INSTITUT FLORIMONT



INTERNATIONAL SECTION

The IB Diploma at Florimont

Bilingual. International. University-focused.

COLEGIO DEL MUNDO · WORLD SCHOOL · ECOLE DU MONDE ®


FLORES IN MONTE



Noha Benani
IB Diploma Programme Coordinator
Head of the International Section

> *"The IB is not only a diploma; it is a way of learning, thinking, and growing."*

At Florimont, we are convinced that school is not limited to academic success. It must also enable each student to learn how to think, to live with others and to become fully themselves.

The International Baccalaureate is fully aligned with this vision. As a demanding programme, recognised and valued throughout the world, the IB prepares students for higher education while developing essential qualities for the future. The IB encourages each student to become autonomous, engaged, and responsible through the ten attributes of the learner profile: inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced and reflective. Our role is to support them individually throughout this journey, so that each one can reveal their potential and flourish well beyond the walls of the Institute.

Offered at Florimont since 2014, the Diploma Programme provides our students with a bilingual, international and deeply formative pathway.

Founded in Geneva in 1968, the International Baccalaureate is a non-profit educational foundation that now works with more than 6,200 IB World Schools in over 160 countries.

What is the IB Diploma?

A programme built around six key elements

The **IB Diploma Programme** is a rigorous two-year university preparation programme that combines academic breadth, intellectual challenge and personal development.

Students study **six subjects** across languages, humanities, sciences, mathematics and the arts, alongside the **IB Core: Theory of Knowledge (TOK), the Extended Essay (EE) and Creativity, Activity, Service (CAS)**. Guided by the **IB Learner Profile**, students develop critical thinking, research, communication and self-management skills, while becoming curious, reflective and internationally minded learners.

The IB Diploma prepares students not only for success at university, but also to engage thoughtfully and confidently with an increasingly interconnected world.



A programme built around six key elements

1. Six Subjects

Students study six academic subjects across languages, humanities, sciences, mathematics and the arts.

2. The IB Core

TOK, the Extended Essay and CAS develop reflection, research and engagement beyond the classroom.

3. Learner Profile

The IB develops curious, principled, open-minded, reflective and balanced learners.

4. International-mindedness

Students learn to understand different perspectives and engage with the world beyond their own context.

5. Approaches to Teaching and Learning

The programme develops research, communication, self-management, social, and thinking skills.

6. University Preparation

The programme builds independence, critical thinking, and strong preparation for higher education.

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

At the heart of the IB Diploma: The IB Learner Profile



IB LEARNERS

We strive to be curious, compassionate lifelong learners.

At the heart of the IB Diploma, the **IB Learner Profile** defines ten attributes that support students' academic and personal growth. It encourages them to become curious inquirers, critical thinkers, confident communicators, principled individuals and open-minded global citizens.

Throughout the programme, students learn to take intellectual risks, persevere through challenges, maintain balance and reflect on their own development. In doing so, they grow not only as learners, but as thoughtful, empathetic and purposeful individuals prepared to engage positively with the world.

Ten attributes

GROW · THRIVE

01 **Inquirers**
Ask thoughtful questions.

02 **Knowledgeable**
Build deep understanding.

03 **Thinkers**
Analyse and solve problems.

04 **Communicators**
Express ideas clearly.

05 **Principled**
Act with integrity.

06 **Open-minded**
Consider different perspectives.

07 **Caring**
Contribute positively.

08 **Risk-takers**
Try, adapt and persevere.

09 **Balanced**
Manage learning and wellbeing.

10 **Reflective**
Learn from experience.

These attributes are at the heart of the International Baccalaureate. They inspire how we learn, what we value and the impact we have on the world.



Theatre production of "Alice in Wonderland"

The IB Core

Three transformative elements at the heart of the Diploma Programme

TOK
Theory of Knowledge

Exploring the nature of knowledge and how do we know what we claim to know.

WHAT IS TOK?

A thought-provoking course that encourages students to reflect on the nature of knowledge across disciplines and in daily life.

KEY FOCUS AREAS

- Areas of knowledge
- Knowledge questions
- Perspectives and bias
- Justification and evidence

LEARNING EXPERIENCES

Discussions, debates, real-life examples, and analysis of diverse perspectives.

ASSESSMENT

A TOK exhibition (internally assessed) and a TOK essay (externally assessed).

EE
Extended Essay

Independent research in a subject of personal interest.

WHAT IS THE EE?

A 4,000-word independent research project that allows students to investigate a question in depth.

KEY FEATURES

- Student-chosen topic
- In-depth research and analysis
- Academic writing and referencing
- Reflection on the research process

LEARNING EXPERIENCES

Develops research, critical thinking, time management and academic writing skills.

ASSESSMENT

Externally assessed by IB examiners, using established criteria.

The IB Core develops independent thinkers and principled global citizens. Together, these three elements foster inquiry, meaningful action and authentic research – preparing students for university and for life.

> *Empowering learners to think deeply, act meaningfully and grow authentically.*



CAS

Creativity, Activity & Service

Experiences that build character, community and well-being.

WHAT IS CAS?

A programme of experiences outside the classroom that encourages students to learn by doing.

THREE STRANDS

Creativity. Exploring and extending ideas through the arts and beyond.

Activity. Physical exertion contributing to a healthy lifestyle.

Service. Collaborative and reciprocal engagement with local and global the communities.

KEY ELEMENTS

— Personal challenge
— Planning and commitment
— Reflection
— Meaningful outcomes

ASSESSMENT

CAS is a required component of the IB Diploma Programme



Not an add-on — the heart of the Diploma

Together, the three elements shape how students learn.

WHY IT MATTERS

Together, TOK, EE and CAS shape curious minds, compassionate hearts and confident individuals who are ready to make a positive difference in a complex world.

AT A GLANCE

— TOK — exhibition and essay
— EE — 4,000-word research project
— CAS — experiences, reflection, outcomes

The Florimont pathway to the IB Diploma

At Florimont, the journey to the IB Diploma begins well before the programme itself, through a curriculum specifically designed to prepare students step by step. In 3i, students build a broad foundation across ten subjects and are introduced to CAS with a focus on service to others. In 2i, students continue with ten subjects while sharpening their academic focus: a Critical Thinking course prepares the ground for Theory of Knowledge, Economics and Business Management are introduced, and students concentrate on two sciences instead of three, with teaching time for each science doubling from two to four periods per week.

	YEAR 1	YEAR 2
	3i	2i
SUBJECTS	10 subjects · Digital Skills & Citizenship (1 semester)	10 subjects · two sciences instead of three, four periods each · Economics / Business Management introduced
CAS	Introduction to CAS – 1 semester, focus on service to others	
THEORY OF KNOWLEDGE	—	Critical Thinking course in preparation for IB TOK
EXTENDED ESSAY	—	—
CHOICES BEFORE ENTERING THE YEAR	At the end of 4ème, students are assigned to English and French classes based on their language profile. They continue studying their third language and choose either Visual Arts or Music.	End of 3i, students keep two sciences, and choose English or French as the language of instruction for the critical thinking course.

A four-year journey from 3i to TIB

THE DIPLOMA PROGRAMME = 1IB + TIB

The IB Diploma Programme itself then begins in 1IB, where students take up their six chosen subjects alongside the three Core elements — CAS, TOK and the Extended Essay. Finally, TIB is the year of consolidation and achievement: students complete their final assessments, prepare their university applications, and sit the official IB examinations. Across the four years, each stage builds deliberately on the last, so that students arrive at the Diploma confident, well-prepared, and ready to succeed.

YEAR 3 — 1IB	YEAR 4 — TIB	
6 IB subjects, chosen by the student	Studies continue in Year 2 with the same subjects, continuity from Year 1.	SUBJECTS
Official IB CAS begins as one of the three Core elements	Engagement in CAS continues; programme completed in the second semester.	CAS
TOK begins as one of the three Core elements. TOK Exhibition submitted at the end of the year.	TOK Essay completed early second semester.	THEORY OF KNOWLEDGE
Extended Essay launched and completed by the end of the year	Submitted · externally assessed	EXTENDED ESSAY
At the end of 2i, students choose their 6 IB DP subjects and select English or French as the language of instruction for TOK.	—	CHOICES AT THE END OF THE YEAR

3i and 2i: building the foundations

The **3i and 2i years** provide a comprehensive bilingual foundation for the IB Diploma. Students complete coursework in **French Literature** or **French B**, alongside **English Literature** or **English B**, ensuring optimal placement into the appropriate IB language level. Enrolment in **at least one Language A** subject is required throughout students' studies.

Subject by subject

NEW OR CHANGED IN 2I

	3i	2i
Programme	10 subjects Introduction to CAS – service to others Digital Skills & Citizenship	10 subjects CAS — personal project presented to an audience Critical Thinking course
French	French A: Literature French A: Literature	French A: Literature French A: Literature
English	English A: Literature English B: Language Acquisition	English A: Literature English B: Language Acquisition
Language acquisition	Same language as in 4e German or Spanish	Same language as in 4e German or Spanish
Individuals & Societies	Combined history / geography in English	Combined history / geography in English Combined Business Management / Economics in English
Sciences	For all students Biology in French · Chemistry and Physics in English	Choice of two sciences Biology in French · Chemistry and Physics in English
Mathematics	Taught in French	Taught in French
Arts	Two choices · Visual Arts or Music, in French	Two choices · Visual Arts or Music, in French
Physical Education	Taught in French	Taught in French

LANGUAGE A AND LANGUAGE B

Language A

For students who are already highly proficient or fluent in the language. Courses focuses on literature, language analysis, culture, and critical interpretation.

Language B

For students learning the language as an additional language. Courses develop communication skills, cultural understanding and the ability to use the language in a range of real-world contexts.



Becoming an IB Diploma candidate

To enter 1IB as an IB Diploma candidate, students choose a coherent programme of six subjects. Different combinations may qualify students for a bilingual or advanced bilingual diploma.

PROGRAMME REQUIREMENTS

To be eligible for the full IB Diploma, students choose six subjects across the IB subject groups. Their programme must include:

01 **Two languages** — including at least one Language A course

02 **Individuals and Societies** — one subject

03 **Science** — one subject

04 **Mathematics** — one course

05 **One additional subject** — visual arts, or, where permitted, a subject from another group (excluding Mathematics).

3 Higher Level **3** Standard Level

Subject choices should be realistic, balanced and aligned with university goals.

Students are guided by teachers, the IB Coordinator and the university counselling team.

EXAMPLES OF COURSE SELECTION

1 Bilingual Diploma

GROUP	SUBJECT	LEVEL	LANG.
1	French A Literature	HL	Fr.
2	English B	HL	Eng.
3	Business Management	SL	Eng.
4	Biology	SL	Fr.
5	Math Applications & Interpretation	SL	Fr.
6	Visual Arts	HL	Fr.
IB Core	Theory of knowledge		Fr.

2 Advanced Bilingual Diploma

GROUP	SUBJECT	LEVEL	LANG.
1	French A Literature	HL	Fr.
1	English A Language & Literature	SL	Eng.
3	Economics	SL	Eng.
4	Physics	HL	Eng.
4	Chemistry	SL	Eng.
5	Math Analysis & Approaches	HL	Fr.
IB Core	Theory of knowledge		Eng.

HL Higher Level **SL** Standard Level

In blue Subjects counting towards the Bilingual Diploma. Taking two Language A subjects (French A and English A) counts towards the **Advanced Bilingual Diploma**.

Courses offered at Florimont

Students build a custom six-subject pathway with courses taught in either French or English. Depending on their subject and language selections, students work toward an **IB Diploma**, a **Bilingual Diploma**, or an **Advanced Bilingual Diploma**.

THE SIX SUBJECT GROUPS

GROUP / DESCRIPTION	SUBJECTS OFFERED AT FLORIMONT
GROUP 1 **Studies in Language and Literature** *First-language study of literature*	English A: Language and Literature · French A: Literature
GROUP 2 **Language Acquisition** *Developing a second language*	English B · French B · German B · Spanish B
GROUP 3 **Individuals and Societies** *Understanding the human world*	History · Geography · Economics · Business Management · Environmental Systems and Societies (SL) in English
GROUP 4 **Sciences** *Experimental and scientific study*	Biology (HL) in French · Chemistry in English · Physics in English · Environmental Systems and Societies (SL) in English
GROUP 5 **Mathematics** *Two pathways to suit each profile*	Mathematics: Analysis and Approaches (SL/HL) · Mathematics: Applications and Interpretation (SL) in French
GROUP 6 **The Arts, or a free choice** *Where students shape their own profile*	Visual Arts in French

Higher Level (HL) and Standard Level (SL)

Each subject is taken at either Higher Level (HL) or Standard Level (SL), and every diploma candidate takes three subjects at each level. Higher Level courses cover greater depth and breadth, with around 240 teaching hours over the two years, compared to 150 at Standard Level. Students typically choose HL for their strongest subjects and those connected to their future university studies, making the HL/SL combination an important decision in shaping their diploma.

TEACHING HOURS OVER TWO YEARS

240 Higher Level

150 Standard Level

ABOUT MATHEMATICS CHOICES

COURSE	MAIN FOCUS	POSSIBLE UNIVERSITY PATHWAY	DIFFICULTY LEVEL
Applications & Interpretation SL	Modelling, statistics, real-world applications and use of technology.	Social sciences, business, psychology, design, some economics and some data-based pathways.	Best option for students who may have struggled with or have found maths courses challenging in previous years
Analysis & Approaches SL	Algebra, functions, calculus, reasoning and abstract problem-solving.	Sciences, economics, medicine, architecture and business/finance, depending on university requirements.	
Analysis & Approaches HL	Advanced mathematics, proof, abstraction and demanding problem-solving.	Engineering, physics, computer science, selective economics/finance and EPFL/ETH-type pathways.	The most challenging of the three levels

TESTIMONIALS

Voices from our IB team



The IB Diploma prepares students for the realities of university study and life beyond more 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



*Teaching the IB has made me more aware of the importance of asking: **Why does this matter? What difference does this make? How do we know?** At its best, the IB moves education beyond grades, encouraging students to become thoughtful, reflective and knowledgeable learners. As a university counsellor, I also see first-hand how highly the IB is valued by leading universities around the world.*

Duncan Lally University Counsellor



CAS encourages students to step out of their comfort zone, explore new interests, overcome challenges, and engage meaningfully with their communities. In doing so, they develop new skills and learn what it means to be active, balanced participants in our shared humanity.

Allison Jones CAS Coordinator



Assessment, exams and Diploma

HOW IB ASSESSMENT WORKS

IB assessment measures what students can understand, apply, analyse and create, not simply what they can memorise. Throughout the Diploma Programme, students are assessed against clear IB criteria and international standards.

Student results are based on performance against set standards, not on ranking students against one another.

ASSESSMENT DEVELOPS THE ABILITY TO

- analyse and present information clearly
- evaluate ideas and construct arguments
- apply knowledge to unfamiliar situations
- solve problems creatively
- communicate with precision and purpose
- demonstrate international-mindedness

TWO TYPES OF ASSESSMENT

External assessments	Official IB examinations, usually taken in May at the end of the Diploma Programme. They may include essays, structured questions, data-response questions, text analysis, case studies, problem-solving tasks and, in some subjects, multiple-choice questions.
Internal assessments	Subject-specific tasks completed during the two-year programme. They may include language orals, geography fieldwork, science laboratory work, mathematical investigations, artistic work or research projects. Internal assessments are marked by Florimont teachers and moderated by the IB.

How IB points are counted

SIX SUBJECTS
42
points · graded 1–7 each

+

CORE BONUS
3
points · TOK + Extended Essay

=

MAXIMUM SCORE
45
minimum 24 to pass

Each of the six subjects is graded from 1 to 7, totaling up to 42 points. Up to 3 bonus points can be earned through the **Theory of Knowledge (TOK)** and **Extended Essay (EE)**, bringing the maximum score to 45. Completion of **Creativity, Activity, Service (CAS)** is mandatory, though ungraded.

To obtain the IB Diploma, students must complete all Core components and earn a minimum of **24 points**—including at least 12 points in Higher Level (HL) subjects and 9 points in Standard Level (SL) subjects. Additionally, candidates must have no grade 1, no more than one grade 2, and no more than two grade 3s.

HOW UNIVERSITIES EXPRESS THEIR OFFERS

The **IB Diploma is widely recognised by universities worldwide**, with offers typically based on a total points score and, in many cases, specific Higher Level subjects and grades. Some programmes may also require entrance tests, interviews or portfolios.

Because university requirements can depend heavily on a student's **HL/SL subject combination**, careful subject choice is essential. Our university guidance therefore begins early, helping students select a programme that supports both their strengths and their future study ambitions.

THE IB CORE POINTS

EXTENDED ESSAY \ THEORY OF KNOWLEDGE	A	B	C	D	E	N
A	3	3	2	2	1/Fail	N
B	3	2	2	1	Fail	N
C	2	2	1	0	Fail	N
D	2	1	0	0	Fail	N
E	1/Fail	Fail	Fail	Fail	Fail	N
N	N	N	N	N	N	N

"N" stands for "No Submission". CAS is not graded — Pass / Fail.

Students who succeed in the IB

The IB is especially well suited to students who...

Question
enjoy questioning why and how we learn

Make connections
find it motivating to explore connections between different subjects

Debate ideas
appreciate debating ideas and considering diverse perspectives

Learn together
are inspired by classroom environments that encourage interaction, exchange and collaborative learning

Choose their path
value the flexibility and independence involved in choosing areas of study

Are curious about the world
are curious about the world around them and enjoy bringing real-world contexts into classroom learning

Contribute
appreciate engaging in CAS experiences that allow them to contribute meaningfully to local and global communities



The IB is a strong fit for curious, engaged and reflective students who are ready to learn actively and make meaningful connections beyond the classroom.

Voices from our students



I still think of IB at Florimont so fondly as one of the best pedagogical experiences I've had in my entire life. Even compared to Stanford, the quality of care from all the teachers and the passion I felt in my classes was truly something special.

Noah Class of 2021, Stanford → Google



Florimont played a really deciding factor in getting to where I am today. The professors are the best, the students are great, and it's really the best environment to flourish and get you to the next step.

Souane Class of 2023, IE University



One of my favorite memories in IB was the Theory of Knowledge course. I thought the conversations were always extremely insightful and exciting.

Jean Class of 2023, University of Glasgow



The IB is not only about academics, but also about personal growth and making connections.

Sophia Terminale Student

IB and university preparation

Universities do not simply accept the IB Diploma — they actively seek out IB students. Here is what admissions teams around the world consistently value in IB graduates:

Development of Critical Skills

Universities have noted that IB students are particularly adept at independent inquiry, nurturing an open mind, and maintaining a global outlook.

Enhanced Academic Performance

Studies have demonstrated that IB graduates tend to perform better academically in university settings.

Research Skills and Independence

The EE mimics the structure of university research papers, requiring students to plan, conduct, and write a 4,000-word research project.

Global University Recognition

The IB Diploma is recognized by over 4,500 universities in more than 110 countries.



University guidance at Florimont

One of the most important conversations of the IB journey happens before it even begins: choosing the right six subjects — and, among them, the right three to take at Higher Level. It is a choice that should balance two things: who the student is, and where they may want to go.

SIX PIECES OF ADVICE

01 **Love what you do**

Choose subjects and HL courses you genuinely care about — it leads to stronger results and a healthier IB experience. No university strategy compensates for two years spent in the wrong subjects.

02 **Be ready to compromise for Switzerland**

If Switzerland is plan A, expect to take a science or mathematics subject at HL — pick whichever fits best.

03 **Consider Europe**

State universities in Spain, the Netherlands, France and others are high quality, affordable, and sometimes require only the IB Diploma itself.

04 **Prestige comes with extra requirements**

For example: IE University (Spain) asks for 32 points, Bocconi (Milan) for 36, and some Dutch courses add tests or interviews.

05 **The US, UK and Canada offer both ends of the spectrum**

Highly accessible and highly competitive options both exist; the right fit depends on the student, not the country.

06 **Check Swiss requirements in detail**

Switzerland has some of the most specific subject and point requirements.

THE ORIENTATION JOURNEY, YEAR BY YEAR

2i	Introduction to orientation guided by homeroom teachers · Career lunches · CV and cover letter writing · Intership · Study fair · Meetings on request · Introduction to **Unifrog** for exploring universities, careers and study pathways
1IB	Individual meeting with an assigned university counsellor · Careers lunches · Open day visits (e.g. UNIGE's "Boussole" and other universities) · Study fair · Follow up and continued exploration with **Unifrog**
TIB	Individual meetings · Application-specific support (UCAS, Parcoursup, letters of recommendation) · Careers lunches · "Futures" lunches · Application tracking and confirmation support · Follow up and continued exploration with **Unifrog**

Swiss university requirements

GENERAL REQUIREMENTS — UNIL, UNIGE, ST. GALLEN…

- 32 points out of 42, including the full IB Diploma and all Core components (TOK, EE, CAS).
- Economics and Business Management count as one subject group and usually cannot be combined.
- One science or mathematics subject at Higher Level.
- IB Visual Arts accepted only for arts universities.

EPFL — ETH ZÜRICH REQUIREMENTS

EPFL

38 / 42 (excl. Core bonus)

- HL Mathematics, HL Physics, and HL Chemistry, Biology or Computer Science.
- Minimum grade 6 in HL Mathematics and HL Physics.
- Two modern languages and History, Geography, Economics or Philosophy must also be included in the Diploma subjects.
- **Mathematics AA is accepted at HL.**
- French B2 required; C1 strongly recommended.
- For Swiss students, or students residing and studying in Switzerland because they or their parents work in Switzerland: 36/42, with a minimum grade 5 in HL Mathematics and HL Physics; the same subject requirements apply.

ETH Zürich

38 / 42 (excl. Core bonus)

- At Higher Level: **Mathematics AA or AI**, Physics, Chemistry or Biology, and one Language A.
- The remaining three subjects must come from approved disciplines, including sciences, Geography, History, Economics/Business Management, Computer Science and one additional language.
- Students who do not meet these requirements may be required to take the reduced ETH entrance examination.
- Bachelor programmes are primarily taught in German, and applicants may need to demonstrate C1 German.

CHOOSING YOUR IB MATHEMATICS COURSE

STEP 1 — IS HL RIGHT FOR YOU?

Choose Mathematics HL only if you are genuinely strong at maths, and you enjoy it. It suits students likely to pursue economics, computing, or engineering at selective universities.

STEP 2 — AA OR AI AT STANDARD LEVEL?

Math AA best if heading towards economics, finance, or data analytics.

Math AI best if you want to maximise points and maths isn't your strongest subject — widely accepted across Switzerland, France, the UK, Canada, and most other destinations.

> General rule: don't choose HL because it sounds impressive. Choose it only if you're strong at maths, enjoy it, and your target course requires it. For most students, AI SL is the sensible default and keeps options open. Verify on the course's website — UK STEM/Economics usually need HL Maths.

Math AA vs Math AI by destination

Switzerland

- Swiss universities generally accept both Math AA and Math AI.
- In most cases, Math AI is perfectly acceptable.
- Unless a specific course requires otherwise, there is often little advantage in choosing the more difficult option.

Spain

- At IE University, Economics applicants are generally advised to take Mathematics AA.

  For Bachelor's programmes in **Management** and **International Relations**, **Mathematics: Applications and Interpretation (AI)** is accepted.

France

- Both AA and AI are generally accepted.
- Course-specific requirements should always be checked individually.

Italy

- At Bocconi University, applicants to more quantitative programmes (such as Economics, Finance, or data-focused courses) may need a stronger mathematical background, often making AA the safer choice.

United Kingdom

- For most courses, both AA and AI are accepted.
- Highly competitive courses — such as Economics at top universities, Engineering, Mathematics, and Physics — **usually require HL Mathematics** (typically AA HL).
- If you are not naturally strong at mathematics, do not choose HL simply to keep these options open — it is generally better to score excellently in a suitable course than to struggle in HL.
- Business and Management courses rarely require HL Mathematics.

Canada

- Broadly similar to the UK — both AA and AI are accepted for many courses.
- Some programmes (for example, at McGill University) may require or strongly recommend HL Mathematics.
- SL Mathematics AA is usually accepted where mathematics is a prerequisite; SL Mathematics AI is generally accepted where it is not.

Relevant subject choice depending on your project

Here are some suggestions for subjects to choose if you wish to study the degree programmes mentioned. These suggestions are intended to maximise your options; however, they are not essential requirements for studying these programmes:

Economics / Management / Business / Finance

- Mathematics: Analysis & Approaches is recommended for Economics, but Mathematics: Approaches and Interpretations is acceptable provided you have a good standard
- Economics or Business Management at Higher Level (HL)
- English remains highly valued, even outside English-speaking degree programmes

Law

- History, Economics and Business Management at Higher Level (HL) are good choices
- A good standard in Language A in the language of the country where you wish to study
- For Fribourg (bilingual programme): consider German B at Higher Level

Medicine / Life Sciences

- Biology and Chemistry at Higher Level are recommended
- The level of Mathematics (AA or AI) is irrelevant
- Find out early about the aptitude test (numerus clausus): preparation for this test is independent of the SL/HL choice but often begins in the final year of secondary school

Engineering / Science / Computer Science

- Mathematics: Analysis & Approaches at HL is strongly recommended
- Physics HL or Chemistry HL depending on the course of study
- French remains essential for studying in French-speaking Switzerland

Hospitality / International Management (EHL)

- An HL course in Business or Economics is an advantage
- Mathematics AA or AI (both levels are accepted)

Political Science / International Relations

- History and/or Economics, with at least one of these two subjects at Higher Level
- A good standard in Language A in terms of written expression
- At least one additional language at a good standard (a strong asset for 'Sciences Po' candidates)
- A good standard in mathematics is relevant to demonstrate a well-rounded profile

Art / Design / Architecture

- Visual Arts at Higher Level (HL) is strongly recommended: admission to Swiss art and design schools (HEAD, ECAL, ZHdK) is based primarily on a portfolio and an entrance examination, which the course helps build
- Find out early about portfolio requirements: preparation runs alongside the Diploma and often begins well before the final year

Examples of requirements by institution

IE / ESCP	30 / 45
EHL (Hospitality, Lausanne)	30-32 / 45 & one Higher Level in Business Management / Economics
UCL / King's College London / Bocconi / McGill	36 / 45
Réseau Science Po	35 / 45
Science Po Paris	38 / 45

TOP UNIVERSITIES WHERE FLORIMONT IB STUDENTS HAVE BEEN ACCEPTED

How Florimont supports IB students

Florimont integrates IB students into a supportive learning community of engaged classmates, committed teachers and dedicated advisors. As individual strengths and challenges are identified, the IB team provides personalised support to help each student set meaningful goals, develop confidence and progress successfully through the Diploma Programme.

Small Classes

Individualised learning and regular feedback

Small classes encourage **active participation, meaningful discussion and personalised feedback**, ensuring every student is known, supported and challenged.

Form teachers and Individual Monitoring

Close academic follow-up

Form teachers provide **small-group and one-to-one support**, helping students monitor their progress, develop effective study habits and maintain strong communication between school and home.

IB Coordinator Guidance

Personalised support throughout the Diploma

The **IB Coordinator** guides students throughout the programme, supporting course choices, learning and wellbeing while encouraging the development of the **IB Learner Profile**.

CAS Coordinator

Meaningful engagement beyond the classroom

The **CAS Coordinator** supports students in meaningful Creativity, Activity and Service experiences, helping them reflect, grow and engage with their local and global communities.

Extended Essay Supervisors

Guidance through independent research

Extended Essay supervisors guide students through their independent research, helping them refine their question, strengthen academic writing and manage a long-term project.

University Counsellors

Preparation for future pathways

University counsellors support students with university research, applications and admissions, helping them align **IB choices, predicted grades and personal goals** with suitable Francophone and Anglophone pathways.

Vie scolaire

Daily structure and moral support

Vie Scolaire is an essential part of student support at Florimont. The team helps students with attendance, punctuality, study periods and daily routines, while maintaining close communication with tutors, teachers, families and the IB Coordinator. Their constant presence in the corridors also provides valuable moral support — a trusted adult to speak with when students need guidance, reassurance or simply someone to listen.



Glossary

THE IB STRUCTURE

TERM	MEANING	IN FRENCH
IB	International Baccalaureate.	Baccalauréat International
DP	Diploma Programme, the two-year IB programme followed in 1IB and TIB.	Programme du diplôme
HL	Higher Level: a subject studied in greater depth.	Niveau Supérieur — NS
SL	Standard Level: a subject studied at standard depth.	Niveau Moyen — NM
Core	The three compulsory elements of the Diploma: TOK, EE and CAS.	Tronc commun

THE IB CORE

TERM	MEANING	IN FRENCH
TOK	Theory of Knowledge: a course that explores how knowledge is built, questioned and justified.	Théorie de la Connaissance — TDC
EE	Extended Essay: a 4,000-word independent research project.	Mémoire
CAS	Creativity, Activity, Service: experiences that develop initiative, balance, reflection and community engagement.	Créativité, Activité, Service

IB ASSESSMENT

TERM	MEANING	IN FRENCH
IA	Internal Assessment: coursework completed during the programme and marked by teachers, then moderated by the IB.	Évaluation interne
Paper 1, 2, 3	External examination papers taken during the official IB exam session.	Épreuves écrites / examens externes
Oral	Spoken assessment, often used in language subjects.	Oral
Moderation	The process by which the IB checks the marking of school-assessed work.	Modération
Predicted grade	Grade estimated by the school for university applications.	Note prédite

PROJECTS AND SUBJECT-SPECIFIC TERMS

TERM	MEANING	IN FRENCH
Group 4 Project	Collaborative science project completed by all IB science students.	Projet Groupe 4
Exploration	Individual investigation in Mathematics.	Exploration
Portfolio	Collection of work submitted in some subjects, such as Visual Arts or Economics.	Portfolio / dossier
Viva Voce	Final reflection interview after completion of the Extended Essay.	Entretien final du mémoire

Frequently asked questions

01 What is the difference between HL and SL?

IB subjects are studied at either Higher Level (HL) or Standard Level (SL). HL courses go into greater depth and require more teaching hours. Students usually take three subjects at HL and three subjects at SL. HL choices are important because some universities require specific subjects at Higher Level, especially for sciences, engineering, medicine, economics or finance.

02 What is the difference between Language A and Language B?

Language A focuses on literature, language analysis, culture and critical interpretation, while Language B develops communication skills, cultural understanding and the ability to use the language in a range of real-world contexts. Students who study two Language A subjects (French and English) are eligible for the advanced bilingual IB Diploma.

03 What is CAS?

CAS stands for Creativity, Activity and Service. It is one of the three Core elements of the IB Diploma. CAS encourages students to learn through experience, take initiative, develop balance and contribute meaningfully to their local and global communities. At Florimont, CAS begins progressively in 3i and continues throughout the Diploma Programme.

04 How is the IB Diploma awarded?

The IB Diploma is based on six academic subjects and the three Core elements: TOK, Extended Essay and CAS. Each subject is graded from 1 to 7, giving a maximum of 42 subject points. TOK and the Extended Essay can add up to 3 bonus points, making a total maximum of 45 points. CAS is not graded, but it must be completed successfully. To receive the full Diploma, students must meet the IB's academic and Core requirements.

05 When do students choose subjects?

Subject choices are made progressively. In 3i, students make choices linked to English level, third language and the arts. In 2i, they choose which two sciences to continue and begin preparing for the Diploma subject selection. At the end of 2i, students choose their six IB Diploma subjects and their levels, with guidance from teachers, the IB Coordinator and the university counselling team.

06 How does university guidance work?

University guidance begins in 2i, before students make their final IB subject choices. This is important because university requirements often depend on both the total IB score and specific subject combinations, especially at Higher Level. Florimont's university counselling team supports students with course research, subject-choice advice, applications, predicted grades and preparation for different university systems, including Switzerland, the UK, the US, Canada and Europe.

07 Where can we find more information?

Families can contact the IB Diploma Programme Coordinator, the Head of the International Section or the University Counselling team. More information about the International Baccalaureate is also available on the official IB website: www.ibo.org. Additional Florimont guidance documents and yearly university requirement sheets are shared during information evenings and individual course-selection meetings.


RECEPTION

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