



LE ROSEY

# Jeunes Seniors Curriculum guide

**Classes 3 and 2**

The Rosey Pre-Bac Programmes

---

2018-2019

# Bilingualism, 21<sup>st</sup> century skills and the choice between two baccalaureates

A bilingual programme in preparation for either the International Baccalaureate Diploma (IB) or for the French baccalauréat (FB), which develops “21st Century Skills”.

## 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 the “21<sup>st</sup> century skills”: creativity, critical thinking, communication and collaboration
5. promotes and develops the qualities outlined in “Socle commun de connaissances et de compétences”, published by the French Ministry of Education and largely echoed in the IB Learner Profile.

While conceived as a two-year programme, each Pre-Bac year is separate and it is possible to follow only the second year.

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), students must:**

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

## Course Structure

- All students study English and French (at appropriate levels ranging from mother tongue to beginner).
- All students study Mathematics in English or French.
- Mother tongue classes other than English and French are also obligatory.
- Class 3 (pre-Bac 1) students choose six other subjects (or seven if not studying a mother tongue language)
- In class 2 (pre-Bac 2), students continue their Class 3 programmes in preparation for the IB or the FB, although they may drop one subject so as to focus on a minimum of 35 periods
- With their parents, students choose a principal language of instruction, English or French (called the “L1” and the other the “L2”) although under Le Rosey’s bilingual and bicultural system, they study in both languages with at least one subject in the L2. Certain students follow a 50-50 English-French bilingual programme.
- Subjects taught in the second language are adapted to fit the language level of the students. Accomplished bilinguals are expected to take special courses where the subject is taught in both languages.
- All students are guided by their doyen and teachers who ensure that the spirit of Le Rosey’s bilingual programme and the individual needs of each student are respected.

**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 and/or French	6
Two humanities from: History, Geography (in English or French) Economie or Actualités (in French). Students deemed able are expected to follow Bilingual History	2 × 3
An Arts course from: Theatre or 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

They must choose one other subject from the following:

A 3 <sup>rd</sup> Humanity from: History, Geography (in English or French) Economie or Actualités (in French). Students deemed able are expected to follow Bilingual History.	3
A 2 <sup>nd</sup> Arts course from: Theatre or Visual Arts (in English or French), or Music (in English)	3
A foreign language	3
<b>Weekly total periods:</b>	<b>36</b>

**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), Computer Science (in English)	4
One humanity in English (History, Economics, or Geography) or in French (Histoire, Géographie, Economie or Actualités), or Bilingual History	3
A mother tongue class (if the MT is not English or French)	4

Students continue to study the same subjects as in class 3. They must, in any case, include 3 subjects in their programme chosen from the following (a minimum of 35 periods):\*

A 2 <sup>nd</sup> Science from Biology (in English or French), Chemistry, Physics or Computer Science (in English) or Physique-Chimie (in French), Computer Science (in English)	4
A 3 <sup>rd</sup> Science from Biology (in English or French), Chemistry, Physics or Computer Science (in English) or Physique-Chimie (in French), Computer Science (in English)	4
A 2 <sup>nd</sup> Humanity in English, French or bilingual (see list above)	3
A 3 <sup>rd</sup> Humanity in English, French or bilingual (see list above)	3
An Arts subject from Theatre, Visual Arts (in English or French), or Music (in English)	3
A foreign language	4
Another foreign language	4
<b>Total periods:</b>	<b>9 (12)</b>
<b>Weekly total periods:</b>	<b>35-38</b>

\* Unless they are not following a mother tongue class, in which case they must choose one additional subject.

\*\* Mother tongue students benefit from an extra period a week of French

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

## Syllabuses

The syllabuses for subjects taught in French are based on those of the “Education Nationale”. In most cases, subject programmes taught in English are similar to and as rigorous as those of the University of Cambridge IGCSEs. In the case of subjects taught bilingually or in the student’s second language the syllabus is specially adapted.

## 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:

- extensive 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.

## 21<sup>st</sup> century Skills

Through the integration of special projects, activities, the International Award, cultural trips, service learning and other initiatives, the programme develops creativity, communication skills, critical thinking and collaboration, often through, but not limited to, advanced use of IT and cross-curricular studies.

## 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.

## Bilingualism and Le Rosey’s Language Policy

At Le Rosey, complete educational programmes are available in French and English, but students are expected to develop their mastery of both languages. Since not all students begin from the same point or with the same needs, Le Rosey has established a series of priorities. In order of importance these are:

### 1- L1 competence or mastery

Le Rosey considers that L1 (English or French) mastery is the foundation for a successful education and the subsequent acquisition of further languages.

### 2- L2 learning, followed, whenever possible, by learning through the L2

Students study their L2 at the highest level possible and as soon as they are able, they begin to study an academic subject in their L2 (English or French).

### 3- maintenance of mother tongues other than French or English

Research has underlined the importance of mother tongue mastery in the learning of further languages as well as in overall cognitive development, and students follow language classes in their respective mother tongues (using a special “forfait” payment system for some of more than 20 languages offered).

### 4- acquisition of further languages

Students are expected to learn an L3 and in certain cases an L4 unless there is a special need to favour L1 or L2 learning.