

Back to School Meeting in Sixth Form: Classes of 2nde, 1ère and Terminale

School Year 2025-2026

Management

Headmistress: - Dorothée Lebaillif

Head of Studies for the College and Lycée: -Stéphane Mazel

Head of the Language Department: - Helen Thirtle-Léotard

Admin Staff

Administrative Director: - Jean-Marc Lebaillif (Accounting, contracts...)

Secretary EPBI1: - Caroline Vivancos

Secretary EPBI2: - Laura Barbu (absences, late arrival, medical certificates) and Florence Thiolet

Educational Supervisor and Assistant Secretary:- Malika Azoug, Thibaud Bousige

The Teaching Staff

French:

Brigitte Vidal (2nde)

Céline Dichamp(1ère)

Maths: Stéphane Mazel(2nde, 1ère, Terminale, Speciality Maths, Complementary Maths)

Physics/Chemistry: Daniel Guy

English:

Vanessa Baker (2nde and 1ère)

Marlène Habrigian (Terminale)

Spanish: Sabrina Palamara

History-Geography: Karl Suir (2nde, 1ère and Terminale and Head of Year for all Sixth Form classes)

Economics: Wilfrid Scamaroni (2nde, 1ère and Terminale)

History, Geography, Geopolitics and Political Science: Wilfrid Scamaroni (1ère and Terminale)

SVT: Stéphanie Badaroux (2nde, 1ère and Terminale)

Scientific Studies: Stéphanie Badaroux (1ère and Terminale)

Sport: Antoine Haget (2nde, 1ère and Terminale)

Orientation: Dorothée Lebaillif, Alexandra David, Stéphane Mazel

Exam Results

EPBI is pleased to announce its results for the Brevet Exam, National and International Baccalaureate exams.

For the **Brevet** exam, 18/20 students were successful. The average grade was 14.55/20 for the year group.

In the **National Baccalaureate**, 100% success and 86% of our students obtained special merit awards with 57% receiving “très bien” or distinction.

In the **International Baccalaureate**, the success rate was 87.5%, with one last student retaking a subject (in October) despite her obtaining over average results.

The entire teaching team wishes great success to our students who will integrate the preparatory classes, universities and specialised schools in France and abroad (MPSI at Brest Military School, Business Schools ESSCA Aix-Marseille, but also studies abroad at the Veterinary School and Dentistry in Valence, Agro Studies in Brussels. Other students from the IB programme will go to EM Lyon Business School, ArtFX School of Digital Design and INSA in Lyon. Others will go to Frankfurt School of Finance and Management, Veterinary School in Valence, Georgetown University in Washington and Mechanical Engineering at Toronto University in Canada.

These amazing results and admissions of our students into prestigious universities around the world can be found on our school profile on cleebi.online.

Other Exam Results in English

Since September 2023, the school has worked in partnership with **Academica Dual Diploma** which allows our students from the 4th year of secondary school to prepare for the Highs School Diploma, namely the American Baccalaureate. To obtain it, 24 credits are required.

As part of the French or IB programme, they can obtain, thanks to their reports, equivalences in certain subjects such as Mathematics for example (for 18 credits out of the 24 necessary).

The remaining 6 courses are assimilated over 4 years to acquire (6 credits) at the rate of 3 to 6 hours of work per week (hours provided for in the timetable). These 6 credits relate to 4 compulsory subjects (English, History of the United States, American Economy, Government) and 2 subjects to be chosen (Psychology, Criminology, Geopolitics, Preparation for the SAT, etc.).

This American end-of-study Diploma allows you to enhance your study orientation application (ParcourSup, UCAS, etc.) and this is also the ideal preparation for the SAT. (Diploma for entering American universities).

EPBI is an examination and preparation centre for the SAT. Thus we offer preparation courses for this exam (English and Mathematics) during the school holidays (except Christmas).

Our students can also prepare for **Cambridge Assessment** exams via our **Cambridge Preparation courses**. The preparation courses are online on www.cleebi.online in the options section.

All students (Bilingual and European) are strongly advised to study a Cambridge prep course in order to validate their English studies with an internationally recognised Cambridge diploma or in order to boost their English level further.

The weekly timetable and organisation for Cambridge preparation classes is online on CLEEBI.

Communication

A meeting has been organised for Tuesday 9th September 2025 at 4pm concerning our 3 methods of communication and tools at EPBI. All parents are invited to attend.

- **Cleebi** general information website
- **Classroom** lesson content, resources and videoconference access
- **Noteebi** individual account for each pupil with their grades, absences, late arrivals, timetable, enrolment in parent-teacher meetings, homework ...)

The Canteen

The only drink allowed at mealtimes in the canteen is water. Each student should bring their own drinking bottle to school.

Apart from the students that have a packed lunch, no food from outside may be eaten in the canteen.

Students that have a packed lunch must place their lunch boxes inside the lockers near the staffroom and leave them there again after lunch.

All lunch boxes and any other boxes containing food must be labelled with the student's full name.

Arriving at and Leaving School

Students must come in through the gate at EPBI2 between 7.45 a.m. and 8.30 a.m. The students should go out through the gate at EPBI2 between 4.30 p.m. and 4.45 p.m. and after 5.30 p.m.

Any students who leave the school at 12.35pm after their final morning class, should use the EPBI2 gate to leave and return at 1.30 pm for their first afternoon class.

Lateness

The school gate closes at 8.30am and is locked by the school secretary.

A student who arrives within 10 minutes of the start of a lesson **must** go directly to the school office for a late arrival slip before then going to class. Parents have to contact the school in writing to inform us of a late arrival – (a note or an email).

A student who arrives more than 10 minutes after the start of class will have to wait until the following lesson.

If a student is late more than 3 times (more or less than 10 minutes), they will have to wait until the following lesson.

Parents on the School Premises

Due to the safety protocol, it is a question of security imposed on all schools by the local authorities. Any parent wishing to enter the school either EPBI1 or EPBI2 must

go to the secretary's office or reception. Here one of the secretaries will give the parent a visitor's badge.

No Smoking Near the School

Following an official government decision on 1st July 2025, it is forbidden to smoke the entrance to any school during school opening hours.

All parents, student and EPBI staff will no longer be able to smoke outside the school gate, on the road or the carpark area near the school.

Absences

Pre-planned absences should be reported to the secretary's office ahead of time in writing (a note or an email).

Unexpected absences must be reported to the secretary by telephone before 9.30 a.m.

When the student returns to school, before returning to the classroom, the secretary should be informed by a note or an email.

Medical Issues

In the case of an accident, one of the doctors from the local surgery will be consulted. If necessary the child will be taken to the Lapeyronie Hospital or a private clinic if that has been indicated on the child's medical form.

In all cases, the parents will be immediately informed of the accident.

We do not have the authorisation to give medicine to sick children.

If a child has to have some medicine, ask the doctor to prescribe something that can be taken in the morning and evening. If this is impossible, then give the secretary the prescription, made out in the child's name, and the medicine to the secretary.

No sick children or those with a temperature can be accepted at the school.

No medicine should be put in school bags.

IMPORTANT: With the following illnesses, your child cannot come to school. Please inform the school if any of the below are diagnosed:

Diphtheria, Meningitis, Polio, Hepatitis A, Tuberculosis, Whooping Cough, German Measles, Mumps, Streptococci (all of them) and Gastro Enteritis.

CLEEBI

This is the electronic diary for the school.

General information can be found on this site: www.cleebi.online

Please consider consulting it regularly.

Personal mail should be addressed to the secretary's office: accueil@epbi.net
Those parents who have not handed in an email address or those who have changed their address should inform the secretary.

Grades and Results

School results for your child can be consulted on the website www.noteebi.fr
We will send each parent and student an ID and a personal password.
You will find the lesson content, follow-up of absences or late arrival and you will be able to sign up for end of term parent-teacher meetings.

Please note that parents and students don't have access to the same information on noteebi.

Assessment

The supervised tests (DS) timetable is available online on CLEEBI and a paper version is handed out to students. Each week, students will be tested on two subjects.

The coefficient for the mark for a DS is 2.

Each teacher can also test the students orally or with a written test, mark homework, or mark a presentation done in class, these all have an appropriate coefficient.

There will also be an end of term test (CT) which are mock exams based on the real baccalaureate-style of exam with a coefficient of 3.

There will be no general average grade on the school reports.

Options

- Musical Theatre class
- Cambridge preparation classes

You will find the option descriptions and enrolment form on www.cleebi.online .

Important Dates

School Holidays

- From Friday 17th October 2025 evening to Monday 3rd November 2025 morning
- From Friday 19th December 2025 evening to Monday 5th January 2026 morning
- From Friday 20th February 2026 evening to Monday 9th March 2026 morning

- From Friday 17th April 2026 evening to Monday 4th May 2026 morning
- Summer Holidays from **Tuesday 30th June** 2026 evening

Public holidays and long week-ends

- Tuesday 11th November 2025
- Monday 6th April 2026
- Friday 8th May 2026
- Thursday 14th and Friday 15th May 2026 (Ascension long weekend)
- Monday 25th May 2026 (Pentecost)

Summer fête: Tuesday 23rd June 2026 at 5pm

Parent – Teacher Meetings

- Term 1: Wednesday 3rd December 2025 for 5è and 4è from 1.30pm
- Term 1: Thursday 4th December 2025 for 3è from 4.45pm
- Term 2: Thursday 19th March 2026 for 5è and 4è from 4.30pm
- Term 2: Thursday 26th March 2026 for 3è from 4.45pm
- Term 3: Wednesday 17th June 2026 for 5è, 4è and 3è from 1.30pm

Teachers will have meetings of 5 minutes per parent either face to face or via videoconference.

Other Dates to remember

- 11th September 2025: Cambridge Diploma Ceremony at 4.45pm in the park
- 13th November 2025: IB presentation meeting
- 19th February 2026: Open Day
- 21st May 2026: Jobs and Professions Forum
- 23rd June: School show

School Rules

School Rules are necessary in order to live and work together.

Each parent should sign a copy of the school rules which you can find in the “communication” tab on your parent noteebi.net account. Each parent must sign it electronically by clicking on the box “I have read and understood this information”. Each sanction that is given is accompanied by a meeting with the teacher and the head of the teaching staff.

The parents need to commit to respecting the decisions taken.

Mobile Phones and Audio / Electronic Equipment

Mobile phones are forbidden on the school premises. All mobiles must be packed away in the student's bag.

If this is not respected, the objects will be confiscated **for one week including the weekends** and longer if it is not the first offense. No exceptions will be made.

It is important that the parents talk to their children about this and sign (electronically) the School Rules and Regulations document on their parent's noteebi account.

Dress Code

The students must wear suitable clothing to school.

No undergarments should be visible.

Shorts, dresses and skirts should at the most be 10 centimeters above the knee.

Outrageous hair colours, body-piercings and tattoos are forbidden.

PPMS Safety Procedures

This procedure (PPMS) has been set up following the strict regulations imposed by the French National Education Ministry. A Terrorist Attack Procedure practice (adapted to each age group) will take place before the October half-term holidays.

CCTV or video surveillance has been set up in both school buildings.

The coming and going of everyone, excluding staff and pupils, must be highly regulated and controlled and requires the daily vigilance of the whole school community.

Parents are not allowed to congregate within the school campus or outside the school gates.

Fire Alarm

A fire alarm practice will take place before the October half-term holidays.

Weather Warning Protocol

Due to frequent heavy rains in the past, the school has set up a simple protocol for extreme weather conditions.

ORANGE weather warnings: Lessons will carry on as normal but parents can come to collect their child if they want. In this case, the school requires a written statement saying that the parents are collecting their child early.

RED weather warnings: If the red weather warning starts before the beginning of the school day, **DO NOT bring your child to school**. The school will be closed until further notice.

If the red weather warning kicks in during the school day, lessons will be officially stopped and parents must come to the school to pick up their child as soon as possible. No student can return home alone. If you can't pick up your child yourself, please send an email or text message with the name of the parent who is collecting your child instead. The weather warning will be published on CLEEBI so you should be able to receive the message directly via email.

All information concerning weather warning issues is published on www.cleebi.online. We advise you to subscribe to CLEEBI for email updates or upload the application on your phone.

School Opening Times

From 7.45-8.30am

From 4.30-4.45pm

From 5.35-6pm

EPBI Contact Details

Ecole Privée Bilingue Internationale, Domaine de Massane, 34670 BAILLARGUES
Phone : 04.67.70.78.44 Fax : 04.67.70.78.46

Dorothee's mobile phone : 06.71.38.38.85

Email secretary's office: accueil@epbi.net

Email Dorothee Lebaillif (Headmistress): dlebaillif@epbi.net

Email Jean-Marc Lebaillif (Accounting Department): comptabilite@epbi.net

Email Helen Thirtle Léotard (Head of the Language Department): hthirtle@epbi.net

Email Stéphane Mazel (Head of Secondary and Sixth Form Schools):

smazel@epbi.net

Mathematics

Stéphane Mazel

The study of mathematics in Première marks a turning point in the study of mathematics for students. The hourly volume remains the same as in Seconde (4 hours per week), although the pace will be more sustained.

On one hand the programme is denser but also the concepts studied are completely new.

The programme content is:

- Sequences
- Polynomial functions
- Trigonometric functions
- Exponential functions
- Derivations
- Vector calculation and scalar product
- Geometry
- Conditional probabilities and random variables

Therefore this Maths specialty is intended for students who want to work on the subject on a regular basis. Otherwise, their results will drop quickly.

Thus, after discovering the concepts through examples or simple exercises, we will do exercises in class of different types (discovery, application, synthesis, etc.). Students will systematically have exercises to do from time to time.

Assessments will be based essentially on the DS and the CTs even if different evaluations are not excluded (oral or written questions, mini tests).

At the end of the school year, students will choose to either keep the Maths specialty option or to drop this subject for their final year.

If students wish to continue this Maths specialty option in their final year, the very best students will be able to choose the 3-hour a week Expert Maths option (minimum average of 16/20 is required).

If students decide to drop this option, they can choose to take Complementary Maths instead (3 hours a week).

These two options bring added value to a student's profile on Parcoursup.

Please note that this subject will be assessed as part of the early baccalaureate exams (coefficient 2/100) for the first time this year (multiple-choice questions worth 6 points, followed by 3 or 4 independent exercises worth 14 points) with a 2-hour written exam in June covering the year's curriculum.

HGGPS SPECIALITY

(History, Geography, Geopolitics and Political Sciences)

Wilfrid SCAMARONI

1. Curriculum and scientific and methodological goals :

Learning History, Geography, Geopolitics and Political Sciences (HGGPS) give the students the keys to understand the past and contemporary world in terms of social, political, economic and cultural relationships. HGGPS also allows them to shed a political light on historical issues at both national and international scales. This option is an opening on topics that are little-explored in the school education of students and an in-depth study of this subject.

To take into account progressiveness, the Year of Premiere is mostly about learning central notions in History, Geography, Geopolitics and Political Sciences. In the Year of Terminale, the notions that are dealt with in Premiere are studied in-depth to approach more complex issues, in order to have better analytical skills and to master methods that will be necessary once in Higher Education.

Five main methods will be studied in HGGPS:

- reasoning and questioning (to write essays),
- researching (to find elements and check sources),
- independent work,
- well-built and argued oral expression, and finally,
- analysis and criticism of documents (to discuss documents and contrast different approaches and points of views).

The HGGPS Baccalaureate exam consists of 2 exercises (an essay and a critical study of documents) for which students will be prepared progressively throughout their two-year speciality.

In Premiere, the curriculum is made up of 5 themes:

- Theme 1: Understanding a political regime: Democracy
- Theme 2: Analysing dynamics from international powers
- Theme 3: Studying political divisions in the world: Borders and Frontiers
- Theme 4: Inquiring: a critical look at sources and ways of communication
- Theme 5: Analysing relationships between States and religions

It will take between 21 and 23 hours to study each theme. Each theme will be divided into 4 chapters in order to present and study documents and to apply methods and skills gained throughout the year in a final project.

2. Organisation, work expectations and assessments :

The students will have 4 hours of HGGPS per week. The subject requires from students an intensive commitment in order to appropriate a curriculum that is dense, rich and complex at the same time. The lessons will be split between lectures, activities and oral practice. The worksheets will be made of documents to analyse, questions and argumentative exercises. The option does not require any school books since the worksheets will be given to the students and based on different sources.

Personal work will be required. It can be about writing (an introduction, a detailed outline or an essay), analysing documents (answering questions, criticising sources), researching data and information, reading extra articles... Students will have to make revision sheets for each chapter in order to help them revise for the exams. Lessons must be learnt from one lesson to the next.

There are 6 types of tests :

- quarterly tests (coefficient 3) to help students get ready for the baccalauréat
- tests (coefficient 2) to practise for the baccalauréat
- lesson tests (coefficient 0,5 or 1) in class, either announced or unannounced to check the students' knowledge from one week to the next.
- final work (coefficient 0,5 or 1): the 4th chapter of each theme, entitled « final work », will lead to a skills and knowledge assessment, which will be done in class or at home.

-homework (coefficient 0,5) that can be collected and marked.

-oral assessment (coefficient 0,5 or 1): there will be oral presentations throughout the year, which will be graded according to an evaluation grid that will be presented and handed out to the students.

Specialty - Economics and social sciences (ESS)

Wilfrid SCAMARONI

The ESS is composed of three sciences, economics, sociology and political science, and analyses the major contemporary economic, social and political phenomena. They enable students to better understand the world in which they live and participate in their training as citizens.

Specialized teaching in economic and social sciences in the classes of 1ère of high school is intended for students who wish to continue the common teaching followed in 2nde class with a view to deepening and diversifying the themes covered.

The main objectives of this teaching are as follows:

Ø **To participate in the intellectual training of students** by strengthening their acquisition of the essential concepts, methods and problems of economics, sociology and political science;

Ø **Contribute to the civic education of students** through the mastery of knowledge that promotes participation in public debate on the major economic, social and political issues of contemporary societies.

Ø **Prepare students for post-baccalaureate studies** and enable them to make informed choices about their orientation in the final year of high school and in higher education.

The terminal cycle program aims to gradually provide the necessary tools to understand social and economic phenomena at different scales (micro and macro). Students who have completed the specialization in economic and social sciences in the first grade will have covered fundamental elements of economics, sociology and political science: the final grade will allow them to be completed and extended.

As part of this program we will study in class of 1^{ère}:

Ø **Five chapters in Economic Science on:** the functioning of competitive and imperfectly competitive markets, market failures, financing of economic agents, currency.

Ø **Five chapters in Sociology and Political Science** are dedicated to the study of the socialization and behavior of individuals, social ties, deviance, public opinion and voting.

Ø **Two chapters of Cross- References** on insurance and social protection and risk management in developed societies and on the organization and governance of companies.

Concerning the learning method, we will follow the program set up by the national education system but with a personalized pedagogy. Indeed, three major axes will guide SES' courses in the coming year:

1/ We begin by reviewing and deepening the key concepts of the program explored in class of 2^{nde}.

2/ We use a variety of teaching methods, using a variety of media: survey reports, statistical tables, graphs, press articles, case studies, etc.

3/ We strengthen certain transversal skills in students: knowledge mobilization, analysis of various documents, argumentation construction, critical thinking, written and oral language skills...

Three types of assessments are used to assess the skills acquired by each student:

- Written Examination (DS - coefficient 2) – Baccalaureate type subject if possible
- Quarterly control (TC - coefficient 3) - Baccalaureate subject type
- Class evaluation (coefficient 0.5)

Physics and Chemistry

Daniel GUY

I have been working as a Physics teacher at this school for 20 years. This is how we will work :

- *Work method :*

The lesson taught in class is to be learnt for the following lesson.

Once the lesson has been assimilated, the practical exercises will begin.

All exercises will be corrected in class by the teacher or by the pupils.

You could also do extra exercises at home that could be corrected either by parents or the teacher.

- *Assessments :*

Students are evaluated through regular assessment tests (DS) and in class.

- *Practical work :*

Whenever possible, practicals will be conducted in class. The students will receive the timetable for this. They will work in groups of 2 or 3 students. After the practical session, students must complete a written report for the teacher. This report will get marked and graded.

- *Programme :*

The programme is divided equally into Physics and Chemistry classes. There are 20 units to get through in total. Therefore regular attendance and study are required.

- *Internet Site :* <https://sites.google.com/site/danielepbi34670/>

I have created a website where students can access all the course content and lessons covered. There are also links to other websites.

Life and Earth Sciences (SVT) in Première (spécialité SVT)

Stéphanie Badaroux

There are three main topics to this programme :

Topic 1: The Earth and the Universe, Life and Evolution.

Topic 2: Modern day world Challenges

Topic 3: The Human body and Health

From the Seconde class, students will learn to acquire a good scientific method of work that will enable them to succeed in their various tests.

Four general objectives: they encourage independent learning and research skills

- Knowledge acquisition

- Following a scientific procedure

- Mastering specific technique :the students will use their laptop to do online research and work on their virtual classroom (Google Classroom)

- Mastering scientific communication (the key words will give the students access to vocabulary for the topics)

In order to do this, we will:

- Use different documents, look at various problems

- Formulate different hypotheses

- Validate (or not) these theories

- Make conclusions

Assessment: students will learn how to acquire good scientific work methods and skills that will help them to succeed in regular assessment tests. They provide many opportunities to apply the knowledge they have learned.

Students will learn correct scientific work methods helping them to succeed in their different tasks. This gives them a better understanding of the issues facing scientists in the twenty-first century.

FRENCH

Céline Dichamp

I./ Year programme and educational objectives

The Première year is a decisive stage in students' French language learning: it builds on and crowns the work accomplished since Year 6 and directly prepares them for the early baccalaureate exams.

Throughout the year, students will study the four major literary genres:

The novel (from the Middle Ages to the 21st century)

Poetry (from the 19th to the 21st century)

Argumentative discourse (from the 16th to the 18th century)

Theatre (from the 17th to the 21st century)

Each subject of study will combine:

- a group of texts studied in class through analytical reading
- a complete work chosen from the National Education list, studied through a thematic 'course'.

The works selected this year are:

La Peau de Chagrin (course: " Novels of Energy: Construction and Deconstruction")

Les Cahiers de Douai (journey: 'Creative Emancipation')

Discourse on Voluntary Servitude (journey: 'Defending and Maintaining Freedom')

On ne badine pas avec l'amour (journey: 'The Games of the Heart and Speech')

In addition, compulsory cursive readings will be required: these will be included in the activity description that will be used by the examiner during the oral exam. It is therefore essential that students take their personal reading seriously.

The aim is to build in-depth knowledge of the works and to master methodological tools.

II./ Early French exams

First-year students take two official exams:

Written exam (4 hours, weighted 5)

The exam offers a choice of two exercises:

Commentary: analysis of a literary text related to a subject of study.

Essay: reasoned reflection on a literary question related to a complete work and its history. Three topics are offered, each related to a work in the programme.

Oral exam (30 minutes of preparation + 20 minutes of exam time, weighted 5)

This is based on the description of activities provided by the teacher.

Part 1 (12 minutes, 12 points): explanation of a text studied, accompanied by a grammar question, and expressive reading of the passage.

Part Two (8 minutes, 8 points): presentation of a chosen work (studied or read in cursive), followed by an interview assessing the candidate's ability to dialogue, argue and deepen their thinking.

III./ Evaluation and assessment during the school year

Evaluation and assessment takes many forms during the 1ère:

End of term assessments (CT): both written and oral mock exams.

Regular assessment tests (DS): 3 per term based on baccalaureate type questions.

On-going assignments: presentations, quizzes, homework, written work, oral preparation.

Reading may be graded too: mastering this is important for active class participation and to be ready for the oral exam. I recommend that students pay attention and follow my advice in their choice of reading material and that they take the time to read the books again even if it is difficult.

IV./ Commitment to working hard

This year will demand hard work and autonomy. Students are expected to be rigorous about organisation in their work and reading in order to follow lessons correctly and to learn and retain this knowledge.

Students must:

- read all the books and texts on the curriculum;
- work on methodology (introductions, essay plans, commentaries, dissertations);
- prepare for oral presentations;

- create revision sheets;
- practice on 'exam-style' topics.

Passing your French exams means you can start your final year of the sixth form school with peace of mind and, ideally, a valuable head start in your Baccalaureate exams.

Scientific teaching

Stéphanie BADAROUX and Daniel GUY

Why a Science education?

The main purpose of Sciences Education is to provide a good scientific knowledge for all students, while providing a basis for those who pursue and want to pursue scientific studies. It is not intended to build encyclopedic knowledge but rather seeks to achieve three interrelated goals:

- help to make each student a clever person, aware of who she/he is, of what the world is and what her/his relationship is to the world;
- contribute to making each student a responsible citizen, who knows the consequences of his actions on the world and has the necessary tools to control them;
- to contribute to the development of an autonomous and enlightened spirit in each pupil, capable of exercising a critical analysis in front of false information and fake news.

What are we going to study this year?

We will begin by studying the history of matter from the microscopic level to the macroscopic level (atoms, crystals, cells).

We will then study our source of energy, the Sun, then we will be interested in the Earth in the universe. And finally we will finish with the transmission of information by sound waves and music.

Mathematics (science teaching section)

Stéphane Mazel

This course is intended for students who did not choose mathematics as a specialization in their junior year.

The course meets twice a week with the goal of teaching essential concepts in:
Statistics

Probability

Linear models (arithmetic sequences, linear functions).-Exponential models (geometric sequences, power functions)

Function variation (derivatives, tangents, etc.)

This subject will be assessed as part of the early baccalaureate exams (coefficient 2/100) for the first time this year (multiple-choice questions worth 6 points, then 3 or 4 independent exercises worth 14 points) with a 2-hour written exam in June.

SPANISH

Sabrina Palamara

The new programmes in Première class for language teaching revolve around the theme: Founding Gestures. This theme is broken down into 8 descriptive axes. Students must address at least 6 at the end of Terminale.

Language proficiency plays an important role in the new curriculum, so the focus is on grammar, conjugation, spelling and phonology.

This study of the language is always done from documents related to a specific context. Students will be evaluated in this year of Première for the Baccalaureate.

Evaluations are done in two stages:

Assessment 1: in the second term, will focus on the comprehension of oral and written expression.

Assessment 2: in the third term, will focus on reading and writing.

The objectives in Première class are focused on:

- Developing a reasoned approach to documents by working on language activities of written and oral comprehension and expression.

- Making students active and autonomous by offering them activities that allow them to exchange, convince, debate but also describe, tell, explain and argue.
- Mastering the language based on grammar, conjugation and vocabulary..
- Acquiring and using the method for the baccalaureate exams.
- Discovering the cultural realities related to the language taught.

Finally, in order to assess their progress, they will be assessed by the means of:

- lesson tests
- writing and speaking tests
- supervised tests (DS)
- end of term tests(CT)

In accordance with the European framework, the students are required to reach the B1+/B2 level at the end of the Lycée.

HISTORY-GEOGRAPHY PROGRAMME

Mr. Karl SUIR

► The History programme follows the guiding principle of the political and social evolution of France and Europe from 1789 to the aftermath of the First World War.

The first theme deals with the French Revolution. It raises a new conception of the nation based on citizenship, while France engages in the long quest for a stable political regime. The revolutionary period, marked by Napoleon and his fall, contributes to the restoration of an old order that cannot prevent the dissemination of the principle of nationalities punctuated by the revolutions of 1848.

Theme 2 focuses on the economic, political and social modernizations that punctuate a century of tension between destabilized empires and the emergence of new nation states.

Then we will tackle the last theme on The Third Republic before 1914. This offers political stability to France that extends its colonial empire. The war of 1914-1918 led to the collapse of European empires and led to an attempt to reorganize Europe according to the principle of nationalities.

► The Geography programme deals with "dynamics of a world in constant change".

In the continuity of the programme in 2nde, we will approach the contemporary world which has deep spatial change on all scales. The study of dynamics at work highlights the complexity of these processes of reorganization of living and production spaces. These changes can be observed through the increasing weight of cities and metropolises in the functioning of societies and the organization of agglomerations, sometimes associated with the idea of a certain standardization of

urban landscapes. However, this refers to very different realities depending on the territorial context. It also contributes to increasing competition between urban areas, as well as diversity and socio-spatial inequalities within them. In connection with urbanization, the productive spaces are recomposed around a growing number of actors and investors with various profiles. These changes are part of multiple spatial configurations that evolve according to the organization of production networks (international, regional or local). Productive spaces related to agriculture are more specifically dealt with in the theme of rural areas. The multi-functionality of the latter and their links with urban spaces are accentuated to varying degrees depending on the context, and contribute to the development of conflicts of use.

Preparing for the baccalaureate exams:

This preparation follows three main axes that include document analysis, answering a problem in the form of a question and the realization of a sketch.

► Document analysis is an exercise that one practises since college and the 2nde in lycée. This year aims to refine this work which requires a precise methodology which starts with subject analysis. Then it is necessary to identify the documents (nature, source, author, date), then to extract and relate the information. Finally we will move to writing the answer about it in a coherent and organized way.

► The second exercise is about making a sketch.

- The first step will lead us to determine the purpose of the sketch. From the start we will determine the space to define and represent it as well as the concepts to be defined.

- The second step will be to select the information in the document (text). The titles indicate the parts of the key. Information within the text then direct the students to the specific locations necessary.

- The last one organizes the information and chooses coherent figures respecting cartographic terminology.

- Then the students just have to make a complete and neat sketch.

► The answer to the problem question follows three steps:

- Analyzing the question raises the main idea, defining the key concepts and the scale of the subject.

- Draw up a list of shared and personal knowledge in order to organize this in detail.

- The last step is the writing of the essay (introduction, development, conclusion).

EMC

Focus 1: Foundations and weaknesses of the social bond

Axis 2: Recompositions of the social bond

These two themes will be prepared in class in the form of presentations and organized debates that will provide the topics for the final exam.

Physical Education – 11th Grade

Antoine Haget

1st Trimester: Athletics (Relays & Sprinting)

We will begin the year with athletics events focused on sprinting and relay races.

2nd Trimester: Volleyball

This team sport requires discipline, strategy, cohesion, and communication. After the introduction in 10th grade, you'll now deepen your understanding of team play.

3rd Trimester: Flag Football (non-contact)

Flag football, the non-contact version of American football, is a dynamic and tactical sport that highlights cooperation and decision-making.

Assessment in PE

Evaluation is continuous throughout the year and takes into account:

- Technical and motor skills
- Effort and participation in class
- Respect for rules, peers, and equipment
- Involvement in complementary roles (referee, observer, captain, etc.)


A **mid-trimester assessment** will focus on your engagement and attitude. It will allow you to reflect on your involvement and adjust your efforts if necessary.

Reminder of PE Rules

To ensure a positive learning environment for everyone, a few basic rules must be followed:

- Proper sportswear is mandatory for each session
 - A personal water bottle is essential
 - Sun protection for outdoor activities (hat, sunscreen)
 - Respectful behavior toward classmates, staff, facilities, and equipment
-

I'm here to support your progress throughout the year, help you reach your goals, and most importantly, ensure you enjoy practicing physical activity.

 For any questions, feel free to contact me at: **a.haget@epbi.net**

ORIENTATION PREMIERE

Karl SUIR

In Première Générale, students have to make choices about their future direction in the general or technological streams, choosing which specialties to keep and which to abandon, and so on. To help them make these choices, they are supported throughout the year by members of the educational community, especially their main teacher.

Understanding the main stages of career guidance

Learning to discover yourself

In Première class, we'll be looking at the professional world in order to build our study path. We'll try to find our bearings in the organization of higher education (BTS, DUT, Licences, preparatory classes, etc.).

A visit to the Salon de l'Etudiant will enable us to meet the various players in higher education in our region. Representatives from business and IT schools will be on hand. Other speakers from the professional sector may also come and present their academic careers and professions (studies, daily life, job opportunities, etc.).

Finally, students will be asked to make oral presentations and write cover letters.

ENGLISH

Vanessa BAKER

Teaching Organisation – Première Bilingual & European Sections

This year, Première students enrolled in both the bilingual and European sections will be grouped into one class. They will have **three hours of English per week**

Differentiated Language Objectives

Expectations vary depending on the section:

- In the **European section**, students aim to reach **B1/B1+** level.
- In the **Bilingual section**, the target is **B2/B2+**, especially in the six CEFR skills: *listening, reading, spoken production, written production, spoken interaction, and mediation.*

Curriculum Themes

According to the national programme, teaching is based on the following **eight cultural themes**:

1. Identities and Exchanges
2. Private and Public Spaces
3. Art and Power
4. Citizenship and Virtual Worlds
5. Fictions and Realities
6. Scientific Innovations and Responsibility
7. Diversity and Inclusion
8. Territory and Memory

Each year, **six of these eight themes** are explored:
→ **six in Seconde**, and **six others in Première**, introducing **two new ones in Première**. These themes guide the choice of documents, discussions, projects, and written work.

Methodology and Language Practice

All lessons are conducted **entirely in English**, with a balanced focus on both **oral and written skills**.

Oral skills are developed through:

- audio and video document analysis,

- image descriptions,
- oral presentations (individual or group),
- debates and interactive discussions.

Written skills are reinforced with regular, graded assignments. Students will submit written work (analyses, syntheses, essays...) linked to the curriculum themes. Feedback will be personalised and formative.

Differentiation by Section

Expectations are tailored to each section's target level:

European Section:

- Shorter texts,
- Reduced presentation time,
- Use of notes allowed during orals,
- More guided instructions,
- Evaluation aligned with **B1/B1+** level.

Bilingual Section:

- Longer, more developed texts,
- Oral presentations without notes,
- More complex mediation tasks,
- Stricter marking criteria (**B2/B2+** level),
- Greater expectations in independence and accuracy.

Assessment Methods

Students are assessed continuously and through standardised evaluations:

1. Ongoing assessments (variable weight):

- Regular homework via Google Classroom (oral/written),
- Oral presentations (individual/group),
- End-of-unit quizzes or tests,
- Listening and reading comprehension tasks,
- Oral exams: **with notes** (Euro) / **without notes** (Bilingual).

2. Common evaluations organised by the school (high weight):

These **termly tests (CT)** simulate final exam conditions and include:

- **Listening comprehension** + written mediation in French,
- **Reading comprehension**: written, concise answers (no copy-paste),
- **Written production**: two prompts based on studied documents,
- **Oral production**: structured description of an image or quote, followed by a **10-minute conversation** with the examiner (following in-class methodology).

Pedagogical Follow-up and Communication

Families are encouraged to monitor course progress and assignments via **Google Classroom**, where lessons, tasks, and deadlines will be regularly posted.