Senior School Handbook

Grades 11 and 12

Beau Soleil
Collège Alpin International

Contents

Welcome to the Senior School

Here at Beau Soleil, our senior students are treated as young adults, with all of the rights and responsibilities associated with that term.

The senior programmes are taught by a team of dedicated, enthusiastic teachers who will go the extra mile for those students who push themselves and aim high with their academic endeavours. As the programmes we offer are internationally-recognised university preparatory programmes, they require a significant commitment in terms of participation in lessons and in independent study time during the evenings and weekends. As with most things of value, there is no substitute for hard work! Our students come to understand that learning is an ongoing process of failing, reflecting, and trying again better, continually developing the skills, knowledge and confidence required to succeed.

With our exciting programme of Creativity, Activity and Service trips complementing a wide range of afternoon and evening activities, our students are provided with all the resources they could possibly need to reach any of the world's top universities, as long as they arrive with a strong sense of self-motivation and pride in all that they do.

Please read this handbook with care to ensure that you are choosing the right courses for your success, and do contact Mrs Cevey, the Faculty Leaders for each subject, or our Director of College Counselling if you have any questions.

Welcome to the Senior Class of 2025!

Our Team

We mention a lot of people in this guide, because there are many of us who are involved in helping you to succeed. We have set out some of the key people below, so that you are always clear about who you can turn to when you need help, advice or reassurance.

MRS HELEN CEVEY
IBDP COORDINATOR

Mrs Cevey is responsible for the overall management and smooth running of the Senior Programmes. She will ensure that you are supported from the first steps of choosing your subject combinations to final examinations and results. She is also the person that you would approach with any IBDP specific questions, such as requesting class changes. Mrs Cevey works closely with the Year Leaders, Mr Parkinson and Ms Considine. Their role, along with your Tutor, is to guide you with your day-to-day academic challenges, helping you to reach your personal goals.

MRS CLAIRE DWYER
CAS COORDINATOR

Mrs Dwyer runs the CAS programme, working with you to find and choose experiences that will challenge and stretch you as an individual. She will also help you create your CAS Project, guiding you through the Project Management process.

MR SEAN RAGAN
DIRECTOR OF COLLEGE COUNSELLING

Over the two years of the course, you'll make important decisions about your future academic study. Mr Ragan and your tutor are the people who'll help you through the maze of procedures necessary to apply, and who'll help you to work out the places that might be best suited to you. It's a common theme now, but the more you invest in making sure that you work with him, the better you'll find the results will be. You'll get information given to you at various times, but you'll also be shown resources and expected to use them yourself, coming back to Mr Ragan and his team to talk about what you've found and the next steps.

FACULTY LEADERS

You will discover that the Senior programmes have 6 separate areas of study. If you have any questions, issues or concerns about how you're getting on, then you might find talking with the leader of that Faculty helpful. This will give you someone else to talk to about a subject, and perhaps you'll get another perspective on how you're doing. The Faculty Leader will also be able to investigate any concerns you have or find answers to questions. A list of Faculty Leaders can be found on the next pages.

YOUR SUBJECT TEACHERS

The relationship that you'll build with your subject teachers will be crucial to your success. The Senior School is an opportunity to change the way you regard your teachers, and to see your progress as a joint project, with you and your teachers both interested in the outcome and keen to see you do well. You'll always be able to ask your teachers questions about the subject and its content, about anything you didn't quite follow in class. You'll also want to ask them about your progress, perhaps to explain your grades or to suggest what you could do to improve.

YOUR TUTOR

Your tutor will be used to dealing with the kinds of issues that you'll face as a Senior student. We choose our tutors carefully, so they're teachers who are sympathetic to concerns and issues that students tend to face as they get to the top end of the school. As with your subject teachers, you'll benefit if you take the time to build a good working relationship with him or her. You'll be able to use your tutor as a source of information, as a sounding board or source of advice, or just as someone to share concerns with.

YOUR EXTENDED ESSAY SUPERVISOR

If you are on the IBDP, you'll have an Extended Essay supervisor, drawn from the teaching staff here. He or she will give you general research advice and also specific guidance for your subject. We hope you'll enjoy spending time discussing the project with your supervisor, and that you'll debate the best way forward, using your supervisor's experience and expertise together with your ideas.

One thing that all these people have in common is that they want you to succeed. The more you talk to them, and involve them actively in your progress through your senior years, the more they will be able to help you.

CONTACT US

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Introduction to the Senior Options

All students at Beau Soleil are IB students, regardless of whether they are following the Advanced Studies Diploma, the International Baccalaureate Diploma or the Advanced Bilingual Diploma. Officially, the International Baccalaureate Organisation (IBO) aims to "develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." What this means is that a good IB student is interested in learning, in helping others, and in being an active member of the world community. They take responsibility for their learning by seeking out new information, by getting involved, and by asking for help. It does not mean that you are a perfect student, but that you are willing to learn from your errors and work to be better, to aim higher each time. We aim to develop these characteristics in all of our students, no matter which academic route they choose to follow.

At Beau Soleil, all of our programmes are designed to push you beyond your comfort zone and there will be times when you may find it very tough. However, the personal satisfaction gained by facing a challenge and succeeding, and the confidence which you will develop over the next two years will stay with you for the rest of your life. Our programmes are designed for learners like yourselves: multi-lingual, multi-talented and with an international perspective - qualities needed in our globalised society.

Senior School Academic Pathways

PATHWAY 1: The International Baccalaureate Diploma Programme (IBDP) in English or French

- Six subjects selected from the different groups (see page 13)
- Three subjects at higher level (these should be your best subjects academically)
- Three subjects at standard level (these are your interest subjects)
- Core elements of Theory of Knowledge (TOK), the Extended Essay (EE) and Creativity, Activity, Service (CAS)
- Sport and Ski

PATHWAY 2: The Advanced Bilingual Diploma Programme (ABDP)

All of the elements from the IBDP above as well as:

- French A and English A
- At least one other subject studied in English and one in French
- TOK and the Extended Essay written in English and French (recommended)

PATHWAY 3: The Advanced Studies Diploma Programme (ASDP)

- Six subjects selected from the different groups (see page 13) at any combination of HL/SL or internally-assessed
- One year of TOK
- Creativity, Activity, Service
- Sport and Ski

It is important to choose the combination of courses which will support you in your future aspirations, both by providing you with the subjects required for entry into your career choice and by enabling you to gain the points score necessary to get into your first choice university. Remember though that ambition needs to be matched by an equivalent amount of motivation, as top scores are not earned easily!

The IB Learner Profile

You might find it interesting to see what the IBO thinks a good student should try to be. This is called the IB Learner Profile, and we hope you'll recognise these characteristics in yourself.

We hope it will inspire you to think about what you are trying to achieve over the next two years.

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

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

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

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

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

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

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

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

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

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

The Core Components

The core of the ABDP and IBDP is based around three features not found in other curriculum systems: CAS (Creativity, Activity, Service), TOK (Theory of Knowledge) and the Extended Essay. ASDP students complete CAS and study TOK for one year, but the Extended Essay is not part of the programme. Instead, an ASDP student may choose to undertake a Capstone Project, an independent research project on an issue of global significance.

CREATIVITY, ACTIVITY, SERVICE

All three of our pathways require you to complete a balanced programme of Creativity, Activity and Service over the two years. This constitutes a recommended weekly average of two club activities per week. CAS activities typically take place in the afternoons from Monday through Friday, though you are also recommended to involve yourself during your holidays in a service project in your local community. At the start of each term you can sign up for clubs from a selection of over 40 different activities. The expectation is that the commitment lasts for a minimum one term period, though some, such as a sports team, may last for the entire year. If we do not offer a club activity which interests you, please feel free to start your own group. Universities love to see examples of student initiative, commitment and passion, so bring your interests with you and get other students involved!

Mrs Dwyer, our CAS Coordinator, will explain the CAS programme to you in more detail when you arrive.

THEORY OF KNOWLEDGE

Theory of Knowledge (TOK) reflects the tradition of the Socratic dialogue. Throughout this compulsory course at the core of an IBDP education you will be challenged to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role played by knowledge in a global society. It encourages self-awareness as a thinker, awareness of the complexity of knowledge, and recognition of the need to act responsibly and intelligently, in an increasingly interdependent world. Classes are often student-led and lively discussion is encouraged.

There are two assessments in this course: an essay from a choice of six titles, and an exhibition which involves finding three objects with TOK relevance to display and discuss. The exhibition occurs during Grade 11 while the essay is completed in Grade 12. Even though TOK is a specific course in your timetable, knowledge learnt in TOK will be frequently applied in your other subjects, which is why it is part of the Core.

EXTENDED ESSAY

All students on the IBDP and ABDP are required to complete an Extended Essay of approximately 4,000 words in length. This might initially sound daunting, but most students end up writing too much! It offers the opportunity to investigate a topic of special interest and teaches students how to conduct the independent research and writing skills required at university. You will be introduced to the EE in the second term of 11th grade after you have a good grounding in your subjects.

CAPSTONE PROJECT

Students on the ASDP have the option of completing a Capstone Project in Grades 11 and 12. This project involves independent academic research on an issue of global significance. The work can be presented in a variety of formats, and also involves an interview before a small panel, to discuss the results of the research and to reflect on the difficulties encountered and how they were overcome.

University and beyond

Universities around the world recognise the International Baccalaureate Diploma Programme and Advanced Bilingual Diploma Programme for entrance to university, understanding the academic rigour of the courses. Students who follow the Advanced Studies Diploma Programme are typically aiming for North American universities or portfolio-based courses which do not require the IBDP. The UK is still an option for the ASDP, but careful subject selection will be required. Entrance to your university of choice in the UK may require a Foundation year, to fill in any gaps you may have in your academics prior to starting your studies.

In the United Kingdom the IBDP is a highly regarded alternative to A-Levels, with some universities seeming to value the IB diploma more highly. In the United States, recognition of the IB Diploma is growing rapidly and many institutions will award first year credit for success on its courses.

As you progress through Grades 11 and 12, you'll be supported in the crucial university and college applications process by our Director of College Counselling, the IBDP Coordinator and your tutor. We have experience of both UK and North American systems, along with many other countries, and we'll help you to do the research you need to choose the right pathway for you. We also host visits from Colleges and Universities from around the world. You'll hear more about this process as you progress through Grade 11, and information events for you and your parents will keep everybody fully informed.

Many of our students secure places at top universities around the world and our most important task is to help each of you to secure the right next step for you as an individual.

How to choose your subjects

All students study six subjects which are shown in the table opposite. You must choose one subject from each group, thus ensuring a breadth of experience in languages, social studies, the sciences and mathematics. The sixth subject may be an arts subject, or you may choose an additional subject from another group. We will do our very best to accommodate your requests, but please be aware that each class must have a minimum of three students enrolled in order for it to be offered.

For students following the IBDP or ABDP pathway, three of your subjects will be selected at higher level (HL) and three at standard level (SL). Higher level subjects should be the subjects which interest you the most, your strongest-scoring subjects academically, and those which support your university and career aspirations.

It is not recommended to choose more than 3 higher level subjects, though if you cannot decide which three to choose, you may opt to take four until the end of the first term. After the December examinations you will then be asked to choose which one to drop to standard level.

Some options are available in either English or French. These are highlighted on the Subject Choices form.

It is important to choose your subjects based on answers to the following questions:

Which subjects will the universities you are interested in attending ask you to provide for the courses you are thinking of taking?

If you have not already decided this and you are not sure how to choose between two or more subjects, then please contact our Director of College Counselling for his advice before you choose.

Which subjects are you likely to get the best grades in?

If you decide to apply to a North American University, then it is likely that they will show a great deal of interest in the overall average grade you are currently getting. It is important to make sure that you choose subjects which will enable you to get the highest total grade you possibly can. They also look at the difficulty of the programme you are following in comparison to other students in the school.

Which subjects do you enjoy the most?

If you really have not decided on what you want to do, choose subjects you will enjoy learning. You are going to spend a lot of time working on them over the next two years.

Studies in Language and Literature

Literature HL | SL	English A | French A | Japanese A | Portuguese A | Russian A | Spanish A
Language and Literature HL | SL	Arabic A | Chinese A | English A | French A | German A | Italian A
Literature SL	Self-taught Mother Tongue A

Language Acquisition

HL | SL	Arabic B | Chinese B | English B | French B | German B | Italian B | Japanese B | Russian B | Spanish B
Ab initio	French | German | Italian | Spanish

Individuals and Societies

HL | SL	Business Management* | Economics* | Geography | History*

Sciences

HL | SL	Biology | Chemistry* | Physics* | Sports, Exercise and Health Science
SL	Environmental Systems and Societies*
HL | SL	Computer Science** | Design Technology**

Mathematics

HL | SL	Analysis and Approaches* | Applications and Interpretation*

Creative and Performing Arts

HL | SL	Film | Music | Theatre | Visual Arts

* Available in French and English
** This must be taken as your 6th subject and cannot replace one of the other Science subjects
HL - higher level | SL - standard level

Studies in Language and Literature

Literature HL | SL	English A | French A | Japanese A | Portuguese A | Russian A | Spanish A
Language and Literature HL | SL	Arabic A | Chinese A | English A | French A | German A | Italian A
Literature SL	Self-taught Mother Tongue A

LANGUAGES OVERVIEW

At Beau Soleil we offer an incredibly wide variety of language courses, both as mother tongue and as introductory courses. Many of our students study three languages but you will be required to study at least two. It is highly recommended that all students study English.

It is possible to study two A languages if you are bilingual or if you have a second near-native language. By choosing this you will be awarded a bilingual diploma upon successful completion of the IB Diploma Programme. Employers are very keen to have multi-lingual employees, so a bilingual diploma is an excellent qualification to have.

A LANGUAGES

You will choose your A language on the basis of your experience using the language in an academic context.

LANGUAGE A: LITERATURE

In Literature, you will have the opportunity to explore a range of literature from a variety of cultures, genres and periods as well as developing the ability to appreciate the artistry of literature. You will reflect critically on your reading and present literary analysis powerfully through both oral and written communication by developing a personal appreciation of literature with an understanding of the techniques involved in literary study and criticism.

For both higher and standard level you will study a wide variety of prose, drama and poetry originally written in the subject language and texts in translation. HL students study 13 texts in comparison to 9 texts for SL.

LANGUAGE A: LANGUAGE AND LITERATURE

In this course you will study texts, literary and non- literary, written in both the original language and in translation. A text can be anything from a poem, a prose extract, an article, a blog entry, a letter, a speech, a video, a comic strip, a song or an opinion column. When you analyse texts, you will actively engage with the language choices of the writer and you will find out more about the culture they reflect or to which they are directed.

A key aim of this course is to encourage you to question the meaning of language and texts, which is rarely straightforward and often ambiguous. You will investigate how formal elements like stylistic devices are used to create meaning in a text. Finally, you will reflect on the fact that texts, both literary and non-literary, can be seen as autonomous yet related to culturally-determined reading practices. How can the audience, the aim and the context of a text affect its interpretation? You will soon be able to answer this question yourself!

One of the great aspects of this course is that it is designed to be flexible — teachers have the opportunity to construct it in a way that reflects the interests of the class.

SELF-TAUGHT MOTHER TONGUE A

If a student wishes to continue their mother tongue studies in a language which we do not offer, it may be possible to organize a tutor from outside the school to teach via virtual meetings. This can only be done at standard level for the IBDP.


COSTA RICA
Original

Language Acquisition

HL | SL	Arabic B | Chinese B | English B | French B | German B | Japanese B | Russian B | Spanish B
Ab initio	French | German | Italian | Spanish

LANGUAGE ACQUISITION OVERVIEW

Greater understanding of cultures comes from learning new languages. In this group, you can choose to continue studying a language you have already started, take on the challenge of a completely new language, or continue to develop your literary skills by selecting a second language A.

B LANGUAGES

Language B is designed for students with three to four years of prior study, such as IGCSE level. In general this should not be the language you speak at home.

Its main focus is on language acquisition and development of language skills through the study and use of a wide range of written and spoken material from authentic sources. Therefore, you will study articles from local, national and international newspapers and magazines, TV programmes and news reports, songs and radio broadcasts, as well as various study books and websites. This material will help you develop mastery of language skills and intercultural understanding.

Much of the emphasis of the course is to stimulate exchange of ideas within the class and to enable you to use the language in a variety of situations in a target language environment, communicating verbally or on paper with a sound understanding of register.

Both higher and standard levels revolve around five themes:

- Identities (nature of the self, wellbeing, health, beliefs, language)
- Experiences (events, experiences and journeys that shape our lives)
- Human ingenuity (ways in which human creativity and innovation affect our world)
- Social organisation (ways in which groups of people organise themselves or are organised through common systems or interests)
- Sharing the planet (challenges and opportunities faced by individuals and communities in the Modern world)

If you choose HL, you will also read two novels in order to bring depth to two themes.

AB INITIO COURSES

Ab initio is a beginner's course, designed for students who are either new to the language or who have fewer than two years of prior study.

It moves swiftly through a large range of topics from character and personality to food and shopping to the weather and global issues. Through the study of the many topics and much hard work, learners will have the ability to communicate effectively in social situations. The course is available at SL only.

If you choose French Ab initio, given where we are located, there is every opportunity to use your newly-gained French vocabulary and grammar outside the classroom. Being in a French-speaking environment is a fantastic authentic resource.

INDIVIDUALS AND SOCIETIES OVERVIEW

This group is where you will develop your knowledge of the wider world. Many of our students choose to take two subjects from this group, such as Economics with Geography or History, and Geography with Business Management.

Please note that we do not recommend combining Business Management with Economics, as these lead to very different programmes at university.

BUSINESS MANAGEMENT

Do you dream of managing your own organisation or Business empire? Are you looking to learn the skills and theories needed to help you to understand how good businesses succeed? Do you have a passion for advertising and marketing, understanding customer needs, understanding how good businesses keep costs down and profits up?

Business Management is designed to help you to develop knowledge and understanding of business management theories and look at business strategies. It will help you to analyse and evaluate the impact of different strategies and apply them to situations which many organisations face. The course covers a range of organisations from all sectors and looks at the socio-cultural and economic environments which influence the success of these organisations.

During the course, the focus will be on the main functional areas of most businesses. You will look at human resources, financial accounting, marketing and operations management and assess how businesses take different approaches to each area and how good businesses connect all these areas together. In addition, you will investigate how change, culture, ethics, globalisation, innovation and strategy have all shaped modern businesses and the changing dynamics of business.

The other key aspect of the course is the appreciation of ethical concerns at a local and global level. You will think critically about whether businesses should focus on the environment they operate in; are they accountable for the environmental impact of their actions? Should McDonalds care about obesity? Should Starbucks invest in biodegradable cups? Is it right for Apple to keep operational costs down by manufacturing phones through the use of inexpensive labour in the Far East? Is what is good for business also good for the environment? Is what is good for the environment also good business?

ECONOMICS

Economics is an ideal subject for Beau Soleil students because of its international connectedness. Case studies are integrated into your daily learning, as access to modern media allows contemporary issues to be brought right into the classroom.

The syllabus is divided into three major units: Microeconomics, Macroeconomics, and The Global Economy. While there is a logical, thematic order to it, we adapt it to accommodate world events as they happen. Indeed, a mandatory part of the course is for you to write three commentaries on articles from the recent news, one for each of the units.

Through this and other activities, you will discover that Economics has strong links to other domains such as politics, history, business and environmental sustainability, as well as to TOK.

The subject is challenging yet relevant; all students follow a common core with an extension for those doing higher

level. Students of higher level will look in more detail at the decisions taken by individual firms, and will also learn skills of quantitative analysis. If you wish to take HL, you are strongly advised to take Mathematics AA SL/HL or Mathematics AI HL.

GEOGRAPHY

The core course addresses issues we may face in the future: population and the environment are high on the agenda. Higher level students consider the nature of globalisation, focusing on the ideas of people, places and power.

The Options curriculum brings the opportunity to study topical issues such as the availability of freshwater, famine and megacities. The internal assessment requirement is the same for both higher and standard level students, as they investigate a local issue such as the urban development of a local town, the carbon dioxide loading caused by ski tourists, or the retreat of glaciers at high altitudes. There is no better way to experience climate change first hand than to stand at the foot of a glacier!

Geography is an excellent option on its own, or paired with Economics or Business Management. Our alumni are often very surprised by how much their study of Geography is useful in their lives after graduation and they often share information with us linked to what they have studied - evidence that Geography, and geographical issues in general, continue to touch the lives of Beau Soleil students after they leave the Swiss mountains.

HISTORY

In order to comprehend the world today, to predict future wars, to evaluate evolving societies and political upheavals, it is essential to study History. To possess an opinion you can be challenged upon and defend succinctly and pertinently with accurate evidence is a highly valued skill, both in the academic world of universities and in the place of work. A passion for History is a superb start, and a feeling that you want to be part of something that is bigger than yourself.

The IB History curriculum attaches immense importance to constructing arguments by assessing conflicting

interpretations of key events and trends. History is imperfect due to its changing nature, as new schools of thought emerge, and students need to grasp this challenge.

At SL we predominantly study the first fifty years of the 20th century, following the rise of dictatorships in Europe with a comparison to Mao in China. Inevitably wars are also a focus; we study two civil wars (Spanish and Chinese) and the causes, course and effects of World War I and II, both in Europe and the Pacific. Students will be required to compare and contrast historical events and their causes and consequences with a focus on thematic approaches. Students will also develop their source evaluation skills through a study of German, Italian and Japanese policies of expansionism.

HL students will explore these topics in more depth, and wider reading is essential to success in this course. In addition to the SL topics they also study International relations and diplomacy in the interwar years (1918-1939).

Research skills and the ability to write cogently are essential to meet your full potential in this course. This is aided by regular formal debating in class and the development of critical analytical skills through selection and deployment of relevant evidence. The Internal Assessment gives the students the chance to utilise these skills through the study of an historical event of their choice.

Discover more about our IB History course

To watch the video with English subtitles, click on “settings”.

Sciences

HL | SL	Biology | Chemistry* | Physics* | Sports, Exercise and Health Science
SL	Environmental Systems and Societies*
HL | SL	Computer Science | Design Technology

*Available in French and English

SCIENCES OVERVIEW

You are required to take a minimum of one science, though it is possible to take two.

One quarter of any IB science course is given over to practical work, so you will have plenty of opportunity to discover things for yourself either in the laboratory, outside, or even on the sports field or ski slopes!

During Grade 11, all students in Biology and Environmental Systems and Societies attend a mandatory fieldwork course in Italy, where they explore the science of nature while collecting data for their individual investigation.

All of the sciences are demanding courses, and if you plan to take a higher level science course you will need to demonstrate an excellent ability in that subject, usually by achieving a grade A at IGCSE or equivalent. Taking two sciences at HL, or a combination of HL mathematics Analysis and Approaches and HL science is an extremely demanding combination, and will only be possible for outstanding students.

In some countries such as Switzerland, universities demand that you take a science or mathematics at HL to be accepted. In other countries you will need to check the requirements for the type of course you are interested in. Research this carefully now as you won't be able to change to a higher level course once you have started! If in doubt, please check with the Director of College Counselling.

BIOLOGY

Biology is the science of life. Without our understanding of all things living the rest of the scientific world would have little relevance or meaning. The Biology IB courses combine elements of theoretical understanding with the practical and investigational skills that will prepare you for the study of related sciences at university level. Biology is a subject that warrants a great deal of interest and study at IB not only leads to the study of Biology as a science in its own right, but is also extremely important should you wish to go on and study medicine, veterinary science or other biological sciences.

The course has recently been adapted to bring more focus onto student-led research and development of understanding of longstanding theories through investigative processes. The ability to observe and understand theories based on physiological evidence, collection of substantive data and to analyse findings with an evaluative eye are vital to success in this subject. In modern science, the recording of the Human Genome in the early noughties has brought about dramatic advancements in approaches to genetic engineering of organisms for agricultural and medicinal purposes and will continue to drive the areas of gene therapies for many years to come.

At the school level both theory and experiments are equally important parts of the course - they should complement one another naturally, as they do in the wider scientific community. The course will allow you to develop traditional practical skills and techniques and to increase practical and communicative skills which are key elements of the IB learner Profile. It also allows you to develop interpersonal and digital technology skills, which are essential in 21st century scientific endeavour and are important life-enhancing, transferable skills in their own right.

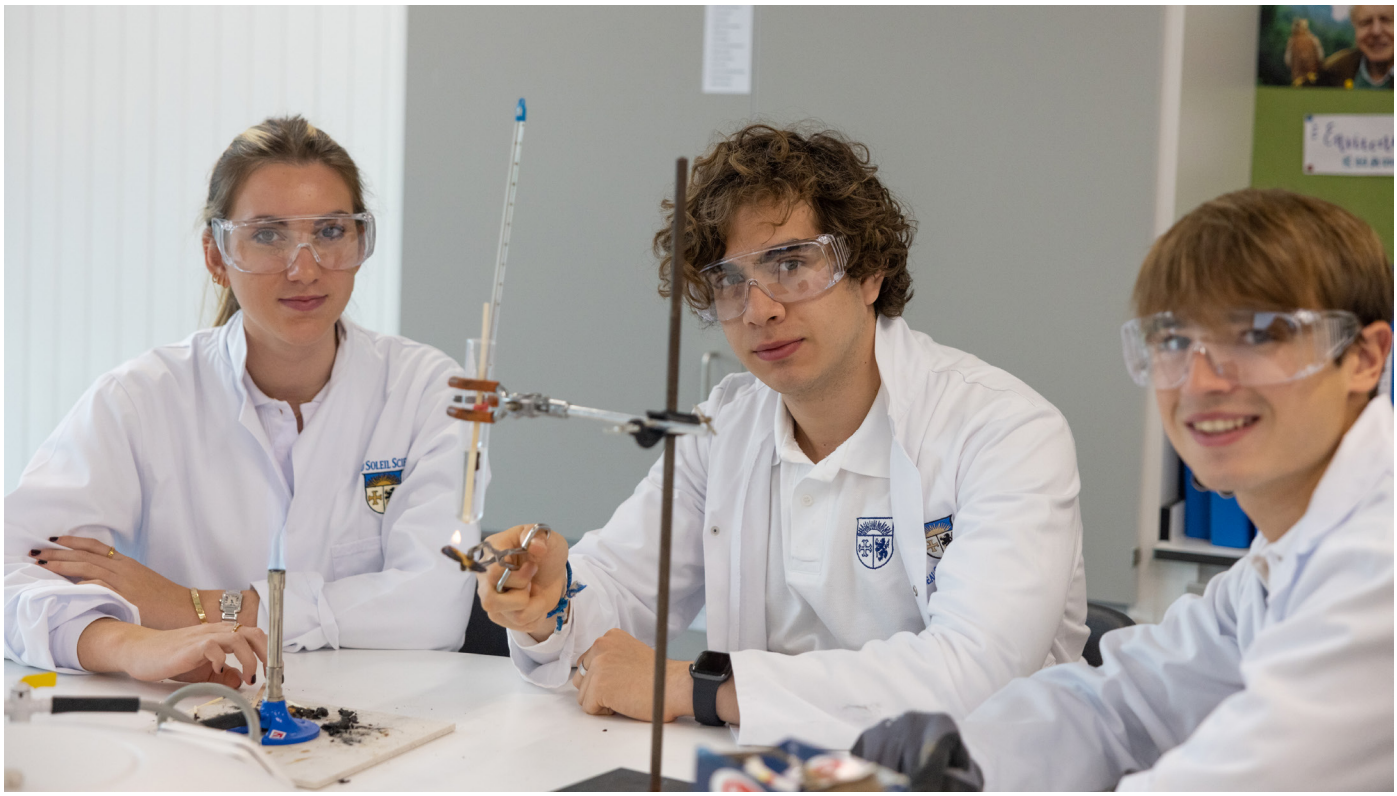
CHEMISTRY

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, Chemistry is a prerequisite for many other courses in higher education, such as medicine and biological science.

Despite the exciting and extraordinary development of ideas throughout the history of Chemistry, certain things have remained unchanged. Observations remain essential at the very core of Chemistry, and this sometimes requires decisions about what to look for. The scientific processes carried out by the most eminent scientists in the past are the same ones followed by working chemists today and, crucially, are also accessible to you in schools.

The body of scientific knowledge has grown in size and complexity, and the tools and skills of theoretical and experimental chemistry have become so specialised, that it is difficult (if not impossible) to be highly proficient in both areas. While you should be aware of this, you should also know that the free and rapid interplay of theoretical ideas and experimental results in the public scientific literature maintains the crucial link between these fields.

At the school level both theory and experiments are equally important parts of the course - they should complement one another naturally, as they do in the wider scientific community. The course allows you to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of science. It also allows you to develop interpersonal and digital technology skills, which are essential in 21st century scientific endeavours and are important life-enhancing, transferable skills in their own right.



PHYSICS

Physics is one of the most interesting, far-reaching and conceptually challenging subjects to study. It covers our current understanding of the world and universe around us, from the smallest building blocks, particles at a scale one quintillionth the size of a meter, all the way to the galaxies which make up the observable universe, currently 93 billion light years across.

Studying Physics is a serious endeavour. You will be learning the basic understandings and laws that are now accepted internationally as applicable throughout the universe. You will then move onto more complex concepts which derive from the basic laws. Finally you will explore the latest theories of the structure of all matter, including the Higgs Boson and its associated subatomic particles, theories which could change any day. That is even before you start to learn the higher level content!

To achieve a passing grade you will need to have a good memory, logical linking skills, and most of all a strong grasp of basic algebra, trigonometry and graphing. If you do not have these skills by the time you start Grade 11, it is strongly recommended that you take a less mathematical science.

Standard level Physics provides a good range of the Physics laws used in Engineering, and delves into the theories of the subatomic world. The higher level content further extends your understanding of several of the Standard level topics, adding an additional level of difficulty to conceptual understanding, exam questions, and harsher grade boundaries. It should only be taken by those who plan to take Physics-related degrees in the future.

Students taking physics at HL should be in Mathematics Analysis and Approaches SL at minimum.

SPORTS, EXERCISE AND HEALTH SCIENCE

Sports, Exercise and Health Science (SEHS) is for students who are interested in science on a general level and in the human body in particular. The course is designed to provide an understanding of human physical health as well as sporting performance.

The course combines elements of all the main sciences, including Biology, Chemistry, Physics and Psychology, in a way which is applied to the human body. During the two years of study there is the opportunity to apply these topics in practical investigations in both laboratory and field settings. The subject matter goes beyond these traditional science subjects and offers a deeper understanding of the issues related to sports, exercise and health in the 21st century. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance.

The course incorporates the traditional Sports Science disciplines of anatomy and physiology, biomechanics, psychology and nutrition, along with training programme design in both a health and sporting perspective. Where it is relevant, the course will address issues of international dimension and ethics by considering sport, exercise and health in a global context.

As part of the course, you will have the opportunity to think about, and evaluate, your own lifestyle choices, social and cultural differences in the attitude to sport and exercise and health. There will be opportunities to debate ethical issues relating to sports, including the area of drugs in sport, healthy eating choices and sports policies for elite competition.

ENVIRONMENTAL SYSTEMS AND SOCIETIES

Studying Environmental Systems and Societies (ESS) does not require you to be specifically interested in the environment, although of course it helps! Anyone who is looking to run their own business should understand current environmental issues as decisions being taken by politicians to protect the environment will affect the way companies can do business in the future.

As an applied science we first study the science of how the environment works and then look at how humans have interfered with it, the damage we've done, and how it can be repaired/restored. There are small amounts of Chemistry, Physics and Ecology in the course, but no formal background in any science is required to successfully access the content.

ESS is not a spectator science. You cannot sit quietly at the back of the room and have no opinion. Environmental issues all have two sides to them, and it is how well you express your belief and back it up with concrete ideas and facts which will determine how well you do academically.

One of the first challenges which you will face is to determine where you stand in terms of your environmental attitude. Do you feel that humans are just one of many species on the planet and therefore have the same rights as other organisms to exist, do you feel humans are more important but that we should be careful as to how we manage the environment, or do you feel that a country's economy and employment are the most important factors to consider and that science can help solve any environmental problems which arise due to our use of resources?

All of the issues we study can be found in daily newspapers and news magazines. Industrial production of food v. organic farming, creation and protection of national parks v. mineral resource extraction in the Arctic, big game hunting of lions v. conservation of species, spraying DDT to control malaria v. loss of biodiversity in top predatory birds like the bald eagle: you must decide where you stand on them all.

OTHER INFORMATION

Please be aware that SEHS and ESS are not accepted at most national universities in Switzerland and Germany. It is strongly recommended that if you are either Swiss or German that you contact the Director of College Counselling at Beau Soleil before registering to take these courses.

COMPUTER SCIENCE

Computer Science opens more doors for students than any other discipline in today's world. Learning even the basics will help you in virtually any career—from architecture to zoology. Just as we teach you how to perform an experiment or learn other languages, it is equally as important in the 21st century that you have a chance to design an app or an algorithm, or learn how the Internet works.

The course will provide you with opportunities to develop computational solutions to real problems. You will gain the skills to design, prototype, code and test in whatever language you chose, be that Java, Python, C++, JavaScript or PHP.

You will be studying system fundamentals, computer organization, networks, computational thinking, problem-solving and programming as core topics. Four further course options are available; databases, modelling and simulation, web science, object-oriented programming. These options will allow a particular subject of interest to be studied as defined by your subject teacher.

The Computer Science course has been designed as a practical problem-solving subject which will teach you computational thinking, programming skills and help you to develop higher-level thinking skills applicable to virtually all fields of study.

This course should be seen as a supplement to the other Sciences, rather than as a replacement. This will ensure that you have the widest range of future options available to you.

DESIGN TECHNOLOGY

Design is the link between innovation and creativity; it is human-centred and focuses on the needs, wants and limitations of the end user. Design is multidisciplinary and draws from many areas including the business and social sciences, mathematics and creativity. At its core, Design Technology looks at real-life user issues and creating innovative solutions to design problems.

For students wishing to study Design Technology at Diploma level, it would be expected that you will have studied MYP Design and Technology to Grade 10. This would offer candidates a strong foundation for the Diploma course. Students should also remember Diploma Design has a strong scientific background and looks to solve design problems using materials science, principles of experimentation and technological concepts.

Design Technology students at SL are required to spend 60 hours, and students at HL 96 hours, on practical design briefs or investigative work. This includes 40 hours on the Design Project at SL and 60 hours on the Design Project at HL. This involves working with a client on a design problem.

An overview of the core topics that are covered in Design Technology are; Human factors and ergonomics, Resource management and sustainable production, Raw material to final product, Innovation and design, and Classic design. If students choose Higher level then an additional 4 topics are covered which include: User-centred design, Sustainability, Innovation and markets, and Commercial production. Content for all these is covered by delivering mini projects and theory lessons.

This course should be seen as a supplement to the other Sciences, rather than as a replacement. This will ensure that you have the widest range of future options available to you.

Important note: if you wish to take either Computer Science or Design Technology as your only Group 4 science subject, then you must speak with the Director of College Counselling and the IBDP Coordinator, to be sure that you are not limiting your options for higher education.

MATHEMATICS OVERVIEW

All students have to take Mathematics, but there are appropriate courses for everyone.

- Analysis and Approaches HL
- Applications and Interpretation HL
- Analysis and Approaches SL
- Applications and Interpretation SL

Please read the descriptions below carefully to help you to select the appropriate course.

ANALYSIS AND APPROACHES HL

Analysis and Approaches Higher Level (AA HL) is an exciting and challenging course that will make you think about Maths in ways that you have never done before. It focuses on theoretical mathematics with in depth study of the topics of calculus, algebra, functions, vectors and advanced trigonometry, with a strong emphasis on the theories and concepts of mathematics. It is statistically one of the most difficult IB subjects you can take, so you must be sure you are up to the challenge.

If you want to take AA HL you should have a proven ability to succeed in the subject. Ideally, you will have gained an 8 (or equivalent) in Maths IGCSE, and you should have studied Additional Maths and have at least a B in this subject. It is designed for students who are interested in studying Maths-based subjects such as Mathematics, Engineering, Computer Programming or Physics at university.

APPLICATIONS AND INTERPRETATION HL

Applications and Interpretation HL (AI HL) is an exciting course, with an emphasis on statistics, modelling and use of technology. Whilst this course contains less of the pure mathematics contained in the AA HL course, it does include elements of complex statistics and discrete options.

If you want to take AI HL you should have a proven ability to succeed in the subject. Ideally, you will have gained an 8 or equivalent in Maths IGCSE, or you should have studied the Additional Maths course. If you are studying MYP you should be achieving a Grade 5 or above in the Extended Maths course, or a Grade 7 in the Standard Maths course. “This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, medicine, statistics, business, some economics courses, psychology, and design.”

ANALYSIS AND APPROACHES SL

This SL course is aimed at strong mathematicians as it looks at many analytical methods with a strong emphasis on calculus and algebra skills.

This course is suitable for students who are good mathematicians. If you have come from a British system, this course is equivalent to (and perhaps a little harder than) an AS Level in Maths. If you have been following the USA system then this is the closest equivalent to Calculus the IBDP offers.

If you are a student who has consistently good grades in Maths then this could be the course for you. It is also a suitable course for people who are really good at Maths but don’t need a Maths course at HL as it is still a course where you will be learning new and challenging mathematics.

If you are at an IGCSE school you need to have studied the Maths Extended course and achieve a grade 6 or above. If you are at an MYP school you should be

achieving a Grade 4 or above in the Extended Maths course, or a Grade 6 or above in the Standard Maths course.

This subject is aimed at students who will go on to study subjects with substantial mathematics content such as engineering, physical sciences, or some economics courses.

APPLICATIONS AND INTERPRETATION SL AND ASDP

This is the most accessible mathematics course and it is designed to provide you with the mathematical skills which will complement the rest of your studies. It is appropriate for students who intend to go on to study subjects such as social sciences, business, and design. This course will have an emphasis on statistics, modelling and use of technology – appropriate for those with an interest in the applications of mathematics and how technology can support this.

OTHER INFORMATION

It is important that you research the level of Mathematics you will need for your university or higher education aspirations as many programmes have minimum entry requirements, both in terms of the course and level taken and the final grade achieved. The best advisors will be your Mathematics teachers and the Director of College Counselling.

Creative and Performing Arts

HL | SL Film | Music | Theatre | Visual Arts

CREATIVE AND PERFORMING ARTS OVERVIEW

The Creative and Performing Arts are all about the creative process; finding ways to express yourself in music, performance art and visual arts. There is a strong focus upon personal investigation and cultural research. While it is possible for you to take a second subject from the other Groups in this block, Beau Soleil has a strong record of results from the Arts. These subjects are highly regarded by universities due to the independence and creativity required to be successful.

FILM

Film is the study of global cinema cultures and practical filmmaking. As well as learning key practical skills – directing, editing, cinematography, sound production and screenwriting – you will study films from many different countries and time periods. We will use cinema as a window to the past, learning about global cultures through their films. We will examine how historical events inspired and influenced filmmaking, as well as the legacy of key films on today's cinema.

A film student is part historian, part anthropologist (the study of culture) and part practitioner. You will learn from the filmmakers of the past in order to develop your own production skills. You will learn how to frame a shot, use lighting and colour, how to edit a film, how to design a full and interesting soundscape, as well as how to work in a team on collaborative projects.

You will look at key movements across film history, such as Silent Cinema, Film Noir, Cinema du Look, and the Japanese Golden Age of Cinema, as well as examining genres such as the road movie and the western. You will learn about key film theories and apply these to our study films – these include feminist film theory, auteur theory and psychoanalytic theory. You will learn how politics informs film content, including the effects of post-colonialism and Marxism and how these political ideas are seen even in popular films like Avatar and The Hunger Games series.

You will leave the course as a filmmaker and will be more politically, socially and culturally aware. While you may not necessarily want to work in the film industry later, this course prepares you well to work in and lead a team, to project manage, to be able to overcome obstacles and to become skilled in video production. With the media an ever-increasing presence in our lives, you will learn skills that are of great value and relevance in the modern world.

Standard level and ASDP students study everything that higher Level students study, but higher level students will study more aspects of film history and theory, and will produce one final film that is seven minutes in length.

MUSIC

The aim of the music course is to develop a student's musical knowledge and potential as a musician.

You will be studying an individualised music programme based on three core elements: exploring music, experimenting with music and presenting music.

Students will develop critical listening skills through analysis of a full range of musical styles including classical, jazz, popular and world music. They will compose music from genres they are interested in as well as perform on their chosen instrument.

Is it for you? If you enjoy playing an instrument or singing, or have an interest in composing using music technology and enjoy learning about a whole range of musical styles then you will find the course rewarding.

THEATRE

'Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.' – IB Theatre Syllabus 2016

This is an exciting and organic course during which you will have the opportunity to work as a creator, a director, a designer, and performer, turning your ideas for theatre into action. This is essentially a practical course, underpinned by thorough academic research.

In the first year, you will take part in practical workshops that explore theatre history, world theatre traditions, as well as different theatre styles and practitioners. You will look at the "page to stage" process through the eyes of a director; create a collaborative piece of theatre based on your group's shared interests; research the work of a theatre practitioner that you are interested in and present a solo piece of theatre based on his/her theory. Additionally, you will research a convention of a world theatre tradition to perform within a research presentation.

You will follow your own personal interests and inspirations when you come to complete your assessments in the second year.

Over the two years, you will need to see as much diverse live theatre as possible, and use online digital resources of recorded live shows to both increase your understanding of theatre performance and production and help develop your critical thinking skills. In addition to this, you will be expected to record your theatre explorations, research, and reflections in a journal.

You will have the opportunity to connect and collaborate with other students in a mandatory three-day TaPs workshop in London/Stratford.

VISUAL ARTS

Visual Arts at Beau Soleil is a personally-focused course, which aims to develop your individual creativity, expression, intellectual and critical thinking and the ability to communicate ideas visually on a high technical level to an audience. You will be guided contextually and taught techniques on an individual basis to find the most effective way of visualising new ideas.

Comparative Study

An independent critical and contextual investigation that explores artworks, objects and artefacts from differing cultural contexts. The pages submitted examine and compare at least three artworks at least two of which need to be by different artists.

The Process Portfolio

A documentation of the student's artistic experience during the course, both visual and written.

Students submit carefully selected materials which show their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. It is essential to show a whole range of media such as two- and three-dimensional images, which may include photography, printmaking, oil and acrylic on canvas, ink drawing, sculpture additive and subtractive, digital work, movies or/and a combination of non-traditional media.

The Exhibition

Students present a body of work in a chosen exhibition space, which will be open to the public and the school. You will curate your own work supporting your visual and contextual intention. A selection of artworks and a recorded understanding of the use of materials, ideas and practices appropriate to visual communication are then submitted for assessment.

KEY QUALITIES AND SKILLS

Experimentation with focus and sustained development is a key quality, and closely linked to discovery, independence, self-direction and problem solving.

Cultural Connections is an awareness of cultural and historical context and making meaningful, relevant connections both in investigation and studio work.

Diverse Strategies are used by students to not rely on one single approach; they are bold and inventive, willing to explore media and techniques, to take risks.

Depth and Breadth - depth of ideas and the power of developing and sustaining ideas in research and in visual exploration of an idea. Review, modification and refinement to develop depth in studio work

Life as a Senior

Being a student at Beau Soleil is about so much more than what is learnt in the classroom. During the final two years students will be making decisions that will shape the course of their careers and indeed, their whole future. We are committed to helping every individual to find the right pathway and to providing the right levels of support every step of the way.

As a Senior student you will meet regularly with our Director of College Counselling to discuss further education choices and for advice on applications, courses, colleges and much more. Each student has a dedicated tutor to follow their academic progress. An exciting Guest Speaker programme with Beau Soleil alumni, college lecturers and successful people from all walks of life provide additional inspiration.

We believe that it is what you do that makes the difference: all our Seniors are expected to take a leading role in school events, challenges and team competitions. With the opportunity to enrol in our Student Leadership programme and to stand for election as a School Prefect, House Captain or Sports Captain, Seniors can gain valuable skills which will stand them in good stead for life beyond Beau Soleil.

We understand that the transition from Middle to Senior School courses can be challenging and that sometimes students may need a little extra support. Our team are on hand to help with study skills, language acquisition, emotional counselling or well-being, ensuring that students can thrive and succeed in every aspect of Beau Soleil life. Boarding staff, tutors, teachers and the Leadership Team will all be taking a close interest in working with the students and their parents to build the strongest foundations for future achievements.

SERVICE AND TRIPS

Service and Trips are an integral part of the Senior School at Beau Soleil and are one of the founding principles of the school.

Students will participate in various academic, cultural and adventure trips as part of their programme. For example, all Grade 11 students take part in a cultural and academic trip in June. This trip is designed to enrich and supplement their learning in Theory of Knowledge and CAS. They can also choose to join in the many other expeditions and trips offered each year.

SPORT AND PHYSICAL ACTIVITY

Sport and physical activity is a key aspect of life at Beau Soleil and is part of every student's weekly programme. The focus is on enjoyment, interacting with peers and working on improving skills whilst maintaining a healthy active lifestyle. Activities range from trampolining, basketball and football to personal fitness, skiing, snowboarding, spin biking and many more.

It is expected that all students take part fully and engage themselves in lessons, regardless of physical ability. Students are encouraged to express themselves and also take on new roles such as leadership and coaching in order to develop wider personal skills of public speaking, responsibility and teamwork.

In the winter term, all students will participate in weekly skiing or snowboarding with a qualified instructor.

FINAL WORDS

Mr Ferguson, Mrs Cevey, Mr Ragan and all the academic team are always on hand to answer any questions and to share their wealth of expertise on the Senior School programmes.

The more questions you ask, the better: we are all here to help and no question is too small.