

TABLE OF CONTENTS

I. INTRODUCTION

- THE SECONDARY SCHOOL CURRICULUM
- THE HIGH SCHOOL DIPLOMA
- THE INTERNATIONAL BACCALAUREATE (IB) DIPLOMA
- RESEARCH ACROSS THE CURRICULUM

II. CURRICULUM GUIDE PER YEAR

- YEAR 9
- YEAR 10
- YEAR 11

III ADDITIONAL INFORMATION

- THE LANGUAGE OF INSTRUCTION PROGRAMME OF SUPPORT (L.I.P.S.)

I. INTRODUCTION

THE SECONDARY SCHOOL CURRICULUM

The Secondary School at La Grande Boissière offers its students a broad educational programme from Year 9 through to Year 13. Students follow a common core up to Year 11, they are prepared for their choice of one of the two pre-university programmes: the International Baccalaureate (IB) and the High School Diploma.

The Common Core Years 9-11

Students follow a broad-based curriculum which includes a wide range of courses: French, Mathematics, English, Science (Biology, Chemistry, Physics) , History, Geography, Studies in Global Awareness, Physical Education and a Creative Component (Art, Theatre and Music). They are also able to choose either Spanish or German at all levels whilst Italian is offered in Year 10. In Year 11, the students benefit from a preparatory period before the beginning of their IB DP examination years. At this point students begin to choose a number of their subjects, retaining a common core, but exploring possible IB options such as Economics.

Students also have the opportunity of following a bilingual programme, taking the above courses in a combination of French and English and thus being prepared to take a Bilingual International Baccalaureate Diploma.

Examination years Years 12-13

The last two years (Years 12 and 13) of the Secondary School are recognised as the official examination years. Once students begin these last two years, they will normally have decided which one of the school-leaving qualifications they wish to follow, the International Baccalaureate Diplom Program or the High School Diploma.

The High School Diploma of our School is delivered to all students who have obtained 24 credits over the past four years and is awarded to leavers in Years 12 or 13. These credits must be obtained from any language studied for four years at mother tongue level, a foreign language, Mathematics, Sciences, Humanities, the Arts and P.E. In general, a credit is given for success in any academic course taught at least four times per week for one year.

Students who obtain at least 28 credits, who maintain an IB profile with a third language for three years, and whose GPA is of 5.5 or above over four years, qualify for the High School Honours Diploma.

The School's Graduation Requirements

With its High School or Secondary Graduation Diploma, the Foundation formally certifies that a student has successfully completed all the educational requirements that are expected of students who graduate from the Foundation. These requirements are fulfilled progressively, beginning in Year 9, and recorded as a total number of subjects 'credits' on the student's official transcript or school academic record.

A High School Diploma is a pre-requisite for entering any North American college or university, as well as equivalent satellite institutions elsewhere in the world. The school

transcript is an essential part of the admissions applications file that a student submits to a North American college or university. In addition, many post-secondary employers expect applicants to have earned a Secondary School Diploma.

Requirements for graduating on the completion of Year 12 or 13:

The Foundation of the International School of Geneva requires graduating students to have completed 12 years of formal education. During the final four years of secondary education a graduate must have accumulated a minimum of **24 subject credits**. These credits will include:

- 4 credits in a first ('A1') language, which will normally be English or French, the two languages of instruction in the Foundation. This may include other languages if an acceptable level is attained in one of the two languages of instruction - English or French. This 'acceptable level' will be reflected in their success in earning credits in their other subjects in order to meet the graduation requirements. In other words a student following his or her IB programme in English but studying English as language 'A2' or 'B' (and perhaps Russian as language 'A1') will be considered to have attained an acceptable level or working knowledge of English.
- 3 credits in a second language, which may be another 'first' language, an (IB) A2 language, or a language studied at the equivalent of language B level
- 4 credits in Maths
- 4 credits in History, Geography, or Economics, or any other subject described as a 'humanity'
- 4 credits in Laboratory Sciences
- 1 credit in Physical Education
- 2 credits in Art, Theatre or Music
- 2 credits in Electives

Graduates may qualify for an 'Honours Diploma', if they meet the following requirements:

- a total of at least 28 credits over four years
- three languages studied, for at least three years each
- an IB profile in Year 12 with at least three higher
- an overall 5.5 average over four years

A credit will be awarded to students attending year-long courses from Year 9 onwards if the following conditions have been met:

1. Where a course has met for at least 4 teaching periods of 45 minutes each week. A half-credit may be awarded for a course that has met for at least 2 teaching periods each week.
2. A student must attain a grade of between 3 and 7 over the full year.
3. Full attendance is expected. In the case of prolonged illness or difficult family circumstances, participation in recognised school activities (sports, SLN and other), the teachers of the Years concerned have the right to deny or grant a credit as they see fit depending on student achievement, work done to make up, etc.
4. Where a student changes a subject choice during a school year, a credit will only be awarded if the teacher judges that enough of the course work has been completed. If a student changes subject options half-way through an academic year, a half-credit may be awarded for that subject studied in the first half of the year, and then a half-

credit awarded for the second half of the year. Changes between courses or course levels in the same subject will all count towards a full credit in that subject.

5. In all instances, it is the individual teacher responsible for the academic course who will decide on the awarding of a credit, or half credit, in that subject, and this will be noted on the appropriate school academic reports. It will then be transferred to the student's academic transcript.

Special Circumstances

Transfer of credits from other schools

Where a student has transferred from another school between Years 9 and 12 an official transcript must be sent directly from the previous school to this school. If a transcript is brought by a parent, it will only be accepted if delivered in a sealed envelope. It is the responsibility of the parent to arrange for this school to receive all necessary documentation at the time of admission.

If a student comes from a school that does not award credits, the International School will require the previous school to supply details of course content, a description of the weekly course hours, and the student's final grade. We will then make an estimation of the number of equivalent credits that have been earned prior to joining us. These will then be included on an official transcript.

Credits for special subjects

Where a course is followed by a student outside the school's normal timetable (e.g. "rare" languages to fulfil the IB requirements) a credit may be earned if the following conditions apply:

1. The student has received at least 72 hours of formal instruction during the school year, undertaken by a suitably qualified teacher;
2. In addition to the formal instruction the student has satisfactorily undertaken an additional 72 hours of assigned work;
3. The Head of Department of the subject concerned is satisfied that conditions described in 1. and 2. above have been fulfilled;
4. The description of the student's achievement must have been included in the school's normal reporting process as part of the individual's permanent academic record.

Students who have been accelerated on entry to the School from Year 9 onwards in order to graduate (e.g. a student who completes a Year 9 in the US and is then accelerated into the Foundation's Year 11 at the beginning of the following school academic year) cannot graduate until the end of Year 13.

Graduation Awards Ceremony

The individual Secondary Schools in the Foundation organise presentation ceremonies each year at which Graduation Diplomas are formally presented to those students who have successfully fulfilled the graduation requirements described above.

[THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM](#)

IB DP holders are accepted or offered places at universities and colleges worldwide. Each candidate for the full diploma is required to choose six subjects according to the following

groups, with three of the subjects at Higher Level (6 periods per week) and three subjects at Standard Level (4 periods per week).

1. Language and Literature: English, French, German, Italian, Spanish (or any mother tongue language)
2. Language Acquisition: English, French, German, Italian, Spanish
3. Individuals and Societies: Economics, Geography, History
4. Sciences: Biology, Chemistry, Physics
5. Mathematics: Mathematics, Mathematical Studies
6. Arts: Visual Art, Theatre, Music or another subject from Groups 1, 2, 3 or 4

Diploma candidates must in addition participate in a CAS activity (Creativity, Action, Service). A course in the Theory of Knowledge is also a compulsory part of the candidate's programme, while an Extended Essay (a piece of independent research) in one of the six chosen subjects must be completed in the first term of Year 13.

The grading scheme is as follows:

- 7 = excellent
- 6 = very good
- 5 = good
- 4 = satisfactory
- 3 = mediocre
- 2 = poor
- 1 = very poor

A candidate will normally be awarded the diploma if his point total reaches or exceeds 24. A system of cross-compensation operates in cases where a student may narrowly miss a 4 in one subject but gains 5 or better in others. A student who fails to gain the full diploma will be awarded certificates showing the grades obtained in the six individual subjects. Full details of this and other conditions for the award of the diploma are given in the 'General Guide to the International Baccalaureate'. This booklet is also available in French and Spanish. Further information is available from Jonathan Halden (IB Coordinator).

All subject briefs and information can be found [HERE](#).

Other examinations

Students can take, at the school, various standardised tests necessary to accompany applications to US and Canadian universities. These include the SAT I, SAT II and ACT tests. Preparatory courses for these exams, as well as the TOEFL (Test of English as a Foreign Language) are normally offered as additional paid private classes twice a year outside normal school hours.

Students can also take language exams such as DALF, DELF, Dante, Goethe, and Básico. These exams generally need additional preparation corresponding to their own assessment criteria.

RESEARCH ACROSS THE CURRICULUM

The School helps students develop their research skills throughout their Secondary School curriculum.

We aim to enable students

- to identify and focus information* needs
- to find information* efficiently and effectively
- to evaluate information* critically
- to record information* purposefully and effectively
- to communicate information* effectively
- to develop arguments based upon researched information*
- to document communications appropriately
- to self-evaluate and learn from their own practice

**information includes ideas as well as factual information.*

CURRICULUM BY DEPARTMENTS

ENGLISH

Introduction

In Years 9 to 11, the English Department provides three main groups of courses:

ENGLISH A classes

For students who are native speakers or whose English is so well developed that they can be regarded as such for a comprehensive study of English Language and Literature, including Shakespeare

ENGLISH TRANSITIONAL classes

For students who would benefit from concentration on effective modern English, including both students with English as mother tongue and students with another mother tongue who have largely mastered English for instructional purposes but would benefit from further exposure to authentic contemporary English and introduction to more classical literature.

Language B classes

For students taking English as a foreign language and who are therefore to some extent still learning the language. There are advanced and standard levels within each year group. .

See also details concerning the **Language of Instruction Programme of Support (L.I.P.S.)** under the heading "Students with Limited English".

Language A and transitional classes:

Objectives

English occupies a central place in the curriculum and crosses the traditional subject boundaries, since it has a double role to play:

- a) as a means of communication
 - for personal self-development
 - for social interaction
 - for academic purposes across the curriculum
- b) a humanistic function in the study of texts
 - developing cultural awareness and enrichment
 - influencing the personal, moral and spiritual development of the student through literature representing “crystallized human experience”
 - deepening the student’s understanding of human nature and values

These two aspects of the subject are complementary. The ability to make flexible use of language in its different forms is an essential element in both.

Thus the aims of the English courses in Years 9 - 11 may be defined as follows:

- To use the language with enjoyment as a vehicle for thought, expression, creativity, study and learning;
- To gain a deeper understanding of human nature and thus of oneself and others;
- To relate this to an understanding of different human and societies, past and present, thus comprehending more clearly aspects of one’s own culture and the cultures of other people;
- To acquire a sense of the development of literature, and an awareness of the historical and cultural contexts in which different authors write and their sequence through the centuries;
- To respond appropriately to a variety of texts;
- To develop a critical approach to reading and listening, including art forms that make use of words and everyday media with verbal elements;
- To introduce students progressively to good literature, so that they read with enjoyment, and, increasingly, with critical and aesthetic judgement.

These aims will be pursued through continuous experience of listening, speaking, reading and writing, the four interactive components of language. Thus our linguistic objectives with students in Years 9 – 11 are to enable them to:

- acquire an adequate vocabulary with clear and precise terms.
- produce coherent (written and oral) communication.
- recognise elements of language as a tool for appropriate writing.
- detect and use appropriately the various registers of language, i.e. detect and recognize the style and range of the language depending upon the social and cultural context in which it is used and express themselves clearly to different audiences.
- understand connotations in order to interpret correctly the intentions of the speaker or writer.
- distinguish the main ideas in a communication/text from secondary ideas.
- detect and present pertinent and convincing arguments.
- develop critical awareness of abuses of argument.
- differentiate between opinions, intentions and facts and apply such awareness in all areas.

- distinguish between subjective and objective expression and apply such awareness appropriately.
- describe, characterise, narrate, and argue.
- develop the ability to present information in a logical and concise way (by applying such principles as structure, sequence, cause and effect, chronological order etc.).

Skills should be developed using modern technology where appropriate and available, for example:

- To support subject skills (e.g. editing, self-correction)
- To familiarise students with media of communication
- To access research materials in a discerning manner

In all the above - even in the development of the other three language skills (i.e. listening, speaking, writing) - the role of regular reading is paramount.

In this way, language objectives are linked to literature objectives. The study of literature - both in its widest and deepest senses - is essential in developing a student's critical ability and knowledge of self and others through exposure to the culture of the Language A and other cultures.

We therefore seek to develop the following skills and areas of knowledge in the students:

- The ability to read intensively and extensively, with understanding, pleasure and responsiveness.
- The ability to use text as an example and a stimulus for their own creative work.
- Familiarity with a range of genres and forms, and with the successive periods in the history of literature.
- The ability to analyze a literary work in terms of theme, plot, characterization.
- Awareness of structure and style and the effects created on the reader by their use.
- The ability to make an independent personal response to the literature studied.

FRENCH

The importance of teaching a language of communication in what is also the vehicular language for the country in which a young adolescent/adult is currently living needs hardly to be stressed.

As is the case for all other subjects, the sequential stages built into the curriculum aim at preparing students for the requirements of the International Baccalaureate.

The aims and objectives of the curriculum are three-fold. First, they provide young beginners with a means, an implement that will enable them to adapt and communicate within what is for them a completely new social and cultural setting. For those students who already know French reasonably well, we will assess this knowledge and improve upon it. Secondly, they provide for the development of linguistic skills and the introduction to French culture, literature and civilization. Thirdly, they prepare students for the International Baccalaureate examination, which they may take at the end of Year 13.

The French Department covers the teaching of French at 6 levels and offers bilingual students the opportunity to join the Francophone stream if they meet the necessary written and oral requirements.

French support classes are offered to students who need them according to their level and timetable.

Extra-French students meet 4 or 5 times a week in a small class. This allows for more attention to the oral and written progress of each student.

Given the large turnover of students and the national differences in linguistic education, the French groups are re-defined at the beginning of each academic year on the basis of the students' linguistic background. Adjustments in the syllabus are then made accordingly. The number of groups will depend on the total number of students in each Year.

The International School welcomes pupils from diverse linguistic backgrounds. For those following the French (first language of instruction referred to above as Language A), the working language of the course is French. From Year 9 onwards, pupils whose first language "mother tongue" is not French can be accepted as Language A students only if there is a reasonable chance that they will achieve a sufficient command of French to be able to use it as a working language and if the number of students admitted to the class enables us to. For pupils whose first language of instruction is not French (French as a foreign language), classes will be divided according to level of proficiency.

The program shown below illustrates the normal progression of a French Language A student.

Years 9, 10 and 11 include a common core that builds progressively to:

- attain competence in spelling and style
- acquire writing, reading and oral expression skills
- discover and become familiar with French literature and its history
- learn modern methods of work processing, without, however, neglecting handwritten work that remains essential for written examinations.

The placement of pupils in various groups is discussed and decided by the teaching staff of the Department of French, taking into consideration the specific needs and best interest of each student.

HUMANITIES

The subjects grouped under the broad heading of Humanities are Economics, Geography, Global Awareness, Philosophy, and History.

Details of aims, course content and evaluation procedures are given for each subject. The availability and suitability of resources (printed, audio, visual and electronic) and techniques tend to vary from subject to subject and the degree of their application is somewhat dependent upon the extent to which they make a positive contribution to the teaching of a particular discipline.

GEOGRAPHY

Geography is taught at LGB in Years 9-13 and examines people, places and environments at local, national and international scales. The subject is dynamic and aims to provide students with an awareness and an understanding of the differences in patterns of human distribution, interrelationships between human society and the physical environment, people's use of the Earth in time and space. Students explore how these differences are related to people's cultures, economies and environment. These, and other related themes, including many human rights issues, express major concerns of our time and reflect the consequences of spatial decisions. Much of the Geography curriculum and teaching is directly linked with, and complementary to issues and themes in Global Awareness. In Geography's pursuit of this understanding, the questions "where?" "why?" and "how?" are central.

The aims of Geography are to enable students to acquire a critical and sympathetic awareness of interaction between humans and the environment and develop an awareness of the links between Geography, History and Global Awareness.

PHILOSOPHY

Philosophy comes from the Ancient Greek words "philo" (meaning to love) and "sophia" (meaning wisdom). The philosopher is, therefore, someone who loves wisdom.

Nowadays, philosophy is studied as an academic discipline: it is broken down into epistemology (theory of knowledge), logic, political philosophy, aesthetics (the study of beauty) and ethics (from the Greek "ethica" meaning custom – the study of what is right and wrong). However, studying philosophy does not make you a philosopher.

Many people think that philosophy is merely critical thinking, in other words evaluating situations, drawing conclusions, weighing up evidence, observing carefully and breaking information down carefully and methodically. However, this is only part of philosophy.

Others think that philosophy is about asking big questions, opening one's mind to numerous possibilities, imagining new worlds and searching for meaning in life. This is closer to what philosophy is, or should be but it is still not enough to describe just how rich and far-reaching philosophy is. Critical thinking is learning to think, philosophy is learning to live; the study of ideas is the search for knowledge whereas the search for one's purpose in life is the study of philosophy. This is why we ask the question; what is your philosophy of life? What that means is what do you believe in? By which values do you act, what do you think is true and important?

This course aims to bring back to all who study it the true meaning of philosophy: the deep search for the meaning of life through critical thinking. We will move towards this objective by studying some of the big ideas that make up the history of philosophy.

Whenever we look at an idea we will ask ourselves three questions:

1. What is the theory of the philosophy?
2. What are its ethics?
3. How does it offer meaning and purpose to your life?

HISTORY

Human beings seek to understand their historical roots and to locate themselves in time. Such understanding involves knowing what things were like in the past and how things change and develop, allowing us to achieve a historical perspective and ask, and perhaps answer, important questions about our current condition.

The History Programme taught in Years 9 to 13 aims to provide an understanding of how and why there are different accounts of the past and the criteria upon which they may be judged. The overall programme is progressively chronological but it may also adopt a more thematic approach. It is based on an international view of World History and tries to avoid overemphasis on any one national/cultural centre. It is hoped that students will enjoy History and will realise the relevance of studying and valuing the past for its own sake.

In Years 9 and 10, classes follow History for half the year, with four periods a week, (with Geography and Global Awareness in the other half).

Objectives

To acquire and understand historical knowledge in breadth and in depth and across different cultures.

To develop an appreciation and an understanding of History as a discipline.

To foster international awareness and understanding by presenting the achievements of different cultures in the past and thereby promoting empathy with and understanding of other societies.

To foster a better understanding of the present through an understanding of the past.

To develop an ability to use and communicate historical knowledge and understanding.

To enable students to present clear, concise, relevant, and well substantiated arguments.

To enable students to evaluate, interpret and use source material critically as historical evidence.

To enable students to identify and evaluate different approaches to, and different interpretations of, historical events and topics.

ECONOMICS AWARENESS

The aim of this course is to introduce some basic economics concepts and terminology which help understand local and global issues when decision makers faced with the problem of scarcity.

Economics can help to explain real-world events, issues and problems, such as why:

- The most expensive can of Coca Cola, made for astronauts, is 1250 dollars per can.
- The world's fastest car, the Bugatti Veyron, is priced at 1.95million Euros.
- The price of a bus fare is relatively low.
- The average doctor, lawyer, pilot or dentist has high earnings.
- Private-sector firms do not supply street lighting and public roads.
- Zimbabwe has no official currency.
- Diamonds (a non-essential product) are expensive whereas water (a vital) is not.
- Farms workers (who harvest products essential for life) are paid low wages whereas bankers (who produce nothing of real substance) are paid high salaries.
- Why are M-Budget products are so ugly looking? (theory of market segmentation)

- How high or low should parking charges be? (theory of nudge)
- Why have some Cantons introduced income based speeding fines. (theory of progressive pricing)
- Why are pensions so boring? (risk vs reward) (theory of compound interest)
- Why is the price of chocolate much more stable than the price of cocoa? (theory of value added)
- Why do we find fake hand bags but not fake Mercedes cars? (theory of profit margins)
- Why is jumbo size popcorn only two more francs than regular size? (Theory of marginal utility)

Year11 students are encouraged to ask questions and develop a keen eye wherever they go. They are required to watch the news and read newspapers to refresh the case studies they learn in class. Up-to-date, real-life examples greatly enhance the learning experience

LANGUAGES

German, Italian, and Spanish are taught as foreign languages at the International School. In Years 12 and 13, they are taught as mother tongue languages.

Spanish and German begin in the Middle School and continue throughout Secondary school, though they can be started in Year 9. Italian begins in Year 10.

The course objective is to master linguistic and communication skills within the framework of the cultures in which the language is spoken. Classes are taught in the target language.

Class organisation per grade: Students are grouped according to level (beginner, intermediate, advanced) but grouping can be reviewed as the student advances. A minimum number of students is required for a class to open.

MATHEMATICS

Mathematics is often considered the paradigm for logical thought. This concept should be completed by the notion of mathematical beauty, comparing good mathematics with a piece of music in which there is not one unnecessary note.

Not all our students will study mathematics beyond the high school level, and one of our goals is to show them how much could be learned through mathematics. It is therefore important that much of what is learned in the mathematics classroom has value in other areas of life.

The Mathematics Department of LGB is integrated across the two language programs.

In Years 9 to 11 the students follow the Common Core syllabus. The courses are established at different levels and students are placed in a level according to ability and achievement. Advanced level courses include more demanding problems and working at a faster rate, enabling the student to pursue greater depth in some topics.

All new students are asked to take a short test and are interviewed by the Head of Department before placement. As a rough guide, the requirement for an acceptance to

an advanced course is a good grade in an advanced or honours course during the previous year. Students can change their course level during the first part of the year according to their motivation and academic results.

The Mathematics Department puts particular emphasis on using technology in the learning process. Students are required to use graphical calculators and various modern software such as Geometer's Sketchpad, Cabri, Graphmatica and other internet resources. In addition, all the classrooms are equipped with interactive boards.

Our students regularly take part in International Mathematical competitions.

Objectives

- communicate mathematically, both clearly and confidently, in a variety of contexts
- develop logical, critical and creative thinking in mathematics
- develop mathematical knowledge, concepts and principles
- develop patience and persistence in problem-solving
- utilize the potential of technological developments in a variety of mathematical contexts
- appreciate the international dimensions of mathematics and the multiplicity of its scientific, cultural and historical perspectives
- prepare for successful studies in the IB Diploma Program

SCIENCES

Whether or not he or she intends to undertake further studies, or take up a career, in a scientific field, or in another field in which a science background is relevant, it is essential for the citizen of this modern world to be aware of both what science is, so that he or she may appreciate its powers and limitations, and of the ways in which scientists work and communicate with each other. Within this context, the general aims of the compulsory Experimental Sciences programme are to:

- Provide opportunities for scientific study and creativity that will stimulate, challenge and be relevant for all students, regardless of gender, ability and background.
- Stimulate and sustain an interest in, and enjoyment of, science and its applications.
- Show science as an international activity, recognizing the contributions of scientists from around the world.
- Show science as a multi-faceted, and continuously developing framework of knowledge.
- Raise awareness of the moral and ethical, social, economic and environmental implications of using science and technology.
- Provide an appropriate body of the knowledge, techniques and skills, which characterize science so as to enable the student to apply these. This provision will lead to the student:
 - Building up a scientific vocabulary,
 - Using appropriate information technology to gather, record, analyse and present information.
 - Actively seeking information from a variety of sources, objectively looking at information and evidence and discriminating between the important and the trivial.

- Developing an ability to analyse, evaluate and synthesize scientific information.
- Developing good observational skills such as the ability to record raw data clearly and objectively,
- Developing good experimental skills including being able to follow instructions.
- Understanding and complying with relevant safety procedures, and showing respect for living organisms and the local environment.
- Developing effective techniques for the written and oral presentation of laboratory and other reports.
- Becoming aware of the need for, and value of, effective collaboration and communication with others and being willing to change opinion.
- Developing the ability to work effectively both individually and in groups.
- Planning laboratory or other methods of carrying out investigations and solving problems.

Objectives

It is the intention of **all experimental sciences programmes** that students should be able to:

1. Demonstrate an understanding of
 - a. Scientific facts and concepts
 - b. Scientific methods/techniques
 - c. Scientific terminology
 - d. Methods of presenting scientific information
2. Apply and use
 - a. Scientific facts and concepts
 - b. Scientific methods/techniques
 - c. Scientific terminology to communicate effectively
 - d. Appropriate methods to present scientific information
3. Construct, analyse and evaluate
 - a. Hypotheses, research questions and predictions
 - b. Scientific methods/techniques and procedures
 - c. Scientific explanations
4. Demonstrate the personal skills of cooperation, perseverance and responsibility.
Appropriate for effective scientific investigation and problem solving
5. Demonstrate the manipulative skills necessary to carry out scientific investigation with precision and safety.

PHYSICAL EDUCATION

Physical Education is a compulsory subject at La Grande Boissière Campus (LGB) of the International School of Geneva. Each student follows a Physical Education course from Year 9 to Year 12. The classes for students in Years 9, 11 and 12 take place once per week and last for one hour and thirty minutes. Years 10 have Physical Education twice per week and for one hour and 10 minutes on each occasion.

The programme takes place predominantly on campus using the 4 gymnasias; climbing wall; synthetic playing field and the fitness room.

Objectives

The aims of the Physical Education state, in a general way, what the teacher may expect to teach or do, and what the student may expect to experience or learn. In addition they suggest how the student may be changed by the learning experience.

The aims of the programme, based on the stated rationale, enable the student to:

- appreciate and understand the value of physical education and its relationship to a healthy, active lifestyle
- develop and maintain a personal level of fitness which will allow the student to lead a healthy and active lifestyle
- develop the motor skills necessary to enable students to participate to their full potential in a broad and balanced range of physical activities
- develop knowledge and understanding of the factors involved in attaining and maintaining physical fitness, motor skill development, health and hygiene
- become aware of movement as a creative medium connected to communication, expression and aesthetic appreciation
- experience physical activities which encourage lifelong participation through teaching methodologies which provide satisfaction and success for all
- demonstrate a high level of interest and personal engagement showing initiative, enthusiasm, commitment, responsibility and leadership
- develop positive personal feelings, social skills and interpersonal relationships, appreciation of the cultures and attitudes of people with backgrounds different from their own
- demonstrate the ability to critically reflect upon physical activity in both a local and intercultural context
- demonstrate the ability and enthusiasm to pass on to others in the community the knowledge, skills and techniques that have been learned
- evaluate their own performance and the performance of others.

ARTS

Structure

In Year 9 the Arts offer a series of compulsory courses, which are part of the core curriculum for the year. The rotations of subjects on offer are: Music, Theatre Arts, Visual Arts

In Year 10 the students can opt for two Arts from the three. In Year 11 students can only choose one Art. These are 36 week programmes. In Year 12 and 13 the IB programmes (Standard and Higher) (in English and French) are on offer in: Music, Theatre Arts, Visual Arts

Objectives:

The Arts aim to provide inclusive programmes that empower the students to:

- understand and value the Arts throughout life;
- recognize the importance, use and connections between the arts in contemporary cultures and societies;
- respect the uniqueness and creativity of themselves and of others;

- increase their understanding and ability to express themselves through a variety of different modes and languages including the elements of sound, image, word and movement;
- become familiar with the application of technology to the Arts;
- develop their technical and creative abilities;
- develop their critical and analytical abilities;
- hone their study and time management skills;
- develop their performance and presentation skills;
- develop their skills of interaction.

VISUAL ART

Objectives

The VA Programme attempts to key students into the subject area, and to develop and strengthen their abilities through opportunities for the acquisition of:

- research skills
- knowledge
- understanding
- visual awareness
- experience in drawing and composition
- technical understanding
- appraisal / appreciation of artistic traditions of various cultures
- practical presentation skills (including oral)
- self understanding

The programmes aim to be varied and flexible and are designed to be inclusive. It is hoped that all students will be made more aware of the wealth of wide-ranging Art to be found in all cultures, genres, styles and periods. The programmes explore Art and its uses in societies from both a historical and contemporary perspective. Great emphasis is placed on the influence of the image in the fields of design and media.

MUSIC

The Music Department is housed in purpose-built premises, comprising two classrooms (one of which serves as a rehearsal and concert room) and five smaller practice/teaching rooms. The Department is equipped with several electronic keyboards, computers, pianos, a drum kit and several other instruments. The Department also includes a digital computer-based recording studio.

Objectives

The Music Programme attempts to consolidate the delight in music, which is shared by all students from all nationalities and to develop and strengthen the abilities of students by providing opportunities for increased :

- knowledge
- understanding
- aural awareness
- experience in composition
- technical understanding
- appraisal / appreciation of music

- practical performing skills (including ensemble playing)
- use of music technology
- enjoyment!

The courses are conceived in order to enable students of a greater degree of musical experience and skill to be taught alongside those who have little background. They aim to be both varied and flexible. Students will be made more aware of the wealth of wide-ranging music to be found in all cultures, genres, styles and periods. It is recognised however that stereotyping of cultures and individuals is a danger and each student will be encouraged to express his/her own tastes regardless of their background.

DRAMA

Objectives:

The Drama Courses are designed to foster

- Interest in Drama
- Creativity
- Understanding of and respect for other cultures
- Confidence
- Cooperation
- Effective communication
- Self discipline

The Drama Programs will attempt to develop skills in

- Team work and collaborative skills
- Improvisation & role play
- Presentation & performance
- Devising and Directing
- Design
- Technical theatre
- Research
- Project management

The Drama Programs will attempt to build the students'

- Imagination
- Concentration
- Self esteem
- Flexibility
- Ability to communicate
- Knowledge & Understanding of Drama & Theatre Arts
- Ability to collaborate, lead and support others
- Ability to evaluate the effectiveness of Drama & Theatre work
- Ability to communicate using and a dramatic form

FOR MORE DETAILED CURRICULUM INFORMATION SEE [ACADEMIC LIFE](#)
(and email Head of Department accordingly).

IV ADDITIONAL INFORMATION

THE LANGUAGE OF INSTRUCTION PROGRAMME OF SUPPORT (L.I.P.S.)

Introduction

This programme provides support for students who, on entry, have limited proficiency in the language through which they have to receive their education.

Before the school admits new students to its full academic programme they must show that they have reached a coping level (held to be intermediate) in one of the school's two working languages. The current situation among incoming students indicates a high need for support for English as the language of instruction. What follows here, therefore, refers to the programme of support in English, called "E-LIPS", which operates in classes 9-11.

The language level of new students is determined on arrival by an objective test. After this they are placed in whichever one of a range of English classes is most appropriate for them; those in classes 9-11, whose test reveals a level not yet advanced enough for them to benefit from a full programme of subjects in English without additional support, are placed in the Language of Instruction Programme of Support (L.I.P.S). Here further testing is carried out to determine the most appropriate individual plan for them. The LIPS groups are small; students work at their own level and receive a high degree of individual attention. The LIPS teachers work in close liaison with the mainstream subject staff, and students can move into the full timetable of mainstream subjects at suitable times as their ability develops.

In classes 12-13 it is assumed that students will not be admitted into the IB exam course unless their level in the chosen language of instruction is already adequate to allow them a chance of success, therefore there is no language in instruction programme in these years.

Withdrawals and Auditing

In the Language of Instruction Programme of Support students may be advised to withdraw certain subjects from their timetable so that they can concentrate on advancing both general English and academic English.

Because LIPS students do not have enough knowledge of the target language to participate fully in certain academic courses, they may be assessed on different criteria to give them credit for their achievements and to help them find their way gradually without unnecessary pressure. Teachers may give them assignments which are different from ones given to the other students and will make a comment on the report to note progress; however the teacher will not record a grade while a student is auditing a class.

A student can be assessed on different criteria based on the Admission interview, or later if any teacher recommends to the Principal that a student would benefit. All cases where a student is assessed on these different criteria will be

- communicated to the parents;
- re-considered at the end of each marking period (sometimes more often); and
- limited, usually, to a maximum of one school year after the students arrives.

Decisions are made in relation to the individual student. However, in general, the older the student is the more important it is that they are graded in their courses. Therefore their need is for additional English support rather than auditing.

Detailed information about the Language of Instruction Programme of Support is sent to parents whose son or daughter is allocated a place in it.

Objectives

- To deliver adequate and appropriate support to those students who:
 - Have no choice but to use English as their working language of instruction, and who
 - Have not yet acquired a coping level in English.
 - To enable those students to acquire a coping level in the fastest time that they, individually, are capable of.
- To enable their parents to understand the enormous challenge the students face in this situation and to help them to support their child.
- To keep parents fully informed of their child's progress.
- To help mainstream subject staff to understand the difficulties and to enable them, via a special teacher development course, better to support the LIPS students.

To ensure that students allocated to a place in the LIPS scheme are encouraged and enabled to transfer to a full timetable of mainstream classes as soon as they attain a coping level.

Assessment

NB Because LIPS classes are small and students work at their individual levels and paces, the assessments are mostly individually prepared.

Years 9 and 10

Entry (diagnostic)	Ongoing (formative)	End of Semester (summative)	Exit from Programme
SLEP /Secondary Level English Proficiency)	Ongoing daily assessment of skills development	<u>General English</u> : Examination of four language skills, plus knowledge of structures and vocabulary	Intermediate level course book exit test plus testing of coping ability in the four language skills at the level of the mainstream English class they will join.
Separate testing of the four language skills	Course book review tests on completion of each four units of study	<u>Academic English</u> Study and Vocabulary Skills, Academic Writing skills, Reading strategies; Research skills	

Year 11

- The work in this pre-IB year is, necessarily, closely focused on the pre-IB needs of the individual student.
- For Entry, Ongoing and Exit purposes the format will follow that for years 9 and 10.
- At the end of Semester One, the work that the individual student has needed to focus on will determine the nature and content of that student's assessment.
- This will remain true for the assessment at the end of Semester Two, with the addition that part of the assessment will reflect the semester's work on preparing them for undertaking the IB extended essay: it will examine knowledge of the Research process and terminology plus the skills of reformulation, summary and note-taking as well as report-writing.