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International School of Amsterdam - Amstelveen		
Né(e) le: 16/10/2005	Nationalité: Sexe: M	

November 2021

International Baccalaureate Diploma Programme Predicted Grades for University Applications		
Student's Name: Bartosz Hajdas		
Subject	Teacher	Predicted Grade
IB DP Chemistry HL	Peter Durning	6
IB DP English A Literature SL	Abra Bertman	6
IB DP French A Literature SL (SSST)*	Elaine Flynn	6
IB DP Global Politics SL	Brian Chenault	5
IB DP Mathematics Analysis & Approaches HL	Isabel Dykes	6
IB DP Physics HL	Richard Hayes	7
IB DP Theory of Knowledge	Matt Lynch	C
IB DP Extended Essay (Mathematics Analysis & Approaches)	Isabel Dykes	D
Possible Bonus Points for TOK & Extended Essay		0
Total Predicted Points for University Applications		36

*SSST=School Supported, Self-Taught



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Student: Bartosz Roman Hajdas

Grade 12

Advisor: Jennifer Motre

Counsellor: Frieda Dietrich

Course	Teacher	Semesters	S1 Grade	S2 Grade	Final Grade
12 DP English A Literature SL	<i>A. Bertman</i>	S1 S2	5		
12 DP French A Literature SL (SSST)	<i>E. Flynn</i>	S1 S2	P		
12 DP Global Politics SL	<i>B. Chenault</i>	S1 S2	5		
12 DP Chemistry HL	<i>P. Durning</i>	S1 S2	5		
12 DP Physics HL	<i>R. Hayes</i>	S1 S2	6		
12 DP Mathematics Analysis and Approaches HL	<i>I. Dykes</i>	S1 S2	5		
12 DP Theory of Knowledge	<i>M. Lynch</i>	S1 S2	P		

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About This Report

The purpose of this document is to communicate information regarding student achievement and the development of effective approaches to learning to students and their families, and to provide opportunities for reflection through identified areas of strength and suggestions for growth.

Achievement Grade

These grades are on the IB's 1-7 scale. They should be read with the following descriptors in mind:

- 7** is a mark of distinction, reserved for students who consistently produce excellent work.
- 6** represents a very good level of achievement.
- 5** represents a good level of achievement.
- 4** represents a satisfactory level of achievement.
- 3** represents a basic level of achievement and is a minimal passing grade for ISA course credit.
- 2** represents a very limited level of achievement. It is a failing grade.
- 1** represents minimal achievement. It is a failing grade.

In some instances, the following indicators may appear in place of a 1-7 grade:

P (Pass) is used when a student has attained a satisfactory level of achievement. This grade is used only in specific cases, most notably in TOK, PE and tutored languages.

NG (No Grade) is used when a student has not been in a class long enough for a grade to be awarded.

M (Medical) is used when a student has been absent due to a certified medical condition for a prolonged period. The decision to award an 'M' grade is at the discretion of the Head of Upper School.

INC (Incomplete) indicates that a student has not completed enough summative assessment tasks for a teacher to determine a semester grade.

Demonstrates Effort

This is the teacher's best judgment of the student's holistic level of effort in the course. The specific definition of "effort" may vary from class to class, but these effort grades are best understood using the following general descriptors:

- A:** Student consistently gives his or her best effort in class and on coursework.
- B:** Student usually gives a good effort in class and on coursework.
- C:** Student sometimes gives a good effort in class and on coursework.
- D:** Student rarely gives an appropriate level of effort in class or on coursework.

Approaches to Learning (ATLs)

This list of approaches to learning skills is shared across all subject groups. Teachers give feedback on these five approaches to inspire ideas on how a student might continue to grow as a learner. These are evaluated using the following descriptors: Rarely, Sometimes, Usually, and Consistently.

Subject-Specific Criteria

This list of skills is subject-specific and related to the discipline or course. Teachers give feedback on these criteria to provide some observations about the nature and quality of a student's work in a particular area of study.

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School Year 2021-2022
First Semester
12 DP English A Literature SL



Bartosz Roman Hajdas
Abra Bertman

Achievement Grade: **5**
 Demonstrates Effort: **B**

Work Covered

This semester began with Carol Ann Duffy's poetry collection, *The World's Wife* and students explored the themes, issues and the poetic techniques used to construct meaning. Assessments included a dramatic monologue assessment, with creative and analytical components, as well as analytical writing. Next the class undertook a study of the ancient Greek tragedy *Medea* and examined the contextual and thematic aspects of the play. Other assessments this semester included Paper 1-style analytical essays, as practice for the May exam. Students are currently preparing for their Individual Oral assessment, which will take place in March.

Approaches to Learning

	Rarely	Sometimes	Usually	Consistently
Collaborates effectively			✓	
Communicates well with others				✓
Manages time and tasks efficiently			✓	
Demonstrates persistence and perseverance			✓	
Demonstrates learning from mistakes and reflection				✓

Subject-Specific Criteria

	Rarely	Sometimes	Usually	Consistently
Shows understanding of dominant ideas in and characteristic features of a variety of texts				✓
Understands the implications of the question under discussion			✓	
Presents an original and critical approach				✓
Understands and appreciates effects of stylistic features and literary conventions			✓	
Structures presentations, commentaries, essays, and other writing effectively and persuasively				✓
Provides appropriate exemplification and avoids unsupported generalizations			✓	
Uses precise language and appropriate register in written communication				✓
Uses precise language and appropriate register in oral communication				✓

Teacher's Comment

Unfortunately Ms. Bertman is currently out of school and we are unable to provide a narrative comment at this time.

With apologies,

Paul Griffiths
 Assistant Head of Upper School

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School Year 2021-2022
First Semester
12 DP French A Literature SL (SSST)



Bartosz Roman Hajdas
Elaine Flynn

Achievement Grade: **P**
 Demonstrates Effort: **A**

Work Covered

The first semester of School Supported Self-Taught literature was a time of refining skills developed in grade 11. The Individual Oral (IO), originally planned for May, was rescheduled for January, providing opportunity for students to refresh their skills for this task. Now that all students have delivered their IOs, attention turns to paper 1, the guided literary analysis. In this task students must analyze an unseen text, considering how the author uses language to create meaning. The ISA class is focusing on strategies for analyzing and organizing ideas, considering a range of genres and practical tips for approaching the demands of this task. Students continued developing their ways of seeing literature through the different lenses through their work in their individual learner portfolios.

Approaches to Learning	Rarely	Sometimes	Usually	Consistently
Collaborates effectively				✓
Communicates well with others				✓
Manages time and tasks efficiently				✓
Demonstrates persistence and perseverance				✓
Demonstrates learning from mistakes and reflection				✓

Subject-Specific Criteria	Rarely	Sometimes	Usually	Consistently
Shows understanding of dominant ideas and characteristic interest in a variety of texts				✓
Presents an original and critical approach, demonstrating understanding of the implications of the question under discussion				✓
Structures presentations / writing appropriately and convincingly				✓
Makes suitable choice of register				✓
Provides appropriate exemplification and avoids unsupported generalizations				✓
Shows clear awareness of literary features and their effects				✓
Communicates with clarity, coherence and fluency				✓
Demonstrates linguistic, mechanical and grammatical precision				✓

Teacher's Comment

Approximate IB grade to date: 7
 Tutor: Céline Dandoy

I am very pleased with Bartek's work. He improved his critical thinking skills and its structure. his arguments are well chosen and well supported. The vocabulary still needs to be developed to avoid unnecessary repetition.

ISA teacher: Elaine Flynn

Bartek has worked well and responsibly throughout the first semester, allowing him to show his true potential. He contributes more frequently to class discussion, demonstrating strong literary analysis skills. As we consider paper 1 skills, being open to the ideas in the guiding question will be helpful in shaping an effective analyses. Continuing to work with the same thoughtfulness and discipline will enable Bartek to achieve his best on the May exam. In addition to expanding his skills of literary analysis, I hope Bartek has been enjoying studying a wide range of literature in French. I commend Bartek for his greatly improved work habits and encourage him to continue working well.

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School Year 2021-2022
First Semester
12 DP Global Politics SL



Bartosz Roman Hajdas
Brian Chenault

Achievement Grade: **5**
 Demonstrates Effort: **C**

Work Covered

This semester students carried out a study of Development, using Nigeria as a case study. Shortly they will be commencing their investigation of Human Rights, which is the fourth and final unit of the core components of the course. All students submitted their Extension Activity written report drafts this term. In addition, Higher-Level students researched, prepared and recorded an original presentation on the Global Political Challenge topic of Poverty.

Approaches to Learning

	Rarely	Sometimes	Usually	Consistently
Collaborates effectively			✓	
Communicates well with others			✓	
Manages time and tasks efficiently		✓		
Demonstrates persistence and perseverance		✓		
Demonstrates learning from mistakes and reflection			✓	

Subject-Specific Criteria

	Rarely	Sometimes	Usually	Consistently
Demonstrates knowledge and understanding of key political concepts and contemporary issues in global politics			✓	
Applies knowledge of key political concepts to analyse contemporary political issues in a variety of contexts			✓	
Identifies and analyses relevant material and supporting examples		✓		
Compares, contrasts, synthesizes and evaluates evidence from sources and background knowledge			✓	
Organizes materials into clear, logical, coherent and relevant responses			✓	

Teacher's Comment

In terms of his academic results Bartek has had a good first half of the year in this course. His essay test on Just War Theory was mediocre, but his first Development test result was good, and his second Development test result was very good. He elected to take another, optional essay test on military power, on which he achieved a sound result. Bartek's greatest obstacle is one he creates himself: his extreme lateness in submitting work. He is the only student in the class who still has not submitted his Extension Activity written report draft. Taking into consideration that the final version will be sent off to the IB, it is paramount for Bartek to ensure that he at least submits that one by the 1st of March deadline, or he may be endangering his very ability to pass this course.

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School Year 2021-2022
First Semester
12 DP Chemistry HL



Bartosz Roman Hajdas
Peter Durning

Achievement Grade: **5**
 Demonstrates Effort: **B**

Work Covered

Much of the first semester was devoted to the completion of the students' individual investigations and summative Internal Assessment lab reports. This began with brainstorming ideas, then developing and revising experimental methods to carry out data collection. Students wrote full drafts of their report before the October vacation, received feedback on that draft and submitted a final version prior to the end of the semester. Besides the Internal Assessment, students covered units on Chemical Kinetics, Equilibrium, and Acids and Bases, the first two of which were assessed with a culminating unit test. Semester 1 grades are based 55% on unit tests, 5% on personal engagement and 40% on their Internal Assessment lab report.

Approaches to Learning

	Rarely	Sometimes	Usually	Consistently
Collaborates effectively			✓	
Communicates well with others			✓	
Manages time and tasks efficiently			✓	
Demonstrates persistence and perseverance				✓
Demonstrates learning from mistakes and reflection		✓		

Subject-Specific Criteria

	Rarely	Sometimes	Usually	Consistently
Understands and applies facts, concepts and terminology				✓
Understands and applies practical methodologies and techniques		✓		
Communicates scientific information effectively		✓		

Teacher's Comment

Bartek has had a mixed start of grade 12. He earned a 6 and a 7 on our two unit tests, which were some of his strongest achievements throughout the course, and his general engagement during lessons was the best it has ever been. Bartek struggled more, however, with his Internal Assessment. After some initial ideas failed to yield results, he chose to focus on the effect of salt concentration on the rate of rusting. While he completed his initial draft report on time, Bartek struggled to incorporate my feedback, both during the data collection process and also during the revision of his report. The end result is that Bartek's final lab report was not up to his full potential and his final IA score is now a 3. As we move towards the Trial and May exams, Bartek will need to focus on engaging in meaningful revision and practicing exam strategies to ensure he can achieve his best possible score on the May exam. I am here to support him in any way possible.

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School Year 2021-2022
First Semester
12 DP Physics HL



Bartosz Roman Hajdas
Richard Hayes

Achievement Grade: **6**
 Demonstrates Effort: **A**

Work Covered

This semester we have covered topics 7 - 10 of the HL Physics course which is atomic, nuclear and particle physics, energy production, wave phenomena and fields. Topic 9 and 10 are the first two topics of the HL section of the course. We have also completed two progress checks which examined all material to date. We also completed the IA process where they are required to write a full lab report on an investigation which counts for 20% of their final grade.

Approaches to Learning	Rarely	Sometimes	Usually	Consistently
Collaborates effectively				✓
Communicates well with others				✓
Manages time and tasks efficiently				✓
Demonstrates persistence and perseverance				✓
Demonstrates learning from mistakes and reflection				✓

Subject-Specific Criteria	Rarely	Sometimes	Usually	Consistently
Understands and applies facts, concepts and terminology				✓
Understands and applies practical methodologies and techniques				✓
Communicates scientific information effectively				✓

Teacher's Comment

We started off the semester on a real high with a grade 7 in the first progress check which I know Bartek was really happy with. We saw it dip on the second progress check which was probably due to the pressure of handing in so many other IAs, the EE and the TOK essay. All this work is in now though so hopefully a little pressure is off and we see his grades come back up to what I know he is capable of. His performance in class is excellent and he clearly loves the subject. We talked about him slowing down a few times as he is missing marks by not showing the full calculations and not putting the units. He knows this about himself though and he has been working on it. He is still a very strong grade 7 candidate and we'll keep working together to make sure he achieves his potential.

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School Year 2021-2022
First Semester
**12 DP Mathematics Analysis and
Approaches HL**



Bartosz Roman Hajdas
Isabel Dykes

Achievement Grade: **5**
Demonstrates Effort: **A**

Work Covered

We started the semester with a unit on statistics, learning how to represent data graphically, find standard deviations and measures of central tendency, calculate probabilities of different kinds of events, find expectations and variances of discrete and continuous probability distributions and find probabilities when data is normally distributed. In our second unit, on vectors, we learned how to describe lines and planes with equations and find their intersections. We also applied the scalar and vector products to find angles, areas and normals. We have now started the final unit, on further calculus.

Students were assessed via four tests and a practise IA and are currently working on a draft of the internal assessment component of the course, which represents 20% of their final grade.

Approaches to Learning

	Rarely	Sometimes	Usually	Consistently
Collaborates effectively				✓
Communicates well with others				✓
Manages time and tasks efficiently				✓
Demonstrates persistence and perseverance				✓
Demonstrates learning from mistakes and reflection				✓

Subject-Specific Criteria

	Rarely	Sometimes	Usually	Consistently
Selects and uses mathematical problem-solving skills in abstract and concrete contexts			✓	
Interprets and communicates mathematical forms effectively			✓	
Uses technology to explore new ideas and to solve problems				✓
Is able to reason and inquire well when investigating mathematics			✓	

Teacher's Comment

Despite the stresses and strains that he has been under with the extended essay, internal assessments and the myriad of other things that can consume a 12th grader's time, Bartek has had a successful semester and has managed to do a better job of staying up-to-date on homework than many of his peers. Indeed, it was all going really well until the last test on vectors; I'm not sure what happened, but things didn't go well for Bartek and, by the end of the test, he was visibly upset, to the extent that I didn't feel he was in a good place to discuss what the issue was. Sadly, his low score on this test denied him the 6 he was probably hoping for; he was just one percent away from achieving it. In the coming weeks, he will be submitting a draft and then the final version of his IA and, given that he has not done particularly well the practise ones, I would really urge him to take on board the feedback I gave him on those tasks and that I will give him at the draft stage.

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School Year 2021-2022
First Semester
12 DP Theory of Knowledge



Bartosz Roman Hajdas
Matt Lynch

Achievement Grade: **P**
 Demonstrates Effort: **C**

Work Covered

In 12th grade, TOK starts off with a review of work covered in 11th grade. This was done in preparation for their final TOK essay. Students then explored essential knowledge concepts and issues embedded within the Areas of Knowledge of History, the Arts, and Mathematics. Students were then introduced to the formal requirements of the TOK essay. They were introduced to the titles in early September when they were asked to complete an initial brainstorm. Having unpacked the titles, they were then asked to choose and research their title. Having accomplished this, they then began working on their drafts for final submission early March. This semester, students are assessed by their participation, their ATLs, their ability to maintain effective notes, and their work on their final TOK essay.

Approaches to Learning	Rarely	Sometimes	Usually	Consistently
Collaborates effectively		✓		
Communicates well with others		✓		
Manages time and tasks efficiently		✓		
Demonstrates persistence and perseverance	✓			
Demonstrates learning from mistakes and reflection		✓		

Subject-Specific Criteria	Rarely	Sometimes	Usually	Consistently
Recognises, investigates and understands knowledge questions		✓		
Critically analyses knowledge claims		✓		
Explores links between the different areas of knowledge		✓		
Formulates logically coherent arguments		✓		
Uses appropriate and diverse examples effectively		✓		
Communicates with clarity and accuracy		✓		

Teacher's Comment

I am concerned for Bartek in TOK. Overall, he seems fairly interested as he participates fairly well in class. He needs to take more time however to consider knowledge questions. More importantly, he needs to take the time to communicate his ideas more clearly. In particular, he needs to work much harder on his final TOK essay. He needs to unpack the title more effectively and identify the knowledge issues within. His discussion remains fairly simplistic despite numerous rounds of feedback. His arguments remain descriptive, with some focus on knowledge and knowing. Superficial links are made. Where examples and evidence are included, they are superficial and do not support the points being made. There is little reference to different points of view. I am concerned as the TOK essay is a failing condition. He needs to make this a priority. With sustained effort, I am convinced he will pass.

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Student: Bartosz Roman Hajdas

Grade 11

Advisor: Bernadette Gorczyca

Counsellor: Scott Morgan

Course	Teacher	Semesters	S1 Grade	S2 Grade	Final Grade
11 DP English A Literature SL	<i>A. Bertman</i>	S1 S2	5	5	5
11 DP French A Literature SL (SSST)	<i>E. Flynn</i>	S1 S2	P	P	P
11 DP Global Politics SL	<i>A. Neeteson</i>	S1 S2	5	5	5
11 DP Chemistry HL	<i>P. Durning</i>	S1 S2	6	5	5
11 DP Physics HL	<i>M. Harris</i>	S1 S2	7	6	6
11 DP Mathematics Analysis and Approaches HL	<i>I. Dykes</i>	S1 S2	5	5	5
11 DP Theory of Knowledge	<i>J. Lacey</i>	S1 S2	P	P	P
11 Physical Education	<i>E. van Petegem</i>	S1 S2	P	P	P

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School Year 2020-2021
End of Year
11 DP English A Literature SL



Bartosz Roman Hajdas
 Abra Bertman

Achievement Grade: **5**
 Demonstrates Effort: **A**

Work Covered

This semester students in 11th Grade Standard Level English Literature continued to work toward an understanding of how detail and structure contribute to the communication of theme in literary texts. The emphasis of the second semester was to consider the ways in which global issues are present in and communicated through fiction, literary non-fiction, and drama. Furthermore, students practiced the art of Guided Textual Analysis, the Paper 1 exam essay on which their 11th Grade Final Exam was based. To this end, students studied three texts: *The Kiss of the Spider Woman*, *If This is a Man*, and *A Midsummer Night's Dream*, as well as many poems and excerpts from literary and literary non-fiction texts. The final exam essay comprised 20% of the year grade.

Approaches to Learning	Rarely	Sometimes	Usually	Consistently
Collaborates effectively		✓		
Communicates well with others				✓
Manages time and tasks efficiently			✓	
Demonstrates persistence and perseverance				✓
Demonstrates learning from mistakes and reflection				✓

Subject-Specific Criteria	Rarely	Sometimes	Usually	Consistently
Shows understanding of dominant ideas in and characteristic features of a variety of texts				✓
Understands the implications of the question under discussion			✓	
Presents an original and critical approach				✓
Understands and appreciates effects of stylistic features and literary conventions				✓
Structures presentations, commentaries, essays, and other writing effectively and persuasively			✓	
Provides appropriate exemplification and avoids unsupported generalizations			✓	
Uses precise language and appropriate register in written communication			✓	
Uses precise language and appropriate register in oral communication				✓

Teacher's Comment

Bartek earned a 5 on the Final Exam

Bartek is a student who is capable of great independent thought. He consistently displays a creative approach to reading and writing about literature. In the first part of the semester, however, Bartek's attention and commitment to English Literature seemed to wane. I was very glad to see that when we began the study of Primo Levi's *If This is a Man*, Bartek became more consistently involved in the class. His character analysis was an outstanding and subtle study of the ways in which Levi portrays character as well as Levi's reasons for doing so. In addition, he has made improvement in his ability to engage with previously unseen texts. I encourage Bartek to keep up the good work in twelfth grade.

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School Year 2020-2021

End of Year

11 DP French A Literature SL (SSST)

**Bartosz Roman Hajdas**

Elaine Flynn

Achievement Grade: **P**Demonstrates Effort: **A****Work Covered**

This semester students focused on improving literary analysis skills, diving deeper into specific passages to consider how authors use language to create thoughts and feelings as well as conveying theme. Rather than delivering the Individual Oral (45% of the course grade) at the end of May, we all agreed that conducting this assessment in grade 12 is a better option, given the adaptations to the course due to the pandemic. Students continue to develop their understanding of literature course in their individual Learner Portfolios in their own languages. Students selected the texts and passages for their Individual Oral, wrote a range of literary essay and guided literary analyses, continually refining their skills in literary analysis and effective organization to convey ideas with increasing effectiveness and sophistication.

Approaches to Learning

Rarely Sometimes Usually Consistently

Collaborates effectively				✓
Communicates well with others				✓
Manages time and tasks efficiently				✓
Demonstrates persistence and perseverance				✓
Demonstrates learning from mistakes and reflection				✓

Subject-Specific Criteria

Rarely Sometimes Usually Consistently

Shows understanding of dominant ideas and characteristic interest in a variety of texts				✓
Presents an original and critical approach, demonstrating understanding of the implications of the question under discussion				✓
Structures presentations / writing appropriately and convincingly				✓
Makes suitable choice of register				✓
Provides appropriate exemplification and avoids unsupported generalizations				✓
Shows clear awareness of literary features and their effects				✓
Communicates with clarity, coherence and fluency				✓
Demonstrates linguistic, mechanical and grammatical precision				✓

Teacher's Comment

Approximate IB grade to date: 6

Exam grade: 6

Tutor: Céline Dandoy

Bartek made a lot of progress managing the timeline and books to read. he has understood the different marking criteria and is able to adapt his work to meet them.

ISA teacher: Elaine Flynn

Bartek has worked well throughout the second semester, demonstrating the high quality of thinking we believed he was capable of delivering. When pushed to explain his thinking more thoroughly, I ask Bartek's patience. Filling in the gaps between where his deep level of analysis is with the more obvious pieces that can be missed is important to achieving a thorough explanation. With more practice and a bit of patience, Bartek will continue to flourish in this class.

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School Year 2020-2021
End of Year
11 DP Global Politics SL



Bartosz Roman Hajdas
Anna Karina Neeteson

Achievement Grade: **5**
 Demonstrates Effort: **B**

Work Covered

In the second semester of year one, our focus has been on finishing the foundational unit on Power and covering the second unit: Peace and Conflict. To wrap up Power, we explored the meaning of 'global governance' and the role of Intergovernmental Organisations in global politics, focusing specifically on the UN and the EU as case studies. In the context of Peace & Conflict, we have explored various definitions of peace and violence, different kinds and causes of conflict, and the actors involved, and looked into various means of conflict intervention and resolution. In light of Covid amendments, our assessment focus has been on building skills for the Paper 2 exam.

Approaches to Learning

	Rarely	Sometimes	Usually	Consistently
Collaborates effectively			✓	
Communicates well with others			✓	
Manages time and tasks efficiently			✓	
Demonstrates persistence and perseverance				✓
Demonstrates learning from mistakes and reflection			✓	

Subject-Specific Criteria

	Rarely	Sometimes	Usually	Consistently
Demonstrates knowledge and understanding of key political concepts and contemporary issues in global politics				✓
Applies knowledge of key political concepts to analyse contemporary political issues in a variety of contexts				✓
Identifies and analyses relevant material and supporting examples			✓	
Compares, contrasts, synthesizes and evaluates evidence from sources and background knowledge			✓	
Organizes materials into clear, logical, coherent and relevant responses		✓		

Teacher's Comment

Bartek has a strong understanding of and interest in the concepts and issues we study - he is quick to grasp new ideas and engages readily in critical analysis. This is demonstrated in his written assessments and in the contributions that he regularly makes to class discussions. To succeed to his full potential in the Paper 2 essay assessment, he needs to be more disciplined in his approach to the exam questions so that he applies the right strategies to meet their varying demands. When it comes to writing essays, this means applying a more disciplined PEAL structure, working on clarity of language when formulating arguments, and fully justifying his arguments with clear explanations and detailed examples. With continued engagement and effort, I am confident that he can build his skills and succeed in his senior year. In the meantime, he should work on his IA draft over the summer holidays.

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School Year 2020-2021
End of Year
11 DP Chemistry HL



Bartosz Roman Hajdas
Peter Durning

Achievement Grade: **5**
 Demonstrates Effort: **A**

Work Covered

In the second semester students covered four units: Energetics, Ionic Bonding, Metallic Bonding & Redox Processes and Organic Chemistry. The first unit and a half of which were covered during the distance learning stretch of the school year. Students were assessed with 4 IB Exam-style unit tests during all but the organic chemistry unit, which was assessed on the Final Exam only. The students finished a full practice Internal Assessment (IA) investigation focused on volatility, which gave them important experience with the Analysis, Evaluation and Communication criteria for carrying out their actual IAs next fall. The semester 2 grade is based on semester 2 work only, while the year end grade is based 40% on semester 1 work, 40% on semester 2 work and 20% on the final exam.

Approaches to Learning	Rarely	Sometimes	Usually	Consistently
Collaborates effectively			✓	
Communicates well with others			✓	
Manages time and tasks efficiently			✓	
Demonstrates persistence and perseverance				✓
Demonstrates learning from mistakes and reflection				✓

Subject-Specific Criteria	Rarely	Sometimes	Usually	Consistently
Understands and applies facts, concepts and terminology				✓
Communicates scientific information effectively			✓	

Teacher's Comment

While struggling initially in quarter 3, Bartek made great strides of improvement in both his focus and achievement in quarter 4. He earned 3, 4, 5, 5 on unit tests, followed by a 6 on the challenging, cumulative final exam. This was a great result and a testament to Bartek's strong focus and work ethic during the final push of the school year. It is also exciting because it shows Bartek is capable of revising large quantities of material, which bodes well for the IB Exam. Interpreting IB questions and delivering answers with acceptable terminology continue to challenge Bartek, so this is an area for continued focus next year. His volatility lab report was of a good quality, earning a 5, though there are areas for improvement so he should review my feedback before completing his IA report next year. Bartek had a really strong finish to the school year. If he can keep up his efforts, I am confident he will continue to see improvement in grade 12.

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 Head of Upper School: Scott Schaffner



School Year 2020-2021
End of Year
11 DP Physics HL



Bartosz Roman Hajdas
Mark Harris

Achievement Grade: **6**
 Demonstrates Effort: **A**

Work Covered

This semester the class has covered the following topics: Thermal Physics, Waves, and Electricity and Magnetism on which they were assessed through a number of short quizzes and longer tests. They also completed a practical investigation on the thermal properties of metals. The semester 2 grade is composed of the various tests, shorter quizzes and their investigation report. The grade 11 grade is composed of the semester 1 and semester 2 grades as well as the end of year exam.

Approaches to Learning	Rarely	Sometimes	Usually	Consistently
Collaborates effectively			✓	
Communicates well with others			✓	
Manages time and tasks efficiently				✓
Demonstrates persistence and perseverance				✓
Demonstrates learning from mistakes and reflection				✓

Subject-Specific Criteria	Rarely	Sometimes	Usually	Consistently
Understands and applies facts, concepts and terminology				✓
Communicates scientific information effectively			✓	

Teacher's Comment

Grade 11 exam score: 64%

Bartek continues to make great progress in physics. He understands complex physical concepts and is able to use them to solve difficult problems. Bartek narrowly missed a 7 for semester 2 and the year overall. This is mainly due to unnecessary errors that he often makes when solving problems. Bartek should always check his problem solving carefully when his work is complete. Bartek's data analysis and evaluation skills are particularly strong and he has achieved high scores in his lab work. He does struggle with reading and comprehending non-quantitative concepts; I have suggested to Bartek that he should learn these concepts word-for-word by heart so that they come naturally to him during exams.

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School Year 2020-2021

End of Year

11 DP Mathematics Analysis and Approaches HL

**Bartosz Roman Hajdas***Isabel Dykes*Achievement Grade: **5**Demonstrates Effort: **A**

Work Covered

After concluding the trigonometry unit, we started one on complex numbers, learning how to write these in cartesian and modulus-argument form and to perform calculations in both forms. The remainder of the semester was devoted to calculus. We learned how to differentiate a variety of different functions, how to use the chain, product and quotient rules and how to differentiate implicitly. We applied this knowledge to finding tangents and normals and to sketching curves, as well as to problems involving optimisation, kinematics and related rates of change. We also explored indefinite and definite integration, learning how to integrate by substitution and by parts and to find areas under curves and volumes of revolution. Students were assessed via five tests and two practise IAs.

Approaches to Learning

	Rarely	Sometimes	Usually	Consistently
Collaborates effectively				✓
Communicates well with others				✓
Manages time and tasks efficiently				✓
Demonstrates persistence and perseverance				✓
Demonstrates learning from mistakes and reflection				✓

Subject-Specific Criteria

	Rarely	Sometimes	Usually	Consistently
Selects and uses mathematical problem-solving skills in abstract and concrete contexts			✓	
Interprets and communicates mathematical forms effectively				✓
Uses technology to explore new ideas and to solve problems				✓
Is able to reason and inquire well when investigating mathematics			✓	

Teacher's Comment

Bartek has now become much better at completing homework in a timely fashion again, something that allows him to really practise and embed concepts and skills prior to learning new ones. He also continues to ask questions during lessons in order to deepen this understanding. As a result, his grade is the same as for the first semester, although, in real terms, it has dipped by around four percent. I think there are two reasons for this. Firstly, Bartek is prone to making silly mistakes or choosing to do things "the long way" rather than making effective use of his calculator. In addition, he seems to struggle with explaining all of his thinking when completing investigative tasks; he scored only 9 out of 17 on both the practise IAs he submitted. These issues should be a focus for him next year.

In the end-of-year examination, Bartek scored 40 out of 56 on Paper 1 (non-calculator) and 40 out of 56 on Paper 2 (calculator), which was a 6 (see Veracross for grade boundaries).

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School Year 2020-2021
End of Year
11 DP Theory of Knowledge



Bartosz Roman Hajdas
Jenny Lacey

Achievement Grade: **P**
 Demonstrates Effort: **A**

Work Covered

In the second semester, we focused on two optional themes: Knowledge and Language, and Knowledge and Politics. Within the first, we explored how language shapes our perception and the influence it has on knowledge production, as well as some of the challenges that arise when communicating knowledge. The second optional theme focused on how knowledge is related to power, and the ways in which politics is shaped by and also shapes the production of knowledge. Students carried out practice assessments in both units to prepare them for the culmination of year one: the TOK Exhibition. They have been assessed based on their in-class participation and their work on the TOK Exhibition.

Approaches to Learning

	Rarely	Sometimes	Usually	Consistently
Collaborates effectively				✓
Communicates well with others				✓
Manages time and tasks efficiently				✓
Demonstrates persistence and perseverance				✓
Demonstrates learning from mistakes and reflection				✓

Subject-Specific Criteria

	Rarely	Sometimes	Usually	Consistently
Recognises, investigates and understands knowledge questions				✓
Critically analyses knowledge claims			✓	
Explores links between the different areas of knowledge			✓	
Formulates logically coherent arguments				✓
Uses appropriate and diverse examples effectively				✓
Communicates with clarity and accuracy				✓

Teacher's Comment

Bartek successfully completed the TOK Internal Assessment this semester. This assessment was an exhibition of three objects to show how TOK manifests itself in our world. This comprises one third of the total TOK final grade. Bartek selected three objects; however the real-world contexts of the objects was not always clear. He made links between each of his three objects and the selected IA prompt, however the links were not always clearly communicated. Bartek justified the inclusion of each object in his exhibition using some supporting evidence and some references to the selected IA prompt, although this was not consistent throughout the writing. Overall Bartek's writing was competent and he scored a level 5 out of 10.

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School Year 2020-2021
End of Year
11 Physical Education



Bartosz Roman Hajdas
Edwin van Petegem

Achievement Grade: **P**
Demonstrates Effort:

Work Covered

Due to COVID restrictions, 11th-grade PHE in the second semester has been an elective subject. Therefore no effort grade has been given. The Pass awarded has been rolled over from the first semester.

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Student: Bartosz Roman Hajdas

Grade 11

Advisor: Bernadette Gorczyca

Counsellor: Scott Morgan

Course	Teacher	Semesters	S1 Grade	S2 Grade	Exam	Final Grade
11 DP English A Literature SL	<i>A. Bertman</i>	S1 S2	5			
11 DP French A Literature Standard Level (Tutored)	<i>E. Flynn</i>	S1 S2	P			
11 DP Global Politics SL	<i>A. Neeteson</i>	S1 S2	5			
11 DP Chemistry HL	<i>P. Durning</i>	S1 S2	6			
11 DP Physics HL	<i>M. Harris</i>	S1 S2	7			
11 DP Mathematics Analysis and Approaches HL	<i>I. Dykes</i>	S1 S2	5			
11 DP Theory of Knowledge	<i>J. Lacey</i>	S1 S2	P			
11 Physical Education	<i>E. van Petegem</i>	S1 S2	P			

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About This Report

The purpose of this document is to communicate information regarding student achievement and the development of effective approaches to learning to students and their families, and to provide opportunities for reflection through identified areas of strength and suggestions for growth.

Achievement Grade

These grades are on the IB's 1-7 scale. They should be read with the following descriptors in mind:

- 7** is a mark of distinction, reserved for students who consistently produce excellent work.
- 6** represents a very good level of achievement.
- 5** represents a good level of achievement.
- 4** represents a satisfactory level of achievement.
- 3** represents a basic level of achievement and is a minimal passing grade for ISA course credit.
- 2** represents a very limited level of achievement. It is a failing grade.
- 1** represents minimal achievement. It is a failing grade.

In some instances, the following indicators may appear in place of a 1-7 grade:

P (Pass) is used when a student has attained a satisfactory level of achievement. This grade is used only in specific cases, most notably in TOK, PE and tutored languages.

NG (No Grade) is used when a student has not been in a class long enough for a grade to be awarded.

M (Medical) is used when a student has been absent due to a certified medical condition for a prolonged period. The decision to award an 'M' grade is at the discretion of the Head of Upper School.

INC (Incomplete) indicates that a student has not completed enough summative assessment tasks for a teacher to determine a semester grade.

Demonstrates Effort

This is the teacher's best judgment of the student's holistic level of effort in the course. The specific definition of "effort" may vary from class to class, but these effort grades are best understood using the following general descriptors:

- A:** Student consistently gives his or her best effort in class and on coursework.
- B:** Student usually gives a good effort in class and on coursework.
- C:** Student sometimes gives a good effort in class and on coursework.
- D:** Student rarely gives an appropriate level of effort in class or on coursework.

Approaches to Learning (ATLs)

This list of approaches to learning skills is shared across all subject groups. Teachers give feedback on these five approaches to inspire ideas on how a student might continue to grow as a learner. These are evaluated using the following descriptors: Rarely, Sometimes, Usually, and Consistently.

Subject-Specific Criteria

This list of skills is subject-specific and related to the discipline or course. Teachers give feedback on these criteria to provide some observations about the nature and quality of a student's work in a particular area of study.

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School Year 2020-2021
First Semester
11 DP English A Literature SL



Bartosz Roman Hajdas
Abra Bertman

Achievement Grade: **5**
 Demonstrates Effort: **C**

Work Covered

This semester students in 11th Grade Standard Level English Literature worked toward an understanding of how detail and structure contribute to the communication of global issues and themes in literary texts. Students practiced reading, writing, discussion, and presentation skills to develop critical understanding and textual analysis. To this end, students studied a novel, a collection of poems, and a play: *The Things They Carried*, *American Sonnets for My Past and Future Assassin*, and *"Master Harold"... and the boys*. In addition, students read and annotated *Kiss of the Spider Woman* in preparation for upcoming study.

Approaches to Learning

	Rarely	Sometimes	Usually	Consistently
Collaborates effectively		✓		
Communicates well with others			✓	
Manages time and tasks efficiently			✓	
Demonstrates persistence and perseverance				✓
Demonstrates learning from mistakes and reflection			✓	

Subject-Specific Criteria

	Rarely	Sometimes	Usually	Consistently
Shows understanding of dominant ideas in and characteristic features of a variety of texts				✓
Understands the implications of the question under discussion				✓
Presents an original and critical approach				✓
Understands and appreciates effects of stylistic features and literary conventions				✓
Structures presentations, commentaries, essays, and other writing effectively and persuasively			✓	
Provides appropriate exemplification and avoids unsupported generalizations			✓	
Uses precise language and appropriate register in written communication			✓	
Uses precise language and appropriate register in oral communication			✓	

Teacher's Comment

Bartek presents an original and critical approach to each text we study. He has an intuitive sense of the ways in which literature communicates ideas, and he has made some progress in being able to formulate arguments about how authors' choices communicate themes. Bartek occasionally completes essays and projects at the last minute, leading to work that is not always representative of his abilities. As we move into the second semester, Bartek should focus on supporting arguments with textual evidence and carefully explaining how the language of quotations creates meaning.

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School Year 2020-2021
First Semester
**11 DP French A Literature Standard
Level (Tutored)**



Bartosz Roman Hajdas
Elaine Flynn

Achievement Grade: **P**
Demonstrates Effort: **C**

Work Covered

This semester students became acquainted with this course. Studying poetry for the first text developed students' understanding of literary analysis. Analysing how authors create meaning while gaining better understanding global issues, concepts, and varied approaches to texts is considered in class discussion as well as through regular work in the Learner Portfolio (LP). Regular writing as well as individual orals delivered on each text further allows student to convey their understanding of texts with increasing effectiveness. Students have studied two texts and completed Learner Portfolios on poetry and *The Adventures of Huckleberry Finn*, read the play "Pygmalion", delivered two individual orals, written one essay of literary analysis and one guided literary analysis.

Approaches to Learning	Rarely	Sometimes	Usually	Consistently
Collaborates effectively				✓
Communicates well with others				✓
Manages time and tasks efficiently	✓			
Demonstrates persistence and perseverance		✓		
Demonstrates learning from mistakes and reflection			✓	

Subject-Specific Criteria	Rarely	Sometimes	Usually	Consistently
Shows understanding of dominant ideas and characteristic interest in a variety of texts				✓
Presents an original and critical approach, demonstrating understanding of the implications of the question under discussion				✓
Structures presentations / writing appropriately and convincingly		✓		
Makes suitable choice of register		✓		
Provides appropriate exemplification and avoids unsupported generalizations			✓	
Shows clear awareness of literary features and their effects				✓
Communicates with clarity, coherence and fluency			✓	
Demonstrates linguistic, mechanical and grammatical precision			✓	

Teacher's Comment

Approximate IB grade to date: 4

Tutor: Céline Dandoy

Bartek is a great thinker, he has a good understanding of issues covered in class and his argumentation is often well structured, however he needs to manage his time more efficiently, read the work and follow the deadlines.

ISA teacher: Elaine Flynn

Bartek's contributions to class discussion reveal a deep understanding of literature in general. However, specific details of the texts under consideration are missing. Unfortunately, Bartek did not submit either practice Individual Orals, lowering his achievement from a 5 to a 4. When Bartek reads the texts and completes work in a timely manner, putting in a bit of true effort, Ms Dandoy and I believe that Bartek can be very successful in this class. We encourage Bartek to complete work in a timely manner, arrive at all tutor sessions prepared and engage in this learning opportunity with sincere effort. We look forward to seeing Bartek's true ability in the second semester.

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School Year 2020-2021
First Semester
11 DP Global Politics SL



Bartosz Roman Hajdas
 Anna Karina Neeteson

Achievement Grade: **5**
 Demonstrates Effort: **A**

Work Covered

In the first semester of Global Politics, our focus has been on becoming familiar with the set-up of the course and covering the essential content of the foundational unit on 'Power, People, and Politics'. Students have been introduced to the course structure, curriculum content, assessment requirements, and key skills. The foundational unit has allowed students to develop an understanding of different manifestations of power in international relations, and the various actors who enact power on the world stage. In the context of this learning, students have completed their first attempts at the assessed tasks of paper 1 and paper 2, becoming familiar with the criteria for success in the process.

Approaches to Learning

	Rarely	Sometimes	Usually	Consistently
Collaborates effectively			✓	
Communicates well with others			✓	
Manages time and tasks efficiently			✓	
Demonstrates persistence and perseverance				✓
Demonstrates learning from mistakes and reflection				✓

Subject-Specific Criteria

	Rarely	Sometimes	Usually	Consistently
Demonstrates knowledge and understanding of key political concepts and contemporary issues in global politics				✓
Applies knowledge of key political concepts to analyse contemporary political issues in a variety of contexts				✓
Identifies and analyses relevant material and supporting examples			✓	
Compares, contrasts, synthesizes and evaluates evidence from sources and background knowledge				✓
Organizes materials into clear, logical, coherent and relevant responses		✓		

Teacher's Comment

Bartek is clearly interested in the subject and keeps abreast of current affairs, which means he is informed about contemporary political issues and is able to connect them to the political concepts we are learning about. He is engaged and attentive in class and consistently makes valuable contributions to our discussions. He demonstrates a solid grasp of key concepts and political issues and an ability to think critically in his application of them, but in order to ensure his success, he needs to learn how to structure his written responses and use language with more clarity. He should pay careful attention to feedback in order to learn to meet the specific demands of each question and structure his responses accordingly. In addition, he should focus on developing his writing skills, using formal academic language and subject-specific terminology to express his ideas clearly and coherently. With continued effort, I am confident he will succeed and I look forward to supporting him.

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**School Year 2020-2021
First Semester
11 DP Chemistry HL**



Bartosz Roman Hajdas
Peter Durning

Achievement Grade: **6**
Demonstrates Effort: **B**

Work Covered

During the first semester, we completed units on stoichiometry, atomic structure and the periodic table, and covalent bonding and intermolecular forces. We also began a fourth unit on energetics. In addition to some smaller quizzes, students were assessed at the end of the first two units with IB style tests. The covalent bonding unit test was postponed due to distance learning. Students have carried out a number of experiments, such as comparing the accuracy of two methods to determine density, determining the empirical formula of a compound and planning an investigation into the volatility of organic compounds. Semester 1 grades are based 65% on unit tests, 15% on quizzes, homework and personal engagement, and 20% on lab reports.

Approaches to Learning	Rarely	Sometimes	Usually	Consistently
Collaborates effectively			✓	
Communicates well with others			✓	
Manages time and tasks efficiently			✓	
Demonstrates persistence and perseverance			✓	
Demonstrates learning from mistakes and reflection			✓	

Subject-Specific Criteria	Rarely	Sometimes	Usually	Consistently
Understands and applies facts, concepts and terminology				✓
Understands and applies practical methodologies and techniques			✓	
Communicates scientific information effectively			✓	

Teacher's Comment

Bartek achieved a 7 on his first unit test, followed by a 5 on the second unit test. These results suggest that Bartek has strong problem-solving skills, but that he needs to spend more time reviewing content, vocabulary and specific mark scheme phrasing for IB questions. After scoring a 5 on his lab report comparing method accuracy, he earned a 6 on the design report for his group's volatility investigation. His reports could be improved with greater attention to presentation clarity, as well as the IA criteria to ensure all requirements are completed thoroughly. Bartek asks interesting questions, but at times he can become distracted during class. As we move into a busier time of year, with a greater variety and quantity of content and skills being covered, it will be more important than ever for him to focus during class, complete all homework assignments on time and practice good revision strategies before exams in order to reach his potential in the class.

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School Year 2020-2021
First Semester
11 DP Physics HL



Bartosz Roman Hajdas
Mark Harris

Achievement Grade: **7**
 Demonstrates Effort: **A**

Work Covered

This semester started with students learning about Measurements and Uncertainties followed by the important topic on Mechanics which forms the foundation for much of the rest of the course. We have recently completed the short topic on Circular Motion and Gravitation. Although the practical component of the course has been highly disrupted by the frequent requirement for distance learning, the students have carried out two experiments which they will get feedback on which they can use to improve their future practical work. Their assessment for the semester is based on four short quizzes and three more substantial tests on the content they have covered.

Approaches to Learning

	Rarely	Sometimes	Usually	Consistently
Collaborates effectively			✓	
Communicates well with others			✓	
Manages time and tasks efficiently				✓
Demonstrates persistence and perseverance				✓
Demonstrates learning from mistakes and reflection				✓

Subject-Specific Criteria

	Rarely	Sometimes	Usually	Consistently
Understands and applies facts, concepts and terminology				✓
Understands and applies practical methodologies and techniques				✓
Communicates scientific information effectively			✓	

Teacher's Comment

Bartek is making outstanding progress in Physics. He understands complex physical concepts and is able to use them to solve difficult problems. Bartek is an excellent independent learner; he uses the textbook to develop his own understanding and usually asks me questions about the content he doesn't fully understand. Although the practical component of this course has been rather disrupted with the frequent distance learning, I have seen that Bartek also understands how to conduct experiments to collect valid data which he can then analyse and evaluate. Bartek should continue working as he currently does to continue achieving the highest score.

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School Year 2020-2021
First Semester
**11 DP Mathematics Analysis and
Approaches HL**



Bartosz Roman Hajdas
Isabel Dykes

Achievement Grade: **5**
Demonstrates Effort: **A**

Work Covered

We began the semester by exploring different kinds of functions and their composites and inverses, finding sums and products of polynomial roots and using the discriminant. In our second unit we covered the factor and remainder theorems, oblique asymptotes, counting systems, the binomial expansion and partial fractions. Our third related to exponents, logarithms and proof, including proof by induction. In the fourth unit, we learned about arithmetic and geometric sequences and series, as well as how to expand binomials with negative and rational exponents. Our current unit is on trigonometry. We have learned to solve triangles, use radians, find arcs and sectors and transform graphs and we are currently exploring how to solve trigonometric equations and prove trigonometric identities.

Approaches to Learning

	Rarely	Sometimes	Usually	Consistently
Collaborates effectively				✓
Communicates well with others				✓
Manages time and tasks efficiently			✓	
Demonstrates persistence and perseverance				✓
Demonstrates learning from mistakes and reflection				✓

Subject-Specific Criteria

	Rarely	Sometimes	Usually	Consistently
Selects and uses mathematical problem-solving skills in abstract and concrete contexts			✓	
Interprets and communicates mathematical forms effectively				✓
Uses technology to explore new ideas and to solve problems				✓
Is able to reason and inquire well when investigating mathematics			✓	

Teacher's Comment

What I am learning to admire in Bartek as I get to know him as a student is his capacity for independent thought and his curiosity and passion for mathematics. He is not shy about taking risks and sharing his thinking with his peers and, most of the time, he completes his homework in a timely manner, something that allows him to scaffold his learning more effectively. As you know, he experienced a level of disappointment with his performance in the first quarter, in particular with his score on the second test, and I could sense that he was annoyed with himself over this. However, to his credit, he turned this into a learning experience and, as a result, his scores on the last two tests have been much stronger, taking his grade for the semester very close to a 6 and, in real terms, showing an improvement over the first quarter of 10%. Bartek is a good mathematical thinker and so I am relatively confident that, by the end of the coming semester, that 6 can become a reality for him.

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School Year 2020-2021
First Semester
11 DP Theory of Knowledge



Bartosz Roman Hajdas

Jenny Lacey

Achievement Grade: **P**

Demonstrates Effort: **A**

Work Covered

The year began with an introduction to TOK, explaining the course structure, key concepts, and considering why knowledge is a concept worth investigating. We then launched straight into our core theme, Knowledge and the Knower, by exploring fundamental questions about how to define knowledge, how to test for truth, and on what grounds to accept justifications for knowledge claims. The purpose of this introductory unit is for students to become aware of themselves as knowers, and to begin thinking critically about the tools, methods, and perspectives that shape their knowledge. We then spent the second half of the semester exploring two areas of knowledge in more depth: the natural and human sciences.

Approaches to Learning

	Rarely	Sometimes	Usually	Consistently
Collaborates effectively				✓
Communicates well with others				✓
Manages time and tasks efficiently				✓
Demonstrates persistence and perseverance				✓
Demonstrates learning from mistakes and reflection				✓

Subject-Specific Criteria

	Rarely	Sometimes	Usually	Consistently
Recognises, investigates and understands knowledge questions				✓
Critically analyses knowledge claims			✓	
Explores links between the different areas of knowledge			✓	
Formulates logically coherent arguments				✓
Uses appropriate and diverse examples effectively				✓
Communicates with clarity and accuracy				✓

Teacher's Comment

Bartek continues to make very good progress in TOK. He has completed all of the assignments and homework so far and is beginning to include nuance and insight to his thinking. A key skill in this course is to connect TOK concepts to other diploma courses and subject areas. Bartek recently did this with an individual presentation exploring whether the methodologies used to create knowledge in the human sciences can be considered 'scientific'. Bartek's key focus from this point onwards is to be attentive to what is being asked and respond specifically, analytically and concisely to the prompt given. He has already produced some quality work in this respect and I look forward to seeing him develop this as we work towards the exhibition, which will be the summative assessment for Grade 11.

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**School Year 2020-2021
First Semester
11 Physical Education**



Bartosz Roman Hajdas
Edwin van Petegem

Achievement Grade: **P**
Demonstrates Effort: **A**

Work Covered

During the first semester, the students choose their own groups, based on their active interests and level of sports. Within their group, the students choose their activities. Responsibility was given to the students to organize and set up their own activities and games in a safe environment. Sports that were offered were individual sports, mainstream team sports, and some fun activities. The students had the opportunity to work in a fitness room or do a yoga/dance unit. Students who choose to do fitness were encouraged to develop their own fitness program. The students could also choose to challenge themselves on the climbing wall. Where applicable the students could coach each other on their skills and understanding.

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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	International School of Amsterdam -Amstelveen
	Pays-Bas
Langue vivante A : Anglais	
Langue vivante B : Français	
Boursier des lycées	Non
Bourses	Non boursier
Détails	<p>Le Programme du diplôme du Baccalauréat International® (IB) est suivi pendant deux ans et est constitué de six groupes de matières et du tronc commun.</p> <p>Le tronc commun se compose de trois éléments:</p> <ul style="list-style-type: none"> - La théorie de la connaissance, qui amène les élèves à réfléchir sur la nature de la connaissance et à examiner comment nous connaissons ce que nous affirmons connaître. Mon essai final portait sur le sujet donné des connaissances indépendantes de la culture à travers deux groupes de matières différents, les sciences naturelles et les mathématiques. - Le mémoire, qui permet aux élèves de mener une recherche personnelle et indépendante culminant en un travail écrit de 4 000 mots. <p>Le sujet de mon mémoire était la genèse de la notion de l'infini en mathématiques, centrée sur l'hypothèse du continu, ainsi que l'impact de la résolution de celle-ci par Malliaris et Shelah en 2016.</p> <ul style="list-style-type: none"> - Le programme créativité, action, service, dans le cadre duquel les élèves accomplissent un projet portant sur ces trois concepts. <p>En créativité, j'ai décidé de m'améliorer dans le champ de la rédaction créative; en action, je suis membre du club de natation de mon école, ainsi la représentant à des compétitions entre écoles internationales; en service, je suis un rédacteur du magazine de mon école.</p> <p>Les élèves du Programme du diplôme IB choisissent six matières. En principe, trois matières (et au plus quatre) doivent être étudiées au niveau supérieur (NS) et les autres au niveau normal (NN). Les matières du NN nécessitent 150 heures d'enseignement, alors que celles du NS totalisent 240 heures d'enseignement en deux ans.</p> <p>Suivre deux matières dans les études de langue et littérature dans des langues différentes est un des moyens permettant d'obtenir un diplôme bilingue.</p> <p>Mes matières principales:</p> <ul style="list-style-type: none"> - Mathématiques, analyse et approches, niveau supérieur, de 120 heures annuelles - Physique, niveau supérieur, de 120 heures annuelles - Chimie, niveau supérieur, de 120 heures annuelles - Politique mondiale, de 75 heures annuelles - Anglais - littérature, de 75 heures annuelles - Français - littérature, de 75 heures annuelles <p>Me laissant obtenir un diplôme IB bilingue, Anglais / Français; le Polonais étant additionnellement ma langue maternelle.</p> <p>L'IB utilise une notation sur 7; cependant, dans les options de notation de Parcoursup, l'option de base est sur 6 après avoir choisi le système IB, compréhensible en considérant le descriptif du 7 du IB, "excellent", qui peut être comparé à un "félicitations" du système français - vu que le 6 représente "très bien". Après une consultation avec le Service à Compétence Nationale Parcoursup, j'ai ramené les notes sur 7 à des notes sur 6, en le précisant dans l'appréciation si ma note était un 7.</p> <p>La notation utilisée :</p> <p>6 très bien, (7) excellent 5 bien 4 assez bien 3 passable 2 insuffisant 1 médiocre</p> <p>De plus, après une consultation avec le Service à Compétence Nationale Parcoursup, j'ai traduit les appréciations originales en anglais en des appréciations en français.</p> <p>Les composantes du programme IB peuvent être trouvées sur: www.ibo.org/fr/programmes/diploma-programme/</p> <p>Une étape importante du programme IB en terminale sont les notes attendues de l'IB. Ceci est comparable au 2e conseil de classe en système français. J'ai donc inclus trois trimestres en terminale, l'un d'eux étant les notes attendues de l'IB. Malheureusement, les appréciations des professeurs et l'avis du chef d'établissement ne sont pas fournies dans cette étape.</p>

Expériences d'encadrement ou d'animation :

Suite à une suggestion de mon professeur de Physique en Terminale, j'ai fait cours en physique à la classe de Première afin d'aider à leur expliquer certains concepts d'un point de vue d'étudiant comme eux, et non professeur.

De plus, j'ai toujours été prêt à aider d'autres en mathématiques ainsi qu'en sciences. J'ai fréquemment aidé mes amis dans ces sujets. Même après mon départ aux Pays-Bas, j'ai gardé un lien proche avec mes amis du collège, et leurs ai aidé à chaque fois qu'ils me l'ont demandé. Additionnellement, j'étais toujours à l'écoute d'autrui dans mon nouvelle école à Amsterdam, aidant dès que possible.

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

Depuis l'année de seconde, en Pays-Bas, je suis un rédacteur du magazine géré par les étudiants de mon école. J'ai régulièrement écrit des articles de sciences, politique mondiale et histoire.

Simultanément, je suis un membre des clubs de mathématiques et natation de mon école, participant au concours internationaux de l'ISMTE en mathématiques (31er en 2022) et aux compétitions de NECIS en natation.

De plus, j'ai participé au club de débats de mon école, et pour mon projet d'engagement de politique mondiale, j'ai fait un travail de recherche et de plaidoyer pour l'économie circulaire dans première et terminale.

Additionnellement, j'ai participé dans la même période temporelle à un projet de mon école, envoyant des ressources à des enfants d'une école au Moldavie afin de leur faciliter la vie et l'éducation.

J'étais aussi membre du club de mathématiques en France, avant la seconde, et j'ai représenté mon école dans plusieurs concours de mathématiques et informatique avec des très bon résultats (1er ex aequo au Castor Informatique, 3e en demi-finales régionales du FFJM, 7e aux olympiades régionales académiques de 4e René Merckhoffer alors que j'étais en 5e, 31er Kangourou, demi-finales d'Algoréa).

Finalement, en année de 3e du collège, j'étais délégué de classe. Je suis fier d'avoir soutenu un étudiant en difficultés temporaires d'obtenir du bonne appréciation du conseil de classe lui permettant d'être admis au lycée internationale, qu'il fréquente aujourd'hui sans difficultés.

Expériences professionnelles ou les stages que vous avez effectués :

A l'âge de 16 ans, je n'ai pas encore beaucoup d'expériences professionnelles.

J'ai fait mon stage de 3ème au CNRS (Le Centre national de la recherche scientifique) pour découvrir la vie de chercheur et de professeur et pour m'assurer si je veux vraiment suivre ce choix. Mon stage se passait à l'ITEM (Institut des Testes et des Manuscrits Modernes), qui est une unité mixte de recherche du CNRS et de l'ENS (École Normale Supérieure).

J'ai échangé avec les scientifiques et les suivi dans leur travail quotidien, ainsi découvrant la création d'une revue scientifique et l'organisation de séminaires et de colloques scientifique, et ainsi, j'ai aussi pu participer à quelques uns.

Autre que ça, j'ai aussi des devoirs normaux à la maison, ou ma partie régulière sont les courses et le nettoyage.

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 :

Je me crois ouvert au monde et respectueux de différentes cultures. A l'âge de 16 ans je parle 3 langues niveau C2, ayant passé par 3 pays et 4 systèmes scolaires, dont l'expérience peut me servir au futur.

J'ai passé le brevet français-polonais, mention TB, et suis en train de passer le BAC international anglais-français, TB attendu. J'ai reçu des résultats forts à des tests de compétences - 1460/1600 SAT, entre le 95 et 99ème centile, plus fort en mathématiques qu'en langues; 99ème centile à l'Interquest en numérique, abstract, spatial, arithmétique.

Je pense que l'adaptabilité est mon autre point fort. Les moments difficiles durant ma scolarité étaient mon passage en France à 6 ans en CP, vu mon niveau inexistant en français, et mon passage au système international, les attentes étant complètement différentes de mes habitudes. Mes efforts en CP et CE1 me firent sauter le CE2, et mes notes ont similairement monté dans le système IB. J'ai fait donc preuve de flexibilité et ouverture aux nouvelles options.

J'ai fait plusieurs sports différents: natation depuis 2011, handball et tennis tout le long du collège, aikido quelques années auparavant, 2 années d'escrime et plus. Recréationnellement, je fais la voile, le ski et le VTT. J'écris en 3 langues, ayant reçu un accessit du concours AMOPA de l'écriture créative, ai été dans un club d'échecs enfant, y jouant en ligne jusqu'à ce jour par passion, aime la musique, ayant appris la guitare et participant à la chorale de mon école.

Scolarité antérieure

Année 2020/2021	Première / Série: Baccalauréat International
Scolarité	Etrangère
Type de formation	Première
Etablissement	International School of Amsterdam -Amstelveen
	Pays-Bas
Langue vivante A : Anglais	Langue vivante B : Français

Détails	<p>Le Programme du diplôme du Baccalauréat International® (IB) est suivi pendant deux ans et est constitué de six groupes de matières et du tronc commun.</p> <p>Le tronc commun se compose de trois éléments:</p> <ul style="list-style-type: none"> - La théorie de la connaissance, qui amène les élèves à réfléchir sur la nature de la connaissance et à examiner comment nous connaissons ce que nous affirmons connaître. <p>Mon essai final portait sur le sujet donné des connaissances indépendantes de la culture à travers deux groupes de matières différents, les sciences naturelles et les mathématiques.</p> <ul style="list-style-type: none"> - Le mémoire, qui permet aux élèves de mener une recherche personnelle et indépendante culminant en un travail écrit de 4 000 mots. <p>Le sujet de mon mémoire était la genèse de la notion de l'infini en mathématiques, centrée sur l'hypothèse du continu, ainsi que l'impact de la résolution de celle-ci par Malliaris et Shelah en 2016.</p> <ul style="list-style-type: none"> - Le programme créativité, action, service, dans le cadre duquel les élèves accomplissent un projet portant sur ces trois concepts. <p>En créativité, j'ai décidé de m'améliorer dans le champ de la rédaction créative; en action, je suis membre du club de natation de mon école, ainsi la représentant à des compétitions entre écoles internationales; en service, je suis un rédacteur du magazine de mon école.</p> <p>Les élèves du Programme du diplôme IB choisissent six matières. En principe, trois matières (et au plus quatre) doivent être étudiées au niveau supérieur (NS) et les autres au niveau normal (NN). Les matières du NN nécessitent 150 heures d'enseignement, alors que celles du NS totalisent 240 heures d'enseignement en deux ans.</p> <p>Suivre deux matières dans les études de langue et littérature dans des langues différentes est un des moyens permettant d'obtenir un diplôme bilingue.</p> <p>Mes matières principales:</p> <ul style="list-style-type: none"> - Mathématiques, analyse et approches, niveau supérieur, de 120 heures annuelles - Physique, niveau supérieur, de 120 heures annuelles - Chimie, niveau supérieur, de 120 heures annuelles - Politique mondiale, de 75 heures annuelles - Anglais - littérature, de 75 heures annuelles - Français - littérature, de 75 heures annuelles <p>Me laissant obtenir un diplôme IB bilingue, Anglais / Français; le Polonais étant additionnellement ma langue maternelle.</p> <p>L'IB utilise une notation sur 7; cependant, dans les options de notation de Parcoursup, l'option de base est sur 6 après avoir choisi le système IB, compréhensible en considérant le descriptif du 7 du IB, "excellent", qui peut être comparé à un "félicitations" du système français - vu que le 6 représente "très bien". Après une consultation avec le Service à Compétence Nationale Parcoursup, j'ai ramené les notes sur 7 à des notes sur 6, en le précisant dans l'appréciation si ma note était un 7.</p> <p>La notation utilisée :</p> <ul style="list-style-type: none"> 6 très bien, (7) excellent 5 bien 4 assez bien 3 passable 2 insuffisant 1 médiocre <p>De plus, après une consultation avec le Service à Compétence Nationale Parcoursup, j'ai traduit les appréciations originales en anglais en des appréciations en français.</p> <p>Les composantes du programme IB peuvent être trouvées sur: www.ibo.org/fr/programmes/diploma-programme/</p> <p>Une étape importante du programme IB en terminale sont les notes attendues de l'IB. Ceci est comparable au 2e conseil de classe en système français. J'ai donc inclus trois trimestres en terminale, l'un d'eux étant les notes attendues de l'IB. Malheureusement, les appréciations des professeurs et l'avis du chef d'établissement ne sont pas fournies dans cette étape.</p>
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Année 2019/2020	Seconde
Scolarité	Etrangère
Type de formation	Seconde
Etablissement	International School of Amsterdam -Amstelveen
	Pays-Bas

Année 2018/2019	Troisième
Scolarité	Française
	- 78 Yvelines

Année 2017/2018	Quatrième
Scolarité	Française
	- 78 Yvelines

Année 2016/2017	Cinquième
Scolarité	Française
	- 78 Yvelines

Notation utilisée : sur 6

Matière	1er Trimestre				2ème Trimestre			
	Moy.	Cla.	Hau.	Bas.	Moy.	Cla.	Hau.	Bas.
Chimie, niveau supérieur	5	N	N	N	6	N	N	N
	Bartek a eu un début mitigé en 12e année. Il a obtenu un 6 et un 7 à nos deux tests unitaires, qui ont été parmi ses plus grandes réalisations tout au long du cours, et son engagement général pendant les cours a été le meilleur qu'il ait jamais été. Bartek a cependant eu plus de mal avec son évaluation interne. Après que certaines idées initiales n'aient pas donné de résultats, il a choisi de se concentrer sur l'effet de la concentration de sel sur le taux de rouille. Bien qu'il ait terminé son projet de rapport initial à temps, Bartek a eu du mal à intégrer mes commentaires, à la fois pendant le processus de collecte de données et également pendant la révision de son rapport. Le résultat final est que le rapport de laboratoire final de Bartek n'était pas à la hauteur de son plein potentiel et que son score IA final est maintenant de 3. Alors que nous nous dirigeons vers les examens d'essai et de mai, Bartek devra se concentrer sur la révision significative et la pratique de stratégies d'examen pour s'assurer qu'il peut obtenir son meilleur score possible à l'examen de mai. Je suis ici pour le soutenir de toutes les manières possibles.				La note attendue de l'IB. Malheureusement, les appréciations des professeurs et l'avis du chef d'établissement ne sont pas fournies dans cette étape.			
Langue A, littérature, anglais	5	N	N	N	6	N	N	N
	Malheureusement, Mme Bertman est actuellement absente pour raisons personnelles et nous ne sommes pas en mesure de fournir un commentaire narratif pour le moment.				La note attendue de l'IB. Malheureusement, les appréciations des professeurs et l'avis du chef d'établissement ne sont pas fournies dans cette étape.			
Langue A, littérature, français	6	N	N	N	6	N	N	N
	Note 7 - excellente / félicitations Tutrice : Céline Dandoy Je suis très satisfaite du travail de Bartek. Il a amélioré ses capacités de pensée critique et sa structure. Ses arguments sont bien choisis et bien fondés. Le vocabulaire doit encore être développé pour éviter les répétitions inutiles. Professeur ISA : Elaine Flynn Bartek a bien travaillé et de manière responsable tout au long du premier semestre, ce qui lui a permis de montrer son véritable potentiel. Il contribue plus fréquemment aux discussions en classe, démontrant de solides compétences en analyse littéraire. Comme nous considérons les compétences de l'épreuve 1, être ouvert aux idées de la question directrice sera utile pour façonner une analyse efficace. Continuer à travailler avec la même attention et la même discipline permettra à Bartek de faire de son mieux lors de l'examen de mai. En plus d'élargir ses compétences en analyse littéraire, j'espère que Bartek a apprécié l'étude d'un large éventail de littérature en français. Je félicite Bartek pour ses habitudes de travail grandement améliorées et je l'encourage à continuer à bien travailler.				La note attendue de l'IB. Malheureusement, les appréciations des professeurs et l'avis du chef d'établissement ne sont pas fournies dans cette étape.			
Mathématiques, analyse et approches, niveau supérieur	5	N	N	N	6	N	N	N
	Malgré le stress et les tensions qu'il a subies avec l'essai approfondi, les évaluations internes et la myriade d'autres choses qui peuvent consommer le temps d'un élève de 12e année, Bartek a eu un semestre réussi et a réussi à faire un meilleur travail pour rester à jour sur les devoirs que beaucoup de ses pairs. En effet, tout allait très bien jusqu'au dernier test sur les vecteurs ; je ne suis pas sûre de ce qui s'est passé, mais les choses ne se sont pas bien passées pour Bartek et, à la fin du test, il était visiblement bouleversé, au point que je n'ai pas senti qu'il était bien placé pour discuter de ce qu'il était le problème. Malheureusement, son faible score à ce test lui a refusé le 6 qu'il espérait probablement ; il n'était qu'à un pourcent de l'atteindre. Dans les semaines à venir, il soumettra un brouillon, puis la version finale de son IA et, étant donné qu'il n'a pas particulièrement bien fait les exercices pratiques, je l'exhorte vraiment à prendre en compte les commentaires que je lui ai donnés sur ces tâches et que je lui donnerai sur son brouillon.				La note attendue de l'IB. Malheureusement, les appréciations des professeurs et l'avis du chef d'établissement ne sont pas fournies dans cette étape.			
Physique, niveau supérieur	6	N	N	N	6	N	N	N
	Nous avons commencé le semestre sur une très bonne note avec une 7e année au premier contrôle des progrès, ce dont Bartek était très satisfait. Nous l'avons vu plonger lors du deuxième contrôle de progression, ce qui était probablement dû à la pression de remettre tant d'autres IA, l'EE et l'essai TOK. Tout ce travail est cependant fini maintenant, et j'espère qu'il y a plus que peu de pression et que nous verrons ses notes revenir à ce dont je sais qu'il est capable. Ses performances en classe sont excellentes et il aime clairement la matière. Nous avons parlé de lui ralentir à quelques reprises car il manque des points en ne montrant pas les calculs complets et en ne mettant pas les unités. Il le sait cependant et il y a travaillé. Il est toujours un très bon candidat pour une note de 7 et nous continuerons à travailler ensemble pour s'assurer qu'il réalise son potentiel.				Note 7 - excellente / félicitations La note attendue de l'IB. Malheureusement, les appréciations des professeurs et l'avis du chef d'établissement ne sont pas fournies dans cette étape.			
Politique mondiale	5	N	N	N	5	N	N	N

	<p>En termes de résultats académiques, Bartek a eu une bonne première moitié d'année dans ce cours. Son test de dissertation sur la théorie de la guerre juste était médiocre, mais son premier résultat au test de développement était bon et son deuxième résultat au test de développement était très bon. Il a choisi de passer un autre test de rédaction facultatif sur la puissance militaire, sur lequel il a obtenu un bon résultat. Le plus grand obstacle de Bartek est celui qu'il crée lui-même : son retard extrême dans la soumission des travaux. Il est le seul étudiant de la classe qui n'a toujours pas soumis son projet de rapport écrit d'activité d'extension (EA). Compte tenu du fait que la version finale sera envoyée à l'IB, il est primordial pour Bartek de s'assurer qu'il soumet au moins celle-ci avant la date limite du 1er mars, sinon il pourrait mettre en danger sa capacité même à réussir ce cours.</p>	<p>La note attendue de l'IB. Malheureusement, les appréciations des professeurs et l'avis du chef d'établissement ne sont pas fournies dans cette étape.</p>
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Bulletins scolaires de l'année 2020/2021 :

Notation utilisée : sur 6

Matière	1er Semestre				2ème Semestre			
	Moy.	Cla.	Hau.	Bas.	Moy.	Cla.	Hau.	Bas.
Chimie, niveau supérieur	6	N	N	N	5	N	N	N
	<p>Bartek a obtenu un 7 lors de son premier test unitaire, suivi d'un 5 lors du deuxième test unitaire. Ces résultats suggèrent que Bartek possède de solides compétences en résolution de problèmes, mais qu'il a besoin de passer plus de temps à réviser le contenu, le vocabulaire et la formulation spécifique du schéma de notation pour les questions de l'IB. Après avoir obtenu un 5 sur son rapport de laboratoire comparant les précisions de différentes méthodes, il a obtenu un 6 sur le rapport de conception pour l'enquête sur la volatilité de son groupe. Ses rapports pourraient être améliorés en accordant une plus grande attention à la clarté de la présentation, ainsi qu'aux critères d'analyse d'impact pour s'assurer que toutes les exigences sont remplies à fond. Bartek pose des questions intéressantes, mais parfois il peut être distrait pendant les cours. Alors que nous entrons dans une période de l'année plus occupée, avec une plus grande variété et quantité de contenu et de compétences couverts, il sera plus important que jamais pour lui de se concentrer pendant les cours, de terminer tous les devoirs à temps et de pratiquer de bonnes stratégies de révision avant les examens afin d'atteindre son plein potentiel dans la classe.</p>				<p>Alors qu'il luttait initialement au troisième trimestre, Bartek a fait de grands progrès dans sa concentration et sa réussite au quatrième trimestre. Il a obtenu 3, 4, 5, 5 aux tests unitaires, suivi d'un 6 à l'examen final cumulatif difficile. Ce fut un excellent résultat et un témoignage de la forte concentration et de l'éthique de travail de Bartek pendant la dernière poussée de l'année scolaire. C'est aussi excitant parce que cela montre que Bartek est capable de réviser de grandes quantités de matériel, ce qui est de bon augure pour l'examen de l'IB. L'interprétation des questions de l'IB et la fourniture de réponses avec une terminologie acceptable continuent de défier Bartek, c'est donc un domaine sur lequel il faudra continuer de se concentrer l'année prochaine. Son rapport de laboratoire sur la volatilité était de bonne qualité, gagnant un 5, bien qu'il y ait des points à améliorer, il devrait donc revoir mes commentaires avant de terminer son rapport d'IA l'année prochaine. Bartek a eu une très bonne fin d'année scolaire. S'il peut continuer ses efforts, je suis convaincu qu'il continuera à voir des améliorations en 12e année.</p>			
Langue A, littérature, anglais	5	N	N	N	5	N	N	N
	<p>Bartek présente une approche originale et critique de chaque texte que nous étudions. Il a un sens intuitif de la manière dont la littérature communique des idées, et il a fait des progrès dans sa capacité à formuler des arguments sur la façon dont les choix des auteurs communiquent des thèmes. Bartek termine parfois des essais et des projets à la dernière minute, menant à un travail qui n'est pas toujours représentatif de ses capacités. Alors que nous entrons dans le second semestre, Bartek devrait se concentrer sur l'appui des arguments avec des preuves textuelles et expliquer soigneusement comment le langage des citations crée du sens.</p>				<p>Bartek a été noté d'un 5 à son examen final. Bartek est un étudiant capable d'une grande pensée indépendante. Il affiche constamment une approche créative de la lecture et de l'écriture sur la littérature. Dans la première partie du semestre, cependant, l'attention et l'engagement de Bartek envers la littérature anglaise semblaient décliner. J'étais très heureux de voir que lorsque nous avons commencé l'étude de Si c'est un homme de Primo Levi, Bartek s'est impliqué de manière plus constante dans la classe. Son analyse de personnage était une étude remarquable et subtile de la manière dont Levi dépeint le personnage ainsi que des raisons de Levi de le faire. De plus, il a amélioré sa capacité à interagir avec des textes inédits. J'encourage Bartek à continuer son bon travail en douzième année.</p>			
Langue A, littérature, français	4	N	N	N	6	N	N	N
	<p>Bartek est un grand penseur, il a une bonne compréhension des questions abordées en classe et son argumentation est souvent bien structurée, cependant il a besoin de mieux gérer son temps, de lire le travail et de respecter les délais. Les contributions de Bartek à la discussion en classe révèlent une profonde compréhension de la littérature en général. Cependant, les détails spécifiques des textes à l'étude manquent. Malheureusement, Bartek n'a pas soumis d'examens oraux individuels, ce qui a fait passer sa note de 5 à 4. Lorsque Bartek lit les textes et termine le travail en temps voulu, en faisant un peu d'effort réel, Mme Dandoy et moi pensons que Bartek peut avoir beaucoup de succès dans cette classe. Nous encourageons Bartek à terminer le travail en temps opportun, à arriver à toutes les sessions de tutorat préparées et à s'engager dans cette opportunité d'apprentissage avec un effort sincère. Nous sommes impatientes de voir la véritable capacité de Bartek au second semestre.</p>				<p>Bartek a fait beaucoup de progrès dans la gestion de la chronologie et des livres à lire. Il a compris les différents critères de notation et est capable d'adapter son travail pour y répondre. Bartek a bien travaillé tout au long du second semestre, démontrant la haute qualité de pensée que nous pensions qu'il était capable de fournir. Lorsqu'il est poussé à expliquer sa pensée plus en détail, je demande la patience de Bartek. Combler les lacunes entre son niveau d'analyse approfondi et les éléments les plus évidents qui peuvent être manqués est important pour obtenir une explication approfondie. Avec plus de pratique et un peu de patience, Bartek continuera à croître dans cette classe.</p>			
Mathématiques, analyse et approches, niveau supérieur	5	N	N	N	5	N	N	N

	Ce que j'apprends à admirer chez Bartek au fur et à mesure que j'apprends à le connaître en tant qu'étudiant, c'est sa capacité de pensée indépendante ainsi que sa curiosité et sa passion pour les mathématiques. Il n'hésite pas à prendre des risques et à partager sa réflexion avec ses pairs et, la plupart du temps, il termine ses devoirs en temps opportun, ce qui lui permet d'étayer plus efficacement son apprentissage. Comme vous le savez, il a connu une certaine déception face à sa performance au premier quart-temps, en particulier avec son score au deuxième test, et je pouvais sentir qu'il s'en voulait de lui-même. Cependant, à son crédit, il a transformé cela en une expérience d'apprentissage et, par conséquent, ses scores aux deux derniers tests ont été beaucoup plus forts, donnant une note semestrielle très proche d'un 6 et, en termes réels, montrant une amélioration par rapport au premier trimestre de 10 %. Bartek est un bon penseur mathématique et je suis donc relativement confiante que, d'ici la fin du semestre à venir, ce 6 peut devenir une réalité pour lui.				Bartek est maintenant devenu bien meilleur pour terminer ses devoirs en temps opportun, ce qui lui permet de vraiment pratiquer et d'intégrer des concepts et des compétences avant d'en apprendre de nouveaux. Il continue également à poser des questions pendant les cours afin d'approfondir cette compréhension. En conséquence, sa note est la même qu'au premier semestre, même si, en termes réels, elle a baissé d'environ quatre pour cent. Je pense qu'il y a deux raisons à cela. Premièrement, Bartek est enclin à faire des erreurs stupides ou à choisir de faire les choses « un chemin plus long » plutôt que d'utiliser efficacement sa calculatrice. De plus, il semble avoir du mal à expliquer toute sa pensée lorsqu'il accomplit des tâches d'enquête; il n'a obtenu que 9 sur 17 aux deux IA d'entraînement qu'il a soumises. Ces questions devraient être une priorité pour lui l'année prochaine. Lors de l'examen de fin d'année, Bartek a obtenu 40 sur 56 au papier 1 (sans calculatrice) et 40 sur 56 au papier 2 (calculatrice), ce qui était un 6 (voir Veracross pour les divisions des notes).			
Physique, niveau supérieur	6	N	N	N	6	N	N	N
	Note 7 - excellente / félicitations Bartek fait des progrès remarquables en physique. Il comprend des concepts physiques complexes et est capable de les utiliser pour résoudre des problèmes difficiles. Bartek est un excellent apprenant autonome ; il utilise le manuel pour développer sa propre compréhension et me pose généralement des questions sur le contenu qu'il ne comprend pas entièrement. Bien que la composante pratique de ce cours ait été plutôt perturbée par l'enseignement à distance fréquent, j'ai vu que Bartek comprend également comment mener des expériences pour collecter des données valides qu'il peut ensuite analyser et évaluer. Bartek devrait continuer à travailler comme il le fait actuellement pour continuer à obtenir le meilleur score.				Bartek continue de faire de grands progrès en physique. Il comprend des concepts physiques complexes et est capable de les utiliser pour résoudre des problèmes difficiles. Bartek a raté de peu un 7 pour le semestre 2 et l'année en général. Cela est principalement dû aux erreurs inutiles qu'il commet souvent lors de la résolution de problèmes. Bartek doit toujours vérifier attentivement sa résolution de problèmes lorsque son travail est terminé. Les compétences d'analyse et d'évaluation des données de Bartek sont particulièrement solides et il a obtenu des scores élevés dans son travail de laboratoire. Il a du mal à lire et à comprendre des concepts non quantitatifs; j'ai proposé à Bartek d'apprendre ces notions mot à mot par cœur afin qu'elles lui viennent naturellement lors des examens.			
Politique mondiale	5	N	N	N	5	N	N	N
	Bartek s'intéresse clairement au sujet et se tient au courant de l'actualité, ce qui signifie qu'il est informé des problèmes politiques contemporains et qu'il est capable de les relier aux concepts politiques que nous apprenons. Il est engagé et attentif en classe et apporte constamment de précieuses contributions à nos discussions. Il démontre une solide compréhension des concepts clés et des questions politiques et une capacité à penser de manière critique dans leur application, mais pour assurer son succès, il doit apprendre à structurer ses réponses écrites et à utiliser le langage avec plus de clarté. Il doit accorder une attention particulière aux commentaires afin d'apprendre à répondre aux exigences spécifiques de chaque question et structurer ses réponses en conséquence. En outre, il doit se concentrer sur le développement de ses compétences en écriture, en utilisant un langage académique formel et une terminologie spécifique à la matière pour exprimer ses idées de manière claire et cohérente. Avec des efforts continus, je suis convaincu qu'il réussira et j'ai hâte de le soutenir.				Bartek comprend très bien les concepts et les problèmes que nous étudions et s'y intéresse. Il saisit rapidement les nouvelles idées et s'engage facilement dans l'analyse critique. Cela est démontré dans ses évaluations écrites et dans les contributions qu'il apporte régulièrement aux discussions en classe. Pour réussir à son plein potentiel dans l'évaluation de la dissertation de l'Épreuve 2, il doit être plus discipliné dans son approche des questions d'examen afin qu'il applique les bonnes stratégies pour répondre à leurs diverses exigences. Lorsqu'il s'agit de rédiger des essais, cela signifie appliquer une structure Point-Exemple-Analyse-Lien (PEAL) plus disciplinée, travailler sur la clarté du langage lors de la formulation des arguments et justifier pleinement ses arguments avec des explications claires et des exemples détaillés. Avec un engagement et des efforts continus, je suis convaincu qu'il peut développer ses compétences et réussir sa dernière année. En attendant, il devrait travailler sur son projet d'IA pendant les vacances d'été.			

Bartosz HAJDAS
N°1083185

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

Objet : Projet de formation motivé

Je sollicite une filière MPSI dans votre établissement.

À l'âge de 16 ans, mon projet n'est pas encore définitif -- je considère comme options les recherches en mathématiques (ayant découvert la vie de chercheur pendant mon stage à une unité de recherche mixte du CNRS et de l'ENS), et sur de nouvelles sources d'énergie, comme la fusion, ainsi que la programmation, particulièrement la science des données. La filière MPSI m'éduquerait dans ces domaines et sur mes options futures, tout en gardant la plupart atteignable.

Je suis passionné depuis toujours des matières S -- j'en étudie trois niveau supérieur en baccalauréat international (IB) (les mathématiques (au niveau le plus avancé possible au système IB), physique et chimie (informatique n'y étant guère disponible)), s'y concentrant dans mes projets supplétifs (le recherche et mémoire sur l'hypothèse du continu suite aux découvertes de Malliaris et Shelah en 2016, l'essai sur l'indépendance du savoir de la culture dans les sciences naturelles et les mathématiques, le projet sur le mobile perpétuel), et participant avec succès à maints concours de mathématiques et informatique français et internationaux.

Je me crois ouvert et très adaptable vu mon parcours de vie et éducation, et j'ai des aptitudes adéquates pour cette filière, confirmées en tests divers.

Ainsi, je possède à mes yeux les compétences et expériences suffisantes pour aboutir à succès dans votre établissement.

Souhaitant que ma candidature retienne votre attention.

Internat