



LA GARENNE
INTERNATIONAL SCHOOL

HIGH SCHOOL CURRICULUM HANDBOOK

IGCSE, HIGH SCHOOL AND IB DIPLOMA PROGRAMMES

2025-2026



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The contents of this guide are to be read in conjunction with the following school policies:

- Assessment Policy
- Academic Integrity Policy
- Language Policy
- Learning Support Policy
- Admissions Policy



Our Mission

The mission of La Garenne International School is to prepare students from around the world to become independent, international-minded young people. We promote traditional Swiss values of open-mindedness, responsibility, innovation, empathy, and respect. We strive to nurture each learner's talents, meeting their individual needs and aspirations.



Our Core Aims

CARE

Give each student personalised attention with empathy and understanding to help keep them happy, motivated and healthy as they progress towards adulthood.

RESILIENCE

Promote strategies to adapt, recover, and grow in the face of challenges. Students step out of their comfort zone and learn never to give up.

BE HAPPY AND NEVER, NEVER, NEVER GIVE UP

IMPACT

Prepare students to make a difference to themselves and to the world through community service and peer support, giving them the tools for self-reflection, aspiration and personal growth.

CURIOSITY

Make inquiry central to our teaching and learning so that students become lifelong learners, never ceasing to critically investigate, question, and analyse.

UNLEASH YOUR TALENTS, INSPIRE THE WORLD



International Baccalaureate Mission Statement

As an IB World School, we are committed to supporting the values of the International Baccalaureate Organisation, who share the following mission:

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”



LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

REFLECTIVE

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

CARING

Show empathy, compassion and respect towards the needs and feelings of others. You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

OPEN-MINDED

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. You seek and evaluate a range of points of view, and you are willing to grow from the experience.

KNOWLEDGEABLE

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines

RISK-TAKERS

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. You are brave and articulate in defending your beliefs.

INQUIRERS

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

BALANCED

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.

COMMUNICATORS

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

PRINCIPLED

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. You take responsibility for your own actions and the consequences that accompany them.

THINKERS

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

UNLEASH YOUR TALENTS – INSPIRE THE WORLD



Welcome

Welcome to the High School at La Garenne, where our students have the opportunity to develop holistically into independent, curious and confident young adults. Our High School students follow academically demanding courses which support and prepare them on their own unique pathways into further education and the world of work.

Students in Years 10-11 follow the globally renowned International General Certificate of Secondary Education (IGCSE) curriculum which allows students to nurture their curiosity alongside the rigour of preparing for externally assessed examinations in their chosen subjects.

In Years 12-13, students choose to follow either the IB Diploma Programme (IBDP) or the High School Diploma (HSD). Each pathway is tailored to reflect who they are and who they want to become in the future.

The IBDP is an ideal choice for students who seek a challenge. All IBDP students have to select six subjects, which must include two languages, mathematics, one science, one of the humanities, and an additional optional choice, as well as study Theory of Knowledge (ToK), participate in a Creativity, Action and Service learning programme (CAS), and submit an Extended Essay in a subject of their choice as part of their final assessment.

The HSD offers students the flexibility to tailor their studies towards their future ambitions. Students will follow many of the same courses as their IBDP counterparts, but will not be required to study ToK or complete the Extended Essay. Instead, students will undertake a Passion Project, complete work experience in a sector of their choice, and follow a Life Skills course. Students taking the HSD, therefore, are thoroughly prepared for the transition into further education and life beyond the classroom.

The High School curriculum as a whole is tailored to suit the needs of each individual student and, with our personalised Careers and Futures Guidance, students are exposed to a range of post-secondary opportunities around the world.

Students at La Garenne are supported by a team of exceptional educators, who seek to inspire the students with their passion for their subjects and individualised care. We are committed to providing an academically challenging, pastorally supportive environment for each and every student in our care.

We look forward to supporting all students and families in this exciting chapter of their lives.



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The La Garenne Curriculum Continuum

La Garenne has a vibrant international curriculum which addresses the wide variety of needs and interests of our students. Our curriculum is carefully designed to ensure our students progress throughout each age range, culminating in the IB Diploma and High School Diploma Programmes.

LA GARENNE CURRICULUM OVERVIEW



RECEPTION

Early Years Foundation Stage (EYFS)

Year 1, 2, 3, 4, 5, 6

English National Curriculum (ENC)
International Primary Curriculum (IPC)

Year 7, 8, 9

Middle Years Programme (IBMYP)

Year 10, 11

International General Certificate of Secondary Education (IGCSE)

Year 12, 13

International Baccalaureat Diploma Programme (IBDP)
High School Diploma Programme (HSD)



Learning How to Learn: Approaches to Teaching and Learning (ATLs)

At La Garenne, our Approaches to Learning are embedded within the curriculum from the Primary Years through to the IBDP and HSD. Students develop their communication, self-management, thinking, research and social skills through the learning environment both inside and outside of the classroom.

In the Primary years, students will primarily focus on the disciplinary content of their individual subjects. However, they are also encouraged to make connections between different subjects or apply their knowledge in cross-curricular ways. For instance, within the IPC Curriculum, a unit like "Active Planet" might link to science (geology, plate tectonics), art (creating models of volcanoes), and literacy (writing news reports about earthquakes). Outside the classroom, a forest session could offer opportunities to consolidate learning by making links with a science unit on ecosystems, or by applying mathematical concepts like fractions using natural materials found in the environment.

As students move into the Middle Years Programme (MYP), in Years 7-9, they benefit from the interdisciplinary approaches of the IB; students frequently make connections between their subjects, through Interdisciplinary Units of work. For example, an Interdisciplinary Unit (IDU) may focus on analysing a global issue, such as climate change, through the lens of Science (impact on ecosystems) and English Language and Literature (persuasive writing about solutions). Such studies enable students to make connections between both the content being studied, by considering a particular topic through different lenses, but also how to make links with the skills being developed across different subject areas.

At IGCSE level, whilst students will be focused on the disciplinary content of their individual subjects, students may make connections between different subjects or apply their knowledge in cross-curricular ways. For example, a science course might require students to analyse data using mathematical concepts, or a humanities course might involve research using online resources. Additionally, through the Personal Projects, students are able to focus on an area of personal interest which will encourage both interdisciplinary and transdisciplinary exploration.

When students reach the IBDP and HSD, they continue to focus on the disciplinary studies of their subjects, enabling them to develop the relevant skills in each subject discipline prior to specialising in post-secondary education. IBDP students will make interdisciplinary connections through the Core element of the programme: through TOK, students will explore the nature of knowledge and how we know what we claim to know, encouraging critical thinking across disciplines, whilst in their Extended Essays, students will conduct in-depth research on a topic of their choice, potentially spanning multiple disciplines. Both IBDP and HSD students will complete the CAS programme, which focuses on experiences outside the classroom, encouraging students to develop creativity, activity, and service, often involving interdisciplinary approaches.

Through Extra-Curricular Activities, expeditions and our outdoor education programme, all of our students are able to learn in multi-faceted ways. Students are encouraged to transcend subject-specific boundaries to address real-world issues and foster a holistic understanding of the world and our place within it.



Year 10 - Year 11 Curriculum

In Years 10-11, students follow the International General Certificate of Secondary Education (IGCSE) curriculum. English, Mathematics and French are compulsory subjects; thereafter, students are able to choose the remaining subjects that they will study for two years, culminating in final examinations at the end of Year 11. Some subjects are assessed partly or fully through coursework (internally assessed by teachers, and externally moderated by IGCSE exam boards). Students continue to have Drama, Physical Education, Life Skills Higher Education & Future Guidance and are required to complete a Personal Project element, as part of their curriculum.

Curriculum Overview

Subjects Pack:

- All Compulsory Subjects
- + one of the three Science Blocks
- + one of the three Humanities Blocks
- + one subject from the Creative Block

Compulsory subjects	Optional subjects		
English Mathematics French	Sciences Block 1 Chemistry Biology	Humanities Block 1 Geography Business	Creative Block Design Music Visual Arts
Non-exam subjects Drama Physical Education Life Skills Higher Education & Future Guidance Personal Project	Sciences Block 2 Chemistry Physics	Humanities Block 2 History Business	
	Sciences Block 3 Biology Physics	Humanities Block 3 History Geography	

* Please note: there needs to be a minimum of 3 students per subject for the class to be offered, and the school reserves the right to discontinue a class if there is not the adequate uptake. In the instance where a class cannot be offered, depending on availability, we could offer 1:1 internally or externally with some extra charges. Alternatively, the IGCSE Coordinator and Head of Secondary will offer guidance to the student and family in making an alternative selection.

Subject Outlines and Assessment Requirements

English

Students have 5 lessons of English a week and are split according to their level of language acquisition. Depending on the students' English level, they will follow different English Language courses. Students are assessed at the start and end of each academic year against the Common European Framework of Reference (CEFR) levels.



IGCSE English Language A

For students with a minimum English CEFR B2 level

The course explores and develops students' English language and critical thinking skills through analysis of different types of texts including poetry and prose as well as literary non-fiction.

Students are assessed across the following two components:

- **Component 1: Non-Fiction Texts and Transactional Writing**

Students will: develop skills to analyse how writers use linguistic and structural devices to achieve their effects; explore links and connections between writers' ideas and perspectives; develop transactional writing skills for a variety of purposes and audiences.

- **Component 2: Poetry and Prose Texts and Imaginative Writing**



Students will: develop skills to analyse how writers use linguistic and structural devices to achieve their effects; develop imaginative writing skills to engage the reader.

For more information, please see the specification [here](#).

IGCSE English Language B

For students with a minimum English CEFR B2 level

The course develops students' English Language skills through reading and responding to a variety of sources, making comparisons between texts and analysis and the way writers achieve their effects as well as constructing and conveying meaning through written language matching style to the audience and purpose.

Students are assessed in an externally set examination which includes the following:

- **Section A: Reading** – study and analyse selections from a range of texts
- **Section B: Reading and Writing** – explore and develop transactional writing skills
- **Section C: Writing** – explore and develop discursive, narrative, and descriptive writing skills

For more information, please see the specification [here](#).

IGCSE English Language A & B Spoken Language Endorsement (optional)

This is an internally assessed oral examination that lasts 10 minutes and is externally moderated. Students will create a spoken language presentation that could take a variety of forms including:

- A speech or talk, followed by questions from the audience.
- A formal debate or dialogue, such as an interview where the student is able to prepare extended responses to questions or prompts, which have been shared in advance, followed by questions from the audience.

For more information, please refer to the [Language A](#) and [Language B](#) specifications.

IGCSE English as a Second Language

For students whose English CEFR is B1 or below

The course develops students' English Language skills across Reading, Writing, Speaking and Listening. Students are externally assessed in each of these four areas which are equally weighted.

Reading:

Students will be assessed on their comprehension of a range of texts covering topics they have studied. Passages will cover a broad range of text types, including information, explanation, opinion, and narrative texts.

**Writing:**

Students will be required to write a range of text types including informative texts, explanatory texts, discussions of opinions written, and advantages and disadvantages. There will be a written summary task. The tasks will prompt learners to make use of a range of informal, formal and professional writing styles.

Speaking:

Students' speaking skills will be assessed to include spontaneity, fluency and pronunciation. The tasks will prompt students to use a range of speaking styles. Throughout the oral exam students will need to interact with the examiner through asking and answering questions and follow up discussions on the topics.

Listening:

Students will listen to a wide range of recordings covering content and topics covered across the course. Students will have to respond to the recordings that will cover a broad range of extracts including information requests, explanations, opinions, monologues, dialogues and narration.

For more information, please see the specification [here](#).

Mathematics

IGCSE Mathematics - Foundation or Higher

Students will have 5 periods of Mathematics a week and students are set according to ability. Depending on their ability, students may have the opportunity to sit the higher tier mathematics paper. Students will sit two written examination papers. Students will develop their knowledge and understanding of mathematical concepts and techniques throughout the course.

Content:

- Numbers and number systems
- Equations, Formulae and identities
- Sequences, functions and graphs
- Geometry
- Vectors and transformation Geometry
- Statistics and probability

Students should be able to use and apply standard mathematical techniques by accurately recalling facts, terminology and definitions; using and interpreting notation correctly; and accurately carrying out routine procedures or set tasks that require multi-step solutions. Students should be able to demonstrate problem-solving skills by translating problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes. Students should be able to demonstrate mathematical reasoning skills by:

- making deductions and drawing conclusions from mathematical information
- constructing chains of reasoning
- presenting arguments and proofs
- interpreting and communicating information accurately.

For more information, please see the specification [here](#).



IGCSE French

Students will have 4 periods of French a week and students are set according to ability. Students will be examined across the following four skills: Speaking, Listening, Writing and Reading. Students will study a variety of topics including: home and abroad, education and employment, personal life and relationships, the world around us, and social activities, fitness and health.

Paper 1: Listening

This examination features a variety of question styles such as multiple-choice, multiple-matching, note-taking and gap-fill questions.

Paper 2: Reading and Writing

This examination features a variety of questions which are a combination of multiple-choice, note-taking, gap-fill and short-answer questions. There are two open-response writing tasks and a task that requires writing verbs in their correct forms. Each task in this section is linked to a specific topic area.

Paper 3: Speaking (internally conducted and externally assessed)

The oral examination is made up of three tasks which are linked to the topic areas studied during the course.

Task A: Picture Based Discussion (2-3 minutes)

Task B: Discussion Topic 1 (3 minutes)

Task C: Discussion Topic 2 (3 minutes)

For more information, please see the specification [here](#).

Pre-IB French Course

For students who are native French speakers, a pre-IB French course will be offered. This will incorporate studies of a range of Language and Literature texts to help prepare students for the IBDP French A: Language and Literature course in addition to exploring other qualifications that may be suitable for individual students.

Science

Students pick two out of the three Science disciplines and will have a total of 6 Science lessons a week. It is important to note that students should choose their Science subjects with their potential future studies in the HSD/IB Diploma years in mind. This will help them build a strong foundation prior to their HSD / IBDP studies.



IGCSE Chemistry

Students will develop knowledge and understanding of the subject content of chemistry, the practices of science and how science as a discipline develops. Students will develop their ability to work as a scientist.

Content:

- Atomic structure and the periodic table
- Structure, bonding and the properties of matter
- Chemical changes
- Chemical analysis
- Acids, bases and salts
- Quantitative chemistry
- Trends within the periodic table
- The rate and extent of chemical change
- Energy changes
- Organic chemistry

Assessment:

The course is externally assessed in an examination taken at the end of Year 11, and features structured and open questions related to any part of the course.

For more information, please see the specification [here](#).

IGCSE Biology

Students will develop knowledge and understanding of the subject content of biology, the practices of science and how science as a discipline develops. Students will develop their ability to work as a scientist.

Content:

- Organisation of cells
- Bioenergetics
- Ecology
- Organisms' interactions with the environment
- Inheritance
- Variation and evolution

Assessment:

The course is externally assessed in an examination taken at the end of Year 11, and features structured and open questions related to any part of the course.

For more information, please see the specification [here](#).



IGCSE Physics

Students will develop knowledge and understanding of the subject content of physics, the practices of science and how science as a discipline develops. Students will develop their ability to work as a scientist.

Content:

- Forces and their effects
- Energy
- Waves
- Particle model of matter
- Electricity and magnetism
- Generating and distributing electricity and household use
- Nuclear physics
- Space physics

Assessment:

The course is externally assessed in an examination taken at the end of Year 11, and features structured and open questions related to any part of the course.

For more information, please see the specification [here](#).

Humanities

Students pick two out of the three Humanities subjects and will have a total of 6 Humanities lessons a week. Students should choose their Humanities subjects with their potential options for the HSD/IBDP in mind. This will help them build a strong foundation for their future studies.

IGCSE Business

The IGCSE Business course is relevant, engaging and up to date; through the study of five main topics, the course fosters independent learning and critical-thinking skills through engagement with real-life examples.

Content:

- Business activity and influences on business
- People in business
- Business finance
- Marketing
- Business operations

Assessment:

Paper 1: Investigating small businesses



Types of questions included are a mixture of multiple-choice, short-answer, data-response and open-ended questions. Calculators may be used for this examination.

Paper 2: Investigating large businesses

The question scenarios are based on a large business – more than 250 employees. Students will have to answer a variety of question types including multiple-choice, short-answer, data-response and open-ended questions.

For more information, please see the specification [here](#).

IGCSE Geography

The Geography course is divided into two distinct areas of study: physical geography and human geography. Students will develop and apply their geography skills and knowledge through a variety of case studies from developed countries, developing and emerging countries. Students will develop their fieldwork and research skills through investigating different environments.

Content:

- River environments
- Coastal environments
- Hazardous environments
- Economic activity and energy
- Rural environments
- Urban environments
- Fragile environments
- Globalisation and migration
- Development and human welfare

Assessment:

Students are externally assessed through two examination papers:

Paper 1: Physical Geography

Section A: Students choose two out of three questions on: river environments, coastal environments, hazardous environments.

Section B: Students choose one out of three fieldwork-related questions on: river environments, coastal environments, hazardous environments.

Paper 2: Human Geography

Section A: Students choose two out of three questions on: economic activity and energy, rural environments, urban environments.

Section B: Students choose one out of three fieldwork-related questions on: economic activity and energy, rural environments, urban environments.

Section C: Students choose one out of three questions on: fragile environments and climate change, globalisation and migration, development and human welfare.

For more information, please see the specification [here](#).



IGCSE History

The History course features an engaging selection of topics covering a diverse range of significant historical events, periods and geographies. They will investigate and critically analyse a range of sources in their historical context. They will develop an awareness that different people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.

Content:

- Dictatorship and conflict in the USSR, 1924–53
- A divided union: civil rights in the USA, 1945–74
- The Vietnam Conflict, 1945–75
- The Middle East: conflict, crisis and change, 1917–2012

Assessment:

Paper 1: Depth Studies

Students answer two questions, one on each of the depth studies they have studied.

Paper 2: Investigation and Breadth Studies

Students answer two questions, one question on their historical investigation and one question on their breadth study in change.

For more information, please see the specification [here](#).

Creative Arts

Students pick one out of the three Creative Arts subjects and will have a total of 3 lessons a week. Each of these subjects has a coursework component that is internally marked and externally assessed by the examination board. Both the IGCSE Design Technology and the IGCSE Visual Arts courses prepare students for the HSD/IBDP courses.

IGCSE Design Technology: Product Design

Students will gain awareness and learn from wider influences on Design and Technology. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Students will study core technical, designing and making principles, including a broad range of design processes, materials techniques and equipment.

Content:

- Core Technical Principles
- Specialist Technical Principles
- Designing and Making Principles

**Assessment:****Paper 1: Technical, designing and making principles**

This paper is divided into the following three sections with a mixture of multiple choice, short and extended answers as well as drawn responses:

Section A: Core Technical Principles

Section B: Specialist Technical Principles

Section C: Designing and Making Principles.

Coursework: Design and make task

This coursework element is worth 50% of a student's final grade. Three contextual challenges are released by the exam board, and students must pick one of the three. Students will be given the appropriate amount of time to work on their projects. Students will produce a prototype and a portfolio of evidence documenting their process. This will be internally marked and externally moderated by the exam board.

For more information, please see the specification [here](#).

GCSE Music

In GCSE Music, students study a wide range of musical genres, along with opportunities for practical learning. Students will study the theory, develop their skills in listening and composing music, making links to the world around them. The course allows for students of all musical abilities and backgrounds.

Content:

- Musical Language
- Western classical tradition 1650–1910
- Popular music
- Traditional music
- Western classical tradition since 1910

Assessment:**Paper 1: Understanding Music**

This paper is divided into two sections with a mixture of listening exercises and written questions using excerpts of music.

Coursework 1: Music Performance

Students can use any or a combination of the following methods: instrumentalist / vocalist / technology for a solo performance and an ensemble performance. These will be internally marked and externally moderated by the exam board.

Coursework 2: Composing Music

Students need to create two different compositions using any of the following methods: instrumentalist / vocalist / technology. One must be a composition to a brief, whilst the second composition is a free composition. These will be internally marked and externally moderated by the exam board.

For more information, please see the specification [here](#).

GCSE Fine Art

In the Fine Art course, students will develop their knowledge, understanding and skills through integrated practical, critical and contextual studies that encourage direct engagement with original works and practice. Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses. Students must, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.

Assessment:

The GCSE Fine Art course is entirely coursework-based with two components:

Component 1: Portfolio (60% of overall final grade)

The portfolio must show explicit coverage of all four assessment objectives. It must include sustaining projects evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

Component 2: Externally Set assignment (40% of overall final grade)

Students will respond to one of the externally set starting points provided annually by the examination board and produce an extended creative response that demonstrates their ability to integrate knowledge, skills, and understanding across all four assessment objectives. This culminates in a 10-hour supervised unaided work period, during which students will realise their intentions.

For more information, please see the specification [here](#).





Year 12-Year 13 Curriculum

Curriculum Routes

After completing their IGCSE studies, students can choose between two different pathways for their final two years of study. The IB Diploma and La Garenne High School Diploma are separate qualifications, but the courses studied during the final two years contribute to both. The IB Diploma is generally seen as more demanding and students must ensure they select a specific combination of subjects to be eligible. Some students will opt to focus on achieving the High School Diploma **only**. This enables students who have significant commitments to extracurricular activities or whose future study plans do not require the full IB Diploma to achieve greater success with fewer courses.

LA GARENNE CURRICULUM OVERVIEW



RECEPTION

Early Years Foundation Stage (EYFS)

Year 1, 2, 3, 4, 5, 6

English National Curriculum (ENC)
International Primary Curriculum (IPC)

Year 7, 8, 9

Middle Years Programme (IBMYP)

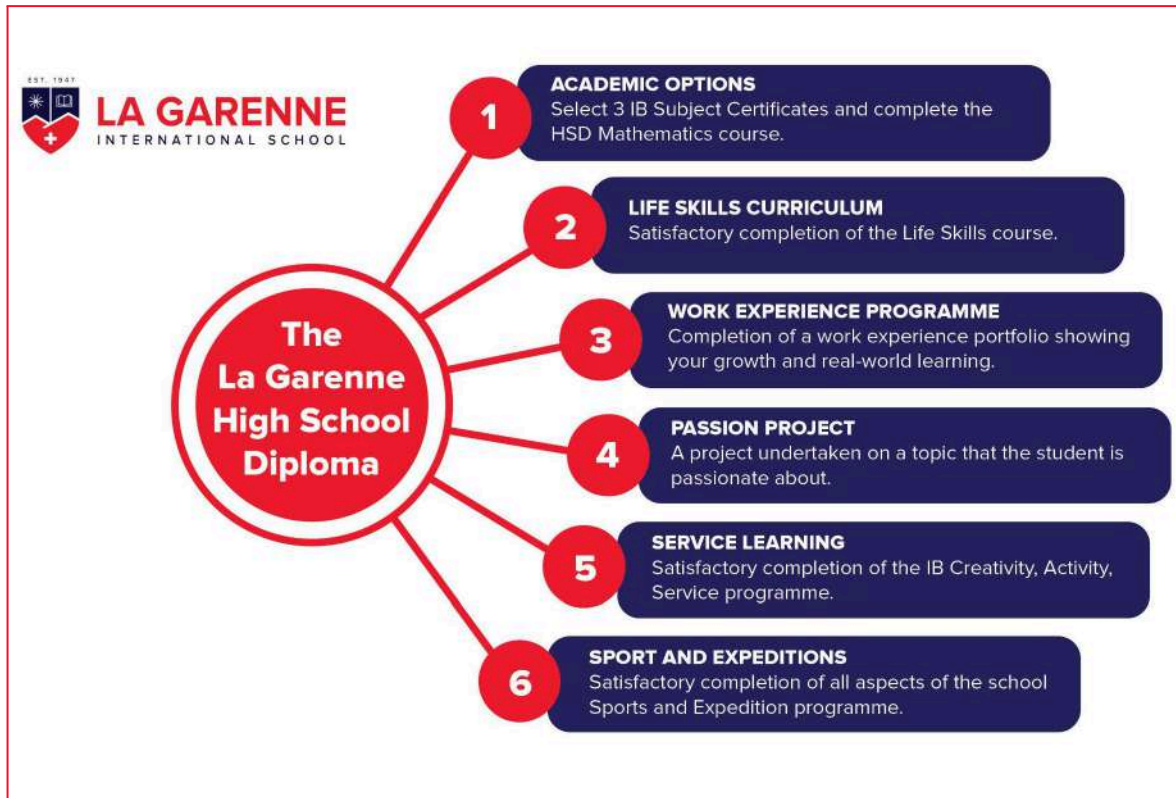
Year 10, 11

International General Certificate of Secondary Education (IGCSE)

Year 12, 13

International Baccalaureat Diploma Programme (IBDP)
High School Diploma Programme (HSD)

What is the High School Diploma?



Our High School Diploma is a varied and exciting alternative to the IB Diploma. It includes not only academic subjects but also combines these with a focus on building experience of work in the real world.

1. Academics

Students studying for the High School Diploma are encouraged to select 3 IB Certificate subjects which they study alongside the HSD Mathematics course. We recommend that these subjects are English B, Business Management and one additional subject. We encourage students to select these subjects to Higher Level as this will increase their merits when converted to US grade points or UK UCAS points.

2. Life Skills

The Life Skills curriculum is a programme which aims to ensure that students are well prepared for the wider world after graduation. Life Skills topics include Effective Communication, Decision-Making, Time Management, Money Management, Collaborating, Critical Thinking, and Teamwork.

3. Work Experience

Students take part in a range of work experience activities including during the summer holidays. Students record their planning, experiences and reflections in a Work Experience Portfolio which must be submitted before the Spring break in the second year of their studies.



4. Passion Project

The Passion Project is a project that the students are involved with throughout the two year HSD course. This is a topic that the student feels passionate about and should aim to give them external accreditation of some form. Examples include studying for a driving licence, or pursuing a photography course.

5. Service Learning

All HSD students also participate in the IB Creativity, Activity, Service programme which is regulated by the IB organisation. This helps to ensure that their university and college applications are further enriched through additional experiences beyond the classroom as well as being active in the service of others.

6. Sport and Expeditions

In order to nurture and promote students' physical and mental wellbeing, all HSD students take part in weekly sports lessons which are a key component of their HSD programme. In addition to this, students must participate in and complete the termly School Challenges and Outdoor Education expeditions.

To be awarded the La Garenne High School Diploma (HSD), students must complete the following components:

Subject	Requirements
English	4 years study with a passing grade (3 or above) at IB English* level A or B, or 4 years study with a minimum B2 level.
Mathematics	Three years of Mathematics and completion of the IB course 'Applications and Interpretations', or completion of the La Garenne HSD Mathematics course.
Further subjects	Completion of a minimum of 2 additional IB Certificate Subjects chosen from the available options.
Life Skills	Satisfactory completion of the Life Skills Course which will run for both years of the programme.
Work Experience Programme	Satisfactory completion of the work experience programme and the submission of a work experience portfolio in the final year of studies.
Passion Project	Satisfactory completion of a Passion Project which will take a minimum of one year and will be submitted in the final year of studies.
Service Learning	Satisfactory completion of Creativity, Service and Action (CAS)
Sports & Expeditions	Satisfactory completion of all aspects of the school sports and expedition programmes.

**Native English speakers must study the English A Language and Literature course*

Why study the High School Diploma?



The High School Diploma is sufficient for entry into four-year university courses in the USA and Canada, as well as US-style universities elsewhere. For students wanting to study in the UK, the High School Diploma provides entry to foundation degree courses which can then lead to a bachelor's degree. HSD students can also apply to private Business Schools and Swiss Hotel Schools.

Students can also apply to universities with IB Course Certificates. These certificates can be awarded separately for each completed subject even if the student does not fulfil all of the IBDP or HSD programme requirements. Many universities consider individual IB Course Certificates as valuable qualifications in their own right. In the UK, IB Course Certificates are awarded points on the UCAS [tariff scale](#) which means they can be used cumulatively to apply to any university course which accepts tariff points.



What is the IB Diploma?

The IB Diploma is a comprehensive and rigorous two-year academic programme. To be awarded the full IB Diploma, students must select one subject from each of the following areas, in addition to the Core components of CAS, the Extended Essay, and Theory of Knowledge (further information below).

1. **Studies in Language and Literature** are for native or fluent users.
2. **Language Acquisition** subjects are for students who are new to a language or are not confident users.
3. **Individuals and Societies** is the IB term for subjects ordinarily called Humanities or Social Sciences.
4. **Sciences** include Physics, Chemistry and Biology as separate subjects.
5. **Mathematics** includes either 'Applications & Interpretations' or 'Analysis and Approaches'.
6. **The Arts** include Visual Arts and Design. Students may also opt for an alternative 'elective' subject in this category (see option blocks for further information).

The Core

Creativity, Activity and Service (CAS)

The CAS Programme is a key component of the IB Diploma without which students cannot be awarded the full Diploma. During their DP studies, students are required to engage in activities for the benefit of others. These can be individual activities and projects, but the best ones include all three components of creativity, activity and service, which challenge the student and allow for personal growth. Please see the IB guide [here](#).

The Extended Essay (EE)

The Extended Essay is compulsory for students wishing to obtain the full Diploma. Students devise a topic and question, conduct research and write a thesis of up to 4000 words. The EE promotes high-level writing skills, intellectual discovery and creativity. Students are guided by a supervisor - usually a member of La Garenne staff. The essay is graded on a scale of A-E, where E is a fail. The EE grade is combined with the grade for Theory of Knowledge for a total of 3 points. Please see the IB guide [here](#).

Theory of Knowledge (ToK)

The ToK course is another compulsory component and consists of 3 lessons per week covering at least 100 hours over the two years. ToK encourages the students to make links between different areas of knowledge and help students understand how knowledge is acquired and retained. ToK is graded on a scale of A-E, where E is a fail. The ToK grade is combined with the EE grade for a total of 3 points. Please see the IB guide [here](#).



Why study the IB Diploma?

The IB Diploma is a pre-university qualification which means that its academic standards meet the requirements to continue to degree level. Students should expect to work hard and be challenged, especially at Higher Level. Students need to study three subjects at Higher Level and three at Standard Level, as well as completing the Core requirements. The maximum grade for each subject is 7.

Students can also apply to university with IB Course Certificates. IB Course Certificates are awarded for each completed subject when a student does not obtain the full High School Diploma or IB Diploma: perhaps they did not pass all components or did not complete the service element. Although many universities regard IB Course Certificates as valuable in their own right, options are more limited. In the UK, IB Course Certificates are awarded points on the UCAS tariff scale which means they can be used to apply to any university course which accepts tariff points.

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Studies in Language and Literature	Language Acquisition	Individuals and Societies	Sciences	Mathematics	The Arts / Electives
English A	English B	Business Management	Biology	Maths AI: Applications & Interpretations	Visual Art
French A	French B	Geography	Chemistry	Maths AA: Analysis and Approaches	Design
Russian A	Russian B	Psychology	Physics		Chemistry
SSST (School-supported, Self-Taught)	French Ab-initio		Environmental Systems & Societies (ESS)		History

** Please note: there needs to be a minimum of 3 students per subject for the class to be offered, and the school reserves the right to discontinue a class if there is not the adequate uptake. In the instance where a class cannot be offered, depending on availability, we could offer 1:1 internally or externally with some extra charges. Alternatively, the Diploma Coordinator and Head of Secondary will offer guidance to the student and family in making an alternative selection.*



What should I study?

Students should study what interests them and what they enjoy. What they study now could affect the path they take in their future careers. The IB model is very broad and at the same time, it allows for specialisms. Below are some examples of subject combinations which could lead to university courses.

Example University course	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Physical Sciences or Engineering	English Language & Literature	French B	Business & Management	Physics HL	Maths Analysis & Approaches HL	Chemistry HL
Business / Economics	SSST Language	English B HL	Business & Management HL	Any	Maths Applications & Interpretations HL	Visual Arts
Fine Art / Design/ Literature	English Language & Literature HL	French B HL	Any	Biology	Maths Applications & Interpretations	Visual Arts HL
Medicine	English Language & Literature	French B	Geography	Biology HL	Maths Analysis & Approaches HL	Chemistry HL
Architecture	SSST Language	English B	Any	Physics HL	Maths Analysis & Approaches HL	Visual Arts HL
Politics / Philosophy/ History	English Language & Literature HL	French B	Geography HL	Biology	Maths Applications & Interpretations	Visual Arts HL

Important: these combinations are not a guarantee of acceptance at every university as requirements vary. It is important to consult university websites for their requirements before students make their final choices.



Are my IB choices recognised for university entrance?

The IB Diploma has formal equivalency to national examinations in most parts of the world. To check details for the country where students intend to apply to university, follow this link:

<https://ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/country-recognition-statements/>

Some countries require the IB Diploma to be notarised or legalised at their consulate in Geneva. In these cases, the IB offers this service for a small additional cost; we can assist with this.

Example University Requirements

The Diploma Programme is widely recognised by universities across the world, however entrance criteria vary. The table below gives examples of the grades students achieved to attend the named universities. The maximum IB score is 45 points. **Note: entrance criteria may be different.**

IB Score	University	Country	Course
44	University of Oxford	UK	Mechanical Engineering
44	University of Cambridge	UK	Medicine
43	University of Oxford	UK	Politics, Philosophy and Economics
41	University College, London	UK	Medicine, Law
39	Kyoto University	Japan	Law
38	Kings College, London	UK	English
37	University of Warwick	UK	Psychology
36	Glasgow School of Art	UK	Architecture
35	University of Chicago	USA	Economics
35	Imperial College, London	UK	Materials Science



35	University of Kent	UK	Architecture
34	Ecole Supérieure du Commerce	France	Commerce
34	ILERI Paris	France	Law
32	Exeter University	UK	International Relations
32	Royal Holloway, London	UK	Management with Economics
29	Concordia, Canada	Canada	Business
28	University of Surrey	UK	Engineering
26	Bocconi-Milan	Italy	Economics
24	University of Kent	UK	History
24	Kingston University	UK	International Business
21	University of California	USA	Film

Subject Outlines and Assessment Requirements

Languages

The aims are to enable students to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures;
2. develop listening, speaking, reading, writing, viewing, presenting and performing skills;
3. develop interpretation, analysis and evaluation skills;
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings;
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues;
6. develop an understanding of the relationships between studies in language and literature and other disciplines;



7. communicate and collaborate in a confident and creative way;
8. foster a lifelong interest in and enjoyment of language and literature.

English Language and Literature

Students study a wide range of literary and non-literary texts in a variety of media. Students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. This can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

French Language and Literature

This course covers a wide range of literary and non-literary texts in a variety of media. Students investigate the nature of language itself and the ways in which it is influenced by and shapes identity and culture. This can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

For more detailed information regarding this course, please [click here](#) to consult the Language A Guide.

School Supported Self-Taught Languages (SSST)

This course belongs to the language and literature group. This guide is not meant to be a replacement for the Language A: Literature guide above. You should read both to understand the SSST course. Being a self-taught student offers a unique opportunity to study the literature of a language that may not be offered as a taught subject. A certain level of autonomy is expected: you will be asked to produce a list of literary works and a timeline. You will also be expected to manage the 150 hours of the course by yourself.

The central concepts of SSST are culture, communication, transformation, perspective, creativity, representation and identity. You should explore how a literary work relates to these concepts.

For more detailed information regarding this course, please [click here](#) to consult the School Supported Self-Taught Guide.

English, French and Russian B

Language B is an acquisition course designed for students with some previous knowledge of the studied language. Students increase their understanding through the study of themes and texts. At both Standard Level (SL) and Higher Level (HL) levels, students learn to communicate in French beyond the classroom in familiar and unfamiliar contexts. They can describe situations, make comparisons, explain problems, and state and support their personal opinions. The study of two literary works originally written in French is required at Language B HL.

For more detailed information regarding this course, please [click here](#) to consult the Language B Guide.



Individuals and Societies

History

History is a dynamic, contested, evidence-based discipline which involves an exciting engagement with the past. History is also an interpretative discipline, with multiple perspectives and opinions. Studying history leads to a deeper understanding of human nature and of the world today through a challenging and critical exploration of the past.

Diploma Programme (DP) History is a world history course which focuses on change, causation and significance. It involves the study of political, economic, social and cultural history and encourages students to think historically and to develop historical skills.

Students study and compare examples from different parts of the world, helping to foster international mindedness. Teachers are largely free to choose topics to explore with their students, helping to ensure that the course meets their students' needs and interests regardless of their location or context.

History is available at both Standard Level (SL) and Higher Level (HL).

For more information please [click here](#).

Business Management

Students starting Business Management in Year 12 (DP1) will study a brand new IB syllabus covering six underpinning business concepts: change, culture, ethics, globalisation, innovation and strategy. The course covers human resource management, finance and accounts, marketing and operations. The course encourages the appreciation of ethical concerns at both a local and global level and aims to develop relevant and transferable skills. These include the ability to think critically, make ethically sound and well-informed decisions, appreciate the pace, nature and significance of change, think strategically, and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

For more information please [click here](#).

Geography

Geography is a dynamic subject firmly grounded in the real world. It focuses on the interactions of individuals, societies and physical processes in time and space. It seeks to identify trends and patterns and investigates how people adapt and respond to change.

The course integrates physical, environmental and human geography, and students acquire elements of both socio-economic and scientific methodologies. Students at both SL and HL are presented with a



common core and optional geographic themes. HL students also study the HL core extension. Although the skills and activity of studying geography are common to all students, HL students must demonstrate critical evaluation and further synthesise the concepts in the HL extension.

For more information please [click here](#).

Psychology

The Psychology course introduces students to the study of human behavior through biological, cognitive, and sociocultural approaches. It aims to develop critical thinking, research skills, and an understanding of ethical considerations in psychological inquiry. Students learn about various research methodologies, both qualitative and quantitative, used in psychological studies. The course emphasizes the importance of ethical practices in psychological research and the application of psychological knowledge.

The course is offered at both Standard Level (SL) and Higher Level (HL) and includes core content and optional topics, culminating in examinations and an internal assessment.

For more information please [click here](#).

Sciences

Biology

Biologists attempt to understand the living world at all levels. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale, biologists investigate the interactions that make ecosystems function.

Biology is still a young science and great progress is expected in the coming decades. This progress is sorely needed at a time when the growing human population is placing ever greater pressure on food supplies and on the habitats of other species, threatening the very planet we occupy.

Through studying biology, chemistry or physics, students are introduced to different scientific methods and how to communicate them with an emphasis on a practical approach through experimental work.

For more information regarding this course please [click here](#).

Environmental Systems and Societies (ESS)

The IB standard level course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make. The teaching approach strives to be conducive to students evaluating the scientific, ethical and socio-political aspects.



For more information regarding ESS please [click here](#).

Physics

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe from the very smallest particles - currently accepted as quarks, which may be truly fundamental - to the vast distances between galaxies.

The DP Physics course covers theory as well as traditional practical skills and techniques. Students will increase their competence in mathematics, which is the language of physics. It also allows students to develop interpersonal and digital communication skills which are essential in modern scientific endeavour and are important transferable skills in their own right.

Through studying biology, chemistry or physics, students are introduced to different scientific methods and how to communicate them with an emphasis on a practical approach through experimental work.

For more information regarding DP Physics please [click here](#).

Chemistry

Chemistry is an experimental science which combines academic study with the acquisition of practical and investigational skills. Apart from being worthy of study in its own right, chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological sciences and environmental sciences. Chemical principles underpin the physical environment and all biological systems. The DP chemistry course covers theory and practical investigations and also allows students to improve their ability at mathematics. Students develop interpersonal and digital technology skills, which are essential in 21st century scientific endeavour and are key transferable skills in their own right. For more information please click [here](#).

Mathematics

Mathematics: Applications & Interpretation (A&I)

This course recognises the increasing role that mathematics and technology play in a data-rich world. It emphasises the meaning of maths in context by focusing on topics that are often used as 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. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: A&I will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Students who choose Mathematics: A&I should enjoy seeing maths used in real-world contexts. Students taking this course at HL will have good algebraic skills and experience of solving real-world mathematical problems. They will be students who get satisfaction out of challenges and who are comfortable using technology. For more information please [click here](#).

Mathematics: Analysis & Approaches (A&A)

This course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally



part of a pre-university maths course (functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: A&A places strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Students who choose Mathematics: A&A should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalisation of these patterns. Students taking this course at HL will have strong algebraic skills and the ability to understand simple proof. These students will enjoy spending time with problems and get satisfaction from solving mathematical challenges. For more information please [click here](#).

Creative Arts

Design Technology

The DP Design Technology course focuses on analysis, design development, synthesis and evaluation. Inquiry and problem-solving are at the heart of this subject. The course requires the use of the DP design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. In Design Technology, a solution can be defined as a model, prototype, product or system that students have developed independently.

DP design technology achieves a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework. The aim of the DP Design Technology course is to foster the skill development in students required to use new and existing technologies to create new products, services and systems. For more information please [click here](#).

Visual Arts

The DP Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. Students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study Visual Arts in higher education as well as for those who are seeking lifelong enrichment through art.

The syllabus has a clear distinction between the course at SL and HL, with additional assessment requirements at HL. HL students must reflect on how their own work has been influenced by other artists and must experiment in greater depth with additional art-making media, techniques and forms. HL students are encouraged to produce a larger portfolio and demonstrate a deeper consideration of how their resolved works communicate with a potential viewer. For more information please [click here](#).



Core

Theory of Knowledge (ToK)

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 at least 100 hours of class time is devoted. 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.

ToK centres on the exploration of 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. For more information please [click here](#).

Extended Essay (EE)

The Extended Essay is an in-depth study of a topic normally chosen from one of the student’s six IB Diploma subjects, or a subject that a student has some background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research of a topic of their own choice, under the guidance of a supervisor (usually a member of La Garenne academic staff). This leads to a major piece of formally presented, structured writing, in which ideas and findings about the topic are communicated in a reasoned and coherent manner.

All students must undertake three mandatory reflection sessions with their supervisor, including a short, concluding interview, or viva voce, following the completion of the extended essay. The Extended Essay is assessed against common criteria, interpreted in ways appropriate to each subject. For more information please [click here](#).

Creativity, Activity, Service (CAS)

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students’ personal and interpersonal learning and development. It is organised around the three strands of creativity, activity and service defined as follows:

1. Creativity: exploring and extending ideas leading to an original or interpretive product or performance.
2. Activity: physical exertion contributing to a healthy lifestyle.
3. Service: collaborative and reciprocal engagement with the community in response to an authentic need.



A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each student has a different starting point and different needs and goals.

A CAS programme is individualised according to students' interests, skills, values and background. The school and students give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme.

CAS offers a helpful and supportive framework and continuum of process. Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes. For more information please [click here](#).

Independent Study

Independent study - homework - is an essential part of the learning process. It enables students to consolidate or review ideas, prepare for future classes and develop organisational skills. It also gives students the opportunity to work independently and to self-motivate. It is an important means for teachers to monitor progress. Homework is set every week for all academic subjects.

Teachers set deadlines for completion of Independent study and it is at the teacher's discretion if they accept homework handed in after the due date or issue a detention.

The amount of homework per subject, per week increases as students progress through the school as stated below:

Year 10	2 hours per subject per week
Year 11	2 hours per subject per week
Year 12	2-3 hours per subject per week
Year 13	2-3 hours per subject per week

Assessments

Students are frequently assessed within the classroom, both formatively and summatively, and receive feedback on all assessed work. Teachers' feedback will be focused on the relevant criteria (IGCSE / IBDP / HSD as appropriate), so that students have a clear understanding of their attainment in relation to the examination boards' expectations, along with any necessary improvements to make further progress.

Teachers will record all assessments and grades on our learning management system, Toddle; these are also shared with parents via the Toddle Family app.



Internal Examination Grades

School examinations are conducted under full IGCSE / IB examination conditions. Exam grades are separate from term grades, and are used to track the student's progress through the respective programmes. These grades will be reported separately within the termly reports, where applicable.

For students in Year 12, Internal exam grades are used by teachers to make predicted grades for university applications and to inform decisions about students' progression to Year 13.

Note: the school's internal exam grades do not affect the final IB grade which is determined by coursework (Internal Assessments) completed over the two-year programme and on their results in the final exams in May of Year 13.

External Examinations

External examinations are set by the IGCSE and IB organisations and, in combination with coursework components or internal assessments, determine the student's final grade. External exams take place in May of the second year of the IGCSE and IBDP/HSD programmes.

The decision to enter students for external exams is based on the evaluation of teachers in consultation with students and parents. The school reserves the right to refuse entry for examinations or to enforce the required entry level. The school has no influence over the content or scheduling of external examinations, nor over the final results awarded. At parental request, the school may appeal against final results. External exams missed for any reason other than illness will result in automatic failure of the exam paper in question. In cases of illness, a doctor's certificate must be provided to the school which will subsequently be submitted to the exam board. Any charges incurred for the registration, entry or remarking of examinations are invoiced to parents.

Further information regarding the assessment of examinations can be found in the La Garenne [Assessment Policy](#). For further information regarding examination procedure, please refer to the regulations outlined by the [IB Organisation](#).

Please note that the school reserves the right to communicate the results of all assessments, examinations, and academic evaluations directly to parents or legal guardians, regardless of the student's age or status. This ensures transparency and supports the academic development and well-being of each student.

The school reserves the right to communicate the results of all assessments, examinations, and academic evaluations directly to parents or legal guardians, regardless of the student's age or status. This ensures transparency and supports the academic development and well-being of each student.



IBMYP	IGCSE	IBDP	La Garenne Grades	Approx. US GPA (unweighted)	Approx. %
7	9	7	A*	4.0	90
6	8 7	6	A	4.0	80
5	6	5	B	3.0	65
4	5 4	4	C	2.0	50
3	3	3	D	1.0	40
2	2	2	E	1.0	30
1	1	1	F	1.0	15
0	0	0	U	0.0	0



Academic Integrity

La Garenne International School expects students to uphold the highest standards of academic integrity at all times, through the following expectations:

- Students should always hand in work that is their own. Any help received, whether from friends, tutors, secondary literature, the internet or other sources, including the use of AI, must be stated.
- Students should not present ideas taken from other sources as their own.
- Copying in any form is not permitted.

Work submitted that does not meet these standards cannot be assessed and must be repeated. Sanctions may be applied. If a student has knowingly allowed their work to be copied, sanctions may also be taken against the student in question. Suspected cases of academic dishonesty, plagiarised or copied work may result in disqualification from all examinations.

Students should always:

- Ensure they understand the task set. If not, they should seek clarification from the relevant teacher.
- Report suspected cases of academic dishonesty.
- Accept constructive criticism and realise that it helps them learn.
- Take responsibility for their own actions and words.

For further information, see the La Garenne [Academic Honesty Policy](#).

School Reports

School reports are issued at the following stages of the school year:

Years 10-12	
October	Half Term Grade
December	Full Academic and Boarding Report
March	Full Academic and Boarding Report
June	Full Academic and Boarding Report

Year 13	
October	Half Term Grade
December	Full Academic and Boarding Report
March	Full Academic and Boarding Report

The reports are issued to parents via iSams and include:

- Term and/or exam grades for every subject
- Theory of Knowledge grade
- Extended Essay progress
- CAS progress
- Attendance and punctuality

Parents/guardians can see ongoing grades and feedback from teachers on the academic platform through the Toddle Family app.

Parent Teacher Meetings

Parent teacher meetings promote an open dialogue between parent and teacher as to the student's strengths and areas for development. These take place at the end of each term, either online or in-person. We encourage parents to reach out at any point during the school year if they require any further information or updates, by contacting the Head of Secondary, IB/HSD Coordinator or IGCSE Coordinator accordingly.

Pastoral System

Throughout the secondary school, students are placed into form groups and are assigned a Form Tutor. Form Tutors are the students' first point of contact each morning during their registration time. Form Tutors support, guide and help their tutees to work on study skills, self-management and their general well-being during the school day. Form Tutors also regularly monitor their tutees' academic progress and behaviour, enabling them to have a close dialogue to offer support and guidance.

The pastoral system includes clear rewards and conduct sanctions as detailed below.





POSITIVE BEHAVIOUR PATHWAY

STAGE 1 Verbal Praise

Impact:

Positive attitude or effort in the classroom, around school or in boarding.

Examples:

Principled behaviour, leadership, effort, organisation, quality of work, curiosity, showing care towards others, demonstrating openmindedness, community service.

Reward:

Clear verbal praise from staff member.

STAGE 2 Positive Comment

Impact:

Consistent positive behaviour in the classroom, around school or in boarding.

Examples:

Embodying school values through demonstrating principled behaviour, leadership, maximum effort and organisation, high quality of work, curiosity, showing care towards others, demonstrating openmindedness, community service.

Reward:

Positive comment recorded and shared with parents.

Awarded 1 House Point.

STAGE 3 School Recognition

Impact:

Student is afforded a high standing within the school community as an ambassador, inspiring others to exceed expectations.

Examples:

Consistent demonstration of school values (reference to behaviours in Stage 1 & 2), acting as a role model for other students and going above and beyond to represent and support the school community.

Reward:
Primary:

Student of the Week

Secondary:

Student of the Week

Boarding:

Boarder of the Week + Extra privileges

All Awarded 10 House Points.



NEGATIVE BEHAVIOUR PATHWAY

STAGE 1 Verbal Warning

Impact: Behaviour in class, around school or in boarding negatively affects themselves or others.	Examples: Shouting out at an inappropriate time, disrespectful comments, lack of organisation, lack of effort.	Sanctions: Clear verbal first warning from a member of staff / teacher / houseparent.
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STAGE 2 Sanction

Impact: Student actions show a lack of respect for the school community and support structures.	Examples: Failure to show improvement in behaviour or effort, lack of respect for school rules.	Sanctions: Clear second warning and a negative comment recorded. Reduction of 1 House Point. Break / lunch detention or time-out during breaktime supervised by Class Teacher. Curfew for boarding students.
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STAGE 3 Detention

Impact: Persistent student actions may negatively impact others or are in conflict with the beliefs of the school community.	Examples: Repetition of behaviours demonstrated in Stage 1 / 2.	Sanctions: After-school detention (Friday) with Head of Section. Loss of privileges for boarding students.
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STAGE 4 Disciplinary

Impact: Behaviour in class or around school seriously impacts themselves or others.	Examples: Theft, taking or dealing drugs, intentional harm to or intimidation of another individual, truancy, bullying, consistently disrespecting others, vandalism, smoking, consumption of alcohol.
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Disciplinary Council Sanctions:

Level 1: Meeting with Head of Section, Head of Boarding & Form Tutor. Student placed on a behaviour report card.

Level 2: Meeting with Head of Section, Principal & Parents. Student suspended.

Level 3: Meeting with Head of Section, Principal & Parents. Student can no longer be a part of the school community due to the severity of their actions.

House System

At La Garenne, our strong sense of community is enhanced by our four distinct houses: Bouquetin, Cerf, Lynx, and Buse. Students are inducted into a house upon arrival and remain with it throughout their time here, fostering lasting bonds and house spirit. House events are held throughout the year, providing fantastic opportunities for our youngest students to connect with older students. Through sports, creative challenges, and various inter-house competitions, students can unleash their talents and earn valuable points for their house. Beyond these events, individual behaviour and academic achievement also earn points, culminating in the highly anticipated award of the House Cup at the close of each academic year.



Attendance and Punctuality

Attending all lessons is compulsory. If a student's attendance falls below our expectations, we reserve the right to withhold registration for formal examinations. Attendance registers are taken throughout the day. Students must have a valid reason for missing lessons such as illness or pre-approved appointments. If students are persistently late, sanctions will be applied.

Safeguarding

At La Garenne International School, the safety and well-being of every student is our top priority. Our safeguarding policy follows the UK's *Keeping Children Safe in Education (KCSIE)* guidance and reflects both international best practices and Swiss law.

All staff are trained to recognise and report any concerns. Designated Safeguarding Leads (DSLs) oversee the process and are available to support students and families. Safeguarding is part of daily life, including in boarding, classroom, and online settings.

Safeguarding covers areas such as bullying, child-on-child abuse, online safety, and appropriate staff-student boundaries. Boarding students are supported through careful supervision, secure accommodation, and access to trusted adults.



Learning Support

We pride ourselves on supporting the diverse needs of all our students through excellent teaching that caters to each learner, from those with mild to moderate learning needs to those who are gifted. Our classroom teachers are highly attentive to each student's needs and work closely with our Learning Support specialists to identify, support, and monitor students who require extra help or opportunities for greater challenge. Our ultimate goal is to help all students become independent learners with strong self-esteem and a positive self-image.

The Learning Support department collaborates closely with classroom teachers to develop essential study skills. Learning Support at La Garenne is inclusive and available to all students to help them develop any areas of weakness.

An Individual Educational Plan (IEP) is developed for any student with an Educational Psychological Report. Parents are actively involved in this process, and the student also participates in planning their IEP. Parental permission is always sought before any student receives learning support. Please be aware that if external interventions or one-to-one support are necessary, additional fees may apply. Students who have an Educational Psychological Report may be eligible for exam access arrangements, such as extra time, the use of a laptop, or supervised breaks, to ensure fair assessment.

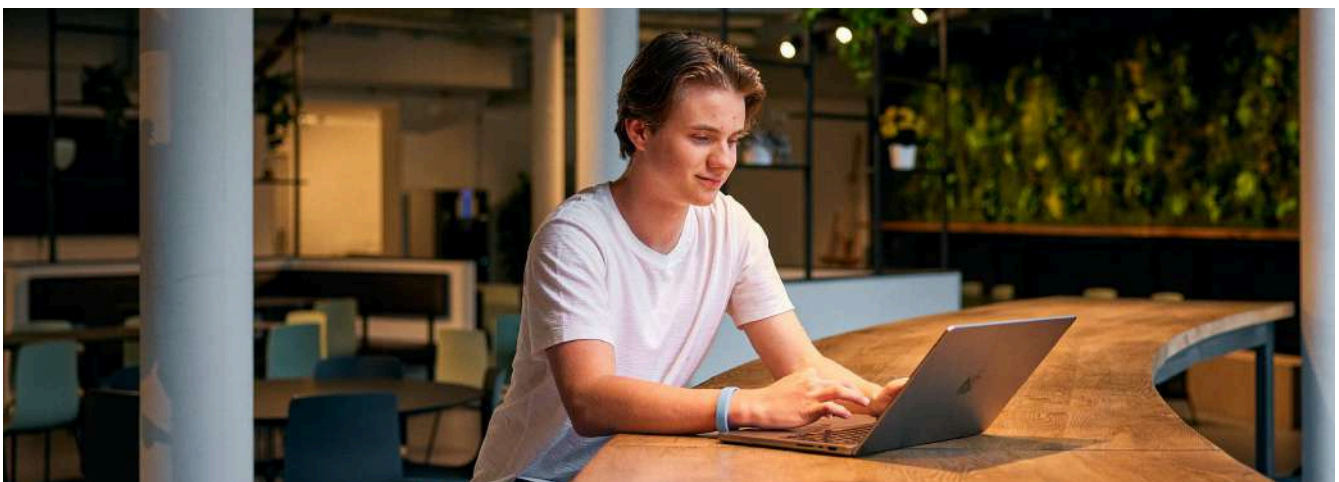
IT Systems

At La Garenne, we embrace innovation and use technology as a means of augmenting the school experience for students, staff and parents. There are several systems that parents and students will become familiar with during their time at La Garenne, which may vary by school section.

Within Secondary, the learning management system we use is Toddle, which is used by teachers to share subject unit plans, updates on student progress via their gradebooks, and digital portfolios of the classrooms in action. Students use Toddle to manage their independent study requirements, track their own progress and view teaching resources. Parents are able to download the Toddle Family App, which enables them to have a 'live' overview of their child's learning and progress. This runs alongside iSAMS, which is used as a student database and a reporting tool, for behaviour and academics.

Students also receive a personal school email account via Google, which enables them to access the Google Workspace, which is a collection of cloud-based productivity and collaboration tools, including email, storage and document creation.

Training and support is provided for parents as required, ensuring that they can access information about their child(ren)'s progress via this software and communicate effectively with class teachers.





School Day

School Day Timings	
8:30 - 8:45	Tutor Time
8:45 - 11:00	Periods 1 - 3
11:00 - 11:20	Morning Break
11:20 - 12:50	Periods 4 - 5
12:50 - 13:45	Lunch Break
13:45 - 16:00	Periods 6 - 8
16:30 - 18:30	Extra Curricular Activities

Uniform

Every Monday during Term 1 & 3, all students must wear their smart uniform to school. This includes a black blazer, white shirt, school tie, black or navy blue trousers or skirt, and smart black shoes.

On Tuesdays to Fridays, students wear trousers or a skirt*, a white school polo shirt and school grey jumper. The school uniform is also worn when students are representing the school, including during off-site visits. Please ensure that all articles of clothing and other items brought to school are clearly marked with your child's name.

Parents should provide the blazer, trousers or skirts, and shoes. The rest of the school uniform (including the badge for the blazer), the full sports kit (black sports trousers, red T-shirts, black sports top), ski uniform and two jackets are provided by the school.

**Please note that skirts should be an appropriate length and that shorts or skorts are not acceptable alternatives. Should a student's uniform be deemed inappropriate, the academic office will contact parents to request that replacement items are ordered.*





MON

FORMAL UNIFORM

YEAR 10 - YEAR 11



BLAZER
WHITE SHIRT, TROUSERS
OR SKIRT



LG TIE



SMART BLACK
SHOES

SCHOOL UNIFORM

YEAR 10 - YEAR 11

TUE



WHITE LG POLO



BEIGE, BLUE OR BLACK
CHINOS (NO JEANS)



LG JUMPER

WED

SCHOOL UNIFORM

YEAR 10 - YEAR 11



WHITE LG POLO



BEIGE, BLUE OR BLACK
CHINOS (NO JEANS)



LG JUMPER

SCHOOL UNIFORM

YEAR 10 - YEAR 11

THU



WHITE LG POLO



BEIGE, BLUE OR BLACK
CHINOS (NO JEANS)



LG JUMPER

FRI

SMART CASUAL

YEAR 10 - YEAR 11



 NO RIPS OR HOLES

 MODEST AND APPROPRIATE

CASUAL

YEAR 10 - YEAR 11

SAT
SUN

 NO RIPS OR HOLES

 MODEST AND APPROPRIATE

SMART CASUAL:

Smart casual means a shirt, jacket, chinos or skirt. Jeans and T-shirts, dirty clothes, rips or holes are not acceptable for smart casual attire.

The suit (blazer and trousers) and chinos (black, blue, beige) are not provided by the school and must be purchased before arrival. The school tie and the school badge (for the blazer) are available from the school uniform store.

MON

FORMAL UNIFORM
YEAR 12 & YEAR 13



BLAZER
WHITE SHIRT,
TROUSERS OR SKIRT



LG TIE



SMART BLACK SHOES

SMART CASUAL
YEAR 12 & YEAR 13

TUE



NO RIPS OR HOLES



MODEST AND APPROPRIATE

WED

SMART CASUAL
YEAR 12 & YEAR 13



NO RIPS OR HOLES



MODEST AND APPROPRIATE

SMART CASUAL
YEAR 12 & YEAR 13

THU



NO RIPS OR HOLES



MODEST AND APPROPRIATE

FRI

SMART CASUAL
YEAR 12 & YEAR 13



NO RIPS OR HOLES



MODEST AND APPROPRIATE

CASUAL

YEAR 12 & YEAR 13

**SAT
SUN**



NO RIPS OR HOLES



MODEST AND APPROPRIATE

SMART CASUAL:

Smart casual means a shirt, jacket, chinos or skirt. Jeans and T-shirts, dirty clothes, rips or holes are not acceptable for smart casual attire.

The suit (blazer and trousers) and chinos (black, blue, beige) are not provided by the school and must be purchased before arrival. The school tie and the school badge (for the blazer) are available from the school uniform store.



Timetables

Years 10-11 - IGCSE students

Students in Years 10-11 will be allocated the appropriate number of lessons per subject, as per the IGCSE exam boards' recommendations. Students will also have timetabled lessons for Drama, Physical and Health Education and PSHE (Personal Social Health Education). In addition, students have assembly once per week and may have private study periods, depending on their subject choices.

Years 12-13 - High School Diploma students

High School Diploma subjects can be studied at Standard Level or Higher level. Higher Level subjects are allocated 6 x 45 minute lessons per week while Standard Level subjects are allocated 4 x 45 minute lessons a week. English and Maths add, on average, 2 extra lessons per week. One weekly period is allocated to Life Skills and one is allocated to CAS. Students have assembly once a week plus private study periods and Sport.

Years 12-13 - IB Diploma students

Subjects at Higher Level are allocated 6 x 45 minute lessons per week while Standard Level subjects are allocated 4 x 45 minute lessons per week. IB Diploma students also have Theory of Knowledge three times a week, and one flexible period dedicated to CAS and the Extended Essay. Students assembly once per week plus private study periods, and Sport.

Winter Timetable

Given our location within a ski resort, and having the telecabine at our doorstep, our students are able to partake in either skiing or snowboarding during the winter term (January - March). For Year 10-11 students, this will mean that their Physical Health and Education lessons, along with one extra morning or afternoon session, will be allocated to lessons on the ski pistes with the local ski instructors. Meanwhile, the Year 12 and 13 students will have one ski session each week. Students are placed into ability groups; each group is assigned an instructor from the Swiss Ski School to support their development and progress through the recognised Swiss ski levels.

Extra Curricular Activities

To complement the academic programme, we offer a wide range of activities after school (16:30-18:00) to enable our students to explore and extend their passions. These activities are student-centred, inclusive, and focused on the acquisition of skills and learning outcomes. Students are invited to sign up for their choice of clubs at the beginning of each term. Options include: robotics, art, chess, school band, football, volleyball, padel, badminton, swimming, and MUN.

Private Lessons

We offer a range of private lessons, delivered by our subject specialists. Whether a student wishes to overcome their difficulties in a specific subject or to develop their skills in a certain area, one-to-one private lessons provide personalised assistance which takes into account their specific needs and objectives.

We generally recommend no more than two private lessons per week per subject (maximum 4 x 30 minutes a week). Please contact the Secondary Academic Assistant (pdiver@la-garenne.ch) to organise private lessons.

University Support

Every student at La Garenne is on their own individual and unique journey, and whether they are in the primary or secondary school, we are dedicated towards both encouraging and enabling students to realise their future dreams and aspirations.

Some students may know from an early age what they want to do when they grow up, whilst some may not have a clear pathway in mind. For those who are focused on a particular route to a future career, we guide them along the way, and for those who are unsure, we offer a supportive, exploratory experience.

In the secondary school, we have a dedicated team of educators with a wealth of experience in supporting students in their university applications. In Years 10-13, students receive University and Futures Guidance Counselling from our in-house specialist. These sessions enable students to explore possible options for their futures in a safe and nurturing environment. With support from the University and Futures Guidance Counsellor, academic tutors and teachers, students have a strong network of staff to help guide them through the process of applying for universities worldwide.

Tailored support is available for students who are required to take the IELTS and SATS examinations for their university entries. The academic team can ensure that students are registered for any external examinations as required.

