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La Organización del Bachillerato Internacional

INTRODUCCIÓN

La Organización del Bachillerato Internacional data del año 1962, en que fue creado bajo el auspicio de la UNESCO y con los fondos de las fundaciones Ford, Mountbatten y Gulberkin, ayudados a la vez por los Gobiernos británico, holandés y alemán que, unidos durante un largo y cuidadoso período de preparación y evaluación, hicieron realidad el establecimiento permanente de la organización a mediados de 1970. Esta organización tiene su base en Ginebra, con oficinas regionales ubicadas en:

- Ginebra, que abarca África, Europa y Medio Oriente.
- Singapur, que abarca Asia y el Pacífico Sur (Nueva Zelandia y la India).
- Argentina, abarca América del Sur y América Central y México.
- Nueva York, abarca EE.UU., Canadá y el Caribe.

La organización del B.I. aplica un programa que involucra aproximadamente a 1180 Colegios en 101 países donde se cumple el curriculum de la «Liga de Colegios Unidos» («*United World Colleges*»), organización patrocinada por el que fue Lord Mountbatten y que al presente cuenta con la participación de colegios localizados desde Singapur hasta Arizona y desde Sud África hasta Gales.

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The International Baccalaureate Organisation

INTRODUCTION

The International Baccalaureate Organisation dates from the year 1962 when it was founded under the patronage of UNESCO and with the funds of the Ford, Mountbatten and Gulberkin foundations. At the time it was supported by the British, Dutch and German governments who together, after a long and careful period of preparation and evaluation, made the permanent establishment of the organisation a reality as from the middle of the 1970s. The organisation has its headquarters in Geneva with regional offices in:

- Geneva covering Africa, Europe and the Middle East.
- Singapore covering Asia and the South Pacific (New Zealand and India).
- Argentina covering South America, Central America and Mexico.
- New York covering the U.S.A., Canada and the Caribbean.

The IB Organisation's Diploma Programme is applied in approximately 1180 schools in 101 different countries thereby fulfilling the curriculum of the United World Colleges. The latter is an organisation under the patronage of the late Lord Mountbatten which has member schools located all over the world from Singapore to Arizona and from South Africa to Wales.

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EL PROGRAMA DE DIPLOMA

El Diploma del Bachillerato Internacional es un curso preuniversitario exigente, conducente a exámenes, que responde a las necesidades de estudiantes altamente motivados de secundaria entre las edades de 16 a 19 años. Diseñado como un programa exhaustivo de dos años de duración que le permite a sus graduados cumplir con los requisitos de varios sistemas nacionales de educación, el modelo de su programa de estudios no se basa en el de ningún país, aunque integra los mejores elementos de muchos de ellos. El programa puede cursarse en inglés, francés y español.

CARACTERÍSTICAS DISTINTIVAS

El BI ofrece unos rasgos especiales aparte de los componentes tradicionales de un programa de artes liberales.

- *Teoría del Conocimiento (TDC)* es un curso interdisciplinario obligatorio destinado a estimular la reflexión crítica sobre el saber y la experiencia adquiridos tanto adentro como afuera de la sala de clases. La TDC invita a los estudiantes a cuestionar las bases del conocimiento, a adquirir conciencia de sus limitaciones objetivas y subjetivas y a desarrollar un modo personal de pensar basado en la ponderación de la información y la expresión racional. La teoría del conocimiento, elemento clave en la filosofía educativa de la OBI, se propone desarrollar una aproximación coherente al aprendizaje que trascienda e integre los contenidos de las asignaturas individuales y que fomente el interés por otras perspectivas culturales.
- *Creatividad, Acción y Servicio* conocido bajo la sigla CAS, es parte fundamental del Programa del Diploma. El requisito de CAS le da importancia a la vida que se desarrolla paralelamente con el estudio, aportándole así un refrescante contrapeso a la concentración académica que algunos podrían sentir durante un programa escolar exigente. La participación en producciones teatrales, deportes y actividades de servicio comunitario promueve el desarrollo de las energías y capacidades de los jóvenes para compartir y contribuye a la formación de la conciencia, el interés y la habilidad para trabajar cooperativamente con los demás. Los objetivos de educar a la persona integralmente y de formar un ciudadano más humanitario se hacen realidad de manera inmediata cuando los estudiantes se proyectan más allá de ellos mismos y de sus libros.

Los candidatos al diploma deben efectuar una investigación original y escribir una *monografía* de unas 4000 palabras. Este proyecto brinda la oportunidad de investigar una cuestión que despierte un interés especial y familiariza a los estudiantes con el tipo de investigación independiente y los requisitos de redacción que se esperan de ellos a nivel universitario. Actualmente existen 60 materias en las que se puede escribir la monografía, incluyendo más de 35 en el área de lenguas.

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THE DIPLOMA PROGRAMME

The International Baccalaureate Diploma Programme is a rigorous pre-university course of studies, leading to examinations, that meets the needs of highly motivated secondary school students between the ages of 16 and 19. Designed as a comprehensive two-year curriculum that allows its graduates to fulfil requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates the best elements of several. The programme is available in English, French and Spanish.

UNIQUE CHARACTERISTICS

The programme offers special features in addition to the traditional strengths of a liberal arts curriculum.

- *Theory of Knowledge (TOK)* is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. The key element in the IBO's educational philosophy, Theory of Knowledge, seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.
- *Creativity, Action, Service* is known by its acronym CAS and is a fundamental part of the diploma curriculum. The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self-absorption some may feel within a demanding school programme. Participation in theatre productions, sports and community service activities encourages young people to share their energies and special talents while developing awareness, concern and the ability to work co-operatively with others. The goal of educating the whole person and fostering a more compassionate citizenry comes alive in an immediate way when students reach beyond themselves and their books.

Diploma candidates are required to undertake original research and write an *extended essay* of some 4000 words. This project offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at university. There are currently 60 subjects, including more than 35 languages, in which the essay may be written.

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EL SISTEMA DE CALIFICACIONES

El sistema de calificaciones utilizado por el Bachillerato Internacional es referido a criterios. Esto quiere decir que cada uno de los resultados de un estudiante se mide con relación a niveles bien definidos de logro que presentan una consistencia de una sesión de exámenes a otra. Las mejores calificaciones no se otorgan simplemente “por una curva” a cierto porcentaje de candidatos, sino que más bien reflejan la adquisición de conocimientos y habilidades con relación a unos niveles definidos que se le aplican uniformemente a todos los colegios. Validez, confiabilidad y justicia son las consignas del cuerpo internacional de examinadores del BI.

EL CURRÍCULO

Expertos internacionales en cuestiones curriculares se encargan de garantizar que los objetivos educativos de la organización se plasmen en la estructura y en el contenido del programa. El diploma se representa en forma de hexágono con seis áreas académicas rodeando el centro. Las asignaturas se estudian simultáneamente y los estudiantes abordan las dos grandes áreas tradicionales del saber - las humanidades y las ciencias.

Los candidatos al diploma deben seleccionar una asignatura de cada uno de los seis grupos de asignaturas. Por lo menos tres y no más de cuatro deben cursarse en el nivel superior (NS), las demás en el nivel medio (NM). Los cursos del nivel superior representan 240 horas lectivas, los cursos del nivel medio, 150 horas. Al estructurar su trabajo de esta manera, los estudiantes tienen la posibilidad de explorar algunas asignaturas en profundidad y otras de modo más general a lo largo de los dos años del programa; así se obtiene de forma deliberada un equilibrio entre la especialización precoz preconizada en ciertos sistemas nacionales y la universalidad de otros.

Las exigencias del sistema de selección de asignaturas aseguran que el estudiante con inclinaciones científicas aprenda una lengua extranjera y que el lingüista nato se familiarice con el trabajo de laboratorio. A la vez que se mantiene un equilibrio general, la flexibilidad de elegir una determinada concentración de asignaturas en el nivel superior le permite al estudiante desarrollar sus áreas de interés personal y reunir ciertos requisitos para el ingreso a la universidad.

THE GRADING SYSTEM

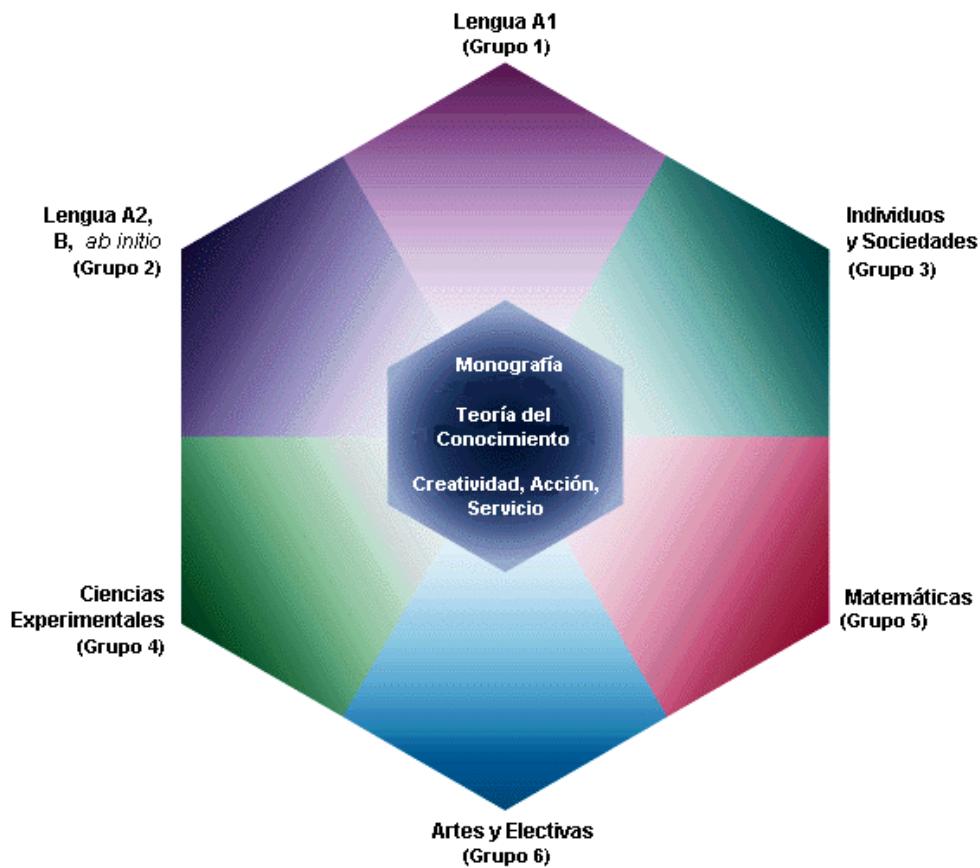
The grading system used by the International Baccalaureate Organisation is criterion-referenced. This means that each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next. Top grades are not simply awarded "on a curve" to a certain percentage of candidates but rather reflect attainment of knowledge and skills relative to set standards equally applied to all schools. Validity, reliability and fairness are the watchwords of the IBO's international assessment strategy.

THE CURRICULUM

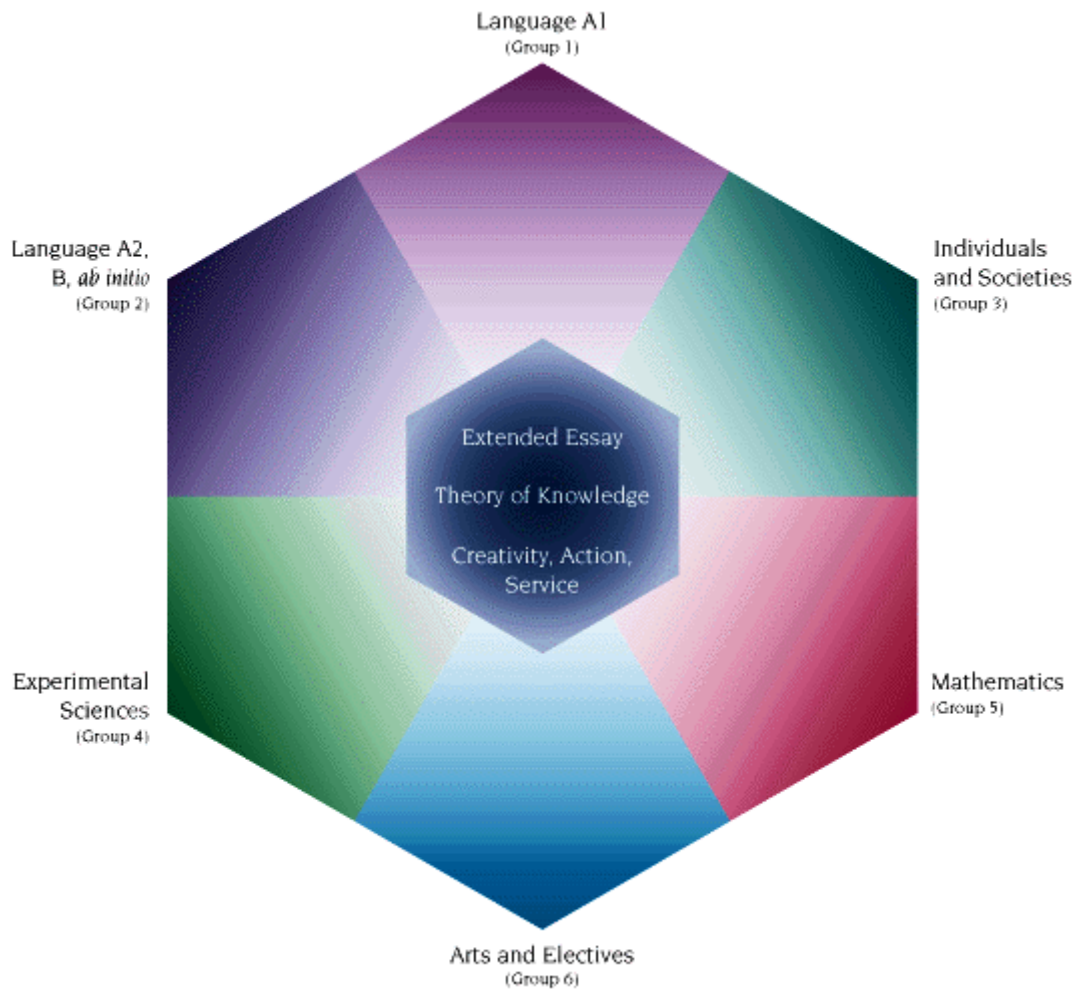
International curriculum planners seek to ensure that the organisation's educational aims are embodied in the structure and content of the programme itself. The diploma is displayed in the shape of a hexagon with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.

Diploma candidates are required to select one subject from each of the six subject groups. At least three and not more than four are taken at higher level (HL), the others at standard level (SL). HL courses represent 240 teaching hours, SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period; this is a deliberate compromise between the early specialisation preferred in some national systems and the breadth found in others.

Distribution requirements ensure that the science-oriented student is challenged to learn a foreign language and that the natural linguist becomes familiar with laboratory procedures. While overall balance is maintained, flexibility in choosing higher level concentrations allows the student to pursue areas of personal interest and to meet special requirements for university entrance.



1. **Lengua A1**
Español, Inglés (sólo para los alumnos cuyo primer idioma no es el español)
2. **Lengua A2, B**
Inglés, Español (B)
3. **Individuos y Sociedades**
Historia, Geografía, Economía, Tecnología de la Información en una Sociedad Global.
4. **Ciencias Experimentales**
Biología, Química, Física
5. **Matemáticas**
Matemáticas (nivel superior), Métodos Matemáticos, Estudios Matemáticos.
6. **Artes y Electivas**
Arte/Diseño, Música, Arte Dramático, Francés (B, *ab initio*), o una segunda asignatura del grupo 3 o del grupo 4.



- 1. Language A1**
Spanish, English (only to students whose first language is not Spanish).
- 2. Language A2, B**
English, Spanish (B).
- 3. Individuals and Societies**
History, Geography, Economics, Information Technology in a Global Society.
- 4. Experimental Sciences**
Biology, Chemistry, Physics.
- 5. Mathematics**
Mathematics (Higher Level), Mathematical Methods, Mathematical Studies.
- 6. Arts and Electives**
Art/Design, Music, Theatre Arts, French (B, *ab initio*), a second subject from group 3 or group 4.

EVALUACIÓN DEL TRABAJO DE LOS ESTUDIANTES

La responsabilidad de los juicios sobre la calidad académica de los candidatos al diploma recae en más de 2,100 examinadores en el mundo entero, dirigidos por examinadores jefe de reconocida autoridad internacional. Varios métodos de evaluación se combinan para valorar tanto el contenido como el proceso del logro académico y para darle un lugar a los diferentes patrones culturales y estilos de aprendizaje.

Técnicas convencionales de evaluación externa (ensayos, respuestas cortas, elección múltiple, etc.) se complementan con la evaluación interna del trabajo escolar realizada por los profesores responsables del alumno durante el periodo de dos años. Con esta colaboración entre profesores y examinadores externos se garantiza que los estudiantes tengan todas las oportunidades de demostrar lo que saben y lo que son capaces de hacer.

OBTENCIÓN DEL DIPLOMA

Cada asignatura examinada recibe una nota de una escala que va del 1 (mínimo) al 7 (máximo). Para la obtención del diploma se requiere que el estudiante cumpla con una serie de requisitos y condiciones incluyendo un total mínimo de 24 puntos y la culminación satisfactoria de la monografía, el curso de teoría del conocimiento (TDC) y las actividades CAS (Creatividad, Acción y Servicio). El puntaje total de 45 incluye tres puntos de bonificación por un excelente trabajo de monografía y de TDC.

Se anima a todos los estudiantes para que cursen el programa en su totalidad. Sin embargo, aquellos que no logran satisfacer todos los requisitos o que eligen tomar menos de seis asignaturas, reciben un certificado por los exámenes aprobados. La sesión de exámenes de mayo cubre la gran mayoría de candidatos; existe también una sesión de exámenes en noviembre, disponible principalmente para los colegios en el hemisferio sur. Anualmente la OBI evalúa unos 30.000 estudiantes. Aproximadamente el 80% de los estudiantes inscritos en el programa obtiene el diploma.

AUTORIZACIÓN Y ELEGIBILIDAD

Únicamente los colegios autorizados por la Organización del Bachillerato Internacional califican para la enseñanza del programa y para inscribir candidatos para los exámenes. Los candidatos al diploma del BI deben ser buenos estudiantes en un colegio miembro autorizado. Alrededor de 1180 colegios en 101 países ofrecen actualmente el diploma. Los colegios interesados en participar en el programa realizan un estudio autoevaluativo y reciben asesoramiento de la oficina regional correspondiente. Los trámites de admisión incluyen una visita de inspección del colegio y la presentación de una solicitud de admisión a las oficinas centrales de Ginebra. Únicamente los colegios que han recibido autorización de la OBI tienen el derecho de utilizar el nombre, el logo y el rótulo del Programa de Diploma de la organización.

ASSESSING STUDENT WORK

Responsibility for all academic judgements about the quality of candidates' work rests with more than 2100 examiners world-wide, led by chief examiners with international authority. A variety of assessment methods are used to value both the content and the process of academic achievement and to take into account different learning styles and cultural patterns.

Conventional external examination techniques are chosen from a range of options: oral and written, long and short responses, data-based questions, essays, multiple-choice questions. These are complemented by internal assessment of coursework by the teachers responsible for evaluating students over the two-year period. With classroom teachers and international examiners working in partnership, the emphasis is on ensuring that students have ample opportunity to demonstrate what they know and are able to communicate.

AWARD OF THE DIPLOMA

Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of the diploma requires students to meet defined standards and conditions including a minimum total of 24 points and the satisfactory completion of the extended essay, Theory of Knowledge course (TOK) and CAS (creativity, action, service) activities. The maximum score of 45 includes three points for the combination of the extended essay and work in TOK.

All students are encouraged to engage in the full programme. Those who fail to satisfy all requirements or who elect to take fewer than six subjects are awarded a certificate for examinations completed. The May examination session serves the majority of candidates with a smaller November session available primarily for schools in the southern hemisphere. Nearly 30,000 students annually are assessed by the IBO. Each year approximately 80% of candidates attempting the diploma succeed in earning it.

AUTHORISATION AND ELIGIBILITY

Only schools authorised by the International Baccalaureate Organisation are eligible to teach the curriculum and to register candidates for examination. IB diploma candidates must be students in good standing at an authorised member school. The Diploma Programme is offered by some 1180 schools in nearly 101 countries world-wide. Schools interested in joining the programme conduct a self-study and receive counselling through the appropriate regional office. The formal application includes an on-site inspection visit and the submission of written documentation to IBO headquarters in Switzerland. Only schools authorised by the IBO are entitled to use the organisation's name, logo and Diploma Programme designations.

RECONOCIMIENTO UNIVERSITARIO

En el extranjero

Los diplomados del BI son admitidos en universidades selectivas a través del mundo entero. Entre estas se cuentan instituciones de renombre como Oxford, Yale, la Sorbona, MIT y una serie de prestigiosas instituciones de educación superior en América Latina y la región de Asia/Pacífico. Existen acuerdos formales entre la OBI, muchos ministerios de educación y entidades privadas. Algunas facultades y universidades le conceden créditos de ubicación avanzada a los estudiantes con resultados destacados en los exámenes del BI.

Para mayor información sobre el reconocimiento universitario en el extranjero, se recomienda referirse a este sitio web: www.ibo.org

- services
- universities and governments

En el Perú

En la actualidad el Bachillerato Internacional tiene firmado, con los siguientes institutos superiores y universidades, convenios que brindan el ingreso directo a los alumnos que aprueben el programa del diploma.

1. Universidad del Pacífico
2. Universidad de Lima
3. Universidad Católica
4. Universidad Cayetano Heredia
5. Universidad Ricardo Palma
6. Universidad de Ciencias Aplicadas (UPC)
7. Universidad San Ignacio de Loyola
8. Universidad de Piura
9. Universidad del Norte
10. Universidad Femenina Sagrado Corazón (UNIFE)
11. Universidad Científica del Sur
12. Universidad San Martín de Porres
13. Universidad Agraria
14. Universidad Federico Villarreal
15. Universidad Nacional de Ingeniería
16. Instituto Peruano de Publicidad (IPP)

Para mayor información sobre estas universidades, referirse a la página web del colegio:

- www.newton.edu.pe
- universities

CÓMO SELECCIONAR SEIS CURSOS

1. Leer con cuidado la información sobre los cursos. Si es necesario, pedir mayor información al profesor de la asignatura.
2. Elegir un curso de cada grupo de asignaturas (o sea **Grupo 1** Lengua A1, **Grupo 2** Lengua A2, B, **Grupo 3** Individuos y Sociedades, **Grupo 4** Ciencias Experimentales, **Grupo 5** Matemáticas, **Grupo 6** Artes y Electivas u otra asignatura del Grupo 3 ó 4.)
3. Elegir tres cursos a nivel superior y tres a nivel medio.

UNIVERSITY RECOGNITION

Abroad

IB graduates gain admission to selective colleges and universities throughout the world. Amongst the most prestigious figure universities such as Oxford, Yale, Sorbonne, MIT and a series of renowned institutions of higher education in Latin America and the Asian/Pacific region. Students with strong IB examination results may also receive advanced standing or course credit, depending upon the policy of the institution they are attending. In addition, formal agreements exist between the IBO and many ministries of education.

For more information about university recognition abroad you are recommended to refer to the following web-site: www.ibo.org

- services
- universities and governments

In Peru

At present the International Baccalaureate has signed, with the following universities and institutes of higher education in Peru, agreements that offer direct entry to those students who successfully complete the diploma programme:

1. Universidad del Pacífico
2. Universidad de Lima
3. Universidad Católica
4. Universidad Cayetano Heredia
5. Universidad Ricardo Palma
6. Universidad de Ciencias Aplicadas (UPC)
7. Universidad San Ignacio de Loyola
8. Universidad de Piura
9. Universidad del Norte
10. Universidad Femenina Sagrado Corazón (UNIFE)
11. Universidad Científica del Sur
12. Universidad San Martín de Porres
13. Universidad Agraria
14. Universidad Federico Villarreal
15. Universidad Nacional de Ingeniería
16. Instituto Peruano de Publicidad (IPP)

For further information about these universities refer to the college homepage:

www.newton.edu.pe

- universities

HOW TO SELECT SIX SUBJECTS

1. Read the subject details that follow very carefully. If necessary, ask the subject teacher for more details about the programme.
2. Choose one subject from each of the subject groups (i.e. **Group 1** Language A1, **Group 2** Language A2, B, **Group 3** Individuals and Societies, **Group 4** Experimental Sciences, **Group 5** Mathematics, **Group 6** Arts and Electives or another subject from Group 3 or 4.)
3. Choose three subjects at Higher Level and three at Standard Level.

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ESPAÑOL A1

(Nivel Superior y Medio)

OBJETIVOS GENERALES

Para ambos niveles:

- Desarrollar la capacidad de expresión del estudiante en la comunicación oral y escrita, y proporcionar la oportunidad de practicar y desarrollar las habilidades necesarias para hablar y escribir en situaciones diversas con estilos apropiados.
- Estimular la valoración personal de la literatura y desarrollar la comprensión de las técnicas necesarias para los estudios de las obras propuestas.
- Introducir a los estudiantes en el conocimiento de los autores clásicos de la literatura, así como en el conocimiento de una gama de obras modernas en diferentes géneros, estilos y contextos diversos.

Ambos niveles de postulantes (superior y medio) siguen el mismo plan de estudios aunque los requisitos que deben cumplir no son los mismos en cantidad. Sobre estas diferencias se dan indicaciones en los puntos respectivos.

ESTRUCTURA DEL PROGRAMA

Rol de Lecturas:

Son 15 libros para nivel superior y 11 libros para nivel medio y las lecturas están agrupadas en 4 rubros:

I. Literatura Mundial: 3 Libros

Lectura obligatoria para los alumnos de ambos niveles.

II. Estudio Detallado: 4 Libros

En esta parte se incluyen obras de géneros banales como:

“*El Ingenioso Hidalgo Don Quijote de la Mancha*” (Narrativa)

“*El pez en el agua*” (Ensayo) o “*Antología de Poetas Latinoamericanos*” (Lírica).

Los alumnos del nivel superior leerán los 4; los del nivel medio sólo 2.

III. Grupo de Obras: 4 Libros.

Los alumnos del nivel superior leerán los 4 libros; los del nivel medio sólo 3

IV. Selección libre del Colegio: 4 libros

Los alumnos de nivel superior leerán las 4 obras; los de nivel medio sólo leerán 3.

LA EVALUACION

a) Evaluación Escrita (Externa) - (50 % del total de la nota final)

Una prueba escrita con 2 preguntas (sobre la parte III del programa):

- Un comentario de texto (verso o prosa)
- Un ensayo

Duración : nivel superior = 4 horas, nivel medio = 3 horas

b) Trabajos Escritos Literarios - (20% del total de la nota final)

- Primer trabajo: 1000 a 1,500 palabras:

Obligatorio en ambos niveles y basado en la literatura comparada, parte I del programa.

- Segundo trabajo: 1,000 a 1,500 palabras (sólo para nivel superior)

Puede basarse en la valoración de un aspecto de una de las 5 obras de la Literatura Mundial que se estudian en diferentes partes del programa.

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ESPAÑOL A1

(Nivel Superior y Medio)

c) Evaluación Oral Interna - (30% del total de la nota final)

Evaluación oral durante el curso de 4to. de Secundaria:

Basada en las obras de las partes II y IV del programa, internamente evaluados por el profesor y moderados externamente.

Evaluación formal oral: (actividad obligatoria en ambos niveles)

El profesor seleccionará un fragmento clave de las obras de la parte II y pedirá hacer un comentario formal. Se grabará su exposición y será moderada por un examinador externo.

OTRA INFORMACION RELEVANTE

1. Cronograma

I. Lecturas.

Se leerán y evaluarán durante los 2 últimos años de Secundaria, conforme al cronograma que recibe el alumno (incluye tarea de lecturas en los periodos de vacaciones)

II. Exámenes.

- a) La evaluación oral formal de la parte II del programa se realizará entre la 5ta. y 8va. semana del 3er. bimestre del segundo año del programa.
- b) La evaluación oral interna se seguirá durante los dos años que abarca el programa.
- c) La evaluación escrita externa (examen final largo) se hará en los primeros días de noviembre del segundo año del programa.

III. Ensayos

- a) Ensayo de Literatura Mundial, Grupo 1 de obras: 1,500 palabras - antes de las vacaciones del 1er. bimestre del segundo año.
- b) Segundo ensayo: 1,500 palabras antes de las vacaciones del 2do. bimestre del segundo año.

2. Prerequisitos para el Curso

El alumno que ingresa al programa de BI a nivel superior deberá haber logrado:

- a) Un buen nivel de comprensión y apreciación de lectura.
- b) Destreza en la redacción de ensayos.
- c) Nociones de análisis y comentario de textos literarios y no literarios.
- d) Los fundamentos que rigen el método de investigación monográfica.

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ENGLISH A1

(Higher and Standard Level)

AIMS

- To develop the students' powers of expression, both in oral and written communication, and to provide the opportunity of practising and developing the skills involved in writing and speaking in a variety of styles and situations.
- To encourage a personal appreciation of literature and to develop an understanding of the techniques involved in literary study and criticism.
- To introduce students not only to major classic works, but also to a range of contemporary writing and different literary genres, styles and contexts, through the study of works from both their own culture and other cultures in a comparative framework.
- To develop the ability to engage in a detailed and critical examination of written works.

PROGRAMME OUTLINE

At higher level the syllabus requires the study of 15 works of literature, 6 of which were originally written in another language, while at the standard level 11 works are studied. The texts chosen cover different genres and different literary periods.

ASSESSMENT

As in the other English courses, students are assessed in oral and written communication and reading skills. Internal assessment is based on at least four oral activities, two of which are compulsory; these are taped and sent to the I.B. for moderation. In addition, at higher level there are two externally moderated written assignments on the World Literature component, both between 1,000 -1,500 words; at standard level there is only one written assignment.

OTHER RELEVANT INFORMATION

This course is only for native speakers or for students who need a Language A1 course other than Spanish. Both higher level and standard level are taught simultaneously. The English Department reserves the right to decide which students will follow this course.

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ENGLISH A2

(Higher and Standard Level)

AIMS

- To develop students' powers of expression in both oral and written communication.
- To encourage a personal appreciation of a range of texts and develop an understanding of the techniques involved in textual study and criticism.
- To develop students' ability to engage in close, detailed and critical examination of text.
- To promote the use of language for personal growth, development and relationship with the international community.

PROGRAMME OUTLINE

At Newton the English A2 programme is based on two literary options, which each include the study of three texts from different genres, and two topic options, which this past year were *Society* and *Future Change*. Each topic covers about one semester.

ASSESSMENT

Students are assessed in three areas:

- oral communication
- written communication
- text-handling.

The criteria in general assess:

- content
- presentation
- language use.

Internal assessment is based on at least four oral activities, two of which are compulsory; one of these is taped and sent to the I.B. for moderation.

In addition, all students are required to do 2-3 written tasks totalling 1,000-1,500 words, for external moderation.

OTHER RELEVANT INFORMATION

The course is mainly for *Set 1* students. Only the higher level course is offered, although students may take the standard level exam if they wish. Apart from evaluation, there is very little difference between the HL and the SL syllabus. The English Department reserves the right to decide which students will follow this course.

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ENGLISH B / SPANISH B* (Higher Level only)

*The Spanish B course is only for those students whose first language is not Spanish. The aims and outline of the course are the same as for English B as detailed below.

AIMS

- To develop the ability to communicate accurately and effectively in speech and in writing within a range of contexts.
- To develop the ability to understand and respond to the language demands of transactional and social contacts.
- To provide students with a sound linguistic base for further study, work and leisure.
- To offer insights into the culture of the countries where English is spoken.

PROGRAMME OUTLINE

The English B programme is topic-based, with the themes coming from these major topic areas:

- Exploring change (e.g. technology, environment, globalisation)
- Exploring groups (e.g. women in society, discrimination)
- Exploring leisure (e.g. sports, music, cinema)

About two themes are covered each term. The course includes intensive reading of authentic source material, plus other source material such as films and songs. There is also a lot of oral work, in the form of discussions, role-play, debates etc. Vocabulary is expanded in each theme and language work is assigned where necessary.

ASSESSMENT

Language B students are assessed in 3 different areas:

- oral communication
- text-handling
- written communication

The criteria in general assess three different areas:

- content
- presentation
- language

In addition, there is an internal assessment mark which is based on at least four oral tasks, one of which is taped and sent to the I.B. for moderation.

OTHER RELEVANT INFORMATION

The English B course is for *Set 2* students. Students who are new to the school may be permitted to do the course at standard level. The English Department reserves the right to decide which students will follow the B course and at which level.

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GEOGRAPHY

(Higher and Standard in English)

AIMS

- To encourage an appreciation of the role that geography can play in the analysis of contemporary issues at a variety of levels.
- To develop an appreciation and concern for the diversity of the natural environment, and an understanding of human and physical processes.
- To promote a respect for different cultures through an understanding of their development and their inter-relationships.

PROGRAMME OUTLINE

The programme has 13 themes. Some are compulsory but some themes can be chosen. The choice will depend on the teacher, available resources and the geographical background of the students.

The Themes:

1. Geographical skills.
2. Population, resources and development.
3. Rivers and their management.
4. Coasts and their management.
5. Deserts.
6. Plate tectonics (earthquakes and volcanoes).
7. Ecosystems and human activity.
8. Climatic hazards (hurricanes, etc).
9. Contemporary issues in geographical regions.
10. Settlements and urbanisation.
11. Agriculture and industry: decline and change.
12. Globalisation.
13. Map work.

Higher Level students must study Themes 1 & 2, two from Themes 3 to 8 and one from Themes 9 to 13.
Standard Level students will take Themes 1 & 2 and any two Themes chosen from 3 to 13.

FIELD WORK:

Additionally, all students **MUST** do fieldwork. This accounts for 25% of the total IB Geography mark. At the moment we take students to Puerto Maldonado and Tambopata. **This is compulsory.**

RESOURCES:

We use one text book "Geography" by David Waugh, additionally we use reference materials from other sources for particular topics.

Over the last year or so we have insisted that students use web sites on the internet to supplement text book information. In the future this will increase and students will be expected to access current materials from the web in class as well as at home.

ASSESSMENT:

The IB exam has three papers for HL and two for SL. Fieldwork is sent to the IB for marking.

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HISTORY OF EUROPE

(Higher and Standard Level in English)

AIMS

- To demonstrate historical understanding by the acquisition, selection and effective use of knowledge.
- To present clear, precise and relevant historical arguments.
- To evaluate, interpret and be critical of original material as historical evidence.
- To recognise cause, effect and continuity in history.

PROGRAMME OUTLINE

- 20th century European history from 1900 - 1991

Topics

- Origins of World War I
 - Russian Revolution 1917
 - Germany's defeat in World War I and the Treaty of Versailles
 - Mussolini's Italy
 - Stalin and the Soviet Union 1928 - 1941
 - The Weimar Republic and the Rise of Adolf Hitler Germany 1919 - 1933
 - The League of Nations
 - The Spanish Civil War.
 - Origins of World War II
 - The "Cold War"
- Regional study: an investigation into any non-European dictator.
 - e.g. Castro in Cuba, Mao Tse Tung in China, Peron in Argentina, etc.

ASSESSMENT

External

- Higher Level pupils take THREE examinations.
- Standard Level pupils take TWO examinations.

Internal

- Essays
- Source exercises
- Oral evaluation/contribution to class discussions

In addition, all pupils must do an essay of up to 3,000 words which is evaluated internally and moderated by the I.B. It can be on any topic/subject of interest to the pupil.

Main textbooks used:

- “Mastering Modern World History” Norman Lowe.
- “Making History” Christopher Culpin.

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TECNOLOGIA DE LA INFORMACION EN UNA SOCIEDAD GLOBAL

(Nivel Medio en Español o en Inglés)

CRITERIOS DE EVALUACION Y DESCRIPTORES

Portafolio (Cuatro ensayos de 700 a 1000 palabras cada uno)

El alumno debe de:

- Describir correctamente la cuestión fundamental con una extensa referencia al contexto social.
- Explicar alguna base de TI (terminología de TI, conceptos, desarrollo y tendencias relevantes a la cuestión.)
- Analizar y evaluar el impacto en la sociedad.
- Explicar dos soluciones, evaluar su posible eficacia y compararlas.

Proyecto

El alumno debe:

- Explicar la necesidad y enmarcarla en un contexto social.
- Explicar dos enfoques alternativos para el tratamiento de la necesidad y comparar la factibilidad de estos dos enfoques.
- Discutir el uso de las herramientas particulares de TI y evaluar un plan.
- Comparar por lo menos dos aspectos del proyecto que tienen una significación social.

Porcentaje general de evaluación de los principales aspectos de TISG

ASPECTOS PRINCIPALES (% APROXIMADO)			
Componentes de la Evaluación	Porcentaje	Herramientas y Aplicaciones	Significación Social y Consideraciones Éticas
Prueba 1	20%	12	8
Prueba 2	30%	6	24
Portafolio	20%	4	16
Proyecto	30%	18	12
PORCENTAJE FINAL		40%	60%

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ECONOMICS

(Higher and Standard Level in English or Spanish)

AIMS

- To develop disciplined skills of economic reasoning
- To apply the tools of economic analysis to past and contemporary situations and data, and to explain the findings clearly.
- To show an understanding of how individuals, organisations, societies and regions organise themselves in the pursuit of economic goals.
- To evaluate economic theories, concepts, situations and data in a rational and unbiased manner.

PROGRAMME OUTLINE

The course covers five topics:

- a) Resources and markets
- b) Business economics
- c) Macroeconomic arguments
- d) International issues
- e) Development economics.

ASSESSMENT

The final exam is based on three papers for higher level and two for standard level. These involve multiple choice questions, writing essays and data-response questions. The higher level has an extra section on short answer questions.

Both higher and standard level need to produce coursework during the duration of the course, five pieces for standard and eight for higher.

OTHER RELEVANT INFORMATION

All students will initially follow the higher level syllabus, with evaluation of students taking place during Form IV to see which can be entered for higher and which will do the standard level exam. This is the responsibility of the teacher and emphasis will be placed not only on knowledge and understanding but also on effort and attitude during the course.

Higher level requires more mathematics than standard level and a greater understanding of aspects of competition and market situations.

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BIOLOGY

(Higher and Standard Level in English)

AIMS

- To develop an understanding of the fundamental characteristics of living matter from the molecular level to the level of the organism including cells, the chemistry of life, genetics, human health and physiology, ecology and conservation.
- To develop experimental, investigative and practical skills in biology.
- To develop the ability to analyse and evaluate scientific information critically and to recognise the limitations of scientific knowledge, especially in the field of biology.
- To prepare students for the IB examinations and successful academic careers in science at the university level.

FIELD WORK

Newton College owns a conservation centre in an area of virgin rainforest in the Tambopata region of Madre de Dios. This provides a fabulous opportunity to experience and study an area with the richest biodiversity ever seen on earth and which may not last much longer. Therefore; every I.B. biology student must do field work at this centre as part of their coursework.

PROGRAMME OUTLINE

Standard Level

Core (80 hours):

Cells; Chemistry of Life; Genetics; Ecology and Evolution; Human Health and Physiology.

Options (15 hours each): 3 from

Diet and Human Nutrition

Cells and Energy

Evolution

Applied Plant and Animal Science

Ecology and Conservation

Higher Level

Core (80 hours):

Cells; Chemistry of Life; Genetics; Ecology and Evolution; Human Health and Physiology.

Additional (55 hours):

Nucleic Acids and Proteins; Cell Respiration and Photosynthesis; Genetics; Human Reproduction; Defense against Infectious Disease; Nerves, Muscles and Movement; Excretion; Plant Science.

Options (22 hours each): 2 from

Evolution

Applied Plant and Animal Science

Ecology and Conservation

ASSESSMENT

Assessment for the IB Diploma is based on a combination of external examinations, taken at the end of the course, and internal assessment carried out by teachers at Newton. These two means of assessment are weighted 76% and 24% respectively. The external exams consist of three papers, occupying a total of 3 hours at standard level and 4.5 hours at higher level. Internal assessment is based on practical work carried out by the students, including the *Group 4 Project*.

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CHEMISTRY

(Higher and Standard Level in English)

AIMS

- To enable students to develop and expand their knowledge of chemistry.
- To provide opportunity for students to creatively investigate chemical concepts through practical work.
- To encourage students to use and apply their knowledge in the modern world.
- To raise awareness of environmental, radical and ethical issues in Chemistry.

PROGRAMME OUTLINE

Chemistry is the central science. Chemical principles underpin the physical environment in which we live and all biological systems. Chemistry is an experimental science that combines academic study with the acquisition of practical and investigative skills.

At standard level the programme consists of a *common core* of 11 topics. These include areas such as The Periodic Table, Rates of Reaction, Atomic Structure, Energetics, Acids and Bases, Equilibrium Reactions, Reduction and Oxidation and Organic Chemistry. This core is followed by three options, which may be selected from topics such as Human Biochemistry, Environmental Chemistry, Industrial Chemistry, and Higher Organic Chemistry).

At higher level, each topic in the core is extended by exploring the themes in greater depth and detail. Students following higher level will study two options, again, in greater depth than at standard level.

All students will complete the Group 4 project, an extended practical investigation, which is designed and carried out by small groups of students in all science courses.

ASSESSMENT

Assessment is carried out by a combination of external examinations taken at the end of the course, and internal assessment carried out by teachers at Newton.

Students will sit 3 external exams:

- Paper 1 - a multiple choice exam on all core topics.
- Paper 2 - a short answer exam on all core topics.
- Paper 3 - a short answer exam on option topics.

The internal assessment is based on practical work carried out in class. Students are given marks based on their performance in areas such as planning skills, data collection and analysis, evaluation and teamwork.

OTHER RELEVANT INFORMATION

Chemistry is a subject worthy of study in its own right as a preparation for employment or for further study. Chemistry is also a pre-requisite for many other courses in higher education such as medicine, and biological and environmental sciences. The Chemistry Department reserves the right to decide which students may follow this course at Higher Level.

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PHYSICS

(Higher and Standard Level in English)

AIMS

The aims of the course are:

- To give students a firm grounding in the concepts of classical physics.
- To introduce students to some of the concepts of 20th century physics.
- To help students see the importance of physics in the modern world.
- To prepare students for the IB examinations.

PROGRAMME OUTLINE

All physics students study the same core material. This includes the study of mechanics, heat, light, sound, electricity, magnetism and nuclear physics. This requires 80 hours of classroom instruction. They also study two options chosen from further mechanics, atomic physics, energy, biomedical physics, historical physics, astrophysics, relativity and optics. These require an additional 15 hours of instruction per option. Higher level students, in addition, study extension material relating to further mechanics (such as simple harmonic motion and Newton's law of gravitation), particle physics, the concept of energy and a third option chosen from the list above.

Higher level students require about 50% more instruction than standard level students. Additional time is needed for the practical work and the project.

ASSESSMENT

The final grade awarded to a student depends on his/her performance in:

- a set of multiple-choice questions which examine the whole syllabus;
- a set of structured questions which examine the whole syllabus;
- a set of structured questions which examine the options;
- a set of practical experiments which are assessed by the teacher;
- a project which requires the student to design and carry out his (or her) own experiment(s).

During the course internal assessments are made, the results of which appear on the reports which are sent to parents. These do not directly contribute to the grade awarded by the IB examiners.

OTHER RELEVANT INFORMATION

Our technological world needs good scientists and engineers and the IB physics course is relevant to the future needs of both our students and our society. Physics at standard level is a popular option but at higher level the course is very demanding and, in reality, only a few students will have the ability and determination to obtain a good final grade. The Physics Department reserves the right to decide which students may follow this course at Higher Level.

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MATHEMATICS (Higher Level in English)

AIMS

- To develop mathematical knowledge, concepts and principles and to be able to communicate mathematically both clearly and confidently.
- To employ and refine the powers of abstraction and generalisation.
- To develop patience and persistence in problem solving.
- To have an enhanced awareness of and utilise the potential of technological developments in a variety of mathematical contexts.

PROGRAMME OUTLINE

Core topics:	Matrices and Transformations Functions and Equations Circular Functions and Trigonometry Vector Geometry	Number and Algebra Statistics Probability Calculus
Optional topic:	Sets, Relations and Groups or Statistics	

ASSESSMENT

Written Papers	80%	
<u>Paper 1</u> (2 hours)	30%	(Twenty short-response questions based on the core topics.)
<u>Paper 2</u> (3 hours)	50%	(Five extended-response questions based on core topics and one extended-response question based on optional topic.)
Portfolio	20%	
Three assignments based on different areas of the programme given during the two years of the course, representing the following four activities:		
	i)	mathematical investigation
	ii)	mathematical modelling
	iii)	extended closed-problem solving

OTHER RELEVANT INFORMATION

As the course is very demanding the students must have the approval of the Head of Mathematics to be able to study the **Mathematics Higher-Level programme**. They should also bear in mind their:

- abilities in mathematics and the type of mathematics in which they can be successful
- interest in mathematics with respect to areas which hold an appeal
- other choices of subjects within the framework of the IB diploma
- future academic plans in terms of the subjects they wish to study
- choice of career
- readiness to do a lot of homework in order to practise and revise class-work

Teachers in the mathematics department are available to assess students in choosing the most appropriate course and level in IB mathematics.

All candidates for the mathematics higher level programme should have access to a graphics display calculator at all times during the course, both inside and outside of the classroom. Currently, at Newton we recommend the Casio CFX-9850G Plus 64KB. For further details please check Casio's web site <http://www.casio.com>.

Further details of all IB courses can be found on the [Mathematics Department web site](#).

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MATHEMATICAL METHODS

(Standard Level in English or Spanish)

AIMS

- To develop mathematical knowledge, concepts and principles and to be able to communicate mathematically both clearly and confidently.
- To employ and refine the powers of abstraction and generalisation.
- To develop patience and persistence in problem solving.
- To have an enhanced awareness of and utilise the potential of technological developments in a variety of mathematical contexts.

PROGRAMME OUTLINE

Core topics:	Number and Algebra	Vector Geometry
	Functions and Equations	Statistics and Probability
	Circular Functions and Trigonometry Calculus	
Optional topic:	Further Calculus	

ASSESSMENT

Written Papers	80%	
<u>Paper 1</u> (1 hour)	30%	(Fifteen short-response questions based on the core topics.)
<u>Paper 2</u> (2 hours)	50%	(Five extended-response questions based on the core topics and one extended-response question based on the optional topic.)

Portfolio 20%

Three assignments based on different areas of the programme given during the two years of the course, representing the following three activities:

- i) mathematical investigation
- ii) extended closed-problem solving
- iii) mathematical modelling

OTHER RELEVANT INFORMATION

In choosing which mathematics course to study at IB students should bear in mind their:

- abilities in mathematics and the type of mathematics in which they can be successful
- interest in mathematics with respect to areas which hold an appeal
- choices of subjects within the framework of the IB diploma
- future academic plans in terms of the subjects they wish to study
- choice of career

Teachers in the mathematics department are available to assess any student in choosing the most appropriate course and level in IB mathematics.

All candidates for Mathematical Methods should have access to a graphics display calculator at all times during the course, both inside and outside of the classroom. Currently, at Newton we recommend the Casio CFX-9850G Plus 64KB. For further details please check Casio's web site <http://www.casio.com>

Further details on the [Mathematics Department web site](#).

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MATHEMATICAL STUDIES

(Standard Level in English or Spanish)

AIMS

- To develop mathematical knowledge, concepts and principles and to be able to communicate mathematically both clearly and confidently.
- To employ and refine the powers of abstraction and generalization.
- To develop patience and persistence in problem solving.
- To have an enhanced awareness of and utilize the potential of technological developments in a variety of mathematical contexts.

PROGRAMME OUTLINE

Core topics:	Number and Algebra Sets and Logic Geometry and Trigonometry	Statistics and Probability Functions Financial Mathematics
Optional topic:	Introductory Differential Calculus (and integral calculus)	

ASSESSMENT

Written Papers		80%	
<u>Paper 1</u>	1 hours	30%	(Fifteen compulsory short-response questions based on the core topics.)
<u>Paper 2</u>	2 hours	50%	(Five compulsory extended-response questions based on the core topics and one extended-response question based on the optional topic.)
Project		20%	

An individual piece of work completed during the course involving the collection and/or generation of data, and the analysis and evaluation of that data. Projects may take the form of mathematical modelling, investigations, applications, statistical surveys etc.

OTHER RELEVANT INFORMATION

In choosing which mathematics course to study at IB students should bear in mind the following

- their own abilities in mathematics and the type of mathematics in which they can be successful
- their own interest in mathematics with respect to areas, which hold an appeal
- their other choices of subjects within the framework of the IB diploma
- their future academic plans in terms of the subjects they wish to study
- their choice of career
- that the mathematical studies course is designed for those who do not anticipate a need for mathematics in their future career

Teachers in the mathematics department are available to assist any student in choosing the most appropriate course and level in IB mathematics.

Candidates for mathematical studies are expected to have access to a calculator, which may or not may have a graphics display, at all times during the course, both inside and outside of the classroom. If a student requires a graphics calculator, currently, at Newton we recommend the Casio CFX-9850G Plus 64KB. For further details please check Casio's web site www.casio.com

Further details on the [Mathematics Department web site](#).

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ARTES VISUALES

(Nivel Superior y Medio en Español)

OBJETIVOS GENERALES

- Promocionar la oportunidad para desarrollar las facultades estéticas, creativas e imaginativas.
- Estimular la búsqueda de calidad mediante el entrenamiento, la experimentación y la investigación.
- Desarrollar el sentido crítico.
- Estimular una actitud vivaz e inquisidora para poder crear una obra.

ESTRUCTURA DEL PROGRAMA

Los alumnos aprenden el uso de técnicas y materiales por medio de ejercicios.

- Dibujos del natural con carboncillo
- Mezclas de color
- Ejercicios de composición
- Ejercicios para desarrollar la creatividad
- Uso de diferentes pinturas, grabados, esculturas, etc.
- Investigación personal sobre historia del arte
- Realizar doce trabajos bien terminados

EVALUACIÓN

Evaluaciones constantes, teniendo en cuenta la nota de esfuerzo.

Al finalizar los cursos del bachillerato internacional los alumnos son entrevistados y sus trabajos revisados por una examinadora de la organización del BI, la cual a su vez envía a Inglaterra las fotos de los cuadros y el material de investigación.

OTRA INFORMACIÓN IMPORTANTE

Los candidatos que deseen seguir este programa deberán rendir una prueba creativa decisiva en el taller y así obtener la autorización para seguir el curso.

Todos los alumnos siguen el programa de nivel superior; el curso de nivel medio sólo varía en la entrevista que les toma la examinadora.

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MÚSICA

(Nivel Superior y Medio en Español e Inglés)

OBJETIVOS GENERALES

- Motivar la apreciación de la cultura musical
- Introducir los aspectos básicos de la teoría musical
- Desarrollar aspectos avanzados de la ejecución instrumental
- Iniciar y promover la composición musical (solo Nivel Superior)

ESTRUCTURA DEL PROGRAMA

- Musica Occidental: Siglos XV - XX
- Música de etnias no occidentales
- Música Peruana
- Teoría: tonalidades, intervalos, triadas, análisis armónico, análisis de formas
- Ejecución instrumental :individual y conjuntos
- Composición: aplicación de lo aprendido

EVALUACIÓN

Interna

Práctica instrumental, tareas en casa, asistencia a conciertos, ejecución en conciertos, investigaciones, análisis, participación en clase, proyectos, composiciones.

Externa

Examen 1: conocimientos generales de la cultural musical

Examen 2: conocimientos sobre las obras y culturas estudiadas

Evaluación de la ejecución instrumental por medio de una grabación (15' de duración)

Presentación de tres composiciones musicales (sólo para nivel superior, 15' de duración)

OTRA INFORMACION IMPORTANTE

La aceptación a cualquier nivel es previa evaluación.

Nivel superior incluye el estudio desde el siglo XV; nivel medio a partir del siglo XVI.

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ARTE DRAMATICO (THEATRE ARTS)

(Nivel Superior y Medio en Español e Inglés)

METAS

- El curso combina aspectos teóricos y prácticos. No se requiere experiencia previa en actuación pero sí disposición para el trabajo en escena.
- Todos los alumnos desarrollan aptitudes, habilidades y conocimientos para la realización de trabajos artísticos en las siguientes áreas:
 - Actuación
 - Dirección
 - Dramaturgia
 - Diseño

TEMAS

Estudio detallado de diferentes tradiciones teatrales y obras específicas que son analizadas con miras a su puesta en escena:

- Teatro Griego
- Teatro Isabelino
- Teatro Épico
- Las vanguardias del siglo XX
- Teatro Noh

Estudios de teóricos teatrales como Bertolt Brecht, Stanislavski, Peter Brook, Antonin Artaud, Jerzy Grotowski, Edward Gordon Craig y Adolphe Appia.

EVALUACIÓN

El curso y las exigencias son las mismas para ambos niveles, la única diferencia es que los alumnos de Nivel Superior deben desarrollar un Proyecto Individual por su cuenta.

No es un curso tradicional y por lo tanto no requiere el mismo tipo de esfuerzo que los otros cursos, pero sí requiere una fuerte inversión de tiempo, la cual se ve recompensada hacia el final del curso pues no requiere de un examen final y las evaluaciones concluyen en octubre del segundo año. Si bien el curso no tiene examen final escrito, requiere un examen oral, la presentación de un trabajo escrito de investigación y de un portafolio que se va desarrollando a lo largo del curso.

OTRA INFORMACION RELEVANTE

Es requisito indispensable dedicar tiempo extracurricular para participar en las producciones teatrales del colegio y asistir a por lo menos 4 obras teatrales profesionales.

El curso es muy útil para aquellos que opten por estudiar cursos de Humanidades, Comunicaciones y Artes en la Universidad.

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FRANCES B

(Nivel Superior y Medio)

DIRIGIDO A:

- Los alumnos que han llevado el curso de francés hasta III o IV de media.
- Los alumnos que tienen una base de francés, previa evaluación.

OBJETIVOS

- Desarrollar una comunicación fluida en francés oral y escrito.
- Descubrir la cultura de los países francófonos.

TEMAS

- Investigación del cambio: destrucción y protección del medio ambiente, cambios políticos y sociales, etc.
- Investigación de los grupos: relaciones individuales, la familia, el grupo, la especie humana y el mundo animal.
- Investigación del ocio: los viajes, el arte, los deportes, teatro, cine, música, pasatiempos.

ACTIVIDADES

- Lectura interactiva de una gran variedad de textos literarios, informativos, periodísticos, etc.
- Aprendizaje del idioma, vocabulario y gramática integrados al estudio de los temas.
- Producción escrita.
- Comprensión auditiva (documentales, películas, programas de TV).
- Oral
- Discusiones en clase:
 - Trabajo de grupo
 - Individual
 - Por parejas.

EVALUACION

- Comunicación oral: Oral individual.
- Comunicación escrita:
 - Prueba de reconocimiento de la lengua.
 - Pequeño ensayo.
- Manejo de textos.
- Uso del idioma.

OTRA INFORMACION RELEVANTE

(*) Nivel superior o medio: el programa es el mismo. Se considera el nivel escogido para las evaluaciones.

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IB FRANCES ab inicio

(Nivel Medio)

DIRIGIDO A:

- Los alumnos que nunca han llevado este curso y que deseen iniciar un tercer idioma.
- Los alumnos que tienen algunas nociones de francés.

OBJETIVOS

- Desarrollar la capacidad de hablar, escuchar, leer y escribir el idioma en situaciones de la vida diaria.

TEMAS

- El individuo
- El mundo de los estudios
- Transportes y comunicaciones
- Las compras
- La comida
- El tiempo libre
- El medio ambiente
- Situaciones de emergencia

ACTIVIDADES

- Aprendizaje del idioma: vocabulario y gramática integrados a situaciones de comunicación de acuerdo a los temas.
- Lectura interactiva de una gran variedad de textos literarios, informativos, periodísticos, etc.
- Producción escrita
- Comprensión auditiva
- Oral
- Interacción en clase
 - Trabajo de grupo
 - Individual
 - Por pares

EVALUACION

- Comunicación oral
 - Oral individual
- Comunicación escrita
 - Prueba de reconocimiento de la lengua
 - Redacción
- Manejo de textos
- Uso del idioma

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