



LA GARENNE
INTERNATIONAL SCHOOL

SENIOR YEARS CURRICULUM HANDBOOK

THE SKY IS THE LIMIT

2024-2025



International Baccalaureate Mission Statement

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.



La Garenne International School Mission Statement

The Mission of La Garenne International School is to educate children from around the world, in a warm family atmosphere in which we promote traditional Swiss values of openness, responsibility, organisation, honesty, politeness and respect.

The school strives to nurture the talents of each child, meeting their individual needs and aspirations and preparing them to be responsible global citizens.



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

- LGIS Assessment Policy
- LGIS Academic Honesty Policy
- LGIS Language Policy
- LGIS Learning Support Policy
- LGIS Admissions Policy



Welcome

Students in the final two years of their studies have a unique opportunity to tailor their options based on their ambitions and objectives for future studies and careers.

The IB Diploma Programme is a respected and truly global pre-university programme for students aged 16 to 18. It is rigorous and challenging. It places key emphasis on the development of personal skills central to future success. Additionally, we offer the La Garenne High School Diploma for students who wish to apply to US universities and Business or Hotel Schools, or who have significant commitments to extra-curricular activities. Students will study a range of IB subjects whichever of these two routes they choose.

The curriculum we offer is a perfect fit for La Garenne. Our beliefs in nurturing the talents of each learner to ensure that, through close support and personalised provision, they can graduate to become open-minded and principled global citizens. Furthermore, given the diverse international population of our student body, the programmes that we offer match our commitment to celebrating our differences and encouraging international-mindedness, respect and understanding.

I am always available to discuss any questions that you may have and I look forward to helping you discover how La Garenne can support your child in achieving their full potential.

Adam Jozef

*Secondary School Headteacher
and DP Coordinator*





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.

The International Primary Years Curriculum	The IB Middle Years Programme	The IB Diploma Programme & High School Diploma
Ages 5-11	Ages 11-16	Ages 16-18
International Mindedness		
IPC Mission Statement	IB Mission Statement	
Inquiry based learning		
IPC personal goals: <i>Cooperation, Communication, Thoughtfulness, Respect, Resilience & Morality</i>	IB Approaches to Learning: <i>Communication skills, Social skills, Self-management skills, Research skills, Thinking skills</i>	
Themed units of learning		
Learning goals	Subject aims and objectives	
Reflection		
Formative & Summative Assessment		
Exit Point	Personal Project	Extended Essay (DP only)



The IB Learner Profile

We aim to provide an environment where our students with their wide range of backgrounds and abilities all aspire to develop the following characteristics:

Inquirers

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

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. They acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

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

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

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

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

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



Risk-takers

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

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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

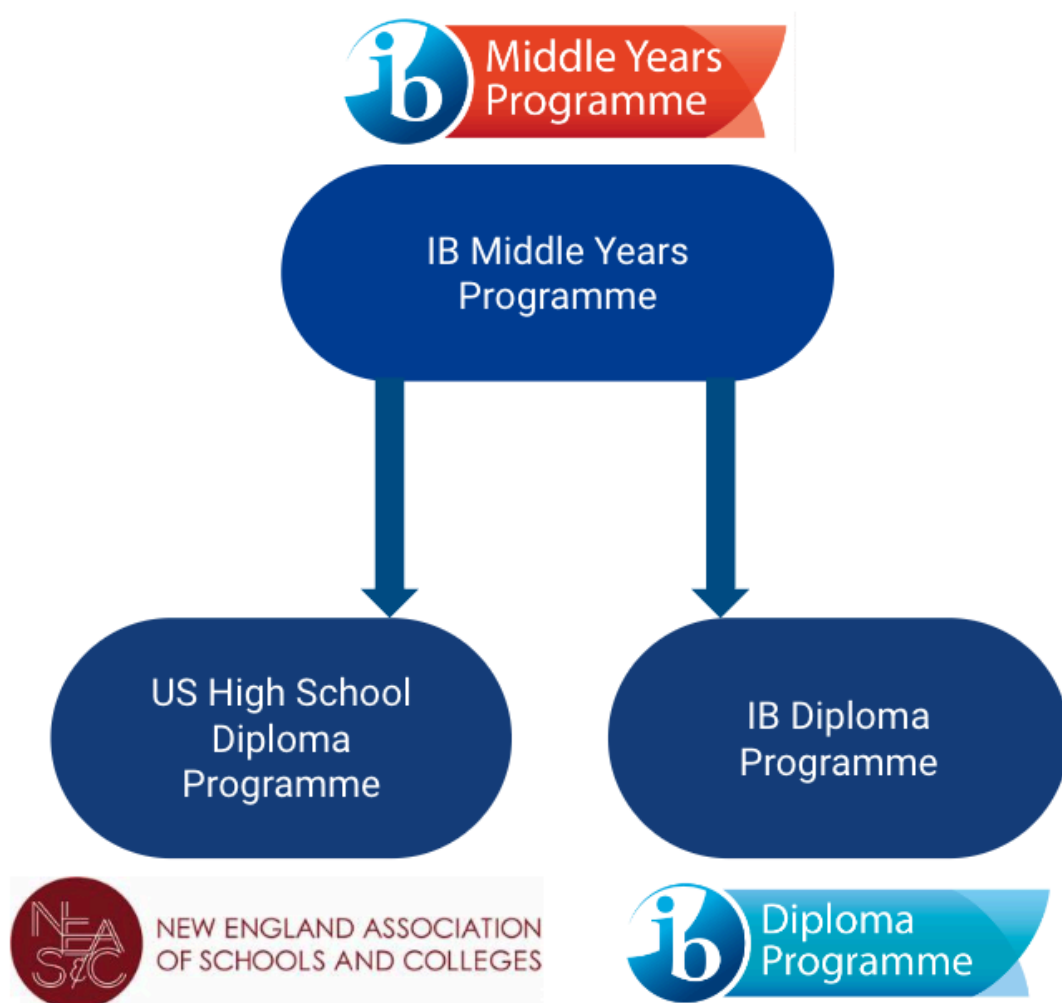
In addition to the Learner Profile, lessons and planning incorporate the guiding framework of IB ATLs which ensure that students not only acquire knowledge, but also acquire the skills to be effective, self-regulating learners. The ATLs cover the following areas which all teachers must develop in each unit of work:

- Thinking Skills
- Communication Skills
- Social Skills
- Self-Management Skills
- Research Skills

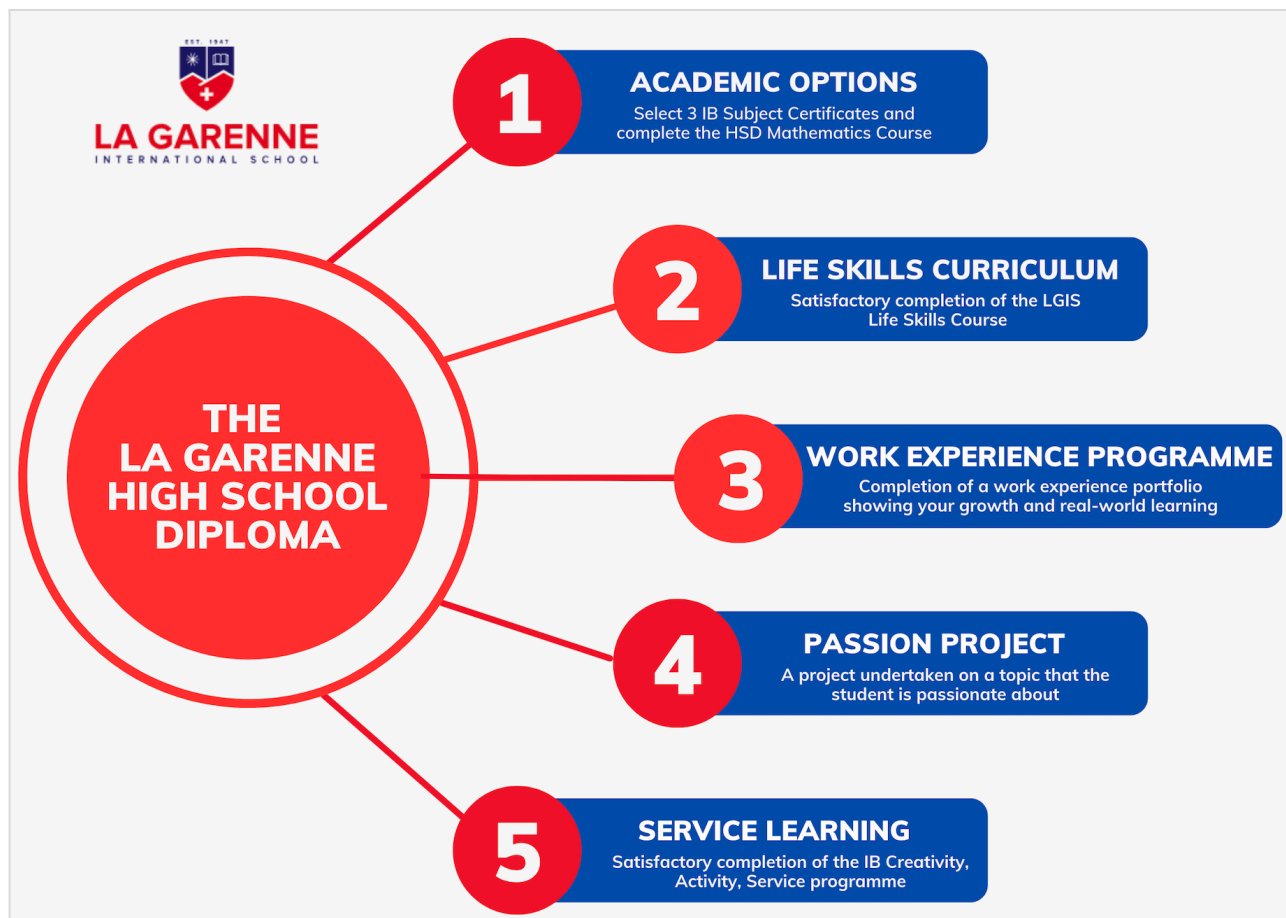
These are the skills most in demand by employers. Through planning learning activities which encourage the acquisition of these skills, our students improve their ability to learn and reinforce their knowledge. They conscientiously make an effort to be mindful of how they are learning.

La Garenne Senior Years Curriculum Routes

After completing their MYP studies, students can choose between two different study routes 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 Senior School years contribute to both. The IB Diploma is more demanding: students who complete the programme successfully are **also** awarded the La Garenne High School Diploma (HSD). Some students will opt to focus on achieving the High School Diploma **only**. This enables students who have significant commitments to extra-curricular activities or whose future study plans do not require the full IB Diploma to achieve greater success with fewer courses.



What is the La Garenne 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 Easter 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 years 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, pursuing a photography course, or becoming a qualified ski instructor.

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.

La Garenne High School Diploma requirements:

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 required 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 the Creativity, Service and Action IBDP Course.***
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*

Where will the High School Diploma take me?



The La Garenne 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.

You can also apply to university with IB Course Certificates. These certificates can be awarded separately for each completed subject even if the student does not fulfil all the IB or HSD programme requirements. Although many universities consider IB Course Certificates as valuable qualifications in their own right, your options are more limited. 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?

To be awarded the full IB Diploma, students must select one subject from each of the following areas, in addition to the Core components:

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. Students may also opt for an alternative 'elective' subject in this category (see option blocks for further information).

Creativity, Activity and Service (CAS)

The CAS Programme is a key component 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.

<https://ibo.org/programmes/diploma-programme/curriculum/creativity-activity-and-service/>

The Extended Essay (EE)

The Extended Essay is mandatory 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.

<https://ibo.org/programmes/diploma-programme/curriculum/extended-essay/what-is-the-extended-essay/>

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.

<https://ibo.org/programmes/diploma-programme/curriculum/theory-of-knowledge/what-is-tok/>



Where will the IB Diploma take me?

The IB Diploma is a pre-university qualification which means that its academic standards meet the requirements to continue to degree level. You should expect to work hard and be challenged, especially at Higher Level. You 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.

You 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, your 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.

What should I study?

You should study what interests you and what you enjoy. What you study now could affect the path you take in your future career. 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	Global Politics	Biology	Maths Applications & Interpretations	Visual Arts HL
Medicine	English Language & Literature	French B	Global Politics	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	Global Politics HL	Biology	Maths Applications & Interpretations	Visual Arts HL

Important: these combinations are not a guarantee that you will be accepted at every university as requirements vary. It is important to consult university websites for their requirements before making your 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 you 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 assist you 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.

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
41	University College, London	UK	Law
39	Kyoto University	Japan	Law
38	Kings College, London	UK	English
37	University of Lancaster	UK	Management
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
32	University of Arizona	USA	Music Management
30	CEU San Pablo	Spain	Biomedical Science
29	Concordia, Canada	Canada	Business
28	University of Surrey	UK	Engineering
27	Waseda University	Japan	Literature
26	Bocconi-Milan	Italy	Economics
25	Plymouth University	UK	Marketing
24	University of Kent	UK	History
24	Kingston University	UK	International Business
23	University of Texas San Antonio	USA	Liberal Arts
21	University of California	USA	Film
20	Bradford University	UK	Chemical Engineering
17	Coventry University	UK	Foundation Business

Timetables

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, one flexible period dedicated to CAS and the Extended Essay. Students have one assembly period per week plus Private Study, the Extended Essay, Wellness and Sport.

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 and Sport.

Assessments

Term grades

Term grades might be given for a test, homework, a presentation or an oral examination. All grades use the IB 1-7 scale for subjects, or A-E for the core elements of ToK and the Extended Essay. In addition, your progress with CAS is rated as satisfactory or unsatisfactory, based on your portfolio. More details [here](#). At the end of the term, your grades are averaged and an overall grade from 1-7 is given.

Important: The term grade is not the same as the exam grade; it measures your performance under very different conditions.

Internal Examination Grades

School exams are conducted under full IB exam conditions. Exam grades are separate from term grades, and are used to track your progress through the IB Diploma programme. Internal exam grades are used by teachers to make predicted grades for university applications and to inform decisions about your progression to DP2.

Note: the school's internal exam grades do not affect your final IB grade which is determined by coursework completed over the two-year programme and on your results in the final exams in May of DP2.

External Examinations

External examinations are set by the IB organisation and, in combination with internal assessments, largely determine the student's final grade. External exams take place in May of the second year of a student's DP studies. 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 IB organisation. 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 LGIS [Assessment Policy](#). For further information regarding examination procedure, please refer to the regulations outlined by the [IB Organisation](#).

When are School Reports issued?

Diploma Programme Year 1	
October	Half Term Grade
December	Term Grade
February	Half Term Grade
March	Term Grade
May	Half Term Grade
June	Term Grade

Diploma Programme Year 2	
October	Half Term Grade
December	Term Grade
February	Half Term Grade
March	Term Grade

The reports are issued to parents via iSams and include:

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



Grades 1 to 7 are awarded according to the table below.

1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Academic Honesty

La Garenne International School expects students to uphold the highest standards of academic honesty at all times.

- Students should always hand in work that is their own. Any help received, whether from friends, tutors, secondary literature, the internet or other sources, 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 LGIS [Academic Honesty Policy](#).

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:

MYP1	45 minutes per subject per week
MYP2	1 hour per subject per week
MYP3	1.5 hours per subject per week
MYP4	2 hours per subject per week
MYP5	2 hours per subject per week
DP 1	2-3 hours per subject per week

MYP1	45 minutes per subject per week
MYP2	1 hour per subject per week
MYP3	1.5 hours per subject per week
DP 2	2-3 hours per subject per week

Attendance and Punctuality

Attendance at 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.

The start time of the lesson is not when students arrive, but when learning begins. Therefore students should arrive at lessons **before** the stated start time. If students are persistently late, sanctions will be applied.

Rewards and Sanctions

Rewards

There are four formal methods to recognise positive behaviour and work:

- Students are nominated as 'academic achiever of the week' and these nominations are displayed publicly to celebrate students' academic performance.
- Outstanding work and achievements are recognised in the weekly assembly.
- At the end of each academic year, three students from each year group are awarded prizes for attainment, effort and progress.
- At the end of each academic year, one student who has excelled throughout the year is awarded the La Garenne Student of the Year prize.

Sanctions

We see discipline in its holistic context and feel that a positive approach inside and outside the classroom can pre-empt behaviour issues. We have a three-tier discipline system. It consists of reminders of inappropriate behaviour, longer-term sanctions, Attitude and Behaviour Cards, before ultimately referral to parents. Naturally, we understand that sanctions are not always the most effective way of dealing with behavioural problems.

Attitude and Behaviour Cards can be issued to students by the Head of Secondary School, in consultation with teachers and the General Director, for longer-term inappropriate behaviour. Students must carry the card with them at all times and produce it on request. The card must be signed at the end of each lesson by the subject teacher with an indication of the student's behaviour during that lesson.



Teachers can issue detentions for inappropriate behaviour or missing deadlines. Detentions take place at lunch time for 30 minutes. If a student receives more than one detention in a single week or their behaviour warrants a more serious response, they will automatically be issued with a Friday after-school detention of one hour.

For serious incidents, a Disciplinary Council meeting may be convened to discuss the student's behaviour and decide on the response. The Disciplinary Council usually comprises the General Director, the Head of Senior Boarding, the Head of Secondary, the student's Form Tutor and a School Prefect. Persistent bad behaviour could ultimately result in permanent expulsion from the school.

Learning Support

We pride ourselves on supporting students with mild to moderate learning needs as well as students who are gifted. Classroom teachers work closely with the Learning Support specialist to help identify, support and monitor children who may require additional support or extension and challenge. We strive to enable students to become independent learners and enhance their self-esteem.

All students on the learning support programme have an Individual Education Plan and may be eligible for extra time in exams.

The Role of the Form Tutor

The Form Tutor is the primary point of contact for academic matters as they meet the students every day and have a close overview of their students' progress. The primary roles of the Form Tutor are as follows:

Absence & Lateness

The Form Tutor is responsible for completing an attendance register each morning. They inform the Head of Secondary School about any pupils who are persistently late or absent.

Pastoral Issues

Form Tutors maintain an ongoing dialogue with students regarding their lives inside and outside school. They support, guide and help.

Behaviour & Discipline

Form Tutors monitor the general behaviour of their students and raise any concerns to the Head of Secondary School.

Academic Monitoring and Reports

Form Tutors maintain an overall view of the academic progress of each of their students. They also meet each student regularly one-to-one to encourage them to reflect on their learning and review their progress in CAS activities. Form Tutors write reports at the end of each term after reviewing students' progress across all subject areas.

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 & 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

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.



French and English 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 SL and 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.

Language B SL

Receptive skills: Students understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest.

Productive skills: Students write texts for a variety of purposes and make oral presentations on topics of interest.

Interactive skills: Students initiate and maintain the flow of conversations and discussions. They express and respond to opinions and feelings on a variety of topics.

Language B HL

Receptive skills: Students understand and evaluate a wide variety of written and spoken authentic personal, professional and mass media texts; they understand fundamental elements of literary texts such as theme, plot and character.

Productive skills: Students present and develop their ideas and opinions on a variety of topics, both orally and in writing. They construct and support arguments with explanations and examples.

Interactive skills: Students initiate, maintain and close discussions, displaying some ability to make adjustments in style or emphasis. They use a variety of strategies to maintain the flow of conversations on a variety of topics relating to course content and the culture) of the target language. Students are adept in negotiating meaning and fostering communication.

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



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.

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](#).

Psychology

The core of the DP Psychology course is an introduction to three different approaches to understanding behaviour: biological, cognitive and sociocultural. The interaction of these approaches forms the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon. Students come to appreciate the diversity as well as the commonality between their own behaviour and that of others.

The course covers applied psychology: abnormal, developmental and health psychology, and the psychology of relationships. It promotes an understanding of the various approaches to research and how they are used to reflect critically on the evidence. Students learn how to design, implement, analyse and evaluate their own investigations in an ethical framework.

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

Global Politics

The 21st century is characterised by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. Global Politics is an exciting, dynamic subject which draws on a variety of disciplines in social sciences and humanities, reflecting the complex nature of contemporary political issues. Students critically engage with new and different perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

The DP Global Politics course explores fundamental political concepts such as power, equality, sustainability and peace. Students develop an understanding of the local, national, international and global dimensions of political activity and processes, and explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

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

Business Management

Students starting Business Management in 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.

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

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 IB 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: Applications & Interpretation

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

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](#).

Visual Arts

The IB 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

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](#).



CORE Extended Essay

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](#).

CORE 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](#).