

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

FRENCH

Brigitte Vidal

The key learning objectives are as follows:

- Improve students' expression and comprehension skills through the frequent and regular participation of varied reading, writing and speaking exercises.

- Have pupils read in order to build a literary culture open to other arts, different fields of knowledge and society. This involves acquiring solid knowledge of the discipline in the areas of literary analysis, grammar, spelling and conjugation.

- To deepen and exercise the judgment and the critical mind of the pupils in order to make them able to develop a personal reflection and a convincing argumentation in the written work as well as speaking. In seconde, the aim is to strengthen and structure the knowledge acquired in secondary school and to put it to use in both written and oral expression.

This year is also about learning to analyse literary texts in anticipation of the French Baccalaureate exam in 1ère. The programme includes four areas of study:

1. 19th century novel and short story (realism and naturalism)
2. 17th century tragedy and comedy (classicism)
3. 19th and 20th century poetry (from romanticism to surrealism)
4. Genres and forms of argumentation

To do this, we will use very specific methodology that will lead to a whole series of exercises and work. This methodology is even the basis of work in French at the high school; it is essential that it be acquired completely. There will be, then, regular tests on this subject. Looking ahead to this, we will learn to construct three types of work that will appear in the written part of exams: the composed commentary, the dissertation and creative writing. Throughout the year, we will do exercises and work with this in mind.

To prepare and also get familiar with the oral exam, students will learn to do summary sheets working from a text studied in class. Once this summary sheet is finished, a student will present the text to the class in exam conditions.

Furthermore, each student will be asked to carry out personal reading outside of the classroom in order to expand on his/her knowledge and culture. Some of this reading will be presented in class. In this case, the student in question will have to justify their choice in a convincing way and defend their point of view on the reading. This type of exercise leads into a group debate where everyone has the opportunity to express their ideas while learning to listen to and respect others. The goal of this exercise is to acquire a true oral facility while knowing how to reason and argue by structuring one's thoughts.

Regarding literature, the literary movements studied go from the 16th to 21st century. The aim of this course is naturally to stimulate the students' curiosity and to make them want to read and be aware that books are conveyors of words, of ideas, of cultures, that every book has something to teach us. Like Stendhal emphasized: "A novel is a mirror carried along a high road." The goal is to make the students discover that literary works allow, under various forms, the organized expression of ideas, arguments and convictions and that they participate in a direct way in the lives of the time periods they

were written in. They also help us to understand the time period better.

For every area of study, a connection will be made with the History of Arts. Relating literature and the arts is intended to develop an aesthetic awareness, to analyze aroused emotions and to know how to summarize them. The students are asked to establish links between different arts and to understand their connections. We will show that the arts in their diversity contribute to interpreting the world, play an important role in society and that they function in interaction with literary texts.

Mathematics

Stéphane Mazel

We will have four hours of class per week. The programme is divided into three main parts:

- Functions
- Probability/Statistics
- Vectors and Applications

We will use numerous exercises to identify the important concepts to learn and, above all, to know how to apply them.

The calculator is a tool that we will use regularly and learn to master.

Exercises will be systematically given between classes so that everyone can master the concepts studied in class.

Assessments are mainly based on tests and exams. However, short tests lasting a few minutes may be given in class to ensure that students' learning is progressing well (lessons, application exercises, etc.).

In the second year, Mathematics is part of the core curriculum. At the end of the school year, students can choose to take Mathematics as a specialization in the first year. In this case, a satisfactory level (minimum average of 12) is expected in order to tackle this specialization with confidence.

HISTORY GEOGRAPHY AND EMC

SUIR Karl

History (48 Hours)

The theme of the History programme is "Great Steps in the Formation of the Modern World" and has a threefold objective:

- to consolidate the achievements of compulsory schooling,
- to nourish the general culture of pupils and
- to study the formation of the modern world.

For this, the programme opens with a chronological overview that invites us to lead a reflection on the different periods throughout history. The first theme aims to reactivate and enrich students' knowledge. Thus, around the main theme of the Mediterranean, some milestones and essential legacies of Antiquity and the Middle Ages are first studied.

The following themes cover the period from the 15th to the 18th century; they aim to make students understand the great political, cultural, economic and social dynamics that are at the heart of the formation of the contemporary world: widening horizons, cultural empowerment of individuals, assertion of the role of the state, emergence of new political models that conflict. These dynamics are nourished by the increased circulation of people, goods, capital, knowledge and ideas as well as through scientific and technical progress

Geography (48 hours)

The Geography programme focuses on a theme entitled "Environment, Development, Mobility: The Challenges of a World in Transition".

The contemporary world is characterized by profound upheavals that take place in space:

- unprecedented demographic growth,
- accentuation of socio-economic gaps between territories,
- awareness of the fragility of the environment and
- increased mobility.

As great landmarks and the structuring lines of these spaces persist, known balances and models are put into question. The environment, development and mobility appear as major challenges for actors and societies in the world today, even if they are to be understood in different ways depending on the territorial context. Indeed, despite general trends and shared dynamics, spaces and societies are not standardized: it is important to understand the diversity of their trajectories and their forms of development. To do this, the concept of transition is studied and considered to account for these major changes. It is broken down both through the study of environmental, demographic, economic and technological evolutions and through the study of mobility

that is influenced by these evolutions. This notion of transition designates a phase of major change, rather than the transition from a stable state to another stable state. It is characterized by gradients, thresholds, and is not linear. It can lead to a wide variety of evolution depending on the context. This notion extends and enriches the concept of sustainable development, which students studied in secondary school. Transition is key to analyzing contemporary challenges at different scales, more than a goal to achieve. It allows us to analyze the plurality of development trajectories, while questioning the durability of the studied processes.

Economic and Social sSciences – 2^{nde}

Wilfrid Scamaroni

Economic and Social Sciences are part of the lessons common to all students in the second year of high school. The ESS course (SES in French) 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 development and growth as citizens.

This teaching aims to:

- Enable students to master essential notions and reasoning in economics, sociology and political science;
- Allow students to discover new disciplinary fields that their previous studies have not allowed them to address, and thus to enlighten their choice of speciality options for 1^{ère};
- Contribute to the civic education of students through a better knowledge and understanding of major economic, social and political issues.

In this perspective, the students are:

1/ Introduced to the main stages of a scientific approach in the social sciences: formulating hypotheses, carrying out surveys or building models, comparing facts and making conclusions.

2/ Familiarized with an approach that combines modelling and empirical investigations and allows them to take a rigorous look at the economic and social world.

3/ Create awareness to the specifics of the economics, sociology and political science disciplines as well as to the possibility of overlapping the perspectives of these three disciplines on an identified theme.

The programme defines what students must have acquired by the end of the year. Students must be able to define and illustrate the concepts studied within the course. They must also demonstrate the ability to use quantitative data and graphical representations appropriately to use statistical documents and to support the rigour of their reasoning.

As part of this programme:

- **A first introductory chapter** is devoted to the questions that economists, sociologists and politicians ask themselves and we will see how they reason and work.
- **Two chapters in Economics** are focused on the study of the creation and measurement of wealth as well as markets and determining prices.
- **Two chapters in Sociology and Political Science** are focused on the study of socialization and social actors as well as the organization of political life.
- **A final chapter of Cross-References** focuses on the study of the relationship between qualifications, employment and salary.

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

1/ First of all, we will start by learning the definitions and explanations of the key concepts of the programme from everyday life and concrete examples close to the students' lives. Understanding this environment will make it easier for them to assimilate more global key concepts later on.

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

3/ We will reinforce certain transversal skills: knowledge mobilization, document analysis, argumentation construction, critical thinking, written and oral language skills...

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

- Regular written assessment tests (DS - coefficient 2)
- Quarterly control (CT - coefficient 3) - Baccalaureate-style exam
- Class evaluation (coefficient 0.5)

Physics and Chemistry

Daniel GUY

I have been working as a Physics/Chemistry 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.

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

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

- *Assessments :*

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

- *Practical work :*

Whenever possible, practicals will be conducted in class. They will work in groups of 2 or 3 students. After the practical session, students must complete a written assignment or task which will be graded.

Programme :

The programme is divided into 50% Chemistry and 50% Physics. The foundations of both subjects are covered in order to continue with these two subjects as a speciality option in the following two years of sixth form study.

- *Orientation :*

At the end of the year, students will have to make a choice. Physics/Chemistry is just 1 of the 3 science subjects in 1^{ère}. We ask for a minimum of 12/20 average in order to start the 1^{ère} in good working conditions.

- *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 Seconde

Stéphanie Badaroux

The objectives of this programme in Seconde are :

-to acquire a solid scientific culture by reinforcing the understanding of scientifically validated knowledge and the practice of rigorous reasoning

-to participate in developing a critical mind and contribute to civic education by understanding the today's world from a scientific perspective prepare students who choose a scientific program for further studies

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.

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

Main objectives:

- They encourage independent learning and research skills
- Knowledge acquisition
- Following a scientific procedure
- Mastering specific techniques: 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 topic)

In order to do this, we will:

- use different documents, look at the various problems of the unit. It provides the framework for the inquiry and the inquiry questions
- Formulate different hypotheses
- Validate (or not) these theories through the exploration
- 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 will give them a better understanding of the issues facing scientists in the twenty-first century.

ENGLISH

Vanessa BAKER

Teaching Organisation – Première Bilingual & European Sections

This year, Seconde 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.

SPANISH

Sabrina Palamara

The new programmes in 2nde for language teaching revolve around the theme: “Understanding societies and the people who live in them in order to express themselves”.

This theme is broken down into 6 descriptive axes. Language proficiency plays an important role in the new curriculum, with emphasis on grammar, conjugation, spelling and phonology. This study of the language is always done from documents related to a specific context.

The objectives in the 2nde class are focused on:

-Consolidating the skills learnt in college by working on the language activities of reading and writing.

-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 assimilation.

-Learning and using the method for baccalaureate preparation.

-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,
- regular assessment tests and
- end of term tests

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

ORIENTATION

Karl SUIR

At the end of the “2nde générale” class, students can choose from the following options:

first and then final year classes in the general programme, preparing for the general baccalaureate

- first and final year classes in the various technological programmes, leading to the technological baccalaureate
- One hour a week, every other week, alternating with EMC.
This dedicated time prepares them for entry into the 1ère class and their choice of specialization in the general or technological programme, according to their own preference and potential.

Choosing the general programme

Families and students are responsible for choosing which specialties to take - three in 1ère and two in Terminale. These are compulsory courses designed to enable students to deepen and broaden their knowledge and skills in particular fields, and to prepare them for further study in Higher Education (H.E.).

We will follow the 5 steps below:

Stage 1	Stage 2	Stage 3	Stage 4	Step 5
I'm building my high school career	I explore the economic and professional world	I discover H.E.	I'm narrowing down my choices	I take action

Physical Education

Antoine Haget

My name is Antoine Haget, and I am your Physical Education teacher. Welcome to high school! This year marks the beginning of the final cycle in physical education. The goal is to further develop your motor, strategic, and social skills while fostering autonomy, discipline, and initiative.

1st Term: Athletics (Relays & Sprinting)

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

2nd Term: Volleyball

This team sport requires discipline, strategy, cohesion, and communication. In 2nde, you will take your understanding of team play to the next level.

3rd Term: Flag Football (non-contact)

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

Assessment in PE

Evaluation is continuous throughout the year and is based on:

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

A **mid-term assessment** will focus on your attitude and level of engagement. This will allow you to reflect on your involvement and adjust your efforts if needed.

Reminder of PE Rules

To ensure everyone can progress in a positive environment, a few simple rules must be followed:

- Proper sportswear is mandatory for every session
 - A personal water bottle is essential
 - Sun protection for outdoor activities (cap, sunscreen)
 - Respectful behavior toward classmates, staff, equipment, and facilities
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I am available throughout the year to support your progress, help you reach your goals, and most importantly, to ensure you enjoy physical activity.

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