

A photograph of three students, two women and one man, sitting around a table. They are looking at a large sheet of paper on the table, which has some handwritten text and diagrams. One student is holding a blue marker and writing on the paper. The paper has words like 'stage', 'Communication', 'age', 'diversity', and 'ture' visible. A large white circle is overlaid on the center of the image, containing the text 'INTERNATIONAL BACCALAUREATE'.

INTERNATIONAL BACCALAUREATE



INSTITUT
FLORIMONT

What is the International Section?

The international section at Institut Florimont offers a unique pathway divided into two complementary stages. The 3i and 2i years feature a Florimont-designed curriculum, specifically crafted to prepare students for the International Baccalaureate (IB) Diploma by developing essential skills and knowledge. Following this, the 1IB and TIB years implement the official IB programme, allowing students to fully engage with the IB curriculum and prepare for the final diploma at the end of their senior year. This brochure outlines the structure of the IB programme, along with its core principles and philosophy, aimed at nurturing balanced, curious, and globally-minded learners. It also highlights the IB's educational approach, which emphasizes independence, critical thinking, and an international perspective.

The International Baccalaureate (also known as the IB) is a non-profit educational foundation offering a challenging educational programme for a worldwide community of schools, aiming to create a better, more peaceful world. To learn more about the IB, visit their website at ibo.org.

The International Baccalaureate

"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 IB works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right." (ibo.org)

"The beauty of CAS is that learners step out of their comfort zone. In pursuing new interests, overcoming challenges to develop new skills, and engaging in their local and global community, students learn what it means to be an active balanced participant in our shared humanity."
- Allison Jones, CAS coordinator

"Teaching in IB is a dream come true. Helping students develop their skills, seeing them grow more independent and more autonomous, and having the pleasure of witnessing how they become inquirers and open-minded is a dream for every teacher."

-Jacopo Nardulli, IB Teacher



Is the IB for me?

- In class, I frequently find myself drawn to exploring the bigger ideas behind the topics being studied
- I enjoy questioning why and how we learn
- I find it exciting to seek out and make new connections between what I am learning in different subjects
- I enjoy discovering and discussing different points of view
- I want to feel like I am part of a community at Florimont, to which I actively contribute creatively and through service
- I prefer focusing on a few, chosen subjects in depth, balancing my academic studies with outside creative endeavors, physical activities, and service projects
- Class environments which encourage questioning, discussion, and collaborative construction of learning invigorate and challenge me
- I appreciate the flexibility and independent nature of choosing my own topics for further study
- I actively seek out feedback from teachers in order to address areas for improvement and how to become a stronger learner
- The world around us intrigues me and I enjoy bringing that context into my classroom learning

"The IB Diploma prepares students for the realities of university study and life beyond more so than any other course I have taught. Fundamentally it nurtures a curiosity about the world and how academic study is relevant to real life applications, and builds confidence and independence."
- Maurice Fakoury, IB Teacher

"Enrolling him in the international section at Florimont and now IB diploma programme has been the best decision for our son. He has grown and matured tremendously over the past three years. He had always been a very good student but now he is much more self-motivated, organized and eager to learn, and most importantly he has developed strong inquisitive and self reflection skills that we know will help him later in life. The small class size has allowed him to develop very positive relationships with his teachers and classmates. He definitely isn't "just another student." He has the full support of his teachers, form tutor and the administration."

- Catherine De Clerck, IB Parent



IB DIPLOMA PROGRAM

IB LEARNER PROFILE IS WHAT WE AIM FOR

“The learner profile is the IB’s mission in action. It requires IB learners to strive to become: Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective. The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.” (ibo.org)



THE APPROACHES

APPROACHES TO TEACHING

- Inquiry-based
- Focused on conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Differentiated to meet the needs of all learners
- Utilizing Technology

APPROACHES TO LEARNING

- Thinking skills
- Communication skills
- Social skills
- Self-management skills
- Research skills

THE IB CORE AIMS TO BROADEN STUDENTS' EDUCATIONAL EXPERIENCE AND CHALLENGE THEM TO APPLY THEIR KNOWLEDGE AND SKILLS

THEORY OF KNOWLEDGE

“TOK plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge. The task of TOK is to emphasize connections between areas of knowledge and link them to the knower in such a way that the knower can become aware of his or her own perspective and those of the various groups whose knowledge he or she shares. TOK, therefore, explores both the personal and shared aspects of knowledge and investigates the relationships between them.” Key Question(s): What do we know, and how do we know it?



INTERNATIONAL MINDEDNESS IS WHAT CONNECTS EVERY LAYER OF THE PROGRAMME

"The learner profile is the IB's mission in action. It requires IB learners to strive to become: Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective. The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities." (ibo.org)

CAS

CAS stands for Creativity, Activity and Service ! The aim of this programme is to guide IB students in becoming reflective learners and active participants of their community.

→It's about engaging in activities and reflecting on the experiences.

→It's about looking for new challenges, taking responsibilities, reflecting on learning.

EXTENDED ESSAY

"The extended essay offers the opportunity for IB students to investigate a topic of special interest, in the form of a 4,000-word piece of independent research...[it is] a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is intended to promote high-level research and writing skills, intellectual discovery and creativity."

GROUPS AND COURSES OFFERED

All courses are offered at both levels, HL and SL

Group 1 - Studies in Language and Literature

- English A Language and literature
- French A Literature

Group 2 - Language Acquisition

- English B , French B, German B, Spanish B

Group 3 - Individuals and Societies

- Business Management (Eng.), Economics (Eng.), Geography (Fr.), History (Eng.)

Group 4 - Sciences

- Biology (fr.), Chemistry (Eng.) and Physics (Eng.)
 - Environmental systems and societies (Eng.)
- only offered at the SL level

Group 5 - Mathematics

- Math Application and Interpretation (Fr.)
- only offered at the SL level
- Math Analysis and Approaches (Fr.)

Group 6 - Arts

- Visual Arts (Fr.)

How Florimont supports IB Diploma candidates

Integration into a supportive learning community of fellow students and engaged, committed teachers.

As individual challenges and strengths are identified, differentiated curriculum assistance is provided by the IB team, allowing each student to set individual goals.

Small class sizes are prioritized to ensure increased individualized learning, regular opportunities for discussion, and detailed feedback from experienced IB teachers.

Tutors monitor and foster students' academic development in a small group setting and regular one-to-one meetings, promoting communication between teachers, students, and parents.

The CAS Coordinator facilitates student engagement in Creativity, Activity, and Service experiences both in and out of school. Through active participation and regular feedback in CAS, students learn to reflect on themselves as individuals as well as their role in our local and global community, integrating the holistic, balanced goals of the IB.

Collaboration and independent study outside of class hours is facilitated in designated study areas. Student delegates, elected by each form class, allow for fluid communication and enable students to have a clear voice in their academic education.

Subject-specific Extended Essay supervisors are provided for each student to accompany them through this challenging and rewarding diploma requirement.

Dedicated and focused university counsellors guide students throughout their search, application, and acceptance for both Francophone and Anglophone universities.

The IB Coordinator provides individual support to all students in the spirit of the IB philosophy, encouraging them to develop the traits of the IB learner profile. The Coordinator also personally advises students on course selection to maximize student success, working daily with the IB team of teachers and advisors to support student learning and development.

«The IB is more than just a final exam — it's a window into the world of tomorrow. At Florimont, our children are prepared for higher education with both care and commitment. As parents, we see a true school community taking shape, and that's what matters most.»

- Catherine Mugnier Jacob, IB Parent



The IB Learner Profile

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinker

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

"The programme of support at Florimont, which scaffolds research and writing skills, forms the very same building blocks of academic rigour that enable our students to 'stand on the shoulders of giants' at university level."
- Daniel Eves, Teaching and Learning Coordinator



Becoming an IB Diploma candidate

In the Diploma Programme, the curriculum consists of six subject groups and the three elements of the IB Core.

To register in 1IB as an IB Diploma Candidate you need to meet the following requirements:

- Choose courses from the following subject groups: studies in Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, and the Arts.
- You may opt to study an additional course in Sciences, Individuals and Societies, or Languages, instead of a course in the Arts.
- You will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with the expectation of demonstrating a greater body of knowledge, understanding and skills at higher level.
- You need to take at least three (but not more than four) subjects at higher level, and the remaining at standard level.
- Standard level subjects require up to 150 teaching hours. Higher level comprises 240 teaching hours.
- You can select English or French as your preferred language of instruction for Theory of Knowledge.

Different combinations of courses may qualify for a bilingual or advanced bilingual diploma. (ibo.org)

Examples of course selection

Group	Subject	Level	Lang.
1	English A, Language and Literature	SL	
2	French B	HL	
3	Business Management	SL	Eng.
4	Biology	HL	Fr.
5	Math Analysis & Approaches	SL	Fr.
6	Visual Arts	HL	Fr.
IB CORE	Theory of knowledge		Eng.

Group	Subject	Level	Lang.
1	French A, Literature	HL	
1	English A, Language and Literature	HL	
2	Economics	SL	Eng.
3	Physics	SL	Eng.
4	Chemistry	SL	Eng.
5	Math Analysis & Approaches	HL	Fr.
IB CORE	Theory of knowledge		Fr.

Bilingual Diploma Candidate Requirements

- Two languages selected from the subject group studies in language and literature, **or**
- A course selected in the subject groups individuals and societies or sciences in a language different to the language chosen in the subject group studies in language and literature.

Advanced Bilingual Diploma Candidate Requirements

- Two languages selected from the subject group studies in language and literature, **and**
- A course selected in the subject groups individuals and societies or sciences in a language different to the language chosen in the subject group studies in language and literature.

Assessments & exams

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses.

DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods

In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate. Student results are determined by performance against set standards, not by each student's position in the overall rank order.

Two types of assessments:

External assessments are scheduled during an examination period of 3 weeks in May or November and form the basis of assessment for most courses. They include essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions, multiple-choice questions – in sciences.

Internal Assessments include oral work in languages, fieldwork in geography, laboratory work in the sciences, investigations in mathematics, artistic performances. The work is produced by students during the two year program, and is then evaluated by Florimont teachers. Samples are sent to the IB for moderation.



Grading Scales & points

In the DP, students receive grades, on each DP course, ranging from 7 to 1, with 7 being highest. The grades are established using a rubric based on a set of IB standards. A student’s final diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain

minimum levels of performance including successful completion of the three essential elements of the DP core. For the Extended Essay and the Theory of Knowledge students receive a grade ranging from A to E, with A being the highest. The total IB Core Bonus points are calculated using this grid:

		Theory of Knowledge				
		A	B	C	D	E
Extended Essay	A	3	3	2	2	
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	1+ failing condition				
	No sub.	N	N	N	N	N

University requirements for IB Diploma students are usually expressed as a minimum number of points to achieve and/or a specific combination of IB courses.

The total possible points for DP subjects is 42, added to the 3 possible bonus points, give a maximum possible score for the IB Diploma of 45 points.

Getting the Diploma

Accumulate at least 24 points and...

- Meet the CAS requirements in full
 - No “N” (no submission) awarded for TOK, the EE or for a contributing subject
 - No grade E awarded for TOK and/or the EE
 - No grade 1 awarded in a subject/level
 - No more than two grade 2s awarded (HL or SL)
 - No more than four grade 3s or below awarded (HL or SL)
- The candidate has earned 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
 - The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
 - Candidates who complete the diploma in multiple languages may be eligible for a bilingual diploma.

FAQ – IB Universities

Can you give a specific example of how the DP prepares students for college?

The International Baccalaureate® (IB), and the Diploma Programme (DP) in particular, enjoys a high level of respect and recognition among the world's higher education institutions. For students, success in the IB often results in advanced standing, course credit, scholarships, and other admissions related benefits at many universities.

How can I learn more about the IB and DP?

- Visit the IB website at www.ibo.org
- Attend school meetings and events
- Speak with your school's DP coordinator
- Speak with your child's DP classroom teachers

Are IB programmes considered “gifted” programmes?

The IB does not control how schools designate their Diploma Programme. In some instances, schools choose to designate the programme as selective enrolment via application or as a magnet programme. In other cases, the programme is open to any student.

Do DP teachers receive special training?

All DP teachers receive professional development in the IB's approaches to teaching and approaches to learning from certified IB workshop leaders. This is a requirement for IB World Schools implementing the DP.

What are the differences between Language A and Language B?

Language B courses are intended for students who have had some previous experience of learning the language. Available at either higher level or standard level. Language A is intended for students fluent in that language. If a student takes two Language A courses, they become eligible for a Bilingual Diploma. The courses are available at either higher level or standard level.

What's the difference between the diploma and certificates?

Not all students choose to take the full course load leading to a diploma. Instead, some take a few DP courses in areas where they have a particular interest or strength, similar to honours and Advanced Placement classes. Certificates are awarded on a course-by-course basis to students who choose not to do the full programme. Students who satisfactorily complete a DP course earn a certificate and may be eligible for university credit.

How do colleges and universities view the Diploma Programme?

The DP is internationally recognised as representing one of the highest standards in university preparatory education. More than 1,000 colleges and universities in North America have recognition policies on how they weigh it in admissions, advanced standing, college credit and scholarships. A list of colleges and universities that grant credit, scholarships and/or advanced standing for DP diplomas and certificates is available at www.ibo.org.

What kind of student is a good candidate for the DP?

The DP is a rigorous course of study for motivated students. That said, prior academic success is less an indicator of ability to earn the diploma than are a student's determination to do his or her best, willingness to be organised in order to complete the work while leading a full, balanced life, and a strong commitment to learning in and beyond the classroom.

Do DP students have time for anything beyond academics?

Absolutely. Most successful Diploma Programme students lead very full lives. They are often members of athletic teams and involved in a wide range of activities. Time management and organisation are key skills the IB develops in students.

What are the requirements for swiss universities ?



“Since beginning to teach the IB I have never been so aware of the importance of asking the questions “why does this matter?” and “what difference does this make?” (as well as “how do we know this?”). Education can be a meaningless set of hoops to jump through for students and teachers, but if the IB is taught mindfully and intelligently, this mindless, grade-based approach can be avoided. Grades are important, but creating a better world is better ! I am spoiled to be teaching thoughtful, reflective, knowledgeable students who rise to the challenge of a rigorous and well thought out DP curriculum in the DP. Teaching the IB has changed me and my students ! And as a university counsellor I am very aware of just how valued the IB is by the world's best universities.”
- Duncan Lally, University Counsellor

Glossary

English terms		French terms	
IA	Internal Assessment	RI ou EI	Evaluation interne ou Recherche Individuelle
CAS	Creativity, Activity and Service	CAS	Creativité, Activité et Service
EE	Extended Essay 4000 word research paper	Mémoire	Travail de recherche de 4000 mots
CORE	CAS, EE, TOK	Tronc commun	CAS, Mémoire, TDC
Group 4 project	Collaborative project between all sciences	Projet Groupe 4	Projet collaboratif entre toutes les sciences
Exploration	Internal Assessment in mathematics or geography	Exploration	Evaluation interne en mathématiques ou en géographie
Paper 1, 2, 3	External Assessment papers	Papier 1, 2, 3	Désignation des différentes évaluation externes
TOK	Theory of Knowledge	TDC	Théorie de la Connaissance
SL	Standard Level	NM	Niveau Moyen
HL	Higher Level	NS	Niveau Supérieur

*«Every day
the best chances
for tomorrow.»*

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