



International Bilingual School of Provence

IBDP1 Second Term Report

2024- 2025



Student Name: Amaël VAN RIJSWICK

Date of Birth: July 26, 2008

Dear Student and Parents,

Enclosed you will find a summary of your child's achievements this term followed by detailed comments provided by each subject teacher. For each course, student work is assessed on a summative, as well as formative, basis against criteria set out at the start of the term. Weighting and evaluation for each task are designed to closely align with IBDP standards and learning objectives for every subject.

Also included are comments regarding your child's progress in Theory of Knowledge accompanied by a letter descriptor, CAS and Extended Essay. Behavioral, organizational and attitudinal criteria accompany marks in each class, as indicated in the categories above each teacher's comments. Full mark descriptors are provided, as well as IB Rules and Regulations for obtention of the diploma. As always, we happily remain at your disposal to meet with you regarding your child's progress in the IB programme.

Kind regards,

A handwritten signature in blue ink, which appears to read 'P. Besozzi', is located below the 'Kind regards,' text.

Pablo Besozzi

IB Coordinator

Head of International Studies

IB Learner Profile



Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers (Courageous)	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives — intellectual, physical, (spiritual) and emotional — to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Summary of Achievement

Second Term

Subject	Final Grade
English A Language and Literature Jennifer RINTERKNECHT	7
French B HL Nathalie Chassang	7
Economics SL Shah Datardina	6
Global Politics Loubna LAMRHARI	7
Biology HL Diane De Gravelle	7
Mathematics: Applications and Interpretation HL Antonios Kolovos	6
Theory of Knowledge Nicky PETERS	A

Pablo BESOZZI
IB DP Coordinator

Kirk MUNDELL
IB Deputy Coordinator

Class Reports

JR G1 English Language & Literature

Jennifer RINTERKNECHT

Final Grade	7
Class Attendance & Preparation	E
Participation & Support of Learning Process	E
Respect for deadlines & Quality of work	E

Comments:

This term we have been reading an American novel, *The Water Dancer* by Ta-Nahisi Coates and preparing for the end of year oral exam which is the internally assessed component for the course. We have continued looking at non-literary bodies of works which students will choose from for their oral, watching *Barbie* and *Little Women* by Greta Gerwig, studying American photographer and civil rights activities Gordon Parks, and analysing Canadian Esmaa Mohamoud and American Theaster Gate's art installations.

Amaël continues to impress me with his engagement in the classroom, his perceptive thinking in discussions, and his ability to write clear and thoughtful analysis. To continue to improve, Amaël needs to remember that when he is writing literary analysis, his goal is to explain the author's intentions and how he or she has communicated these intentions, keeping in mind both the social and historical context of the work.

NC G2 French B HL

Nathalie Chassang

Final Grade	7
Class Attendance & Preparation	E
Participation & Support of Learning Process	E
Respect for deadlines & Quality of work	E

Comments:

Amaël fait preuve d'un sérieux exemplaire dans son travail. Son implication est manifeste dans toutes les tâches qu'il entreprend. Son rythme de travail régulier et constant lui permettra de maintenir un très bon niveau dans cette matière. Son expression écrite est soignée mais il devra améliorer la clarté du message qu'il souhaite communiquer en apprenant à utiliser les mots à bon escient et à alterner structures de phrases simples et complexes. Amaël possède un excellent esprit synthétique, capable de relier les concepts et de tirer des conclusions pertinentes à partir des informations étudiées. Je l'encourage à continuer sur cette voie.

SD G6 Economics SL

Shah Datardina

Final Grade	6
Class Attendance & Preparation	E
Participation & Support of Learning Process	E
Respect for deadlines & Quality of work	E

Comments:

Amael has had a good semester and continues to perform well in economics. His exam grade was solid and reflects his consistent effort and understanding of the material covered so far. He is attentive and engaged in class, contributing positively to discussions and staying focused during lessons. To push his performance further, Amael

Amaël VAN RIJSWICK

should ensure he has a strong grasp of the more complex ideas around market failure in microeconomics. We have now completed the microeconomics section of the course, and Amael has submitted his first Internal Assessment. As we move into macroeconomics—scheduled for completion before the summer break—I look forward to seeing him build on his progress and deepen his understanding.

LL G3 Global Politics

Loubna LAMRHARI

Final Grade	7
Class Attendance & Preparation	E
Participation & Support of Learning Process	E
Respect for deadlines & Quality of work	E

Comments:

Amaël is excellent in Global Politics. He has outstanding critical thinking skills and actively participates in class discussions. Amaël brings a positive energy to the classroom and serves as a role model for his peers. His passion for the subject is clear in everything he does. He also asks a lot of questions and actively seeks feedback to improve himself, which shows a lot of maturity and dedication to his learning. Well done Amaël, and keep up the great work!

G4 Biology HL

Diane De Gravelle

Final Grade	7
Class Attendance & Preparation	E
Participation & Support of Learning Process	E
Respect for deadlines & Quality of work	E

Comments:

Syllabus covered: C interaction and interdependence and D Continuity and Change. Amael is an incredibly hard worker, and I am very impressed by his persistence and determination. He can really be proud of himself.

AK Mathematics Applications and Interpretation, Group A HL

Antonios Kolovos

Final Grade	6
Class Attendance & Preparation	E
Participation & Support of Learning Process	E
Respect for deadlines & Quality of work	G

Comments:

Amael is an extremely competent mathematician who has a sound grasp of the topics covered in mathematics and confidently applies the methods taught, both in straightforward and in more demanding problems.

NP TOK English Group A

Nicky PETERS

Final Grade	A
Class Attendance & Preparation	E
Participation & Support of Learning Process	E

Amaël VAN RIJSWICK

Comments:


Amael worked hard over this last semester of TOK to provide a full first draft of his exhibition commentary and successfully presented his 3 objects at the exhibition event.

IB Diploma Core

Creativity, Activity, Service



Advisor:
Ning
Rimpault

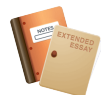
CAS Progress: **On-track**. Overall Progress:  **On-track**
7 of 7 learning outcomes planned with 0 out of 7 outcomes completed.

Key

Experiences:

sport class, 10 km running (Aix en foulé), School outing (zoo la barben) , SNU service week, Building cardboard houses for christmas party, Daily sport (running, weight lifting, body exercise) , Learning to play piano and playing songs from my favourite games, Cocktail making and learning

Extended Essay



Topic

Cyber security Law, political and judiciary corruption

Research Question


How did the collapse of FTX expose the corruption and systematic weakness within the US legal and political system ?

Notes

Supervisor:

Loubna LAMRHARI

Student Progress:

 On-track

Assessment Explanation

HOW THE STUDENT AND THE WORK ARE ASSESSED

IB Diploma students must take a prescribed set of subjects to achieve the IB diploma. Achievement in the overall diploma is described by a points score whose maximum is 45. Core subjects (CAS, TOK and EE) contribute up to three points to overall diploma outcome via a points matrix. Most subjects have multiple components which cover both external and internal assessment. Nearly all subjects are available at standard level (SL) or higher level (HL), and contribute equally to the overall diploma outcome. The overall diploma points are calculated by adding together the grades (1 up to 7) achieved from each of the six subjects and then including between zero and three points from the core.

Core points matrix

Unlike the other subjects, theory of knowledge (TOK) and the extended essay (EE) are graded from A to E. The third element of the core, CAS, does not receive a grade as it would not be meaningful to evaluate performance in this area. The core is worth between zero and three points towards the overall diploma points. The candidate can also fail to achieve the diploma certificate if they obtain a grade E in either TOK or EE or if they do not complete CAS.

Bilingual diplomas

As an alternative to the standard diploma certificate, a “bilingual diploma certificate” can be awarded to a candidate who:

- completes two languages selected from group 1 with the award of a grade 3 or higher in both
- completes one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

Pilot subjects and interdisciplinary subjects can contribute to the award of a bilingual diploma certificate, provided the above conditions are met.

The following cannot contribute to the award of a bilingual diploma certificate:

- an extended essay
- a school-based syllabus
- a subject taken by a candidate in addition to the six subjects for the diploma certificate (“additional subjects”).

Amaël VAN RIJSWICK

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Award of the diploma, Requirements

- DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations. Not more than four HL.
- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Grade Descriptors

Grade Descriptor

7 The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.

6 The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.

5 The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.

4 The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision.

Grade Descriptor

Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.

- 3 The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.

- 2 The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.

- 1 The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

N/A Not Yet Assessed.

Class Attendance & Preparation

Grade Descriptor

- E Excellent. Always comes to class well-prepared and ready to work.
- G Good. Nearly always comes to class well-prepared and ready to work.
- S Satisfactory. Usually comes to class ready to work and with adequate preparation.
- NI Needs improvement. Performance has been affected by lack of preparation and absences.
- U Unsatisfactory

N/A

Participation & Support of Learning Process

Grade Descriptor

- E Excellent. The student is very much involved in lessons and contributes to the learning process.
- G Good. The student is involved in lessons, with a sufficiently positive attitude towards the learning process.
- S Satisfactory. The student is involved in the lessons, with an average attitude towards learning.
- NI Needs improvement. The student is insufficiently involved in the lessons.
- U Unsatisfactory. The student disrupts the learning process.

N/A

Respect for deadlines & Quality of work

Grade Descriptor

E	Excellent. The work is always top quality and handed in by the deadline.
G	Good. The work is of sufficient quality, handed in by the deadline.
S	Satisfactory. The work is of average quality, the deadline is not always observed.
NI	Needs improvement. The work is not always of sufficient quality, the deadline is not always observed.
U	Unsatisfactory
N/A	