
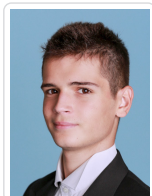


N°1067037	M. VIORA MARQUET Lolézio	
	Classe préparatoire scientifique MPSI	
Vienna international school - Vienna		
Né(e) le: 05/08/2005	Nationalité: Sexe: M	



Vienna International School Mid-Year Progress Report

Prepared: February 9, 2022



Student Name: Lolezio Viora-Marquet

Date of Birth: August 5, 2005

Grade: Grade 12

Advisor: Helen Johnston

Vienna International School Mission Statement

Our mission is to empower all of our students to be successful and responsible in a nurturing and diverse learning community, so that they can achieve their potential in a changing world. In harmony with the ideals of the IB Learner Profile, and the spirit of the Universal Declaration of Human Rights, we aim for students to be inquiring, inspired, and involved lifelong learners.

Vienna International School is an International Baccalaureate (IB) World School offering the three IB Programmes in a continuum, starting with the IB Primary Years Programme (IBPYP) in the Early Years and through to Grade 5; the IB Middle Years Programme (IBMYP) in Grades 6 to 10 and the IB Diploma Programme (IBDP) in Grades 11 and 12.

This academic year has taken place in the continuing challenging circumstances of the COVID-19 pandemic. For an extended period of time, students have been given the option to choose to not attend school due to concerns related to COVID-19. To maintain teaching and learning as normally as possible, we have continued with a face-to-face model with all classes occurring on campus, with the exception of when an entire grade was sent home. As a result some students may have missed summative assessments. In respect to this, progress grades may be based on a combination of formative and summative assessment, alongside teachers' professional judgment of individual student performance and engagement. A grade may be N/A where the school lacks assessment data. Students and parents should keep in mind that this is a progress report and, with the exception of semester courses, there will be opportunities to ensure that a complete report is issued by the end of the year. Should you have any concerns with this progress report, do not hesitate to contact the school.

The education we strive to deliver is holistic in nature. Beyond what is documented by this academic report, our students have been engaged in learning experiences that reflect our beliefs, as linked to our Mission:

- We believe in challenging students to realise their personal potential for excellence in an inclusive and supportive environment
- We believe in nurturing confident, responsible, reflective and independent life-long learners
- We believe in embracing diversity as an enriching resource and unifying force in our school

In line with the values of the International Baccalaureate all students must engage in Action and Service activities throughout the IBMYP and IBDP years.

Marc Starr
Secondary School
Principal

Peter Kotrc
Director

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.

Lolezio Viora-Marquet
Vienna International School — Mid-Year Progress Report

Summary of Achievement

Semester One

Subject	Final Grade
English A Language and literature SL Marina Case	6
Spanish B SL Veronica Pagura	6
Economics SL Jake Gullede	6
Chemistry HL Jeffrey Antico	7
Physics HL Stephanie Workman	7
Mathematics: analysis and approaches HL Josip Harcet	7
Theory of Knowledge Magdalena Tsavkova	B

Lolezio Viora-Marquet
Vienna International School — Mid-Year Progress Report

Class Reports

English A Language and literature SL Marina Case

Final Grade	6
Knowledge/understanding (knowledge of forms of texts; understanding of information, ideas, concepts and themes)	Very Good
Interpretation/critical thinking (ability to respond critically and creatively to texts in written, oral and visual assignments; research and inquiry skills)	Very Good
Organization (communication of information and ideas through logical organization and structure, for different audiences and purposes)	Very Good
Language (application of language conventions in written and oral communication, and a general command of the English language)	Very Good
Attends lessons on time	Always
Brings required equipment	Always
Listens and follows instructions	Always
Works cooperatively	Always
Completes required tasks	Always

Spanish B SL Veronica Pagura

Final Grade	6
Speaking (successful use of language in speech, ability to understand and demonstrate an ability to interact in a conversation)	Very Good
Writing (effective and accurate use of language, development and organisation of ideas, appropriate use of format)	Excellent
Attends lessons on time	Usually
Brings required equipment	Usually
Listens and follows instructions	Always
Works cooperatively	Always
Completes required tasks	Usually

Economics SL Jake Gullledge

Final Grade	6
Knowledge and understanding of economic terms	Very Good
Application of economic theory, supported by the use of diagrams	Very Good
Analysis and evaluation of economic concepts and real world issues	Very Good
Application of economic concepts using quantitative techniques	Very Good
Attends lessons on time	Always
Brings required equipment	Always
Listens and follows instructions	Always

Lolezio Viora-Marquet
Vienna International School — Mid-Year Progress Report

Works cooperatively	Always
Completes required tasks	Always

Chemistry HL Jeffrey Antico

Final Grade	7
Summative Assessment	Excellent
Practical Skills	Very Good
Attends lessons on time	Always
Brings required equipment	Always
Listens and follows instructions	Always
Works cooperatively	Usually
Completes required tasks	Usually

Physics HL Stephanie Workman

Final Grade	7
Summative Assessment	Excellent
Practical Skills	Excellent
Attends lessons on time	Usually
Brings required equipment	Usually
Listens and follows instructions	Usually
Works cooperatively	Usually
Completes required tasks	Always

Mathematics: analysis and approaches HL Josip Harcet

Final Grade	7
Comprehension (grasping mathematical facts and concepts)	Excellent
Application (using previously learned information to solve new problems)	Very Good
Analysis (breaking down mathematical problems into simpler parts in order to make conclusions and justify solutions)	Very Good
Knowledge (identifying, interpreting and using mathematical language, symbols and techniques)	Excellent
Technology (using graphics calculators and/or computers appropriately and competently)	Excellent
Attends lessons on time	Always
Brings required equipment	Always
Listens and follows instructions	Always
Works cooperatively	Always
Completes required tasks	Always

Lolezio Viora-Marquet
Vienna International School — Mid-Year Progress Report

Theory of Knowledge

Magdalena Tsavkova

Final Grade	B
Theory of Knowledge	
Discussion and presentation	Very Good
Essay and journal writing	Satisfactory
Attends lessons on time	Always
Brings required equipment	Always
Listens and follows instructions	Sometimes
Works cooperatively	Usually
Completes required tasks	Usually

Lolezio Viora-Marquet
Vienna International School — Mid-Year Progress Report

IB Diploma Core

Creativity, Activity, Service



Advisor: *Helen Johnston*

Overall Progress: **On-track**

Key Experiences:

Phone Booth Library, Cross Country, Fire Team, First VIS Walk, Debate Club, Among Us Tournament Supervising, Austria Debate League Tournament

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. 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

Lolezio Viora-Marquet

Vienna International School — Mid-Year Progress Report

Grade Descriptor

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.

CAS Progress

Grade Descriptor

- E 'Excellent' indicates that the student has completed more than the requirements for CAS for this time in the school year.
- O 'On-track' indicates that the student has completed the requirements for CAS for this time in the school year.
- C 'Concern' indicates that the student has not yet met the CAS requirements necessary to pass the IB or VIS Diploma.
-



Vienna International School Mid-Year Progress Report

Prepared: February 10, 2021



Student Name: Lolezio Viora-Marquet

Date of Birth: August 5, 2005

Grade: Grade 11

Advisor: Helen Johnston

Vienna International School Mission Statement

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This academic year has taken place in the unprecedented circumstances of the COVID-19 pandemic. To maintain teaching and learning as normal as possible, we have continued with a synchronous model of distance learning when students were not allowed to be on campus. This has led to changes in some assessment procedures. In respect to this, progress grades may be based on a combination of formative and summative assessment, alongside teachers' professional judgement of individual student performance and engagement. Students and parents should keep in mind that this is a progress report and, with the exception of semester courses, grades may change on the End of Year report.

The education we strive to deliver is holistic in nature. Beyond what is documented by this academic report, our students have been engaged in learning experiences that reflect our beliefs, as linked to our Mission:

- We believe in challenging students to realise their personal potential for excellence in an inclusive and supportive environment
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Marc Starr
Secondary School
Principal



Lisa Biasillo
Director

Summary of Achievement

Semester One

Subject	Final Grade
English A Language and literature SL Marina Case	6
Spanish B SL Veronica Pagura	6
Economics SL Jake Gullede	7
Chemistry HL Jeffrey Antico	6
Physics HL Stephanie Workman	7
Mathematics: analysis and approaches HL Josip Harcet	5
Theory of Knowledge Magdalena Tsavkova	n/a

Lolezio Viora-Marquet
Vienna International School — Mid-Year Progress Report

IB Diploma Core



CAS:

Advisor: *Helen Johnston*Overall Progress: **Excellent**

Key

Experiences:

Cross Country, Fire Team, Phone Booth Library, Debate Club, Physics-Olympiad preparation course, Among Us Tournament Supervising, First VIS Walk

Grade Descriptors

Grade Descriptor

N/A Not Yet Assessed.

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.

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Lolezio Viora-Marquet

Vienna International School — Mid-Year Progress Report

Grade Descriptor

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CAS Progress

Grade Descriptor

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Vienna International School End of Year Report

Prepared: June 23, 2021



Student Name: Lolezio Viora-Marquet

Date of Birth: August 5, 2005

Grade: Grade 11

Advisor: Helen Johnston

Vienna International School Mission Statement

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This document is the academic report on the achievement of the student at the conclusion of the school year. It represents sufficient summative assessment data points to determine a final grade.

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- We believe in nurturing confident, responsible, reflective and independent life-long learners
- We believe in embracing diversity as an enriching resource and unifying force in our school

In line with the values of the International Baccalaureate all students must engage in Action and Service activities throughout the IBMYP and IBDP years.

A blue ink signature of Marc Starr, written over a circular blue stamp that contains the text "VIENNA INTERNATIONAL SCHOOL" and "FOUNDED 1985".

Marc Starr
Secondary School
Principal

A blue ink signature of Lisa Biasillo.

Lisa Biasillo
Director

Summary of Achievement

End of Year

Subject	Final Grade
English A Language and literature SL Marina Case	6
Spanish B SL Veronica Pagura	7
Economics SL Jake Gullede	7
Chemistry HL Jeffrey Antico	7
Physics HL Stephanie Workman	7
Mathematics: analysis and approaches HL Josip Harcet	5
Theory of Knowledge Magdalena Tsavkova	A

Lolezio Viora-Marquet
Vienna International School — End of Year Report

Diplôme étranger en préparation en 2022 (équivalent au baccalauréat)

Diplôme étranger en préparation en 2022 (équivalent au baccalauréat)	Série : Baccalauréat International
Académie : Etranger	

(*) Ces notes ont été remontées de la base nationale des concours et examens.

Scolarité actuelle

Année 2021/2022	Terminale / Série: Baccalauréat International
Scolarité	Etrangère
Type de formation	Terminale
Etablissement	Vienna international school -Vienna
	Autriche
Langue vivante A : Anglais	
Langue vivante B : Espagnol	
Boursier des lycées	Non
Bourses	Non boursier
Détails	<p>Trois matières étudiées en High Level (=Spécialité) : Mathématiques Analyse & Approches, Physique et Chimie, en 6 périodes de 40 minutes par semaine.</p> <p>Trois matières étudiées en Standard Level : Anglais Langage et Littérature, Espagnol et Économie, en 4 périodes de 40 minutes par semaine.</p> <p>Un enseignement interdisciplinaire de Théorie de la Connaissance (Theory of Knowledge) sur 2 périodes de 40 minutes hebdomadaires.</p> <p>Un mémoire de recherche (Extended Essay) commencé en Grade 11 et terminé début Grade 12).</p> <p>Un programme de service à la communauté (Creativity, Activity, Service).</p>

Expériences d'encadrement ou d'animation :

Équipe d'incendie dans l'école

Lorsqu'il y a un exercice d'incendie dans mon école, je suis chargé d'installer l'équipement sonore pour que le personnel puisse communiquer efficacement avec les élèves pendant les exercices d'incendie. J'ai formé un élève de 2e pour faire ce travail après mon départ.

Engagement citoyen (via un contrat de service civique ou au titre de la vie lycéenne) ou bénévole dans une association ou un autre cadre :

Dans le cadre de CAS : Construction d'une boîte à livre pour l'école

Les livres renferment une grande partie des connaissances humaines et il est important que chacun y ait accès. Cependant, l'impression de nouveaux livres a un impact négatif sur l'environnement.

"Il faut qu'il y ait une étagère et des livres, et que tout le monde y ait accès". C'est le principe des boîtes à romans, où les gens peuvent emprunter, lire et rendre des livres gratuitement.

Avec l'aide d'un ami, j'ai commencé à travailler à la mise en place d'un système similaire pour mon école, dans l'espoir de faciliter l'échange de livres au sein de la communauté. Dans un premier temps, nous avons convaincu la plus grande société de télécommunications autrichienne de nous donner une vieille cabine téléphonique, et le superviseur de notre projet utilisé la camionnette de l'école pour ramener la cabine téléphonique. L'année suivante, entre les cours, nous avons démonté tous les composants électriques, nous l'avons nettoyée à l'aide d'eau à haute pression et nous avons enlevé les autocollants et les graffitis. Enfin, nous l'avons peinte en bleu, la couleur de l'école, et construit une étagère pour les livres à l'intérieur.

Le projet a permis de sensibiliser à l'importance de l'empreinte carbone et de l'accès à des livres gratuits, en accord avec les missions humanitaires et écologiques de mon école.

C'est incroyable ce qu'une boîte rouillée et un peu d'ingéniosité peuvent faire.

Expériences professionnelles ou les stages que vous avez effectués :

Stanford Pre-Collegiate Studies Numerical Simulation Course

Ce cours de deux semaines m'a permis de comprendre comment résoudre des équations mathématiques avec un haut degré de précision à l'aide de méthodes de calcul modernes. Le cours a abordé des sujets tels que l'évaluation de fonctions, l'interpolation, l'extrapolation et la régression, la résolution d'équations linéaires et non linéaires, l'optimisation numérique, la différentiation et l'intégration, ainsi que la résolution d'équations différentielles et de problèmes de valeurs propres. Dans l'ensemble, j'ai quitté le cours bien armé pour aborder les problèmes de calcul en informatique et en ingénierie.

Summer STEM Institutes

Ce cours de 6 semaines consistait en un bootcamp de sciences des données et de programmation. Le premier expliquait comment mener un projet de recherche du début à la fin, ainsi que comment lire des articles scientifiques, et comment choisir une question de recherche. Le bootcamp de programmation était axé sur les compétences en programmation Python nécessaires pour mener à bien un tel projet.

Projet informatique : approche d'apprentissage automatique pour l'évitement rapide d'obstacles naturels à l'aide de YOLOv3-Tiny et de l'estimation trigonométrique de la distance.

Réalisation d'un projet de recherche en IA visant à rendre l'évitement d'obstacles plus rapide à l'aide d'un réseau neuronal et d'un algorithme de planification de trajectoire.

Brevet des collèges internationale mention TB

Pratiques sportives et culturelles. Il peut également s'agir de la pratique d'une langue étrangère non étudiée au lycée, de séjours à l'étranger :

Club de débat

Dans le club de débat, j'apprends à formuler des arguments solides et à identifier les faiblesses des arguments des autres. Je participe à des débats compétitifs contre d'autres écoles internationales, en suivant la structure de débat du World Schools Style, avec une équipe de 4 personnes.

Finaliste de l'Austria Debate League 2021.

Cross Country

Les lundis, mercredis et vendredis, je m'entraîne pour des courses de longue distance avec l'équipe de compétition de mon école, comme le 5 km et le 10 km. Des écoles internationales de plusieurs pays d'Europe de l'Est participent à ces courses, ce qui les rend très compétitives.

Pour le championnat DVAC 2019, je me suis classé 2ème, et 1er dans la course par équipe.

Club de Maths

Dans le club de maths, mon professeur nous donne des questions difficiles que nous essayons de résoudre. Chacun est en mesure d'apporter ses idées et ses approches pour nous aider à résoudre les problèmes.

Coupe du Monde d'économie 2021

7ème équipe pour l'ensemble de la compétition, 4ème équipe pour la Pensée et l'innovation

Médaille d'argent individuelle à la Coupe du Monde d'économie 2021

Science Fair

Meilleur dans la catégorie Mathématiques et Informatique à l'International Science Fair de Vienne 2021

Meilleur dans la catégorie 14 ans et plus.

Scolarité antérieure

Année 2020/2021	Première / Série: Baccalauréat International
Scolarité	Etrangère
Type de formation	Première
Etablissement	Vienna international school -Vienna
	Autriche
Langue vivante A : Anglais	Langue vivante B : Espagnol
Détails	Trois matières étudiées en High Level (=Spécialité) : Mathématiques Analyse & Approches, Physique et Chimie, en 6 périodes de 40 minutes par semaine. Trois matières étudiées en Standard Level : Anglais Langage et Littérature, Espagnol et Économie, en 4 périodes de 40 minutes par semaine. Un enseignement interdisciplinaire de Théorie de la Connaissance (Theory of Knowledge) sur 2 périodes de 40 minutes hebdomadaires. Un mémoire de recherche (Extended Essay) commencé en Grade 11 et terminé début Grade 12). Un programme de service à la communauté (Creativity, Activity, Service).
Année 2019/2020	Seconde
Scolarité	Etrangère
Type de formation	Seconde
Etablissement	Vienna international school -Vienna
	Autriche
Année 2018/2019	Troisième
Scolarité	Etrangère
	Autriche
Année 2017/2018	Quatrième
Scolarité	Etrangère
	Autriche
Année 2016/2017	Cinquième
Scolarité	Etrangère
	Autriche

Bulletins scolaires de l'année 2021/2022 :

Notation utilisée : Autre: 7

Matière	1er Semestre			
	Moy.	Cla.	Hau.	Bas.
Chemistry Spécialité	7	n	n	n
	Excellent			
Economics Standard	6	n	n	n
	Very good			
English A Language & Literature Standard	6	n	n	n
	Very good			
Mathematics : Analysis & Approaches Spécialité	7	n	n	n
	Excellent			
Physics Spécialité	7	n	n	n
	Excellent			
Spanish B Standard	6	n	n	n
	Very good			

Bulletins scolaires de l'année 2020/2021 :

Notation utilisée : Autre: 7

Matière	1er Semestre				2ème Semestre			
	Moy.	Cla.	Hau.	Bas.	Moy.	Cla.	Hau.	Bas.
Chemistry Spécialité	6	n	n	n	7	n	n	n
	very good				Excellent			
Economics Standard	7	n	n	n	7	n	n	n
	excellent				Excellent			
English A Language & Literature Standard	6	n	n	n	6	n	n	n
	very good				Very good			
Mathematics : Analysis & Approaches Spécialité	5	n	n	n	6	n	n	n
	Good				Very good			
Physics Spécialité	7	n	n	n	7	n	n	n
	Excellent				Excellent			
Spanish B Standard	6	n	n	n	7	n	n	n
	very good				Excellent			

Lolézio VIORA MARQUET
N°1067037

à destination de :
CPGE - MPSI
Lycée Fénelon - Paris 6e Arrondissement

Objet : Projet de formation motivé

Depuis 7 ans, je développe mes compétences en ingénierie, hors école, via des projets technologiques : construction d'un modèle réduit de fusée, soudure d'une station radio, conception et construction de robot (logiciel GENIE, CAO/FAO), conception et construction d'une serre autonome (pilotée par Arduino) alimentée par l'énergie solaire dans le cadre de mon projet personnel en 2de.

Pour consolider ces expériences, j'ai participé au Summer STEM Institute (en data sciences et Python), à un cours de simulation numérique de l'université Stanford (maths appliquées en simulation et codage Python) et je mène un projet personnel de recherche "Comment accélérer l'évitement des collisions par un drone ?" avec technique d'évitement des obstacles assistée par l'IA, projet récompensé au Science Fair de Vienne de mai 2021.

J'ai articulé mon mémoire de physique de l'IB avec ce projet, en étudiant les matériaux et la taille de l'hélice pour que le drone puisse voler/éviter les obstacles à grande vitesse.

La réalisation d'un projet aussi complexe m'a appris à être organisé, créatif, persévérant, à faire preuve d'initiative.

La robotique est un domaine interdisciplinaire, qui requiert des connaissances approfondies en génie mécanique ou électrique, en informatique, en maths, en physique.

J'espère pouvoir approfondir ces domaines dans votre classe préparatoire, ainsi que développer des approches novatrices et créatives, indispensables pour la recherche et la résolution de problèmes.

Cordialement

LVM

Internat

Internat de la réussite

Je ne souhaite pas intégrer l'internat de la réussite pour cet établissement.

Distance, en kilomètres, entre votre domicile et la ville où se situe l'établissement :

Eligibilité:**Non Eligible**