



## ÉCOLE PRIVÉE 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



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The Great Gatsby by F Scott Fitzgerald

Rapture by Carol Ann Duffy

Catcher in the Rye by JD Salinger

### Translated Books

If This is a Man by Primo Levi

A Doll's House by Heinrick Ibsen

Metamorphosis by Franz Kafka

Perfume: the Story of a Murderer by Patrick Suskind

### Extra HL works

The Alchemist by Paulo Coelho

Like Water for Chocolate by Laura Esquivel

Yes by Yevgeny Zamyatin

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

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

Perfume: The Story of a Murderer by Patrick Suskind

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

The Unbearable Lightness of Being by Mian Kundera

### Extra HL Books

The Alchemist by Paulo Coelho

White Teeth by Zadie Smith

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



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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

#### **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).



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### 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



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### 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

### **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.



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### **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.

- 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.



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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.



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### 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.

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.

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

**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.

**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.

**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.

**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.





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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.
- **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.



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### **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.



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### 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,
- 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
- World History Topic: Causes and effects of 20th century wars
- World History Topic: The Cold War: Superpowers and rivalries.

DP2 students will study the following curriculum:

- World History Topic: The Cold War: Superpowers and rivalries.

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



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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 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.

The topics covered are as follows:

Intermediate and higher level :

Five compulsory topics are proposed and only one must be dealt with. We will therefore study topic 3, the progression towards a world war.

Twelve world history topics (students must study two) are proposed and I have chosen the following:

10. Authoritarian states (20th century)

11. Causes and effects of 20th century wars

12. The Cold War: tensions and rivalries between the superpowers (20th century)



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NS options: in-depth studies (students must study one out of five). This will lead us to question the first study:

13. History of Africa and the Middle East

### Preparation for external exams

We'll be practicing 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 program represents an excellent pre-university education, allowing all International Baccalaureate students to prepare under the best possible conditions in all fields of biological study. This includes acquiring skills in animal and plant physiology, genetics, evolutionary biology, ecology and environment, cell biology, molecular biology, and associated biotechnologies. Within this context, the International Bilingual Private School offers two possible levels depending on the students' expectations and goals:

#### **- "Standard Level Biology (SL)"**

This program is offered to students who wish to acquire a good knowledge of biology and keep a door open for natural and life sciences in the future without making this subject an essential and/or indispensable part of their future university or postgraduate studies.

#### **- "Higher Level Biology (HL)"**

This study program is offered to students with very good knowledge of biology and a particular interest in this science, aiming to make it an integral component of their university curriculum once the International Baccalaureate is completed.

Regardless of the chosen level of study, the teaching of the proposed programs is primarily based on the intrinsic perception and aptitudes of the students while seeking to develop new fundamental and technological knowledge and skills in them. The pedagogy employed aims to awaken and/or amplify the students' interest in the many fields of biology to best meet each of their needs.



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### **Objectives and Approach to Teaching and Learning**

The International Baccalaureate (IB) biology program is taught using a multifaceted pedagogical approach that is primarily audience-dependent. Initially, a series of lectures is delivered to impart key and related concepts necessary for understanding the main ideas that follow. This approach provides students with a solid foundational knowledge of biology and mastery of terminology, which can sometimes be complex at this stage. This part of the teaching is supplemented by the study of scientific publications, aimed at learning how to analyze, discuss, and annotate figures and data tables, or draw conclusions from real documents. This helps students improve their logical thinking and critical abilities while progressively developing the scientific maturity essential for their success.

Subsequently, individual or group projects are conducted in the form of presentations once or twice per semester. This additional work aims to stimulate the curiosity, open-mindedness, and creativity of the learners, thereby creating a positive work dynamic within the class.

Additionally, practical laboratory work is carried out, from which students must write reports that highlight their analytical and critical qualities. These tasks also provide students with the opportunity to acquire new technical and technological skills in areas such as design, manipulation, information processing, and data analysis. Moreover, the possibility of undertaking research and experiments allows students to better understand and appreciate the very nature of science and critical thinking.

### **Evaluation :**

Assessment is an integral part of learning and serves as a major tool in education to establish students' needs and expectations throughout the school year and to individually evaluate their level of knowledge. The final evaluation of the International Baccalaureate consists of two components. Firstly, there is an "internal" assessment, which is implemented from the second semester of the first year. This is supplemented by an "external" assessment, which concludes the two years of learning and covers the entire taught program.

- The internal assessment is mandatory and involves the implementation of a personal scientific project by the student, with no time limit and free from the constraints of written exams. It allows for the evaluation of each student's level of involvement and the measurement of their knowledge and skills. This task consists of conducting an in-depth study on a personal topic of interest to them.
- The external assessment is the final exam that marks the culmination of the students' efforts after two full years of intensive and continuous work.



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This assessment process is summarized in the following tables:

### At the SL level :

Assessment component	Weighting
<b>External assessment (3 hours)</b>	<b>80%</b>
<b>Paper 1 (1 hour and 30 minutes)</b> Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (four questions that are syllabus related, addressing all themes) (Total 55 marks)	<b>36%</b>
<b>Paper 2 (1 hour and 30 minutes)</b> Section A—Data-based and short answer questions Section B—Extended-response questions (Total 50 marks)	<b>44%</b>
<b>Internal assessment (10 hours)</b>	<b>20%</b>
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	

### At the HL level :

Assessment component	Weighting
<b>External assessment (4 hours 30 minutes)</b>	<b>80%</b>
<b>Paper 1 (2 hours)</b> Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (four questions that are syllabus related, addressing all themes) (Total 75 marks)	<b>36%</b>
<b>Paper 2 (2 hour and 30 minutes)</b> Section A—Data-based and short answer questions Section B—Extended-response questions (Total 80 marks)	<b>44%</b>
<b>Internal assessment (10 hours)</b>	<b>20%</b>
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	



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Our School provides formative and summative assessments throughout the two years to enable students to prepare under the best possible conditions for the final International Baccalaureate exam.

- Summative assessments are systematically conducted through multiple-choice questions, short-answer questions, document analysis, and report writing. This type of assessment is carried out from the first year and repeated approximately every 4 weeks. Its primary purpose is to provide a periodic overview of the student's knowledge and skills, as well as their personal investment and specific needs.
- Formative assessment, conducted continuously, aims to estimate in real-time the level and progression of each student. These assessments are carried out through questionnaires, oral presentations, group work, data analyses, and the writing of scientific reports. This approach allows the teaching staff to implement corrective strategies if needed. Learning thus becomes dynamic, and the student becomes an active participant in their own education. However, this approach is only feasible if the requested work is completed on time by the student.

**The subjects covered in the IB DP Biology Diploma programme are grouped into four themes:**

- Theme A: Unity and diversity
- Theme B: Form and function
- Theme C: Interaction and interdependence
- Theme D: Continuity and change





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### Group 4: Physics : Nasrin HADDAD 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:

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

#### 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 criteria (*IB DP Physics Guide, first assessment 2025*):



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- 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 HADDAD 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 :



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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?

### **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 criteria (*IB DP Chemistry Guide, first assessment 2025*):

- 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



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

#### **Introduction :**

The International Baccalaureate Organization (IBO) offers an excellent pre-university education that provides students with the opportunity to prepare under the best possible conditions in mathematics. This includes acquiring key skills in numerous areas such as algebra and arithmetic, the study of functions, logic, mathematical proof, the study of probabilities and probability functions, statistics, trigonometry, plane geometry, spatial geometry, differential calculus, integral calculus, and the related equations. In this context, the International Bilingual Private School (EPBI) offers both International Baccalaureate mathematics programs, with the option to pursue them at either the standard level (SL) or the higher level (HL).

#### **Mathematics: Analysis and Approaches SL and HL :**

Students who choose this program must be sufficiently comfortable with the manipulation and use of algebra, and they should be capable of recognizing various mathematical patterns in order to study them in detail and apply them to real-life conditions. At this level, the program emphasizes the ability to construct correct and concrete mathematical arguments, communicate them effectively, and justify them. This program has been established to meet global needs where innovation increasingly depends on deep mathematical knowledge, its use, and interpretation.

The components of the program allow for a (pre)university traditional approach (study of functions, trigonometry, integral calculus) while also engaging in investigation, conjecture, and proof by induction. It is also important to note that the teaching of this program relies heavily on the use of modern technologies, aiming for mastery of a set of relevant mathematical software (such as Desmos or spreadsheets) and the Casio E35+ graphing calculator.

Students wishing to take mathematics courses at the higher level must demonstrate solid knowledge of algebra and arithmetic and the ability to establish mathematical proofs through logic. These higher-level students are individuals who enjoy spending time solving mathematical problems and find pleasure and satisfaction in tackling complex issues.



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

Students who choose the "Applications and Interpretation" mathematics program are individuals who appreciate mathematics for their practical applications in global contexts and enjoy solving conceptual problems. The "Applications and Interpretation" type of mathematics emphasizes the increased role that mathematics and technology play in many scientific fields, particularly those dominated by the analysis and expertise of large datasets. The diploma program here focuses on the relevance of mathematics and modeling in specific real-world applications.

Throughout their learning, students are encouraged to solve concrete problems, interpret datasets logically and critically, make generalizations through the study of models, communicate their thoughts effectively, and construct reasoned and justified conclusions. The program is structured around themes commonly found in university mathematics programs, including statistical analysis, probability, geometry and trigonometry, and the study of various types of functions.

Students who wish to pursue this study program at the higher level must have very good knowledge of algebra and be capable of solving everyday problems. These students find pleasure and satisfaction in exploring complex problems and are comfortable using modern technology when needed.

### **Objectives and Approach to Teaching and Learning :**

One of the objectives is to promote the intellectual growth of each student in mathematics and to develop their rational potential. The methodology implemented aims to stimulate students' curiosity through a critical approach to key and related concepts. Students learn to develop their skills and apply them logically through solving numerous exercises that are relevant to the needs and issues of our society. This approach enables students to quickly become independent in their work and improve their ability to use mathematical tools in a logical and systematic manner.

Ultimately, students appropriate and master mathematical tools that are aligned with their career goals and meet the university admission requirements for top universities. However, for this success to be complete, students must demand excellence from themselves and demonstrate strong motivation and dedication throughout their learning journey. This success also hinges on:

- Excellent writing quality
- Active listening and personal work that meets expectations
- Application of established methodologies in class without reinventing them
- Active participation in group discussions
- Conducting personal research



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These elements contribute to a comprehensive and successful learning experience in mathematics.

### Evaluation :

Evaluation is an integral part of teaching and learning. These assessments help better understand the needs and expectations of learners before the final evaluation, which is conducted in two stages:

- **Internal Assessment:** The internal assessment is mandatory and allows IB learners to demonstrate their competence in their areas of expertise and highlight their level of knowledge and understanding. This assessment is based on the development and implementation of a mathematical study on a topic of their choice, without time limitations or specific constraints.
- **External Assessment:** The external assessment is a summative exam that concludes the two years of learning and assesses the level of achievement by the learners after intensive work.

These assessments are designed to provide a comprehensive evaluation of the students' mathematical skills and understanding, preparing them for further academic and professional pursuits.

The Evaluation Process is summarized in the following tables:

### *At the mathematics AA/AI SL level :*

Assessment component	Weighting
<b>External assessment (3 hours)</b>	<b>80%</b>
<b>Paper 1 (90 minutes)</b>	
No technology allowed. (80 marks)	<b>40%</b>
<i>Section A</i>	
Compulsory short-response questions based on the syllabus.	
<i>Section B</i>	
Compulsory extended-response questions based on the syllabus.	
<b>Paper 2 (90 minutes)</b>	<b>40%</b>
Technology required. (80 marks)	
<i>Section A</i>	
Compulsory short-response questions based on the syllabus.	
<i>Section B</i>	
Compulsory extended-response questions based on the syllabus	
<b>Internal assessment</b>	<b>20%</b>
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
<b>Mathematical exploration</b>	
Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	



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### ***At the mathematics AA/AI HL level :***

Assessment component	Weighting
<b>External assessment (5 hours)</b>	<b>80%</b>
<b>Paper 1 (120 minutes)</b>	
No technology allowed. (110 marks)	<b>30%</b>
<i>Section A</i>	
Compulsory short-response questions based on the syllabus.	
<i>Section B</i>	
Compulsory extended-response questions based on the syllabus.	
<b>Paper 2 (120 minutes)</b>	<b>30%</b>
Technology required. (110 marks)	<b>20%</b>
<i>Section A</i>	
Compulsory short-response questions based on the syllabus.	
<i>Section B</i>	
Compulsory extended-response questions based on the syllabus.	
<b>Paper 3 (60 minutes)</b>	
Technology required. (55 marks)	
Two compulsory extended response problem-solving questions.	
<b>Internal assessment</b>	<b>20%</b>
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
<b>Mathematical exploration</b>	
Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	

Throughout the two years of their learning journey, students are rigorously prepared for evaluations, including those similar to, or identical to, those of the International Baccalaureate organization. This preparation includes:

- **Formative Assessments:** Formative assessments are used to advise students and provide them with methodologies tailored to their needs. However, these assessments can only be conducted if the required work is completed on time by the student.
- **Summative Assessments:** Summative assessments are systematically implemented every 5 to 6 weeks. These assessments provide a periodic review of the student's level of knowledge, competence, personal investment, and specific needs.

These evaluations aim to ensure students are well-prepared for the final assessments, helping them develop their skills and identify their needs to maximize their academic and personal success.



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### Themes covered in the IB DP Biology Diploma programme

#### Curriculum Emphasis:

- Algebra
- Functions and equations
- Trigonometry
- Calculus
- Probability and statistics
- Mathematical proofs and logic

#### Additional topics for HL learners:

- Complex numbers (AA)
- Vectors (AA and AI)
- Inferential statistics (AA and AI)
- Proof (AA)
- Differential equations (AA and AI)
- Matrices (AI)
- Graph Theory (AI)

#### General Approach:

- Emphasizes theoretical understanding and mathematical rigor
- Encourages students to apply mathematical concepts to solve problems





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

“Art is in infinite detail.” Federico Fellini

The IB DP Film course allows learners to broaden their knowledge in the subject and to develop 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 studies and analysis is an integral part of the course. The IB DP Film course encourages students to think critically, creatively, and reflectively about film as both an artistic and cultural text. Learners will be required to watch and analyze film texts using the vocabulary and terminology of the film industry and film critics. They will have to situate the films in their historical, social and cultural contexts. They will also analyze different elements such as themes, narrative structure, mise-en-scène, cinematography, sound design and editing techniques in order to evaluate the explicit and implicit meaning of the work as well as the intention of the filmmakers. This film analysis will allow them to differentiate the storytelling techniques and genres in cinema, and above all, to understand how meaning is built in each sequence and through the whole work. They will learn about different theories of cinema in addition to different film movements from different countries and cultures. This part of the course will increase the reflective and critical capacity of the learners and they will develop an understanding of how films convey meaning and influence audiences.

Additionally, during the two-year cinema course the learners explore different roles of film production by working on individual and collaborative projects. Practical exploration is an important part of the course, allowing them to apply their film studies concepts 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 and collaborative aspects of filmmaking, such as directing, cinematography, editing, sound design, and screenwriting. This part of the course provides learners with the technical skills necessary for cinematographic and audiovisual creation. They will also use what they have 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 competent time managers, inventive, creative, and overall very autonomous and responsive to resolve the multiple problems that they might encounter in the different production phases.



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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 critique their own work and provide the opportunity to improve their skills and challenge themselves further. This practice also allows all learners to exchange their opinions and provide constructive feedback using their new film language.

This program extends over two years and is validated by several internal and external assessments, which includes a textual analysis, a comparative study and a film portfolio for the standard level as well as a larger collaborative film project for the higher level students. A film student must be well organized and invested in their film studies research and film projects alike. They need to focus on completing assignments by the required deadlines and be fully involved in collaborative group work in order to succeed in this course.

### **Theory of Knowledge (TOK) : Léna Gelinet**

Theory of Knowledge, commonly referred to as TOK, is a unique course that encourages students to reflect on the nature of knowledge and how we come to know what we claim to know. The primary aim of TOK is to develop critical thinking skills and to foster a deep appreciation for the complexity of knowledge.

The TOK course is taken over two years and is an integral part of the IB DP. It revolves around two main components: Areas of Knowledge (AOK) and Ways of Knowing (WOK).

- Areas of Knowledge (AOK): These are specific branches of knowledge, each with its own methodologies and tools such as natural sciences, human sciences, mathematics, history, the arts, ethics, religious knowledge systems and indigenous knowledge systems.
- Ways of Knowing (WOK): These are the methods through which we acquire knowledge such as language, sense perception, emotion, reason, imagination, faith, intuition, memory.

In addition to these components, we explore core themes such as Knowledge and the Knower, Knowledge and Technology, Knowledge and Language, Knowledge and Politics, Knowledge and Religion, and Knowledge and Indigenous Societies.



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The TOK class is highly interactive and emphasizes active learning. Some of the methods we use include:

- Engaging discussions and debates on various knowledge questions
- Analysing case studies and real-life situations to apply theoretical concepts
- Maintaining reflective journals where students document their personal knowledge experiences
- Collaborative projects and presentations that encourage teamwork and diverse perspectives
- Utilising multimedia resources such as videos, podcasts, and articles to enrich learning

The TOK course has two main assessments: the TOK Exhibition and the TOK Essay.

- TOK Exhibition: This is an individual project where students choose three objects and explain their relevance to one of the 35 prescribed Internal Assessment (IA) prompts. The exhibition demonstrates how TOK concepts manifest in the real world.
- TOK Essay: Students write a 1600-word essay on one of the six prescribed titles provided by the IB. The essay is assessed based on criteria such as the understanding of knowledge questions, quality of analysis, coherence, and the relevance of examples.

### **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.



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- 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.
- 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.



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### CAS : Alexandra DAVID

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

(Peterson 2003)

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.



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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, 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.