



## ECOLE PRIVEE BILINGUE INTERNATIONALE

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### DP1 and DP2 Class Teaching Staff

#### Group 1: English Literature Joanna COWAN

The IB DP Literature Program is designed to support future academic study by developing social, aesthetic and cultural literacy, as well as improving language competence and communication skills. In Language A: Literature, students will focus on literary texts and adopt a variety of approaches to textual criticism. They will explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

The aims of the course are the following:

- Engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures.
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing.
- Develop skills in interpretation, analysis and evaluation.
- Develop sensitivity to the formal and aesthetic qualities of texts.
- Develop an understanding of relationships between texts and a variety of perspectives, and cultural contexts.
- Foster a lifelong interest in and enjoyment of language and literature.

Three main themes articulate the two years, they can communicate with each other, allowing students to work on the notion of intertextuality and the deeper meaning of literature.

The themes are as follows:

- Readers, Writers and Texts.
- Time and Space.
- Intertextuality: Connecting Texts.

These themes are structured around seven central concepts: Identity, Culture, Creativity, Communication, Perspective, Transformation, Representation.

The selected works for DP1 SL are the following:

#### Original Language Books

The Handmaid's Tale by Margaret Atwood

And Still I Rise by Maya Angelou

Macbeth by William Shakespeare

The Great Gatsby by F Scott Fitzgerald

Rapture by Carol Ann Duffy

#### Translated Books

If This is a Man by Primo Levi

Monkey King: Journey to the West by Wu Cheng'en

The Unbearable Lightness of Being by Milan Kundera

Perfume: the Story of a Murderer by Patrick Suskind

We will discuss the extra HL works at the beginning of the year although I will be recommending the following two texts:

The Alchemist by Paulo Coelho

White Teeth by Zadie Smith



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For DP2 the reading list is the same as the one given last year:

### Original Language Books

The Handmaid's Tale by Margaret Atwood

And Still I Rise by Maya Angelou

Romeo and Juliet by William Shakespeare

The Great Gatsby by F Scott Fitzgerald

To Pimp a Butterfly, K.Lamar

### Translated Books

If This is a Man by Primo Levi

Persepolis by Marjane Satrapi

Scorched by W. Mouawad

Oedipus Rex, Sophocles

This reading programme is a two-year programme, but it is very dense. The students will not only have to read the works but also study and read the surrounding literature (critical articles, theoretical works, etc.). The aim is for them to be exposed to all genres (novel, theatre, poetry) in order to understand them, but also to understand different periods and different cultural backgrounds.

The students will have to work, reflect and record their reading impressions in the PORTFOLIO, a non-assessed element but an essential tool to observe its evolution. In order to prepare them as well as possible for the requirements of the IB, students will take mock exams and DSs during the two school years.

Preparatory work for the written (external assessment) and oral (internal assessment) examinations will be broken down so that students are fully equipped to pass their examinations.

In DP2, students will focus on the skills and methodology for paper 1 and paper 2 and prepare their examinations effectively and thoroughly.

## **Group 2: Acquisition of Language French and English** **Jean-Michel RENARD**

### **OBJECTIVES:**

Students will be assessed on their ability to:

- a) Communicate clearly and effectively in a range of situations demonstrating linguistic competence and intercultural understanding
- b) Use language appropriate to a range of interpersonal and/or cultural contexts
- c) Select a register that is generally appropriate to the situation
- d) Understand, analyze and respond to a range of written and spoken texts with accuracy and fluency
- e) Organize ideas on a range of topics in a clear, convincing and coherent manner

### **OUTLINE:**

The French/ English B SL/HL syllabus approaches the learning of language through meaning, covering five themes:

Identities  
Experiences  
Human ingenuity  
Social organization  
Sharing the planet



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### **RESOURCES:**

A wide range of texts - written and spoken, literary and non-literary, will be used. Some of these materials will be available online to the students (by using Classroom) and others will be from various print and audiovisual sources, including French B or English B (our textbook) and two novels or short stories for HL. They will regularly use an information channel to present a topical issue to their classmates connected to one of the five themes.

- The Class DP French B or DP English B was created for them in Classroom. They will find useful documents and hyperlinks to work on their own or to drop Devoirs Maison (DM).

### **ASSESSMENT**

#### **A/ ONGOING CLASS ASSESSMENTS:**

- Projects and presentations

Projects and interactive oral presentations will be related to the themes studied. They will be assessed according to the IB Language B-SL/HL written and oral language scales. The 3 aspects assessed are: productive, interactive and receptive skills.

- Written work

Paragraphs and compositions are evaluated according to the IB Language B-SL/HL written language scale. The 3 aspects assessed are: language, message and format.

- Quizzes and tests (punctual tests during a lesson, DS (devoir surveillé), CS (contrôle semestriel))

Students will have periodic language quizzes and tests throughout the course of study.

- Homework

Students are responsible for completing assignments.

Some homework will be spot-checked and noted as part of the formative assessment. Some homework assignments will be presented in class and/or submitted for formative feedback or evaluated for IB.

#### **B/ INTERNAL AND EXTERNAL ASSESSMENT:**

##### 1. External Assessment / YEAR 2: 75%

- Paper 1 (exam), Written Production Skills 1h30 mins (HL) 25%  
one writing task from a choice of three, each task based on a course theme  
select a text type  
450 to 600 words

- Paper 2 (exam), Receptive Skills 1 h 45 (SL), 2 hours (HL) = 50%
  1. 45 minutes listening (SL) 1 hour listening (HL) 3 audio passages
  2. 1hour reading (HL and SL) 3 reading texts based on themes

##### 2. Internal Assessment: YEAR 2 25%

Internally assessed by the teacher and moderated by the IBO

- Individual oral:

- a) Standard level (SL)

presentation of a photograph

conversation with the teacher about an additional theme

- b) Higher level (HL)

presentation of a literary passage

conversation with the teacher about a theme



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### **LEARNING STRATEGIES :**

The thematic structure of the course will provide the students with an opportunity to research some of their own interests as they relate to themes we cover and to the francophone culture.

Language concepts (grammar) will be integrated into the themes to help them communicate effectively. The students are required to memorize the vocabulary linked to the five themes.

Although some writing assignments must be done in class, you will also be encouraged to work at home and to use online tools to construct, revise and share your learning.

### **Group 2: Acquisition of Language French AB Initio**

**Jean-Michel RENARD**

#### **OBJECTIVES:**

The following assessment objectives are common to both language ab initio and language B. The level of difficulty of the assessments, and the expectations of student performance on the tasks, are what distinguishes the three modern language acquisition courses.

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organize and present ideas on a range of topics.
5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

#### **OUTLINE:**

The French/ English B SL/HL syllabus approaches the learning of language through meaning, covering five themes:

Identities  
Experiences  
Human ingenuity  
Social organization  
Sharing the planet

#### **RESOURCES:**

A wide range of texts - written and spoken, literary and non-literary, will be used. Some of these materials will be available online to the students (by using Classroom) and others will be from various print and audiovisual sources, including Panorama francophone 1 et 2 (our textbooks) and their workbooks. They will regularly use an information channel to present a topical issue to their classmates connected to one of the five themes.

- The Class DP Ab initio was created for them in Classroom. They will find useful documents and hyperlinks to work on their own or to drop Devoirs Maison (DM).

#### **ASSESSMENT**

##### **A/ ONGOING CLASS ASSESSMENTS:**

###### • Projects and presentations

Projects and interactive oral presentations will be related to the themes studied. They will be assessed according to the IB Language ab initio written and oral language scales.

###### • Written work

Paragraphs and compositions are evaluated according to the IB Language ab initio written language scale. The 3 aspects assessed are: language, message and format.



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- Quizzes and tests (punctual tests during a lesson, DS (devoir surveillé), CS (contrôle semestriel))  
Students will have periodic language quizzes and tests throughout the course of study.

- Homework

Students are responsible for completing assignments.

Some homework will be spot-checked and noted as part of the formative assessment. Some homework assignments will be presented in class and/or submitted for formative feedback or evaluated for IB.

### B/ INTERNAL AND EXTERNAL ASSESSMENT:

#### **1 External assessment (2 hours 45 minutes)/ 75%**

##### **Paper 1 (1 hour) 25%**

Productive skills—writing (30 marks)

Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.

##### **Paper 2 (1 hour 45 minutes) 50%**

Receptive skills—separate sections for listening and reading (65 marks)

Listening comprehension (45 minutes) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes

#### **2 Internal assessment (second year) 25%**

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

##### **Individual oral assessment**

A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)

### LEARNING STRATEGIES :

The thematic structure of the course will provide the students with an opportunity to research some of their own interests as they relate to themes we cover and to the francophone culture.

Language concepts (grammar) will be integrated into the themes to help them communicate effectively. The students are required to memorize the vocabulary linked to the five themes.

Although some writing assignments must be done in class, you will also be encouraged to work at home and to use online tools to construct, revise and share your learning.

## **Group 3: Business Management Alexandra DAVID**

### **I. Business Management courses**

To present the teaching of Business Management it is first necessary to clearly define what a company is and what its objectives are. The primary purpose of an organization is first and foremost to meet human needs through the manufacture of goods and services for sale. The second main objective is also to make a profit and more generally to create wealth. Our entire lives are shaped by our interactions with companies. It is therefore essential to understand how they work.



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This is why, through the Business Management teaching offered to the students, we will work to understand how companies work and how they influence our daily lives. Understanding how our world works allows students to become actors in their own lives. Creating a company (or participating in its life) and being a citizen requires a clear vision of the issues and the Business Management course is intended to contribute to them. Finally, the international aspect of this course aims to promote a greater openness and a greater spirit of cooperation among students.

### II. The program

Two levels are available: The Standard level (3 hours per week) and the High level (4.5 hours per week). There is, therefore, a common core at both levels and some complementary modules for the higher level.

Ø **Unit 1 – Introduction to Business Management:** The purpose of this unit to define the business, to understand its goals, its functioning and its environment.

Ø **Unit 2 – Human resource management:** The aim of this unit is to understand the structuring of companies, employee motivation and more generally all aspects of employee life within companies.

Ø **Unit 3 – Finance and accounts:** This unit covers all the economic aspects of business management: the calculation of costs and revenues or the measurement of performance, by example.

Ø **Unit 4 – Marketing:** What is marketing? Why is it so important in the life of companies? The purpose of this unit is therefore to understand how a company analyses and performs in its market.

Ø **Unit 5 – Operations management:** This unit helps to understand the production process of companies and how it can be improved.

### Business management toolkit

The business management toolkit is a set of situational, planning and decision-making tools. These tools should be used by students to analyse and evaluate the syllabus content and can be applied in different disciplinary and interdisciplinary contexts. These tools are integrated into the course.

Units 1, 2 and 3 (and their corresponding BM tools) will be studied during the 1st year of the DP. Unit 4 and 5 (and their corresponding BM tools) will be studied during the 2nd year of the DP.

### III. Evaluation

#### Class of DP1 & DP2 - First assessment 2024

The external assessment of the BM course consists of:

- **Two examination papers at SL** and
- **Three examination papers at HL**

that are externally set and externally marked.

#### Paper 1 overview

Paper 1 is **the same for SL and HL** students.

- The examination is **based upon one case study**, of approximately 800 to 1,000 words, that students do not see before the examination.
- **Most questions will be qualitative**, although some minor calculations could be part of the assessment.

**Three months prior** to the examination the IB will **release a statement with two elements**.

- The first element will be a **small number of topics** that provide context to the case study. These topics will not be topics that are in the guide but ones that **students are asked to research for approximately five hours**.
- The second element will be **the first 200 words**, approximately, of the case study itself.

#### Paper 2 overview

- Paper 2 will be based on stimulus material.
- SL and HL students will sit **different examinations**, but these will be similar in intent and form.
- The aim of the examination is to assess students' knowledge of the business management syllabus.



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- **Most questions will be quantitative**, though some questions may not have a quantitative element.

### **Paper 3 overview – HL ONLY**

- **Only HL students** will sit this examination.
- The paper will consist of **stimulus followed by questions**.
- Paper 3 will be **about a social enterprise** and requires students to identify and describe a human need and the potential organizational challenges facing the social entrepreneur wanting to meet this need.
- Further to this, **students are required to write a decision-making document** that includes a business recommendation.

### **Internal assessment details—SL and HL**

#### **Weighting: 30% SL and 20% HL**

The IA is a research project in which students apply appropriate business management tools and theories to a real organizational issue or problem **using a conceptual lens**.

#### **Requirements**

The students are required to:

- select a real business issue or problem for their business research project that relates to any part of the syllabus
- refer directly to a single business organization but may consider industry-wide issues that impact on that organization
- provide a research question for the business research project that could either be forward looking or backward looking
- base their research on primary and/or secondary research, selected for its suitability, depth and breadth
- attach to the business research project three to five supporting documents from which the majority of the information for the project has been obtained
  - produce a business research project that does not exceed 1,800 words
  - fully reference all supporting documents and additional sources and include them in a bibliography.

#### **Key concept**

The business research project **must** use **only one** of the four key concepts (change, creativity, ethics or sustainability) as a lens through which to analyse the IA. This key concept may or may not be stated in the research question; however, it must be clearly indicated on the title page which key concept was used.

Five marks are available for the identification and use of a relevant key concept; for these marks to be awarded, students must make explicit the conceptual lens they are applying to their work.

## **Group 3: History Lena GELINET**

The IB Diploma Programme History Course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

The aims of this course at SL and HL are to:

- Develop an understanding of the past,
- Encourage students to engage with multiple perspectives,
- Promote international-mindedness,
- Develop an understanding of history as a discipline,



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- Develop key historical skills,
- Increase understanding of contemporary society through reflection on the past.

DP1 students will study the following curriculum:

- Prescribed Subject: The Move to Global War - German and Italian expansion (1933 - 1940).
- Prescribed Subject: The Move to Global War - Japanese expansion (1933 -1940).
- World History Topic: Authoritarian States: Germany.
- World History Topic: Authoritarian States: China.
- World History Topic: Authoritarian States: Egypt.

DP2 students will study the following curriculum:

- World History Topic: The Cold War: Superpowers and rivalries.
- HL History of America, The Great Depression and the Americas.
- HL History of America, The Second world war and the Americas.

The assessment of the course, conducted through DS and mock exams, revolves around four main objectives:

- Knowledge and understanding - Demonstrate detailed, relevant and accurate historical knowledge; Understanding of historical concepts and context; Understanding of historical sources.
- Application and analysis - Formulate clear and coherent arguments; Use relevant historical knowledge to effectively support analysis; Analyse and interpret a variety of sources.
- Synthesis and evaluation - Integrate evidence and analysis to produce a coherent response; Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response; Evaluate sources as historical evidence, recognizing their value and limitations; Synthesize information from a selection of relevant sources.
- Use and application of appropriate skills - Structure and develop focused essays that respond effectively to the demands of a question; Reflect on the methods used by, and challenges facing, the historian; Formulate an appropriate, focused question to guide a historical inquiry; Demonstrate evidence of research skills, organization, referencing and selection of appropriate sources.

### Group 3: Histoire en Français Karl SUIR History of the diploma program

History constitutes the foundation of general culture on which many of the subjects taught will build. And this, in the sense of a culture that has become a weapon in a world where information overload can lead to disinformation. Therefore, we are faced with the inability to establish the correlations between the facts of hectic news.

We will not make history for the sake of history, but to understand and act in the world around us and continue to believe in Man.

The lecture will not be done in the old-fashioned way, although a written record will be distributed for all the topics studied. Indeed, today's learners have access to all kinds of immediately available information. They will thus actively participate in contemporary historiographical debates. In this context, students will be invited to continue research, in their turn to open up avenues, in particular from documents distributed and partially commented on in class.

The documents will come from various sources and origins in order to avoid the Franco-French navel gazing of national identity.

The goal is to learn to think and master the writing. This takes two distinct forms: discussion and critical analysis of documents. Methodological work will be carried out throughout the two years of training (DP1 and DP2) in order to be best prepared for the final deadline.





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The topics covered are as follows :

Average level :

- Totalitarian states
- The march towards war
- The Cold War

Preparation for external exams

We'll be practising for the various types of exam during presentations, table-top assignments and semester tests. The latter will take the form of Paper 1 (analysis, interpretation of sources) lasting one hour and Paper 2 (history questions to be presented and discussed in an organized response) to be completed in one and a half hours, each lasting 45 minutes.

Preparation for the internal assessment

The end of the year will be taken up with the first reflections on the AI research question, and the long and tedious work on sources.

### **Group 4: Biology** **Dany MULLER**

#### **Introduction**

The Diploma Programme designed for biology is a great pre-university course that gives IB learners the required skills in all domains of competences including animal and plant physiology, environmental ecology, biotechnology, genetics and molecular and cellular biology. In this context, the International Bilingual Private School provides two possible levels of study for the International Baccalaureate. These are:

- *"Biology SL"* \_ A programme designed for students with a good background and good interest in biology but who don't want to make of Biology the main topic for their future university studies
- *"Biology HL"* \_ A programme designed for highly qualified students in biology who want to make biology an important topic for their university studies.

Both programmes aim at developing and improving the students' abilities, competences, interests and personalities during their studentship in high school in order to meet their final needs and objectives.

#### **Objectives and approaches to teaching:**

The IB programme in biology is taught using several approaches. In the first instance, lectures are given each time a new topic is started and this; so that learners become quickly familiar with novel scientific notations and terminology, concepts and notions. In the second instance, learners develop their critical thinking skills and become capable of establishing their own hypotheses and statements throughout the use of scientific documents and realization of activities. This way, learners improve their sense of logic and learn how to analyze and use scientific data to discuss real-life situations. At some point, students will also produce short presentations on topics chosen by themselves. Practicing oral presentations further improves the students' understanding, knowledge and communication skills.

Studying biology also helps learners to become aware of how scientists work together, communicate and think. It is indeed important to understand the mechanisms through which discoveries are being made, shared and discussed before the scientific community makes consensus. That is why laboratory work is a vital and integral part of the syllabus as it enables students to develop investigative and reflective skills. It also enables them to develop competences in data processing, analysis and evaluation, as well as a complementary range of skills including investigation, design, communication and manipulative skills. This opportunity to undertake investigations and hands-on experimentation allows them to engage in many of the processes encountered by scientists, and to appreciate the nature of biological sciences.



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### Assessment and personal engagement:

Assessment is an integral part of teaching and learning and is divided into two main parts by the IB organization with “external” and “internal” components. Both external and internal assessment forms are similar for all IB learners, regardless of the level taken.

- The Internal assessment is compulsory and enables the IB learners to use their knowledge and skills to set up a scientific exploration. It also enables them to pursue their personal interests without the time limitations and other constraints that are associated with written examinations.
- The external assessment is the final summative examination.

The assessment process is summarized in the following table:

Assessment component	Weighting
External assessment	80%
<b>Biology SL :</b> <ul style="list-style-type: none"><li>- Paper 1 (45 minutes - 30 multiple-choice questions)</li><li>- Paper 2 (1h15 - extended-answer questions)</li><li>- Paper 3 (1h - questions on the core unit and SL option materials)</li></ul> <b>Biology HL :</b> <ul style="list-style-type: none"><li>- Paper 1 (1h - 40 multiple choice questions about the core unit and the additional HL topics)</li><li>- Paper 2 (2h15 - Short-answer and extended-answer questions on the core unit and the additional HL topics)</li><li>- Paper 3 (1h15 - questions on the core unit, the additional HL topics and the option unit)</li></ul>	20% 40% 20% 20% 36% 24%
Internal assessment (individual project and report)	20%

Learners are prepared as well as possible for the final exams *via* formative and summative assessments which are done all year long.

Summative assessments are performed using past exam papers which are composed of multiple choice questions, short answer questions and extended essays to write. It is done every 5 to 6 weeks in order to evaluate the students' level of achievement, of personal engagement and of knowledge and understanding. This type of assessment provides useful information about each learner on a monthly basis; and enables corrective strategies to be undertaken if necessary.

Carrying out formative types of assessment is a method of choice to provide learners on a regular basis with high quality, focused and concise feedback. Formative assessment is also done through the use of quizzes and short presentations for understanding, the realization of individual and/or group work for collaboration, the use of scientific documents for data analysis and interpretation, and establishment of lab reports for communication. All these assessment objectives are important to help the learners to improve in a continuous way; but this teaching strategy is made possible if, and only if, the learner gets involved in her/his learning and hand the work back in due time.



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### **Learning Topics:**

#### Biology SL and HL :

1. Cell biology
2. Molecular biology
3. Genetics
4. Ecology
5. Evolution and biodiversity
6. Physiology

#### Additional HL topics in biology :

7. Nucleic acids
8. Metabolism, cell respiration and photosynthesis
9. Plant biology
10. Genetics and evolution

## **Group 4: Physics Nasrin BARAKAT**

### *Introduction*

The IB Diploma Sciences Program is a two-year program that involves the understanding of what is a scientific endeavor, understanding its concepts, its objectivity, its relation with humanity and public presentation. The Diploma Program Physics course allows the student to comprehend the natural world, to develop traditional practical skills and techniques and increase their abilities using mathematics. It allows students to develop interpersonal and digital communication skills which are essential in modern scientific adventure.

### *Objectives and teaching*

Physics DP students aim to develop understanding of main concepts and notions by acquiring the knowledge and then applying the ideas to solve problems, sharing and communicating with peers, analyzing and evaluating information and finally reflecting on its impact on our life. Successful acquisition of these concepts and notions shall be continually assessed throughout the course and all students are expected to participate actively by taking notes, participating in discussions, independent researching, and duly completing assignments given in class or at home. If any of the above has failed to be presented on time and as requested, this shall adversely affect the student's grade.

### *Topics*

The objective requires students to demonstrate knowledge and understanding of concept and skills in the following topics:

- A. Space, Time and Motion
- B. The Particulate Nature of Matter
- C. Wave Behaviour
- D. Fields (Electric, Gravitational & Magnetic)
- E. Nuclear and Quantum Physics
- F. Measurements and uncertainties, Lab Methods



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### *Assessment and Student engagement*

The assessment criteria are directly related to the objectives of the IB DP physics program. These objectives are used to measure the student's acquisitions in science; thus, the grades are based on their growth and development in each of the following categories:

- Knowing and Understanding
- Apply
- Formulate, analyze and evaluate
- Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

Each criterion is assessed using different evaluation methods such as

1. Oral Presentations
2. Paper 1 type tests (Multiple Choice questions)
3. Paper 2 type tests (Short answer questions)
4. Data based questions and experimental work
5. Essays

## **Group 4: Chemistry Nasrin BARAKAT**

### *Introduction*

The IB Diploma Sciences Program is a two-year program that involves the understanding of what is a scientific endeavor, understanding its concepts, its objectivity, its relation with humanity and public presentation. The Diploma Program Chemistry course allows the student to comprehend the natural world, to develop traditional practical skills and techniques and increase their abilities using mathematics. It allows students to develop interpersonal and digital communication skills which are essential in modern scientific adventure.

### *Objectives and teaching*

Chemistry DP students aim to develop understanding of main concepts and notions by acquiring the knowledge and then applying the ideas to solve problems, sharing and communicating with peers, analyzing and evaluating information and finally reflecting on its impact on our life. Successful acquisition of these concepts and notions shall be continually assessed throughout the course and all students are expected to participate actively by taking notes, participating in discussions, independent researching, and duly completing assignments given in class or at home. If any of the above has failed to be presented on time and as requested, this shall adversely affect the student's grade.

### *Topics*

The objective requires students to demonstrate knowledge and understanding of concept and skills in the following topics:

Structure refers to the nature of matter from simple to more complex forms :

Structure 1 : Models of the particulate nature of matter

Structure 2 : Models of bonding and structure

Structure 3 : Classification of matter

Reactivity refers to how and why chemical reactions occur :

Reactivity 1 : What drives chemical reactions?

Reactivity 2 : How much, how fast and how far?

Reactivity 3 : What are the mechanisms of chemical change?



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### *Assessment and Student engagement*

The assessment criteria are directly related to the objectives of the IB DP physics program. These objectives are used to measure the student's acquisitions in science; thus, the grades are based on their growth and development in each of the following categories (*IB DP Physics Guide, Sep 2016*):

- Knowing and Understanding
- Apply
- Formulate, analyze and evaluate
- Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

Each criterion is assessed using different evaluation methods such as

6. Oral Presentations
7. Paper 1 type tests (Multiple Choice questions)
8. Paper 2 type tests (Short answer questions)
9. Data based questions and experimental work
10. Essays

## **Group 5: Mathematics AA & AI Dany MULLER**

### **Introduction**

The Diploma Programme is a great pre-university course that enables IB learners to be well prepared in mathematics and aims at developing numerous students' knowledge and skills in algebra, arithmetic, geometry, trigonometry, statistics, probability and calculus. In this context and in accordance with the IB curriculum, the International Bilingual School gives the possibility to International Baccalaureate learners to study mathematics either at standard or at high level and follow one of the two programmes as described below:

#### ***Mathematics Analyses and Approaches SL and HL***

- Students who choose Mathematics "analysis and approaches" should be comfortable in the manipulation of algebraic expressions, enjoy the recognition of patterns and understand the mathematical generalization of these patterns.
- This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof by induction.
- The course unit allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. Moreover, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.
- Students who wish to take Mathematics: analysis and approaches at high level (HL) must have strong algebraic skills and the ability to understand simple proof. They must be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging ones.

#### ***Mathematics Applications and Interpretation SL and HL***

- Students who choose Mathematics: applications and interpretation should enjoy seeing mathematics used in real-world contexts and solve real-world problems.
- This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.



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- The course makes extensive use of technology to allow students to explore and construct mathematical models. In addition, Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.
- Students who wish to take Mathematics: applications and interpretation at high level must have good algebraic skills and great experience of solving real-world problems. They must be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

### Objectives and teaching:

One of the main objectives is to enable the intellectual development of each learner in mathematics and to develop their rational potential. That's the reason why the methodology developed aims at arousing students' curiosity about mathematics through a critical approach to fundamental notions and concepts. In this way, students learn how to develop their skills and apply them logically. This requires the resolution of many types of mathematical exercises which are applied to our societal needs and problems. This helps learners to become quickly independent in their learning and improves their ability to use mathematical tools in a logical and methodical way.

*In fine*, learners will master numerous mathematical approaches, which are in line with their professional objectives and the university admission requirements. However, for this to happen, learners must be demanding with themselves and must be highly motivated to ensure a total and complete success.

Succeeding in Mathematics includes:

- Editorial quality
- Listening in class and participating to class discussions
- Applying methodologies without reinventing them
- Completing all kinds of homework on a daily basis
- Carrying out personal research.

### Assessment and personal engagement:

Assessing students' competences, knowledge and understanding is an integral part of the teaching and learning programme in order to better meet the learners' needs and expectations. Learners who want to pass their international baccalaureate are assessed both externally and internally at the end of the programme. The final assessment process is summarized in the following table:

Assessment component	Weighting
<b>External assessment</b>	<b>80%</b>
<b>Mathematical studies SL and mathematics SL :</b> <ul style="list-style-type: none"><li>- Paper 1 (1h30 - Short-response questions based on the syllabus)</li><li>- Paper 2 (1h30 - Extended-response questions based on the syllabus)</li></ul>	<b>40%</b>
<b>Mathematics HL :</b> <ul style="list-style-type: none"><li>- Paper 1 (2h – short- and extended-answer questions based on the core syllabus – no calculator)</li><li>- Paper 2 (2h – short- and extended-answer questions based on the core syllabus – with calculator)</li><li>- Paper 3 (1h – extended response problem-solving questions – with calculator)</li></ul>	<b>40%</b> <b>30%</b> <b>30%</b> <b>20%</b>
<b>Internal assessment (individual exploration in mathematics)</b>	<b>20%</b>



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To prepare all learners as well as possible for their final exams, formative and summative assessments are being carried out all year long.

- Formative assessment is used as a method of choice to provide learners with feedback on a regular basis. It is also useful to provide students with tips and hints on various aspects of the lessons. However, formative assessment is made possible and not biased if, and only if, all learners get involved in their learning. Accordingly, homework is expected to be done on time and at all times.
- Summative assessments are performed using past exam papers. It is done every 5 to 6 weeks in order to evaluate the students' level of achievement, of personal engagement and of knowledge and understanding. This type of assessment provides useful information on a monthly basis about learners' progress and enables corrective strategies to be undertaken if required.

### **Learning Topics:**

#### **Mathematical Analyses and Approaches (SL and HL):**

- Number, Algebra and function basics
- Functions, equations and inequalities
- Sequences and series
- Exponential and logarithmic functions
- Trigonometric functions and equations
- Geometry and Trigonometry
- Statistics
- Probability and probability distributions
- Differential calculus
- Integral calculus

#### *Additional HL topics :*

- Proofs
- Complex numbers
- Vectors, lines and planes
- Advanced differential and integral calculus
- All other topics are also further developed

#### **Mathematical Applications and Interpretation (SL and HL):**

- Number, Algebra and function basics
- Functions, equations and inequalities
- Sequences and series
- Modeling real-life phenomena
- Geometry and Trigonometry
- Descriptive statistics and statistical analysis
- Probability and probability distributions
- Differential calculus
- Integral calculus
- Bivariate analysis

#### *Additional HL topics :*

- Matrix algebra
- Complex numbers
- Vectors
- Graph theory
- Inferential statistics, tests and analysis
- All other topics are also further developed



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### **Group 6: Film Megan TALY**

The International Baccalaureate DP Film Course allows learners to broaden their fields of knowledge in the subject and to deepen their mastery of cinematographic language as well as their technical skills of production and creation. During the course they will explore various film genres, styles, and techniques, gaining insights into the artistry and technical aspects of filmmaking.

Film analysis is the essence of the course. Learners will be required to watch and analyze cinematographic works using the vocabulary of film language. They will have to situate the films in their historical, social and cultural contexts. Then they will analyze the different elements of the narrative structure, the mise-en-scène, the aesthetics of the image, the sound and the editing in order to find the explicit and implicit meaning of the work as well as the intention of the filmmakers.

“Art is in infinite detail.” Federico Fellini

The IB DP Film course encourages students to think critically, creatively, and reflectively about film as both an artistic and cultural text. Students will analyze films from different perspectives, examining their themes, narrative structures, visual design, and social and historical contexts. Through this analysis, they will develop an understanding of how films convey meaning and influence audiences.

The film analysis will allow them to differentiate the genres in cinema and above all to understand how meaning is built in each sequence and through the whole work. They will learn about the different theories of cinema through different cinematographic movements and from different countries and cultures. This part of the course will increase the reflective and critical capacity of the learners.

Moreover, the cinema course is a space where learners explore the different roles of film production by working on individual and collaborative projects.

Practical exploration is an integral part of this course, allowing them to apply their learning and develop their own filmmaking skills. They will have opportunities to engage in hands-on projects, where they will conceptualize, plan, and produce their own short films. As they navigate the filmmaking process, they will develop a deeper appreciation for the technical aspects of filmmaking, such as cinematography, editing, sound design, and production.

This part of the course provides learners with the technical skills necessary for cinematographic or audiovisual creation. They will use all what they learned during the film analysis phase to build meaning in their own creations.

To complete the different phases of production the learners will work together and learn to communicate effectively. The complexity of the creation tasks requires learners to be inventive, creative and especially very responsive to resolve the multiple problems that they might encounter in the different production phases.

Through discussions, presentations, and written assignments, students will refine their ability to articulate their ideas, analyze film texts, and engage in insightful discussions about the power and impact of cinema. Reflective sessions will also be held to teach learners to criticize their own work and learn from their mistakes. This practice allows all learners to exchange their opinions using film language.

This program extends over two years and is validated by several internal and external evaluations, which includes a textual analysis, a comparative study and a film portfolio. The learner must be well organized, autonomous in his or her research and must be fully involved in group work in order to succeed.





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### **First Year IB Diploma Programme: Theory of Knowledge Helen THIRTLE-LEOTARD**

I am pleased to announce that I will be the Theory of Knowledge teacher for the next two academic years 2023-2025 and this is the 8th year that I will teach this course in the new International Sixth Form. We will have 2 hours together every week in order to learn and work through the NEW TOK syllabus for the exams in 2025.

Of course, using correct English is important. Language and grammar mistakes will not be dealt with in class unless they really need to be explained to the class as a whole or the mistakes are recurring and having a negative effect on the student's work.

Instead I will concentrate on learning new TOK vocabulary and concepts associated with each essential part of the course:

- 1 Core Theme: Knowledge and Knowers,
- 2 Optional Themes: Knowledge and Technology/Knowledge and Language,
- 5 Areas of Knowledge with 8 integrated Ways of Knowing,
- 4 TOK elements (Scope, Perspectives, Methods & Tools, Ethics)
- 12 key concepts

Learning the facts and being able to read / talk / write and speak English in class will be the priority activities. Activities will be fun and interesting during class time. Reading will be done in class too as well as at home. Homework will be given every week which will usually consist of reading or answering questions on a given topic learnt in class. Pupils will also be asked to work in small groups on various projects and to give presentations of their work or research to the class. We will also watch short videos to highlight and support what we have been learning together.

Students will be prepared for the assessment side of the IB TOK course. This involves 2 types of evaluation:

1. An extended essay of 1600 words to answer a prescribed TOK essay title or knowledge question.
2. An exhibition about 3 objects or real life situations linked to one of 35 specific knowledge questions or Internal Assessment prompts (maximum 15 minutes and a written report of 950 words).  
The students will aim to complete their final exhibition by the end of their first year in DP1.

So what is TOK and why is it so important in the IB programme?

The main question that I will ask students during this course is "how do we know?". We need to ask ourselves where our knowledge comes from and how much we actually trust this knowledge to be true. This course will encourage students to think critically and take an active part in their learning rather than passively accepting what they are taught. Critical thinking involves such things as asking pertinent questions, using language carefully and precisely, supporting ideas with evidence, arguing coherently and making sound judgement. Students will be encouraged to think critically in every subject they study from Maths and Chemistry through to History and French Literature. TOK is designed to help students reflect on and further develop the thinking skills they have already acquired in their education so far. TOK is in the common core of the IB DP course, making it critical and linked to all subject areas.

Students will have to ask themselves these types of questions using typical TOK language:

1. *Meaning*: What does it mean?
2. *Evidence*: What counts as evidence?
3. *Certainty*: How certain is it?
4. *Perspective*: How else can we look at it?
5. *Limitations*: What are the limitations?
6. *Value*: Why does it matter?
7. *Connections*: How similar/different is it/to/from ...?

The questions raised in this course won't usually have definite answers, but this doesn't mean to say they are less important. This class should help to provoke thought and stimulate ideas linked to the student's own experience in order to help them draw their own conclusions.

Here at EPBI, every teacher uses Google Suite for Education and has a "Classroom" for every subject.



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Within the DP1 TOK 2023/2024 classroom you will find:

- Lesson Documents
- Homework
- TOK Essay
- TOK Exhibition

This will be clearly explained to students at the beginning of the new school year.

So I welcome your children to the TOK lessons with me. I hope it will be a productive academic year for them, for their English and for The Theory of Knowledge.

### **Second Year IB Diploma Programme: Theory of Knowledge Helen THIRTLE-LEOTARD**

I am pleased to announce that I will be the Theory of Knowledge teacher for the final academic year 2023-2024 for the DP2 year group and this is the 8th year that I will teach this course in the International Sixth Form.

We will have 2 hours together every week in order to learn and work through the NEW TOK syllabus for the exams in 2024.

Of course, using correct English is important. Language and grammar mistakes will not be dealt with in class unless they really need to be explained to the class as a whole or the mistakes are recurring and having a negative effect on the student's work.

Instead I will concentrate on learning new TOK vocabulary and concepts associated with each essential part of the course:

- 1 Core Theme: Knowledge and Knowers,
- 2 Optional Themes: Knowledge and Technology/Knowledge and Language,
- 5 Areas of Knowledge with 8 integrated Ways of Knowing,
- 4 TOK elements (Scope, Perspectives, Methods & Tools, Ethics)
- 12 key concepts

Learning the facts and being able to read / talk / write and speak English in class will be the priority activities. Activities will be fun and interesting during class time. Reading will be done in class too as well as at home. Homework will be given every week which will usually consist of reading or answering questions on a given topic learnt in class. Pupils will also be asked to work in small groups on various projects and to give presentations of their work or research to the class. We will also watch short videos to highlight and support what we have been learning together.

Students will be prepared for the assessment side of the IB TOK course. This involves 2 types of evaluation:

1. An extended essay of 1600 words to answer a prescribed TOK essay title or knowledge question.
2. Finalising the exhibition that is about 3 objects or real life situations linked to one of 35 specific knowledge questions or Internal Assessment prompts (maximum 15 minutes and a written report of 950 words).

So what is TOK and why is it so important in the IB programme?

TOK is in the common core of the IB DP course, making it critical and linked to all subject areas.

Students will have to continue to ask themselves these types of questions using typical TOK language:

1. *Meaning*: What does it mean?
2. *Evidence*: What counts as evidence?
3. *Certainty*: How certain is it?
4. *Perspective*: How else can we look at it?
5. *Limitations*: What are the limitations?
6. *Value*: Why does it matter?
7. *Connections*: How similar/different is it to/from ...?

The questions raised in this course won't usually have definite answers, but this doesn't mean to say they are less important. This class should help to provoke thought and stimulate ideas linked to the student's own experience in order to help them draw their own conclusions.



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Within the DP2 TOK 2023/2024 classroom you will find:

- Lesson Documents
- Homework
- TOK Essay
- TOK Exhibition

This will be clearly explained to students at the beginning of the new school year.

So I welcome you to the TOK lessons with me. I hope it will be a productive academic year for them as they work towards their final IB DP exams in spring 2024.

### Extended Essay Ugoline Tiberi

The extended essay is an in-depth study of a focused topic. It must be one of the student’s six chosen subjects for those taking the IB diploma in EPBI. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or *viva voce*, with their supervisor following the completion of the extended essay.

An assessment of this reflection process is made under criterion E (Engagement) using the *Reflections on planning and progress form*. The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

Key features of the extended essay:

- The extended essay is compulsory for all students taking the Diploma Programme and is an option for course students.
- A student must achieve a D grade or higher to be awarded the Diploma.
- The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.
- The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.
- The third and final mandatory reflection session is the *viva voce*, which is a concluding interview with the supervising teacher.

The aims of the extended essay are for students to:

- engage in independent research with intellectual initiative and rigour
- develop research, thinking, self-management and communication skills
- reflect on what has been learned throughout the research and writing process.

Assessment objectives:

In working on the extended essay, students are expected to achieve the following assessment objectives:

- To demonstrate knowledge and understanding of the topic chosen and the research question posed.
- To demonstrate knowledge and understanding of subject specific terminology and/or concepts.
- To demonstrate knowledge and understanding of relevant and/or appropriate research sources and/or methods used to gather information.
- To select and apply research that is relevant and appropriate to the research question.



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- To analyse the research effectively and focus on the research question.
- To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question.
- To be able to critically evaluate the arguments presented in the essay.
- To be able to reflect on and evaluate the research process.
- To be able to present information in an appropriate academic format.
- To understand and demonstrate academic integrity.

### CAS

#### Helen Thirtle-Léotard

“...if you believe in something, you must not just think or talk or write, but act. “  
(Peterson 2003)

I'm Helen THIRTLE-LEOTARD, Head of the language Department at EPBI for over 8 years and the IB DP TOK teacher for the last 7 years. CAS is at the heart of the Diploma Programme, in the common core of the IB Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary and Middle School Years through to IB DP.

CAS is organized around the three strands of **creativity, activity** and **service** defined as follows.

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment** and **enjoyment**.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background.

The school and students must give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme. The CAS stages offer a helpful and supportive framework and continuum of process for CAS students.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven **CAS learning outcomes**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Furthermore, students undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration,



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problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

There are three formal documented **interviews** students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.