversation with the teacher based in part on the written assignment.

Assessment for IB ab initio	
	Standard Level
Internal Assessment	25%
Paper 1: 1½ hours	30%
Paper 2: 1 hour	25%
Written task	20%

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 (Paper 1)

- Food and Health
- Freshwater
- Geophysical hazards or 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 (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 only (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 globalization?'

Internal Assessment

2000 word data analysis from fieldwork

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

Assessment for IB Geography

	Standard Level	Higher Level
Internal Assessment	25%	20%
Paper 1: 1½ hours	35%	35%
Paper 2: 2 hours	40%	25%
Paper 3: 1 hour	-	20%
Teaching periods per week: 4 x Standard Level; 6 x Higher Level		

Recommended reading

Start reading and watching the news, if you don't already. Read periodicals such as National Geographic, New Internationalist, Geographical.

Internet resources

<http://ibgeog2009.wikispaces.com>
[www.geographyalltheway\(rosej/rolle\)](http://www.geographyalltheway(rosej/rolle))
www.unicef.org
www.greenpeace.org
www.indexmundi.com
<http://www.bbc.com/news>
<http://www.aljazeera.com>

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:

Microeconomics

- Competitive markets: demand and supply Elasticity
- Government intervention
- Market Failure
- Theory of the firm

Macroeconomics

- Aggregate demand and aggregate supply
- Macroeconomic objectives
- Fiscal and monetary policy
- Supply-side policies

International Economics

- International Trade
- Exchange rates
- The Balance of Payments
- Economic Integration
- Terms of Trade

Development Economics

- Economic development
- Measuring development
- The role of domestic factors, international trade, foreign direct investment, foreign aid and international debt.

Internal Assessment

- Portfolio of three commentaries

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/>

Assessment for IB Economics		
	Standard Level	Higher Level
Internal Assessment	20%	20%
Paper 1: 1½ hours	40%	30%
Paper 2: 1½ hours	40%	30%
Paper 3: 1 hour	-	20%
Teaching periods per week: 4 x Standard Level; 6 x Higher Level		

Resources

- Maley and Welker, Economics, Pearson, 2011
- 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
- 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

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)

Lectures recommandées

- Jacques Droz, Les causes de la Première guerre mondiale, Edition Seuil 1973
- Milza Pierre, Les relations internationales de 1918 à 1939, Armand Colin Paris 2003
- Bruneteau Bernard, Les Totalitarismes, Armand Colin, Paris 2006
- Chautard Sophie, Les dictateurs du XXe siècle, Studyrama 2010
- Jean-Paul Viard, La Seconde guerre mondiale,
- André Kaspi, Les Juifs pendant l'occupation, Points Histoire Seuil 1997
- Fontaine Anne, La Guerre froide 1917-1991, Points Histoire, Editions de La Martinière 2004

Sites web

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

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		

Resources vidéos

- Delassus Jean-François, 14-18 Le bruit et la fureur, France Télévision distribution 2011
- Clarke Isabelle, Apocalypse Hitler, France Télévision, Octobre 2011
- Kasten Ullrich, Hitler- Mussolini- Staline, Arte édition Avril 2010
- Maben Adrein, Mao, une histoire chinoise, Arte édition Septembre 2006
- Korn-Bzroza David, La Drôle de paix 1919-1939, France Télévision 2009
- Clarke Isabelle, Apocalypse, la Seconde Guerre mondiale, France télévision distribution 2009

Global Politics

Why study Global Politics ?

Today's world is the product of global forces that are historical, political, economic, military, and social in nature. These same forces will shape the world we inhabit in the future, and our knowledge of them will determine our place within that world. We will study current global problems such as conflicts, civil wars, planetary warming, economic instability, refugee relief, ethnic violence, international debt, and nuclear proliferation, which require cooperation and coordination not easy to sustain in a world of contrasting cultures, differing political systems and competitive nation states. It follows that an understanding of these forces, often summarized by the term "global politics", must be important for leading citizens of the 21st century. 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

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

Biology

Why study Biology?

Biology is relevant to just about every aspect of our daily life and the IB course contains a lot of material surrounding Human Biology and health. Even if you don't study biology again in the future, you will learn a lot about how your own body works and about wider issues such as stem cell therapy, GM crops, cloning and ethical issues related to science. You will develop highly prized critical thinking and problem solving skills as well as develop a thorough understanding of the scientific process. You'll be able to read those newspaper headlines about new developments in IVF treatment or embryo technology and really understand the key issues.

At Le Rosey both SL & 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 (1 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 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 other 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		

Internet resources

<https://sites.google.com/site/leroseyibbiology>
<http://ib.bioninja.com.au>

Supportive reading

- Pearson Baccalaureate Biology SL/HL

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, acquerez 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.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.

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
- Food Chemistry
- Biochemistry (for HL Biologists only)

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 other 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, Higher Level Chemistry for the IB Diploma, Heinemann

Background reading

- Oliver Sacks, Uncle Tungsten, 2002
- Primo Levi, The Periodic Table, 1985
<http://www.newscientist.com>

Internet resources

- <http://ibchem.com/>
- <http://chemblog.liakatlas.org/>

Physics

Why study Physics ?

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles—quarks (perhaps 10⁻¹⁷ m in size), which may be truly fundamental—to the vast distances between galaxies (10²⁴ m).

The IB diploma Physics course is an intellectually stimulating and fascinating course, which is academically rigorous. The course includes a significant emphasis on the Nature of Science in the 21st century. Physics is an essential requirement for the study of the majority of engineering disciplines. It is extremely useful for those wishing to study mathematics and related subjects. The intellectual rigour of the course also develops a student intellectually in a manner that would give them advantages in the study of other areas of academia.

For Standard and Higher, the course comprises:

Core Material

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

Additional Higher Material

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

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

- Relativity
- Engineering Physics
- Imaging
- Astrophysics

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 Physics		
	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

- Chris Hamper, Higher Level Physics,
- Heinemann

Background reading

- Richard Feynman, Surely You're Joking, Mr Feynman!, 1988
- The New World of Mr Tompkins, George Gamov, Russell Stannard, 2001.

Internet resources

- <http://www.thinkib.net/physics>
- <http://nothingnerdy.wikispaces.com/IB+PHYSICS>
- <http://www.newscientist.com>

Sports Science

Why study Sports, Exercise and Health Science?

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.

SEHS Standard Level

The course comprises:

- Anatomy
- Exercise physiology
- Energy systems
- Movement analysis
- Skill in sport
- Measurement and evaluation of human performance

You will also study two of the following options:

- Optimizing physiological performance
- Psychology of sport
- Physical activity and health
- Nutrition for sport, exercise and health

Practical work

An essential aspect of the course is hands-on work in the laboratory and/or out in the field. The syllabus not only directly requires the use of field techniques, but many components can only be covered effectively through this approach.

Investigations

Duration: 30 hours

Students are required to conduct a mixture of short-term and/or long-term investigations such as practical and subject-specific projects.

Group 4 Project:

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

Assessment for IB SEHS

	Standard Level	Higher Level
Internal Assessment	24%	40hrs
Paper 1	20%	¾hr
Paper 2	32%	1½hrs
Paper 3 options	24%	1hr
Teaching periods per week: 4 x Standard Level		

Resources

- John Sproule, IB Sports, Exercise & Health Science Course Book, 2011

Background reading

- Matthew Syed, Bounce: The Myth of Talent and the Power of Practice, 2011
- David Epstein, The Sports Gene: What Makes the Perfect Athlete, 2013

Internet resources

<http://sehslerosey.blogspot.ch>

Environmental Systems & Societies

Why study Environmental Systems and Societies?

The prime intent of the course is to provide you with a coherent perspective of the relationships between environmental systems and societies; one that enables you to adopt an informed personal response to the wide range of pressing environmental issues that you will inevitably come to face. As part of the course you will evaluate the scientific, ethical and socio-political aspects of these environmental issues. The subject draws from both human geography and the ecological element of biology and as such requires a logical, methodical and analytical approach to interpreting, evaluating and concluding the information and data presented to develop a clearly informed opinion.

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?

The IB DP computer science HL course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved.

Assessment for IB Computer Science			
Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			80
Paper 1	<ul style="list-style-type: none"> Section A consists of several compulsory short answer questions. Section B consists of five compulsory structured questions. 	2 hours, 10 min.	40
Paper 2	An examination paper of between three and seven compulsory question; linked to the option studied.	1 hour, 20 min.	20
Paper 3	An examination paper consisting of four compulsory questions based on a pre-seen case study.	1 hour	20
Internal			20
Written commentary	A report of The development of a computational solution. Students must produce: <ul style="list-style-type: none"> a cover page that follows the prescribed format a product supporting documentation (word limit 2,000 words). 	30 hours	25
Group 4 project	To be assessed using the criterion Personal skills.	10 hours	

Mathematics (provisional)

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 to 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:

Mathematical A&I SL

- Algebra
- Geometry
- Statistics
- Calculus
- Mathematical Exploration

Mathematical A&A SL

- Algebra
- Geometry
- Statistics
- Calculus
- Mathematical Exploration

Mathematical A&A HL

- Algebra
- Geometry
- Statistics
- Calculus
- Mathematical Exploration

Differences between the Levels:

Mathematical Applications and Interpretation SL

This course caters for students concerned with the application of Mathematics in everyday life.

Calculators are allowed on both papers.

Mathematics Analysis and Approaches SL

This course caters for students who wish to develop mathematical concepts. The material covered is more geared to those who enjoy Mathematics and wish to pursue the subject in a purer context. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects which might have a more Mathematical nature.

Calculators are not allowed on Paper 1.

Mathematics Analysis and Approaches HL

This course caters for students with a good background in Mathematics who are competent in a range of analytical and technical skills. The majority of 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 and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

Calculators are not allowed on Paper 1.

Assessment for IB Mathematics			
	Mathematical Studies	Standard Level	Higher Level
Internal Assessment	20%	20%	20%
Paper 1	40%	40%	30%
Paper 2	40%	40%	30%
Paper 3	-	-	20%
Teaching periods per week: 4 x Standard Level; 6 x Higher Level			

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 (piano and guitar) from House, 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), Musical Links Investigation research topic (coursework)	30%	30%
Internal Assessment: Composition (coursework)	50%	25%
	OR	AND
Performance (coursework)	50%	25%
Teaching periods per week	4 periods	6 periods

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.



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.

A student exhibition of work

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.



Theory of Knowledge (TOK)

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.

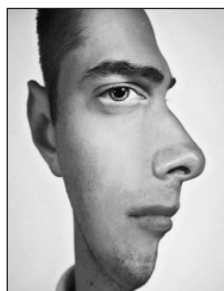
In addition, it prompts students to:

- 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.

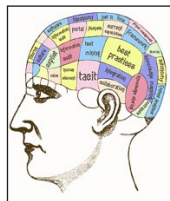
The course covers: Ways of Knowing:

- 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



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

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)		

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

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?

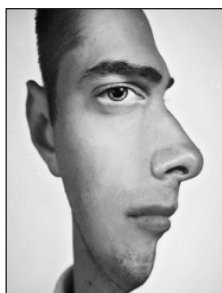
“Le savoir d'aujourd'hui peut devenir le conte de fées de demain”

Paul Feyerabend

Le cours aborde:

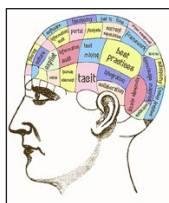
Modes de connaissance:

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



Domaines de connaissance:

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



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

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

Ressources internet

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

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