

**STUDY PROGRAMME
FOR SECONDAIRE 2
(DIPLOMAS)
3^{ÈME} AND 2^{NDE}
INTERNATIONAL**



INTRODUCTION BY INSTITUT FLORIMONT'S DIRECTOR GENERAL

Dear parents,

Institut Florimont offers three choices to our students at Secondaire 2 (Diplomas) level: French *lycée*, Swiss secondary school and international school.

Our study programmes allow students to choose an education through the French system, the Collège de Genève or the International Baccalaureate Diploma Programme to obtain the French Baccalauréat, Maturité Cantonale or International Baccalaureate (IB).

While the outstanding results achieved by our students in their final exams open the doors to the top schools and universities, we aim to give them much more than certain academic excellence. At Florimont, we believe that school is not just about what is taught in the classroom; it is a process combining the art of learning with the art of living and being yourself. We are intent on supporting every one of our students to reach their potential and flourish as they move on through life - long after their time at Florimont is over.

Sean Power
Director General

Study programme in 3i and 2i

IB Diploma Programme

The International Baccalaureate® (IB) is a not-for-profit educational foundation, set up in Geneva in 1968. Rather than owning or running any schools, the organisation works in partnership with over 5,000 schools in 157 countries around the globe. Florimont has offered the IB since 2014. Its aim is to develop intellectually curious people who help create a better, more peaceful world through their common humanity and intercultural understanding. The IB encourages students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

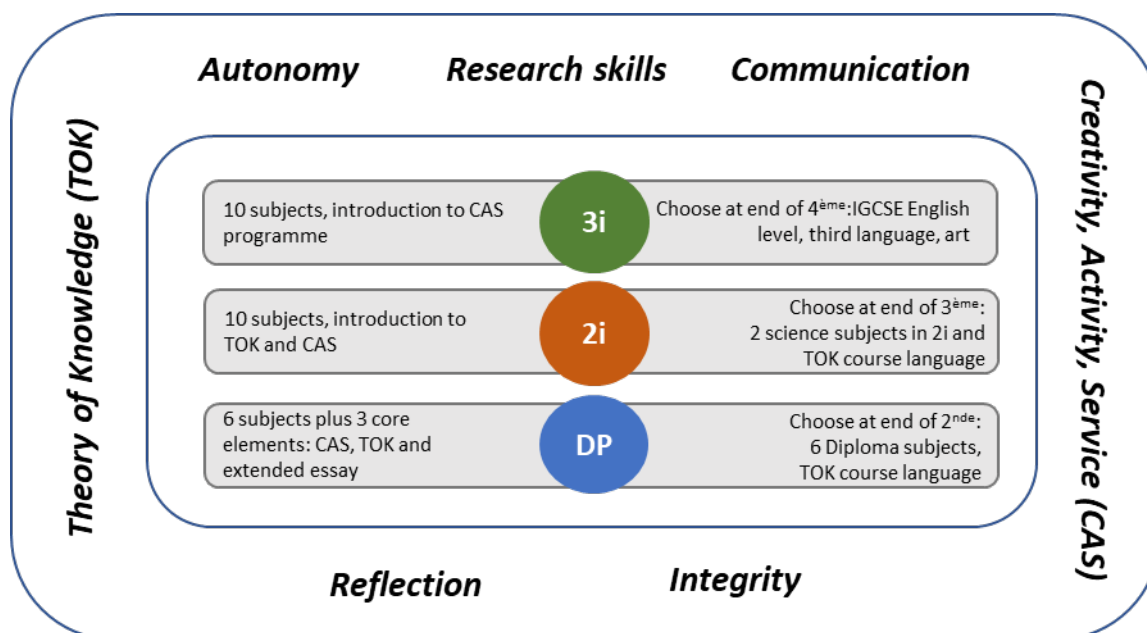
INTERNATIONAL BACCALAUREATE AND SWISS UNIVERSITIES

Universities the world over recognise the IB diploma and accept applications from its graduates. Most universities require that IB applicants attain a minimum number of points and/or specific combination of IB subjects. IB diploma graduates must satisfy certain conditions to apply to Swiss universities (UNI Suisses). For full details, go to www.swissuniversities.ch.

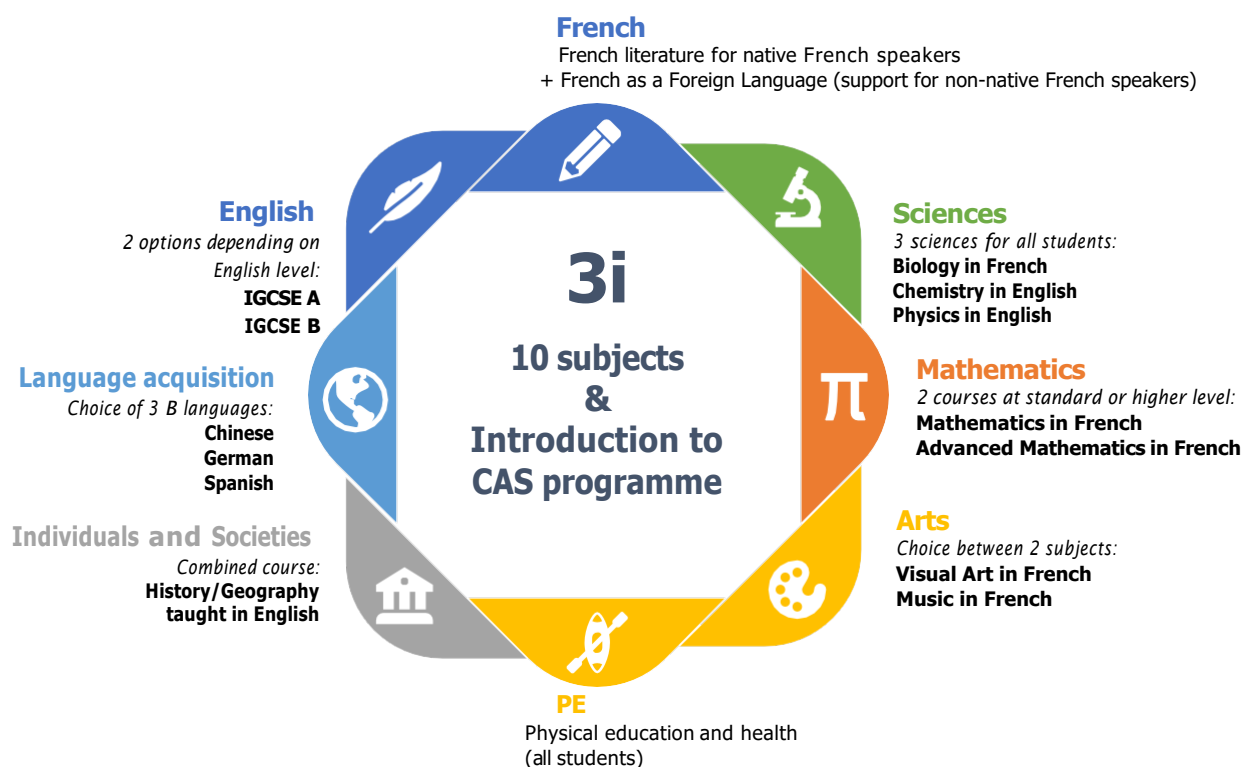
Educational approach

Institut Florimont is a Catholic school with a century-old tradition in helping students become the actors in their lives, supporting them as they shape their identity and nurturing them on their intellectual and spiritual journey. It is committed to producing young people who are in tune with their roots, and inclusive and open to the world.

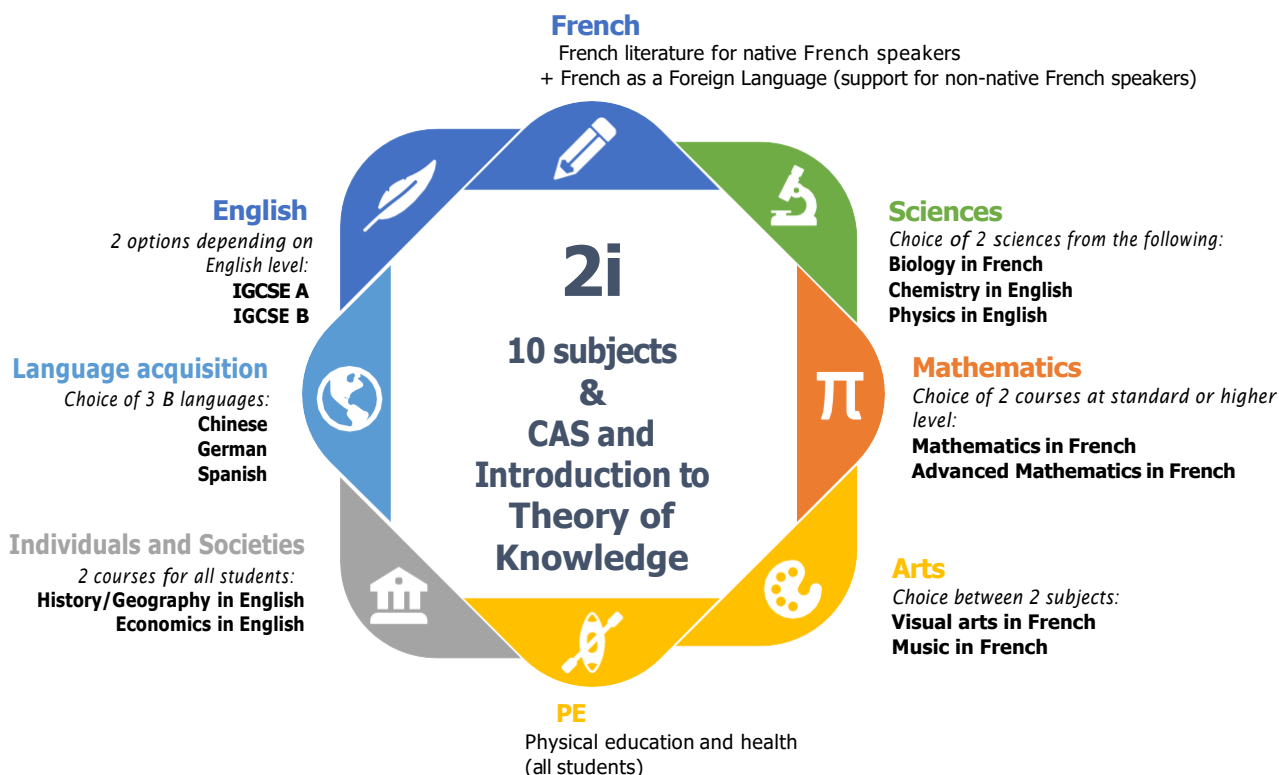
We follow the educational structure in 2^{ème} and 3^{ème} shown below to achieve our goals and prepare students for success in their IB Diploma:



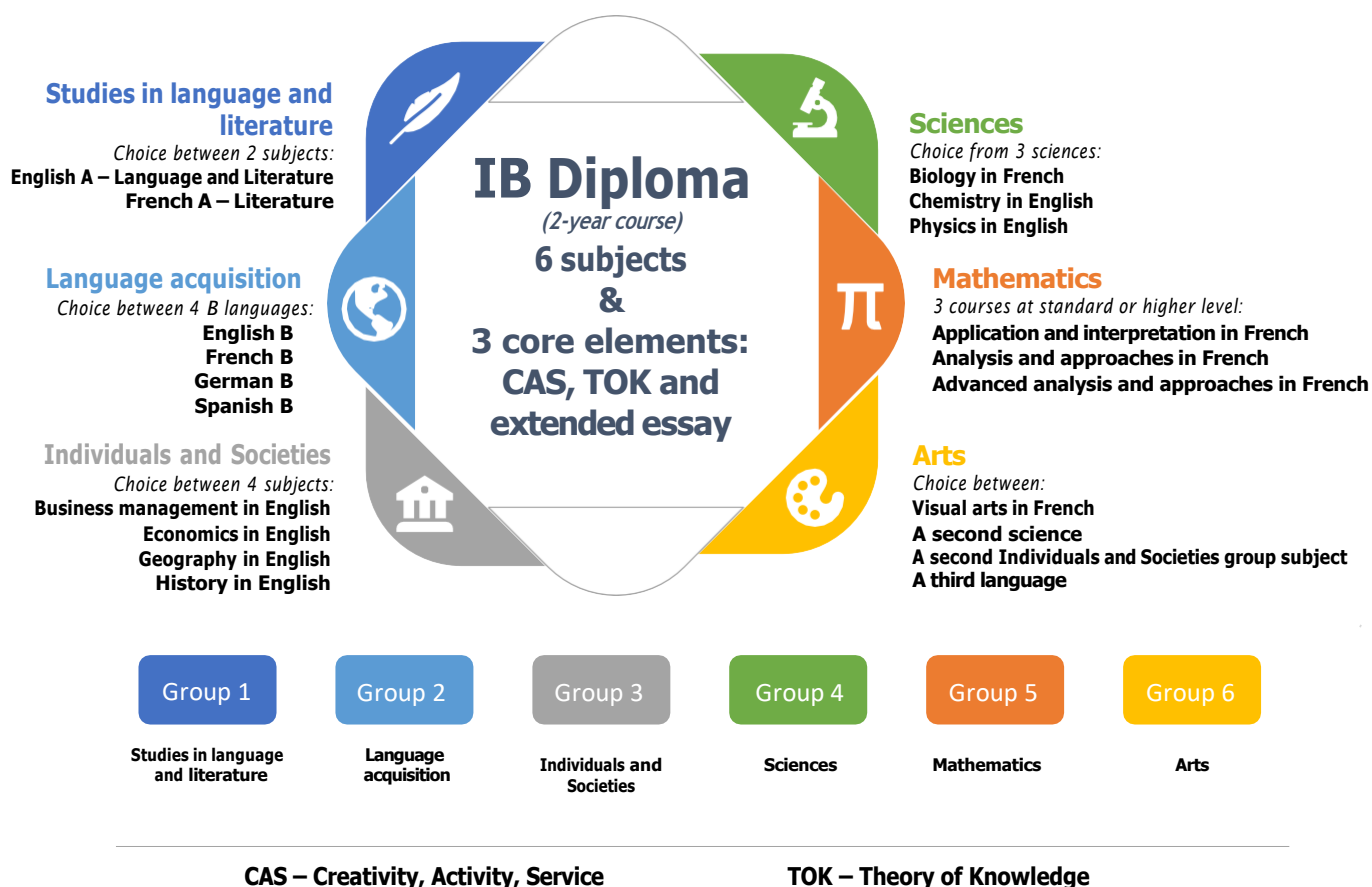
Subjects in 3i



Subjects in 2i



IB Diploma subjects



The Institut's teaching approach follows the principle that student achievement can be measured not only on academic performance in their chosen subjects, but on cognitive development. Throughout the two-year Diploma programme, emphasis in all subjects is placed on the skills of reflection, autonomy, communication, integrity and research.

- **Reflection:** highlights the importance of approaching the world around us and our own ideas and experiences in a thoughtful way, and of understanding our strengths and weaknesses to improve how we learn and grow.
- **Autonomy:** encourages us to take control of our learning by understanding the choices available and their impact on our education. Autonomy boosts our sense of responsibility and motivation, increasing engagement and a more authentic academic experience.
- **Communication:** describes our ability to express ourselves confidently and creatively in several languages, and take note of other viewpoints, allowing open and effective collaboration.
- **Integrity:** shows our commitment to integrity and honesty, as well as our firm belief in fairness, justice and respect for the dignity and rights of every person, wherever they are in the world. We are fully aware of being responsible for our actions and their consequences.
- **Research:** demonstrates our curiosity and intention to develop our investigation and research skills. It encourages us to continuously engage in and enjoy lifelong learning, on our own or in a group.

The International section teaches a theory of knowledge programme within the framework of these skills, beginning with an introduction to the Diploma studies on thought and reflection, which inspires students to develop open-mindedness and compassion through the Creativity, Activity, Service programme (CAS).

The learning objectives of the subjects taken in 2i and 3i are based on the knowledge and skills needed to succeed in these two years, and the assessment criteria are adapted as students progress. The number of subjects chosen is gradually reduced to enable more in-depth study.

The Institut follows the English IGCSE curriculum to prepare students for the bilingual Diploma programme.

IGCSE at Florimont

The International General Certificate of Secondary Education is an internationally-recognised qualification for 14 to 16 year olds. Administered by Cambridge Assessment International Education, the IGCSE is considered a precursor to further studies such as A-levels or the IB, and is offered in many countries around the world.

At the Institut we offer the IGCSE programme for English only, giving us flexibility on the structure of our curriculum in 3i-2i so that we can prepare Florimont students for the demands of a bilingual IB programme.

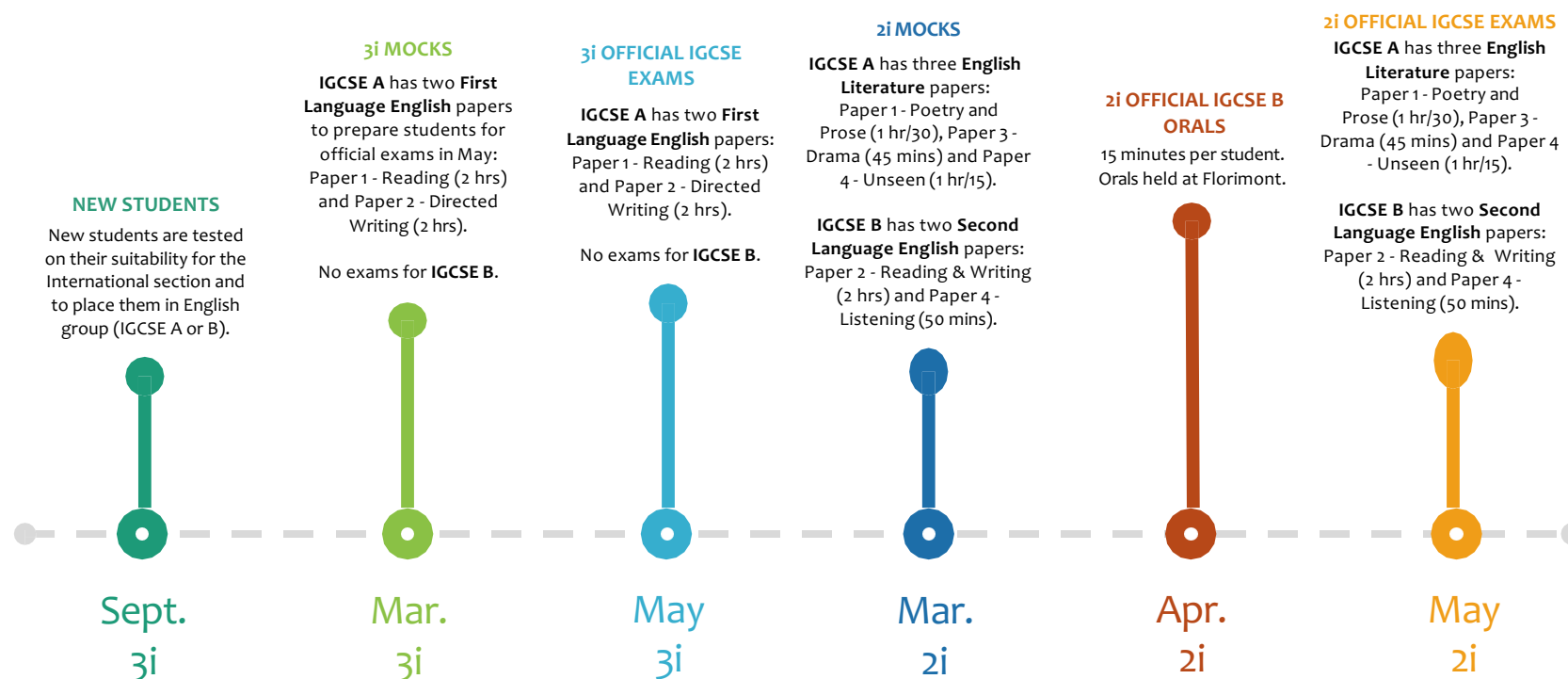
At the end of 4^{ème}:

- Students with an Expert User level of English can join IGCSE A in 3i and 2i.
- Students with an Honours level are assessed and placed either in IGCSE A, IGCSE A on a trial basis or IGCSE B.
- Students with an Advanced level are assessed on their suitability for the International section in IGCSE B.

All students in the International section must take the IGCSE examinations as described in this document.

IGCSE process and schedule

At the end of 4^{ème}, students with an **Expert User** level of English go into IGCSE A in 3i and 2i. **Honours** level students are assessed and placed either in IGCSE A, IGCSE A on a trial basis or IGCSE B. Students in IGCSE A on a trial basis move into IGCSE A or B, depending on their December exam results. **Advanced** level students are assessed on their suitability for the International section of IGCSE B. Students who join Florimont in 2i go into IGCSE A or B according to their English level. They sit the mock exams in March but are not required to take the IGCSE exam in May. Students in IGCSE A can join IB English A at Advanced or Standard level in 11B. Students in IGCSE B can join IB English A at Standard level or IB English B.



Teaching hours by subject

	Teaching language	3i (periods/week)	2i (periods/week)
French		5	5
English IGCSE		5	5
Third language		3	3
Social sciences	English	3	2
Economics, Business management	English	–	2
Biology (*)	French	2	4
Chemistry (*)	English	2	4
Physics (*)	English	2	4
Mathematics	French	5	5
Visual arts/Music	French	2	2
PE	French	2	2
CAS Programme	English / French	0.5	0.5
Theory of Knowledge	English / French	–	1
TOTAL		31.5	35.5
(*) Students continue two science subjects in 2i			



French programmes

	French	French as a Foreign Language (FLE)
3i	<p>Read and study French and international texts, classic and contemporary works from 19th to 21st centuries, including French translations</p> <ul style="list-style-type: none"> - Expand literary culture and willingness to explore different analytical themes (e.g. literary, societal), literature being integral to specific socio-historical contexts - Develop literary creativity and understand the issues of artistic creation through individual and group work across other disciplines - Learn to identify and use textual analysis tools to improve and refine text analysis - Master the method for Paper 1, text analysis based on one issue and two main guidelines - Write a clear intention with multiple references to the text, present a personal interpretation with supporting evidence - Speak fluently and convincingly on literary and social issues, learn to debate respecting and including the other viewpoint 	<p>The aim of FLE lessons is to:</p> <ol style="list-style-type: none"> a. Help and support the student with their classwork b. Work on basic grammar c. Develop confidence in writing and speaking d. Study topics relevant to other subjects in order to work on French in all areas <p>First year FLE, levels A1/A2 I can talk about myself, have a conversation, position myself in space and time in the four skill areas (oral comprehension, written comprehension, oral expression and written expression).</p> <p>Second year, levels A2/B1/B2 I can talk about opinions, my feelings and emotions, state and give intention, structure and qualify my statements in the four skills areas (oral comprehension, written comprehension, oral expression and written expression).</p> <p>Third year B1+/B2 A writing workshop helps students reach level B2 in written expression.</p>
2i	<ul style="list-style-type: none"> - Study different types of text from a range of eras and cultures - Be able to appreciate and react to a wide range of writing styles and techniques - Understand the importance of context in literature and the notion of cultural perspective - Gain a sound knowledge of the methods and tools of literary analysis - Give a personal reflection (written and spoken) expressing oneself clearly, accurately and persuasively 	

English programmes

	IGCSE A	IGCSE B
3i	<p>Read a wide range of texts, fluently and with good understanding, appreciating a variety of language styles</p> <ul style="list-style-type: none"> - Write accurately and effectively, using standard English appropriately - Work with information and ideas in the foreign language to develop assessment, analysis, usage and inference skills - Acquire and use a wide vocabulary, know and understand grammatical terminology and linguistic conventions 	<p>The Cambridge IGCSE English as a Second Language programme allows life-long learning and acquisition of skills and knowledge:</p> <ul style="list-style-type: none"> - greater ability to understand English in a range of everyday situations and multiple registers and social styles - greater awareness of the nature of language and language-learning skills - broader international outlook
2i	<p>Through the course, students learn to:</p> <ul style="list-style-type: none"> - enjoy literature - understand and react to different forms of literary texts, from a range of eras and cultures - communicate an informed personal response appropriately and effectively - appreciate the different ways writers achieve their effects - experience how literature contributes to aesthetic, imaginative and intellectual development - explore how literature helps us understand areas of human interest 	<p>The Cambridge IGCSE English as a Second Language programme allows life-long learning and acquisition of skills and knowledge:</p> <ul style="list-style-type: none"> - greater ability to understand English in a range of everyday situations and multiple registers and social styles - greater awareness of the nature of language and language-learning skills - broader international outlook



B Language programmes

	German	Chinese	Spanish
3i	<p>Topics <i>Transformation</i></p> <p>1. Experiences: Introduction to learning and working in the international section</p> <p>2. Identities: Young people's lifestyles and fashion</p> <p>3. Social organisation: Life in East Germany after the wall came down (reading)</p> <p>4. Sharing the planet/human ingenuity: Sustainable transport</p>	<p>Topics</p> <p>1. Identities: Discussing friendships. Talking about physical health and how to improve it.</p> <p>2. Experiences: Describe your sports and hobbies (music, dance, art, etc.) Organise a group activity.</p> <p>3. Social organisation: Accommodation, particularly for students.</p> <p>4. Sharing the planet: Describe the features of a place, town or region and a journey.</p>	<p>Topics:</p> <ul style="list-style-type: none"> - Leisure activities - Weather - Biographies - School and lessons - Town and transport - Describing physical appearance and personality - Talking about feelings - Talking about the future and predictions
2i	<p>Topics <i>Diversity</i></p> <p>1. Experiences: Turkish immigrants in Germany (film analysis)</p> <p>2. Identities: Football and fan culture</p> <p>3. Social organisation: Inter-generational conflict</p> <p>4. Sharing the planet: Belonging and integration</p> <p>5. Human ingenuity: German cinema</p>	<p>Topics</p> <p>1. Identities: Discussing friendships. Talking about physical health and how to improve it.</p> <p>2. Experiences: Describe your sports and hobbies (music, dance, art, etc.). Organise a group activity.</p> <p>3. Social organisation: Accommodation, particularly for students.</p> <p>4. Sharing the planet: Describe the features of a place, town or region and a journey.</p>	<p>Topics</p> <ul style="list-style-type: none"> - Diversity - Education - Technology - Environment - Multi-culturalism - Science

Individuals and Societies programmes

	Economics	Geography	History
3i		<ol style="list-style-type: none"> 1. Ecosystems (deserts and rainforests) 2. Urban issues and challenges 3. Rivers and shores 	<ol style="list-style-type: none"> 1. Reign of Terror in the French Revolution 2. Israel-Palestine conflict 3. 9/11 4. Industrial revolution (definition, working conditions, social classes and political conflicts)
2i	In 2i, the economics and business management programme is based on the topics of globalisation and behavioural economics. With these topics in mind, students explore issues such as international marketing and trade protectionism, economic concepts such as scarcity and opportunity cost, and supply and demand, and PEST analysis models.	<ol style="list-style-type: none"> 1. Economic development 2. Hazards (tectonic and climatic) 3. Climate change 	<ol style="list-style-type: none"> 1. Afro-American community in the US 2. Apartheid in South Africa 3. Authoritarian regimes (Hitler, Stalin, Mao, etc.). Study of one or two of these leaders, depending on time available

Science programmes

	Biology	Chemistry	Physics
3i	<ol style="list-style-type: none"> 1. Order of magnitude and molecules of life 2. Genetics: diversity and uniformity of living things 3. Immune system 4. Ecology 	<ol style="list-style-type: none"> 1. Measurements, errors and units 2. States of matter 3. Substances and mixtures 4. The atom 5. Introduction to chemical reactions 6. Periodic table 7. Quantitative chemistry 	<ol style="list-style-type: none"> 1. Units and powers of 10 2. Universal gravitation 3. Sound, light and electromagnetic waves 4. Introduction to astrophysics 5. Energy production
2i	<ol style="list-style-type: none"> 1. Structure and ultrastructure of a cell 2. From nucleic acids to proteins 3. Cellular metabolism 4. Human physiology 	<ol style="list-style-type: none"> 1. Stoichiometry 2. Chemical reactions and balances 3. Redox reactions 4. Acids and bases 5. Introduction to organic chemistry 	<ol style="list-style-type: none"> 1. Motion vectors 2. Force and motion 3. Work, energy and dynamics 4. Waves and harmonic motion 5. Introduction to relativity

Mathematics programmes

	Mathematics	Advanced Mathematics
3i	<ol style="list-style-type: none"> 1. Power and scientific notation 2. Sets and Venn diagrams part I 3. First-degree equations 4. Expanding and factoring 5. Square roots 6. Statistics I 7. Linear equations 8. Algebraic fractions 9. Systems of linear equations 10. Quadratic equations 11. Algebraic expression 12. Relations and functions 	<ol style="list-style-type: none"> 1. Power and scientific notation 2. Sets and Venn diagrams part I 3. Expanding and factoring 4. Square roots 5. Statistics I 6. Linear equations 7. Algebraic fractions 8. Systems of linear equations 9. Quadratic equations 10. Algebraic expression 11. Relations and functions
2i	<ol style="list-style-type: none"> 1. Quadratic functions 2. Trigonometry for right-angled triangles 3. Statistics 2 4. Graphs of cubic and rational functions 5. Absolute value and irrational equations and inequalities 6. Sets and Venn diagrams part 2 7. Probability 8. Unit circle trigonometry 	<ol style="list-style-type: none"> 1. Quadratic functions 2. Trigonometry for right-angled triangles 3. Statistics 2 4. Graphs of cubic and rational functions 5. Sets and Venn diagrams part 2 6. Absolute value and irrational equations and inequalities 7. Probability 8. Exponential functions and logarithms 9. Unit circle trigonometry and functions

Arts programmes

	Visual arts	Music
3i	<p>Graphic techniques; Graphics and communication; Dimension and spatial installation; Colour</p> <p>Variety of techniques: pencil, charcoal, black felt tip, ink (reed pen, paintbrush), watercolour pencil, acrylic, gouache, clay, paper, assemblage, mixed materials, computer graphics</p>	<p>Britpop movement; Digital technology in music; World music; Music and consumer society; Minimalist music; Classical tradition.</p>
2i	<p>Graphic techniques; Etching; Dimension and spatial installation; Colour.</p> <p>Variety of techniques: pencil, charcoal, black felt tip, ink (reed pen, paintbrush), watercolour pencil, acrylic, gouache, clay, paper, assemblage, mixed materials, etching (dry point on plexiglass, printing, monotype, etc.), computer graphics</p>	<p>Film music; Fusion music; Sonata form; Musical arrangement; Nationalism.</p>

Physical Education (PE) programme

1. Learn about physical condition and understand how sport can benefit health.
2. Develop transversal skills by engaging in individual and team sports.
3. Work on gymnastic skills to produce aesthetic movements.
4. Push oneself on individual and team level in outdoor sports.

CAS programme: Introduction to Service Learning

In 3i and 2i, students are introduced to one of the Diploma's three core elements, the CAS programme (Creativity, Activity, Service) which starts in 1^{ère}. The aim in the first two years is to make students aware of finding a balance between academic demands, well-being and actively contributing to the local and global communities.

In real terms, this means encouraging students to organise and take part in CAS activities in all three areas so they:

- Understand and think about their strengths and weaknesses in relation to the skills of the IB learner profile.
- Get involved in projects that benefit the school, the local community and the global community.
- Appreciate the importance of listening, working together and empathy, and the challenges of teamwork and leadership

The CAS programme is key to developing highly valued transversal skills, such as communication, open-mindedness, integrity and risk-taking.

Theory of Knowledge

In Theory of Knowledge, we are trying to answer the question: what is knowledge? How do we determine the link between knowledge and the knower?

This introduction to the subject, studied over two years as part of the diploma course, aims to develop students' critical ability by thinking about the nature of knowledge in all school subjects, as well as outside the field of education (science, politics, arts, etc.). With this in mind, we explore the connection between the knower and knowledge by understanding the difference between the concepts of knowledge, information, fact, believe and opinion.

Grading

Progress in the International section is recorded as a grade from 1 to 7.

7	Student shows outstanding knowledge and understanding of the subject, as well as critical thinking and the ability to conduct research effectively. They are capable of analysing and summarising information to reach conclusions and solve problems. Student works well with others on group projects, demonstrating principled and responsible behaviour.
6	Student shows good knowledge and understanding of the subject, with a good ability for critical thinking and research. They can analyse and summarise information. Student works well with others on group projects and gives clear, accurate and well-structured answers demonstrating their creativity.
5	Student shows good understanding of the subject and some critical thinking skills. They have some research and analysis ability but their responses tend to be descriptive rather than evaluative. Student works well with others on group projects and gives clear and accurate answers overall, demonstrating a degree of creativity.
4	Student has some understanding and knowledge of the subject, but there are gaps. Their critical thinking is limited and research and analysis skills need to be developed. Student is able to solve basic problems but struggles with more complex problems. Capable of working well in a team but needs supervision. Gives clear and accurate answers overall, with some consistency and appropriate use of terminology.
3	Student has basic understanding of content but limited grasp of context. They have some research skills but need improving. Can solve basic problems but requires close supervision in group work. Answers are sometimes valid, but lack clarity and conviction.
2	Student has little knowledge of the subject and poor understanding of concepts and context. Conducts only superficial research and struggles to understand and solve problems. Answers are rarely accurate or convincing, and shows very little creativity.
1	Student has very limited knowledge of the subject and poor understanding of concepts and context. Has difficulty understanding and solving problems and answers are rarely accurate or well organised. Shows very poor understanding of the context and inappropriate use of terminology.

Academic progress is also reported using snapshots, graded from 1 to 7 and included with the reports.

The purpose of snapshots is to:

- encourage and foster the student's personal growth
- provide feedback on how student is learning the transversal skills described in section 2 of this document, "Educational approach"
- allow the teacher to assess the student's progress in terms of assessment criteria

Snapshots are:

- a whole number between 1 and 7 and not an average
- based on what students know and are capable of doing,

and demonstrated by results and concrete growth based on assessment criteria

- a "photograph" of the student's current level in terms of class expectations at a specific moment. It is based on their performance in class, illustrating progress made over a given period

The snapshot

- is not a score of current effort
- is not a judgment on the level the student may or will reach at the end of IB

Conditions for progressing to next school year

4^{ÈME} to 3i

- Overall annual average of 10 or above;
- Overall annual average of 10 or above for languages and mathematics group;
- Sufficient level of English to follow lessons given in English (history-geography, chemistry, physics)

3i to 2i

- Minimum points required at the end of 3i over all 10 subjects is 45
- Students in IGCSE A sit IGCSE exams

2i to 1IB

- Minimum points required at the end of 2i over all 10 subjects is 45. Total for Diploma subjects must be a minimum of 28 points; student must achieve an annual snapshot score of at least 5 for each Higher Level subject (HL).



Calendar and key dates

	3i		2i	
September	IGCSE A and B sit exams. Students in IGCSE A on trial group assessed to identify those who can move to IGCSE B		IGCSE A and B sit exams	
October	Parent-teacher meetings			
November	Half-term reports (term 1)			
December	Exams		2i information evening on IB Diploma subjects Exams	
January	Choose two science subjects to continue in 2i		One-to-one meetings with IB Diploma Coordinator on subject choices in 1 ^{ère} IB	
February	Reenrolment to Florimont		Confirm subject choices for IB Diploma and reenrolment to Florimont	
March	Mock exams: IGCSE A take two First Language English papers	No IGCSE B exams	Mock exams: IGCSE B take two Second Language English papers	Mock exams: IGCSE A take three Literature in English papers
	Half-term reports (term 2)			
April			Official IGCSE B orals: 15 minutes per student, held at Florimont	
May	Official IGCSE exams: IGCSE A take two First Language English papers	No IGCSE B exams	Official IGCSE exams: IGCSE B take two Second Language English papers	Official IGCSE exams: IGCSE A take three Literature in English papers
June	End-of-year exams		End-of-year exams. IGCSE A students do not sit English exam	
	End-of-year reports			

Institut Florimont
37, avenue du Petit-Lancy
Case postale 616
1213 Petit-Lancy I
Tel: + 41 (0)22 879 00 00
Fax: + 41 (0)22 792 09 18
www.florimont.ch
info@florimont.ch

I N S T I T U T *f* L O R I M O N T