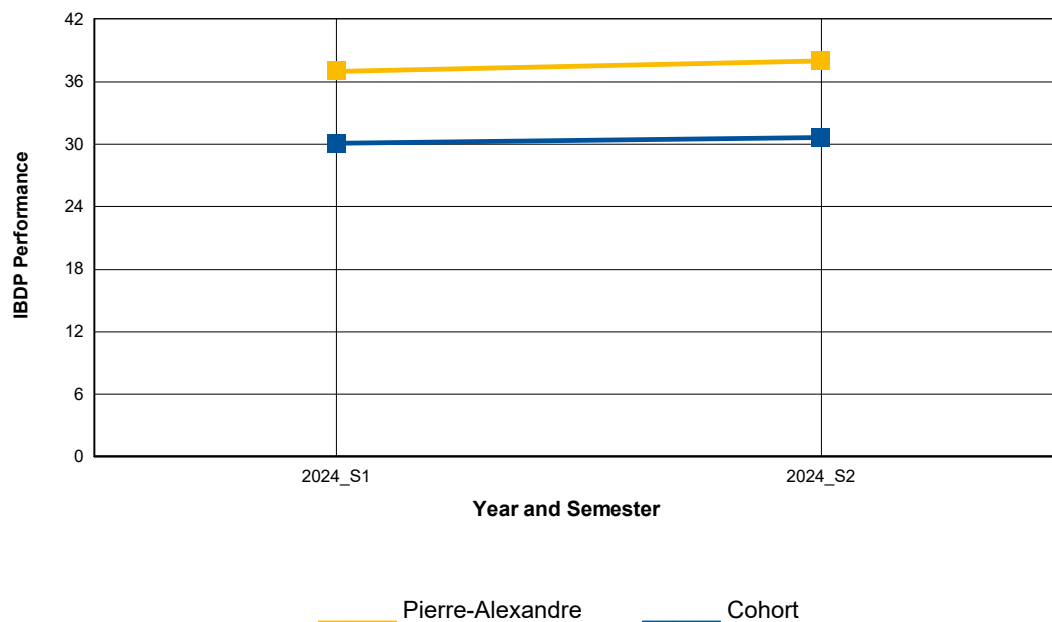


Pierre-Alexandre (Pierre) Sejourne | Year 11 | Casey House

SUMMARY OF ACADEMIC RESULTS

Subject	Semester 1 Result	Semester 2 Result
Language & Literature SL	5	6
Spanish ab initio	6	7
Economics HL	7	7
Chemistry SL	5	5
Computer Science HL	7	7
Mathematics: A & A HL	7	6
Religious Education	A	A

HISTORICAL IBDP PERFORMANCE




Mr R Wheeldon
Deputy Headmaster



Ms C Prosser
Dean of International Baccalaureate
Diploma Programme (IBDP)

Percent of cohort in this subject that have achieved a '7' to '1' result

7	6	5	4	3	2	1
17%	33%	33%	17%	0%	0%	0%

SUBJECT OVERVIEW

Students developed critical and analytical reading skills across a range of literary and non-literary genres. The study of analytical texts involved a study of the novel 'Chronicle of a Death Foretold'. Non-literary text genres included photography, cartoons, websites, adverts, podcasts, social media, diaries, letters and film. Students developed skills and knowledge in preparation for the Individual Oral completed in Term 4.

STUDENT FOCUS AREAS

This semester, Pierre-Alexandre chose to focus on the following areas in Language & Literature SL:

- Apply additional effort in this subject because it is especially demanding
- Act on all feedback in a detailed and rigorous way to enhance understanding (relevant to LB1)
- Work efficiently in every class, finishing all work in a timely way (relevant to LB2)

LEARNING BEHAVIOUR RATINGS

Learning behaviours	Outstanding	Consistently	On most occasions	Needs improvement	Needs vast improvement
LB1: Acts upon feedback and advice		✓			
LB2: Engages in classroom activities	✓				
LB3: Takes initiative and works independently		✓			
LB4: Works with determination		✓			
LB5: Shows respect for the learning of others		✓			

ASSESSMENT OUTCOMES

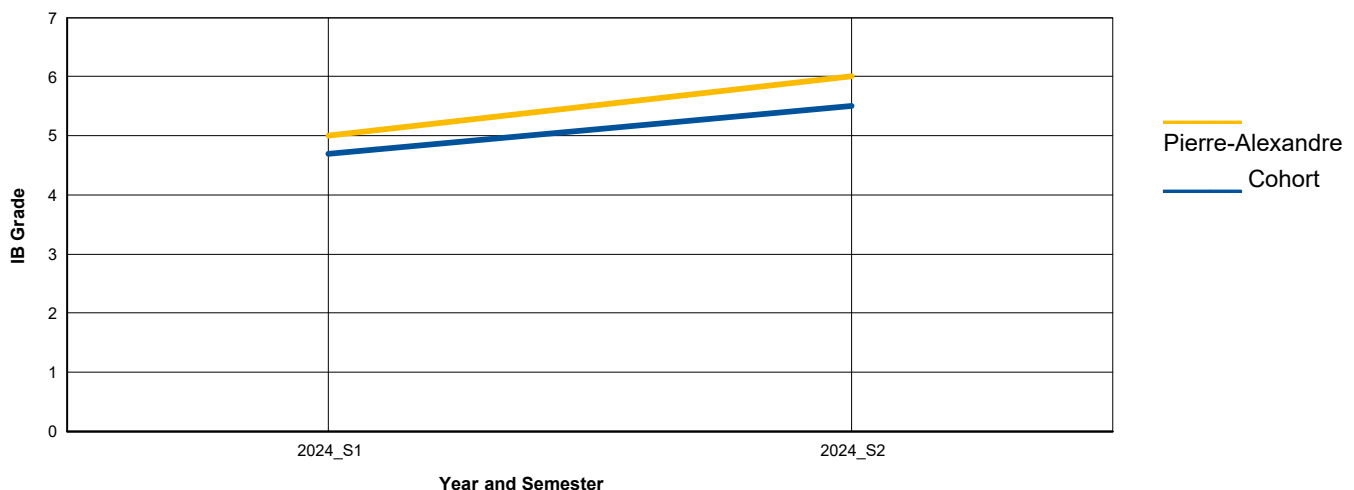
Assessment items	Contribution to Sem 2 result	Result
IO Written Style Task	50%	28/40
Spoken IO Style Task	50%	27/40

TEACHER'S COMMENTS

In order to improve his academic outcomes Pierre-Alexandre should:

- engage in secondary reading and research set texts to develop a deeper understanding
- annotate texts thoroughly to identify a range of textual features
- develop knowledge and understanding of a range of language or literary devices and aesthetic features

HISTORICAL PROGRESS IN LANGUAGE & LITERATURE SL



Percent of cohort in this subject that have achieved a '7' to '1' result

7	6	5	4	3	2	1
13%	25%	44%	19%	0%	0%	0%

SUBJECT OVERVIEW

Students engaged more deeply with a variety of texts covering the themes of Identities, Experiences, Human ingenuity, Social organisation and Sharing the planet. They compared and contrasted elements of these themes with their own cultures and the countries where Spanish is spoken.

STUDENT FOCUS AREAS

This semester, Pierre-Alexandre chose to focus on the following areas in Spanish ab initio:

- Embrace this subject because it reflects a genuine passion, curiosity or interest
- Act on all feedback in a detailed and rigorous way to enhance understanding (relevant to LB1)
- Check for understanding regularly, particularly for new or difficult content (relevant to LB2)

LEARNING BEHAVIOUR RATINGS

Learning behaviours	Outstanding	Consistently	On most occasions	Needs improvement	Needs vast improvement
LB1: Acts upon feedback and advice		✓			
LB2: Engages in classroom activities		✓			
LB3: Takes initiative and works independently		✓			
LB4: Works with determination		✓			
LB5: Shows respect for the learning of others		✓			

ASSESSMENT OUTCOMES

Assessment items	Contribution to Sem 2 result	Result
Individual Oral Term 3	12.5%	14/30
Paper 2 Listening	25%	21/25
Paper 2 Reading	25%	37/40
Individual Oral Term 4	12.5%	20/30
Paper 1	25%	28/30

TEACHER'S COMMENTS

In order to improve his academic outcomes Pierre-Alexandre should:

- seek opportunities to explore the language and culture outside the classroom
- use language skills with confidence and flexibility
- maintain his high standard in relation to the completion of all tasks

HISTORICAL PROGRESS IN

 Cohort

Percent of cohort in this subject that have achieved a '7' to '1' result

7	6	5	4	3	2	1
30%	20%	40%	10%	0%	0%	0%

SUBJECT OVERVIEW

Semester 2 saw the completion of macroeconomics as well as the start of the third unit (International Economics). Furthermore, students were given an opportunity to practise writing a commentary similar to that required in their internal assessments.

STUDENT FOCUS AREAS

This semester, Pierre-Alexandre chose to focus on the following areas in Economics HL:

- Embrace this subject because it reflects a genuine passion, curiosity or interest
- Develop note-taking skills in class for more effective study and revision (relevant to LB2)
- Attend Study Hub to seek extra help and guidance in this subject (relevant to LB4)

LEARNING BEHAVIOUR RATINGS

Learning behaviours	Outstanding	Consistently	On most occasions	Needs improvement	Needs vast improvement
LB1: Acts upon feedback and advice		✓			
LB2: Engages in classroom activities	✓				
LB3: Takes initiative and works independently	✓				
LB4: Works with determination		✓			
LB5: Shows respect for the learning of others		✓			

ASSESSMENT OUTCOMES

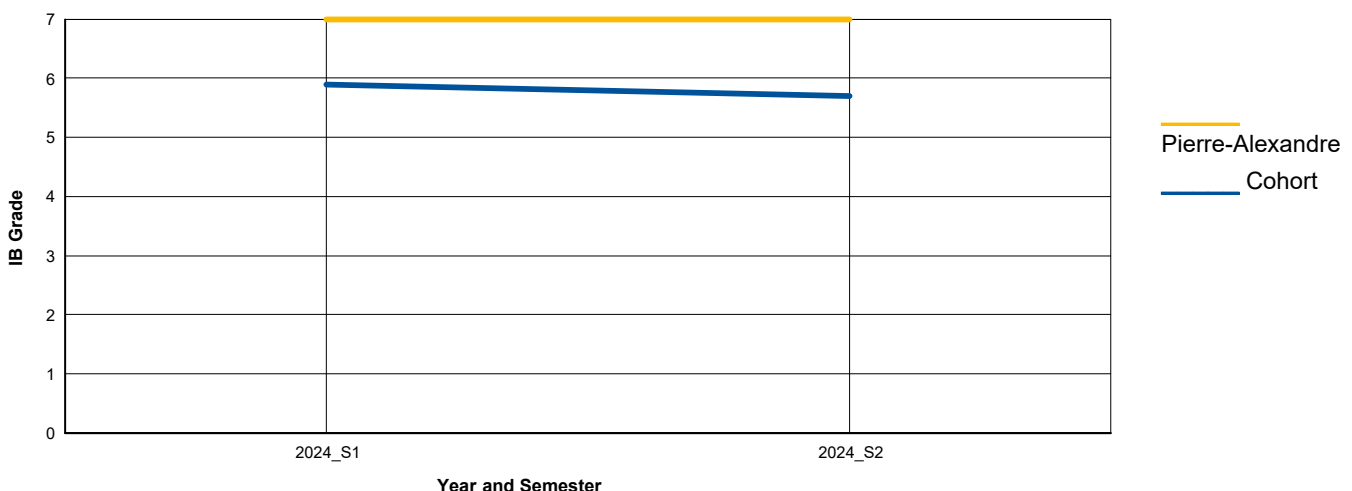
Assessment items	Contribution to Sem 2 result	Result
Unit 2 & 3 Mock IA	50%	11/14
Unit 2 and 3 Exam HL	50%	18/25

TEACHER'S COMMENTS

In order to improve his academic outcomes Pierre-Alexandre should:

- demonstrate understanding through depth of explanation making links between knowledge and current economic examples
- continue to refine his skills of synthesis, that is, the ability to consolidate understanding from a diverse number of perspectives
- undertake regular wider reading to ensure he is aware of current economic events

HISTORICAL PROGRESS IN ECONOMICS HL



The result distribution has been withheld for this subject due to low student numbers. Please contact your son's teacher for more information.

SUBJECT OVERVIEW

This semester began with the study of the energetic requirements of reactions. The dependence on the concentrations or reactants and features of systems at equilibrium was studied, together with how equilibrium systems could be manipulated to maximize yields. The final unit in the semester explored oxidation and reduction reactions, including the roles of oxidising and reducing agents. This unit included examining voltaic cells as examples of spontaneous reactions and electrolysis, in which a non-spontaneous reaction can be driven to products. Students also selected their experiments for the Internal Assessment, which will be completed next year.

STUDENT FOCUS AREAS

This semester, Pierre-Alexandre chose to focus on the following areas in Chemistry SL:

- Apply additional effort in this subject because it is especially demanding
- Develop peer-marking strategies to enhance understanding of key ideas and skills (relevant to LB1)
- Check for understanding regularly, particularly for new or difficult content (relevant to LB2)

LEARNING BEHAVIOUR RATINGS

Learning behaviours	Outstanding	Consistently	On most occasions	Needs improvement	Needs vast improvement
LB1: Acts upon feedback and advice		✓			
LB2: Engages in classroom activities		✓			
LB3: Takes initiative and works independently		✓			
LB4: Works with determination		✓			
LB5: Shows respect for the learning of others	✓				

ASSESSMENT OUTCOMES

Assessment items	Contribution to Sem 2 result	Result
SL Examination	36%	17/30
SL Examination	64%	43/72

TEACHER'S COMMENTS

In order to improve his academic outcomes Pierre-Alexandre should:

- continue to apply himself well to his studies in Chemistry
- regularly revise the work covered in class and related key concepts
- continue to challenge himself by attempting the more difficult problems

Percent of cohort in this subject that have achieved a '7' to '1' result

7	6	5	4	3	2	1
50%	33%	0%	17%	0%	0%	0%

SUBJECT OVERVIEW

This semester students learned how to formulate and write pseudo-code algorithms and use the Java programming language during their study of the topics; Computational Thinking and Abstract Data Structures. Additionally, they independently studied a range of definitions and high level Case Study concepts and undertook to plan and complete the first stage of their Internal Assessment project. They further developed the skills necessary to conduct inquiry and research and show independence in learning.

STUDENT FOCUS AREAS

This semester, Pierre-Alexandre chose to focus on the following areas in Computer Science HL:

- Embrace this subject because it reflects a genuine passion, curiosity or interest
- Develop peer-marking strategies to enhance understanding of key ideas and skills (relevant to LB1)
- Commence assignments/revision activities as early as possible to maximise learning (relevant to LB3)

LEARNING BEHAVIOUR RATINGS

Learning behaviours	Outstanding	Consistently	On most occasions	Needs improvement	Needs vast improvement
LB1: Acts upon feedback and advice		✓			
LB2: Engages in classroom activities		✓			
LB3: Takes initiative and works independently	✓				
LB4: Works with determination	✓				
LB5: Shows respect for the learning of others		✓			

ASSESSMENT OUTCOMES

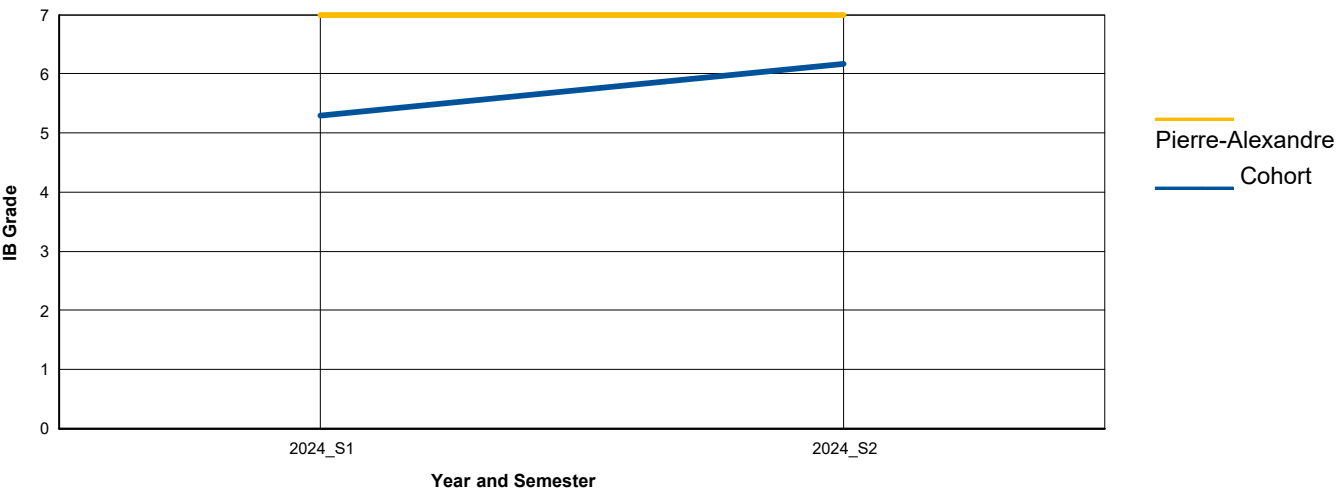
Assessment items	Contribution to Sem 2 result	Result
IA Progress submission -term 4	5%	18/24
Paper 3 Case study	5%	26/30
IA Project - Criterion A	25%	23/28
Paper 1 (Topic 1-7)	15%	65/70

TEACHER'S COMMENTS

In order to improve his academic outcomes Pierre-Alexandre should:

- apply and use relevant facts and concepts, design methods and techniques, terminology to communicate and methods to present information effectively
- continue to work at an excellent standard, but seek more help from difficult situations that arise from home study activities
- continue to work at an excellent standard with the view to reaching his full potential and generating the highest possible rank within the cohort

HISTORICAL PROGRESS IN COMPUTER SCIENCE HL



Percent of cohort in this subject that have achieved a '7' to '1' result

7	6	5	4	3	2	1
0%	17%	17%	33%	0%	33%	0%

SUBJECT OVERVIEW

Students continued to acquire mathematical knowledge, concepts and principles this semester with a view to building confidence and encouraging bravery in their application of mathematics. Through an introduction to the Internal Assessment in mathematics students began to see themselves as the authors of, as well as students of, mathematics.

STUDENT FOCUS AREAS

Pierre-Alexandre did not select any areas of focus in this subject.

LEARNING BEHAVIOUR RATINGS

Learning behaviours	Outstanding	Consistently	On most occasions	Needs improvement	Needs vast improvement
LB1: Acts upon feedback and advice		✓			
LB2: Engages in classroom activities		✓			
LB3: Takes initiative and works independently	✓				
LB4: Works with determination		✓			
LB5: Shows respect for the learning of others		✓			

ASSESSMENT OUTCOMES

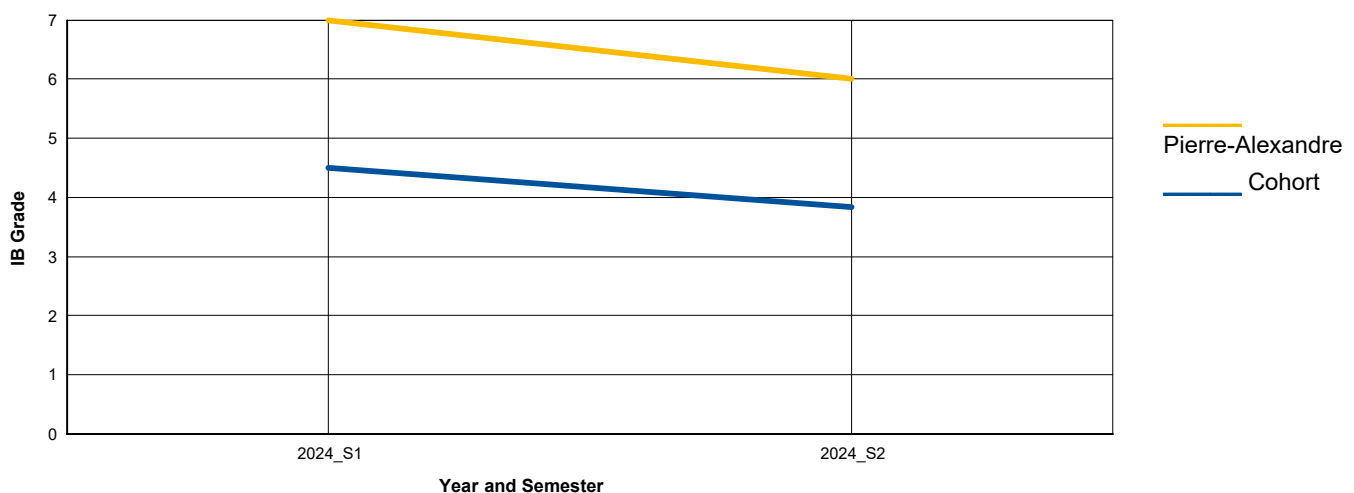
Assessment items	Contribution to Sem 2 result	Result
Term 3 Examination	50%	78/100
Term 4 Examination	50%	73.5/100

TEACHER'S COMMENTS

In order to improve his academic outcomes Pierre-Alexandre should:

- for future assessment, investigate recent examination preparation and determine factors that contributed to his success
- provide concise, logical justification of the procedures used when communicating his responses to questions
- read the question several times to fully comprehend the situation before identifying strategies to start a response

HISTORICAL PROGRESS IN MATHEMATICS: ANALYSIS AND APPROACHES HL



Percent of cohort in this subject that have achieved an 'A' to 'E' Result

A	B	C	D	E
3%	21%	47%	21%	9%

SUBJECT OVERVIEW

In Semester 2, Year 11 Theory of Knowledge (TOK) began their exploration of the nature of knowledge and knowing with an investigation into the TOK Themes of Knowledge and the Knower, Knowledge and Technology, and Knowledge and Language. They created and performed their TOK Exhibition, which showed how TOK manifests in the world around us by linking 3 real-world objects to a prescribed question about knowledge. Following their investigation into the TOK Themes, students began examining the Areas of Knowledge (AOKs) in preparation for their TOK Essay. Students should leave year 11 with a good understanding of how TOK applies to the real world, and a developing understanding of how it applies to the pursuit of knowledge in those AOKs studied.

LEARNING BEHAVIOUR RATINGS

Learning behaviours	Outstanding	Consistently	On most occasions	Needs improvement	Needs vast improvement
LB1: Acts upon feedback and advice		✓			
LB2: Engages in classroom activities				✓	
LB3: Takes initiative and works independently	✓				
LB4: Works with determination		✓			
LB5: Shows respect for the learning of others		✓			

ASSESSMENT OUTCOMES

Assessment items	Contribution to Sem 2 result	Result
Practice TOK Exhibition Script	50%	8/10
Draft TOK Exhibition Script	50%	6/10

TEACHER'S COMMENTS

In order to improve his academic outcomes Pierre-Alexandre should:

- continue to engage fully with the concepts and ideas of the course
- maintain his confident class discussions in the pursuit of deeper understanding and clarification of his ideas
- pursue deliberate reading to examine and explore the nature of knowledge in preparation for the essay to come

SUBJECT OVERVIEW

Creativity, activity, service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Programme. CAS is studied throughout the Diploma Programme and it involves students in a range of activities alongside their academic studies. It is not formally assessed. However, students reflect on their CAS experiences as part of the DP and provide evidence of achieving seven learning outcomes for CAS.

TEACHER'S COMMENTS

In order to improve his academic outcomes Pierre-Alexandre should:

- commence planning the CAS project
- further refine his evidence-gathering and reflective processes to ensure continued personal growth
- continue his impressive engagement with the CAS program

Percent of cohort in this subject that have achieved an 'A' to 'E' Result

A	B	C	D	E
54%	38%	8%	0%	0%

SUBJECT OVERVIEW

In Term 3, students rotated by House across a series of three topics: Cults and Creeds (considering what is true or false religious teaching and how to tell the difference), Stoicism and World Views (an exploration of the classical and modern stoics and their value systems), and Science and Faith (exploring the place for both Science and Faith in 21st Century thinking). In term 4, the full cohort explored the concept of Virtuous Leadership and how it is demonstrated in some of the world's most influential leaders, including Jesus Christ, and how they might model this as a year 12 cohort next year.

WORK HABITS

Work habits	Excellent	Good	Satisfactory	Improvement required	Significant improvement Required
WH1: Effort		✓			
WH2: Behaviour and Attitude		✓			
WH3: Organisation		✓			

ASSESSMENT OUTCOMES

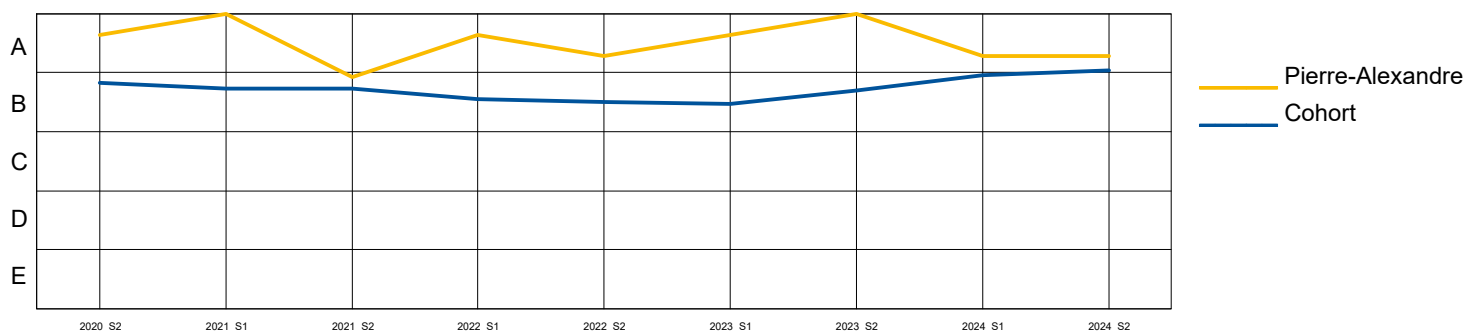
Assessment items	Contribution to full year result	Result
Unit 1: Stoicism and World Views Exam	25%	22/25
Unit 2: Science Faith and the Universe Exam	25%	21/25
Unit 3: Know What you Believe Exam	25%	21/25
Unit 4: Virtuous Leadership	25%	22/25

TEACHER'S COMMENTS

In order to improve his academic outcomes Pierre-Alexandre should:

- continue to set exemplary standards in response to course demands
- continue to set high standards in classroom behaviour and effort
- continue to interpret, analyse and synthesise material in commendable depth

HISTORICAL PROGRESS IN RELIGIOUS EDUCATION



Pierre-Alexandre (Pierre) Sejourne | Year 11 | Casey House
Housemaster | Mr B Hugheston-Roberts
Tutor | Mr C Purcell

Wellbeing Curriculum: Work Habits	Excellent	Good	Satisfactory	Improvement required	Significant improvement required
Effort		✓			
Behaviour and Attitude	✓				
Organisation	✓				

Tutor group CY1	Consistently	On most occasions	Improvement required
Positively engages in tutor group		✓	
Interacts well with students across different year levels		✓	
Punctual to tutor group and house activities	✓		
Acceptable standard of uniform and presentation	✓		
Use of student diary/daily organisation	✓		

Attitude and Participation	Demonstrates leadership	Met expectations	Limited Engagement
Interhouse competitions			
Interhouse Singing		✓	
Interhouse Track and Field		✓	

Participation in cocurricular sport and activities in Semester 2

No participation in cocurricular activities this semester

Please note: Pre-season activities such as team training or group preparation, trials and auditions are not included in semester reports. Music ensembles auditioned for in Terms 3 or 4 will be recorded in Semester 1, 2025.

Engagement with school based service in Semester 2

- Push up Challenge

Attendance year to date

Days absent: 7 (2 unapproved)

Days late to school: 0

Tutor's comments | Mr C Purcell

Pierre's quiet leadership and consistent reliability have made him a valued member of Casey 01. His respectful demeanour towards both peers and staff set a positive example for others. Pierre's academic diligence, particularly in IB, is noteworthy, as is his commitment to the school's cocurricular programme. To further his personal growth, he should explore leadership opportunities that will challenge him to further develop his interpersonal skills.



Mr R Olsen
Head of Senior School