ECOLE PRIVEE BILINGUE INTERNATIONALE

EPBI International Programmes

2026 - 2027

ECOLE PRIVEE BILINGUE INTERNATIONALE
Domaine de Massane. 34670. BAILLARGUES
Tél. : (33) 467 707 844 Mail: info@epbi.net Site :www.epbi.net
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EPBI Mission Statement

Excellence, **P**rogress, **B**alance and **I**ntegrity…

EPBI is a place conveying values
where our learners become
rational and responsible citizens of the world.

Déclaration de Mission de l'EPBI

Excellence, **P**rogrès, **B**ien-être et **I**ntégrité…

L'**EPBI** est un lieu de transmissions de valeurs où
nos apprenants deviennent
des citoyens du monde, sains et responsables.

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Part 1: The International Baccalaureate and The International Bilingual School

A. General Information

Founded in 1968 in Switzerland, the International Baccalaureate® (IB) is a non-profit making educational foundation. The International Baccalaureate® (IB) is led by the Board of Governors, the Director General and the Senior Leadership Team (SLT), made up of 17 elected members from diverse cultural and geographical backgrounds. The Board of Governors defines strategy and policies for the organisation as well as defining missions, supervising financial management of the IB and assuring independence and integrity of the IB exams.

In October 2025, there were 6000 schools offering a total of 8700 IB programmes worldwide.

The number of IB World Schools in each region is:

- 46.1 % American region,
- 30.8 % Africa, Europe, Middle East region
- 23.1 % Asia and the Pacific region.

The International Baccalaureate® (IB) offers 4 continuums which are internationally recognised and created to develop intellectual, personal, emotional and social skills, necessary for life and work in this global world.

The International Baccalaureate® (IB) offers a continuum of international education. The programmes encourage both personal and academic achievement, challenging students to excel in their studies and in their personal development. In order to teach IB programmes, schools must be authorised. Every school authorised to offer IB programmes is known as an « IB World School ».

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The IB incorporates best practices from different education systems around the world

Contrary to national education programmes, the IB programmes take resources from different study programmes throughout the world. The IB programmes develop international awareness and encourage pupils to consider both their local and international environment.

Why is the IB different ?

The International Baccalaureate® (IB) aims to do more than offer curricular by developing inquiring, knowledgeable and caring young people who are motivated to succeed. We hope that our students will contribute towards the making of a better world with open mindedness and mutual and intercultural respect.

The IB teaching style

The International Baccalaureate® (IB) programmes are successful worldwide because:

- centres on learners
- develops effective approaches to teaching and learning
- works within global contexts, helping students understand different languages and cultures
- explores significant content, developing disciplinary and interdisciplinary understanding that meets rigorous international standards.

An IB education aims to transform students and schools as they learn, through dynamic cycles of inquiry, action and reflection. Teachers enable and support students as they develop the approaches to learning they need – for both academic and personal success.

IB programmes aim to help students explore and construct their own personal and cultural identities.

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B. The International Bilingual School

Since 2013, the International Bilingual School, along with its educational management and the teaching team, has been working to become an IB World School.

Since September, 2014, the International Bilingual School is “an IB Candidate School” with the aim of teaching the IB Diploma.

Since February 2016, EPBI has become an IB World School and has the accreditation to teach the IB Diploma Programme.

After two years of teaching the IB Diploma Programme at the school, EPBI would like to incorporate this philosophy in the secondary school.

In September 2018, EPBI began the Middle Years Programme (MYP1,2, 4 and 5).

In September 2019, EPBI opened the MYP 3 programme.

In September 2020, EPBI launched the International Primary Programme (IPP)

in order to help prepare the students for MYP.

The objectives of the EPBI are to:

- Favour the development of the personality and the potential of every pupil by helping them to think in a creative way, to argue in a critical way and to be open to learning and to various cultures,
- Give excellent skills to all pupils in at least 2 languages (French and English) which will enable them to build intercultural relations with others, whatever their nationality,
- Promulgate a level of knowledge, skills and understanding allowing them to study all over the world,
- Encourage students to develop a sense of self-respect and respect for others and to allow each pupil to become a respectful and responsible citizen of the world.

The IB Diploma Programme develops intellectual curiosity, knowledge and international awareness in young people which will allow them to evolve in a world of mutual agreement and intercultural respect.

Today the quantity of information and knowledge that we have access to is increasing exponentially. Therefore the learning process must not be based uniquely on knowledge acquisition. In order to develop each student’s individual talents, lessons are given in small groups.

In this way, there is individual interaction between the students and the teachers, and between the students themselves. The students acquire solid social skills. Team work is done, group projects are carried out and through these diverse activities the students gain independence and confidence.

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C. The IB Learner Profile

The IB learner profile describes a wide range of far-reaching aptitudes and human responsibilities. These qualities involve commitment towards helping all members of the entire school community to respect themselves, each other and the whole world they live in.

Inquirers

The learners develop this attribute of the profile when:

- They are curious and persevering.
- They are actively involved in research skills in class.
- They consult multiple sources for his research.
- They look, select and re-phrase the information.
- They ask for help or ask some questions to validate information.

Knowledgeable

The learners develop this attribute of the profile when: ·

- They explore concepts, ideas and issues that have local and global significance.
- They read and watch different medias.
- They acquire in-depth knowledge.
- They develop understanding across a broad and balanced range of disciplines.

Thinkers

The learners develop this attribute of the profile when:

- They think before acting and analyzes the situation.
- They find solutions to various problems.
- They take thoroughly thought out decision.

Communicators

The learners develop this attribute of the profile when:

- They express clearly their feelings, their needs and ideas.
- They work effectively and willingly in collaboration with others
- They express ideas and information confidently in more than one language and in a variety of ways of communication.
- They speak in front of a group.

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Principled

The learners develop this attribute of the profile when:

- They have the sense of justice and knows how to pick out injustice.
- They are responsible for their act and assume the consequences.
- They want to help with the search of solutions to settle a conflict.
- They respect the dignity of every person.

Open-minded

The learners develop this attribute of the profile when:

- They have an open-minded attitude with changes, updates and differences.
- They try hard to make consensus.
- They take into consideration the opinions of others.
- They show tolerance.
- They are willing to work with people different to them.

Caring

The learners develop this attribute of the profile when:

- They like to help out.
- They get involved in a cause which means a lot to them.
- They do voluntary work.
- They share with others.
- They are attentive to needs and the feelings of others.

Risk-takers

The learners develop this attribute of the profile when:

- They like to try out new things and are not afraid of trying new situations.
- They defend their ideas even if the majority are not of the same opinion.
- They know that they can make mistakes sometimes.
- They are brave and take risks.

Balanced

The learners develop this attribute of the profile when:

- They develop a balance between pleasure to learn and the limits of academic performance.
- They find ways to manage stress.
- They take care of their physical health by adopting adequate behaviour.
- They manage to create a balance in their lifestyle.

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Reflective

The learners develop this attribute of the profile when:

- They are aware of their strengths and their challenges and they work to improve this.
- They can reflect after an activity.
- They give themself realistic challenges.
- They can admit mistakes and apologize.

Benefits for the learners

Pupils of IB World Schools receive a unique education which:

- Encourages them to think independently and to take control of their own learning path;
- Allows them to follow training programmes that can help them get places at the most prestigious universities in the world;
- Develops cultural awareness due to the acquisition of a second language;
- Promotes discussion with others in a global context and in an ever-changing world environment.

IB learners often succeed better than others

All IB programmes encourage pupils to become independent learners. This is one of the IB's strong points.

Thanks to its teaching programmes, IB World Schools:

- Get their learners to ask questions, to follow their own aspirations, to set themselves their own ambitious goals and to develop the necessary perseverance to reach these goals;
- Help learners to develop critical and ethical judgements about knowledge, as well as being flexible, persistent and confident about what they need in order to bring about important changes in the world;

  And encourage that learners create their own personal and cultural identity.

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Part 2: The International Primary Programme (IPP)

A. General Information

The educational practices of the International Primary Programme (IPP) are based on the curiosity and creativity of the child through research. The interest of the student is essential to develop their learning and openness to the world.

The IPP programme, organisation, structure and modules are influenced by those of the MYP. The principle aim of these two years in IPP is for pupils to acquire the working methods in order to integrate the MYP in secondary school.

During the cycle of the International Primary Programme (IPP) which is organised over two years, the children will guide their education through a perpetual questioning of the world around them. Learning to put in place strategies to answer these questions allows students to acquire the skills and knowledge that are essential to good personal and intellectual development.

As in the MYP, pupils in the IPP develop their own personality through the various approaches to learning and global contexts:

- Approaches to learning help pupils to "learn to learn" by developing their research skills, critical thinking, creative thinking, communication and collaboration as well as self-management skills.
- Global contexts help students to measure the significance of their studies in order to understand the connections between human beings and the responsibility every individual has towards the planet.

This educational programme offers the possibility for each pupil to:

- Discover research-based teaching
- Learn to develop their own self-esteem
- Give opinions and justify them
- Develop awareness and reflect upon their own work
- Learn to work alone or in a group.

The IPP is organized into eight different subjects that are taught through five themes.

The model for the IPP is:

- Interdisciplinary themes
- Subjects
- Research question
- Global Context

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B. Interdisciplinary Teaching

'Interdisciplinarity is an approach in which two (or more) disciplines will cross their skills, their know-how, will interact to allow students to understand a concept, learn this concept or build a learning process. It is binocular vision; each of the disciplines provides access to relief vision. It is collective intelligence. Several disciplines are worked together and create links. This cooperation will make it possible to consider the object of learning with all its facets, angles, approaches, different lenses to see it with different forms, to apprehend it, like a multiple reality. Each discipline brings a notion for the common project. Some will bring a process or an approach, others, concepts and practical skills. Thus, all these disciplines participate in the common project to work together. Interdisciplinarity, situations created by teachers, allow the student to integrate, understand and learn. It is the student who integrates interdisciplinarity.'[1]

A minimum of two subjects are studied for each interdisciplinary theme.

The topics covered in the different subjects:

- Citizenship and human rights: I am a citizen of my planet, I have rights and duties.

- Health and wellbeing: The world changes and I grow up. I develop my physical, social and mental well-being in order to be in good health.

- Intercultural diversity understanding: I commit myself as an individual to protect my environment and my planet.

- From the universe to man: I develop a curiosity for the world around me through intercultural literature.

- Sustainable development and ecological transition: I discover the history of the universe and my plant and I situate myself within this period. Knowing where we come from will help develop my future.

C. Subjects

The subjects taught are:

- English language and literature
- Study of the French language (from literary support)
- Maths
- Science
- Individuals and Societies
- Art
- Physical education
- Community project

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D.Assessment in IPP

Assessment is an integral part of teaching and learning. It guides pupils through essential learning and acquisition:

- Knowledge
- Understanding
- Using Knowledge
- Restitution
- Analysis
- Reflection

Assessments will be both formative and summative:

- The aim of formative assessment is to help and follow the pupils learning. It helps to identify the pupils' strengths and weaknesses. It allows for improved self-management skills and pupils learn to learn.
- The aim of summative assessmet is to evaluate what has been leant and assimilated.

The two types of summative assessments are:

- Grades out of 100 for every subject during class tests, homework, group work, reflection work and participation.
- Grades from A to E for approaches to teaching and learning skills (social, research, thinking, self-management and communication skills).

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Part 3: Middle Years Programme MYP

A. General Information

What the MYP IB offers students?

The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning.

The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.
It offers students opportunities to:

- Develop their potential,
- Explore their own learning preferences,
- Take appropriate risks,
- Reflect on, and develop, a strong sense of personal identity.

At a time when students are establishing their identity and building their self-esteem, the MYP can motivate students and help them to achieve success in school and in life beyond the classroom.

Students participating in the MYP:

- Build confidence in managing their own learning,
- Learn by doing, connecting the classroom to the larger world,
- Consistently have greater success in IB Diploma Programme examinations,
- Develop an understanding of global challenges and a commitment to act as responsible citizens.

The MYP includes:

- **Approaches to learning (ATL),** helping students learn how to learn by developing skills for research, critical and creative thinking, communication, collaboration, and self-management,
- **Key and related concepts**, helping students explore big ideas that matter,
- **Global contexts**, helping students understand the relevance and importance of their study for understanding their common humanity and shared guardianship of the planet.

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The MYP culminates in an independent learning project. Students complete a significant piece of work over an extended period of time, encouraging them to consolidate their learning and reflect on the outcomes of their work.
The MYP curriculum framework comprises eight subject groups and a common core.

B. The eight subject groups:

The MYP curriculum framework comprises eight subject groups:

- Group 1 Language and literature
- Group 2 Language acquisition French
- Group 3 Individuals and societies
- Group 4 Sciences
- Group 5 Mathematics
- Group 6 Arts
- Group 7 Physical and Health Education (MYP 1 to 4)
- Group 8 Design (MYP 1 to 3)

Additional subjects:

- Orientation in MYP5
- Theory of Knowledge TOK in YP5

All this MYP Programme is proposed in English

B.1 Language and literature

Language and literature courses develop skills in six areas: Listening, Speaking, Reading, Writing, Viewing and Presenting.

What is the significance of language and literature?

All IB programmes value language as central to the development of critical thinking, which is essential for cultivating intercultural understanding and responsible membership in local, national and global communities.

Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework that supports the construction of conceptual understanding.

As MYP students interact with a range of texts, they generate insight into moral, social, economic, political, cultural and environmental domains. They continually grow in their abilities to form opinions, make decisions, and reason ethically—all key attributes of an IB learner.

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How is language and literature structured?

Schools are strongly encouraged to offer language and literature courses in multiple languages and to support students' mother tongues.

MYP language and literature courses are designed to:

- Engage a student in the study of many aspects of the language and literature of a communities and their cultures,

Offer a study of a wide range of literary and non-literary text types, writing styles and techniques, allowing students to comment on the significance of any possible contexts, audiences, purpose, and the use of linguistic and literary devices.

B.2 Language acquisition.

The study of additional languages in the IB Programme provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, viewing and behaving in the world. Learning to communicate in a variety of ways is fundamental to students' identity affirmation.

How is language acquisition structured?

In this subject group, teaching and learning is organized into two phases.
When planning the language acquisition curriculum, teachers will need to decide the most suitable phase in which to place individual students or a group of students, as informed by the achievable exit point for the students and the language learning pathways available to the students.

B.3 Individuals and societies

"Individuals and societies" incorporates disciplines traditionally studied in the humanities, as well as disciplines in the social sciences.

In this subject group, students collect, describe and analyse data used in studies of societies, test hypotheses, and learn how to interpret complex information, including original source material.

This focus on real-world examples, research and analysis is an essential aspect of the subject group.

What is the significance of individuals and societies?

The subject encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments.

It encourages learners, both students and teachers, to consider local and global contexts.

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B.4 Sciences

MYP sciences framework encourages students to investigate issues through research, observation and experimentation, working independently and collaboratively. This Sciences group gathers Biology, Chemistry and Physics.

As they investigate real examples of science application, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

What is the significance of sciences?

Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations.

Through sciences, students will learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

B.5 Mathematics

In the International Baccalaureate® (IB) Programme, Mathematics promotes both inquiry and application, helping students to develop problem solving techniques that transcend the discipline and that are useful in the world beyond school.

The MYP Mathematics framework encompasses numbers, algebra, geometry and trigonometry, statistics and probability.

Students learn how to represent information, to explore and model situations, and to find solutions to familiar and unfamiliar problems. These are skills that are useful in a wide range of arenas, including social sciences and the arts.

What is the significance of Mathematics?

Mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in Mathematics, as well as to prepare those students who will use Mathematics in their studies, workplaces and everyday life.

Mathematics provides an important foundation for the study of sciences, engineering and technology, as well as a variety of application in other fields.

How is Mathematics structured?

MYP Mathematics can be tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students see authentic examples of how Mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.

The topics and skills in the framework for Mathematics are organized so that students can work at two levels of challenge:

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- **Standard Mathematics,** which aims to give all students a sound knowledge of basic mathematical principles while allowing them to develop the skills needed to meet the objectives of MYP mathematics,
- **Extended Mathematics,** in which the standard mathematics framework supplemented by additional topics and skills, providing greater breadth and depth.

B.6 Arts: Drama and Visual Arts

In the International Baccalaureate® (IB) Programme, students develop through creating, performing and presenting Arts in ways that engage and convey feelings, experiences and ideas.

It is through this practice that students acquire new skills and master those skills developed in prior learning.

Students have opportunities to function as artists, as well as learners of the arts.

What is the significance of Arts?

Arts stimulates young imaginations, challenges perceptions and develop creative and analytical skills.

Involvement in the Arts encourages students to understand it in context and the cultural histories of artworks, supporting the development of an inquiring and empathetic world view.

B.7 Physical and health education

In the International Baccalaureate® (IB) Programme, physical and health education empowers students to understand and appreciate the value of being physically active and to develop the motivation for making healthy life choices.

Physical and health education focuses on both learning about and learning through physical activity.

Both dimensions help students to develop approaches to learning (ATL) skills across the curriculum.

Physical and health education courses must engage students in physical education activities for at least half of the total teaching time allocated to the subject group.

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What is the significance of physical and health education?

Physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being.

Through physical and health education, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills.

This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility.

This content might include:

- **Physical and health-related knowledge**, such as components of fitness, training methods, training principles, nutrition, lifestyle, biomechanics, exercise physiology, issues in sport and first aid,
- **Aesthetic movement** such as gymnastics,
- **Team sport**, such as football, rugby, handball, volley-ball;
- **Individual sports,** such as golf, athletics;
- **International sports and activities**, including athletic traditions and forms of movement beyond students' personal and cultural experiences.

B.8 Design

As part of the Middle Years Programme (MYP), design challenges all students to:

- apply practical and creative thinking skills to solve design problems
- explore the role of design in both historical and contemporary contexts
- consider their responsibilities when making design decisions and taking action.

MYP design focuses a holistic design process rather than final products and solutions.

What is the significance of design in the MYP?

MYP uses the design cycle as a way to structure

- inquiry and analysis of design problems
- development and creation of feasible solutions
- testing and evaluation of students' models, prototypes, products or systems.

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C. The Common Core

Service as action focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The service as action element gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, this research project engages in a sustained, in-depth inquiry leading to service as action in the community. Service as action may be completed individually or by groups of a maximum of three students.

The activity *personal project* encourages students to practise and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

D. MYP Assessment

All through the programme, teachers will carry out two types of assessment: continuous assessment on a weekly basis and criteria-based evaluations at the end of each term.

For the end of term evaluations, 4 criteria are used which correspond to the defined objectives for each subject group. There are a maximum of 8 points for each criterion which is represented by the following level grades: limited work (1 – 2), correct (3 – 4), considerable (5 – 6) and excellent (7 – 8).

Each level grade has its own description. Teachers mark the students' work according to the level descriptions.

Regular assessment and feedback play an important role:

- in order to help improve both students' and parents' understanding of the assessment criteria;
- in the preparation of the final IB Diploma Programme;
- and in the development of the MYP study curricula.
- In MYP 4 and 5 there are also continuous assessment tests graded out of 100 points.

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Official Assessment in MYP

In MYP5, the final year of MYP, students must carry out a personal project on their own, the assessment of which is validated by the IB. This personal and creative work serves as a summative account of the student's ability to carry out independent work.
At the same time, schools can register their students for optional external assessment (electronic assessment) for all other elements of the programme.
At EPBI, students will present the following subjects: English literature, French, individuals and societies, biology, chemistry, physics and mathematics.
This assessment allows students who meet the passing criteria to receive an official certificate recognized worldwide. It is also very good practice for the International Baccalaureate exam that students will take two years later.

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Part 3: The IB Diploma Programme (1st and 2nd Year IB)

A. General Information

What does the Diploma Programme consist of?

Research suggests that there are numerous advantages to taking the IB Diploma Programme rather than other educational programmes.

The IB Programme aims to educate pupils who already have an excellent general knowledge and will address the intellectual, social, emotional and physical well-being of students.

Who is the Diploma Programme for?

It is for students aged between 16 and 19 years, at schools that have been authorised to implement the programme.

Student development in the IB Diploma Programme

The IB Diploma Programme is balanced and rigorous. IB World School students develop strong academic, social and emotional characteristics. They are also likely to perform well academically – often better than students on other programmes. All the IB programmes, including the IB Diploma Programme, stress the importance of learner development, which conforms with the qualities presented in the IB learner profile.

The Diploma Programme is made up of six subject groups and a DP common core.

The Common Core, which is made up of three parts, aims to broaden the learner's educational experience and to encourage them to apply this knowledge and skill later.

Thanks to this common core of the diploma programme, learners think about the nature of knowledge, carry out independent research and project work which often involve some sort of community service.

- The Theory of Knowledge (TOK), helps learners to think about the nature of knowledge and examines how we know what we claim to know.
- The Dissertation, allows learners to carry out personal and independent research ending in a written dissertation of 4000 words.
- The Creativity, Action, Service Programme, which allows learners to accomplish a project made up of these three concepts.

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The Six Subject Groups:

Group 1: Studies in Language and Literature
Group 2: Language acquisition
Group 3: Individuals and Societies
Group 4: Sciences
Group 5: Mathematics
Group 6: The Arts

- Different subjects are offered in each subject group.

The teaching languages in the diploma programme in the EPBI is English.
It can be a Bilingual International Baccalaureate if one subject
from group 3 or group 4 is taken in French.

B. The Common Core

B.1 The Theory of Knowledge

The Theory of Knowledge (TOK) plays an important role within the International Baccalaureate® (IB) Diploma Programme giving learners the chance to think about the nature of knowledge and examines how we know what we claim to know.

TOK is mandatory for all students. It is one of the key components of the common core in the IB Diploma Programme and is central to the educational philosophy of the DP.

How is TOK Structured?

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions. The most central of these is "How do we know?", while other questions include:

- What counts as evidence for .....?
- How do we judge which is the best model of .....?
- What does theory ..... mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

TOK also provides coherence for the student, by linking academic subject areas as well as transcending them. It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

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B.2 The Extended Essay

The extended essay is an independent, self-directed piece of research, finishing with a 4,000-word paper.
One component of the International Baccalaureate® (IB) Diploma Programme (DP) core, the extended essay is mandatory for all students.
The extended essay is a compulsory component of the International Baccalaureate ® (IB) Diploma Programme.

What is the significance of the extended essay?

The extended essay provides:

- Practical preparation for undergraduate research,
- An opportunity for students to investigate a topic of special interest to them, which is also related to one of the student's six DP subjects.

Through the research process for the extended essay, students develop skills in:

- Formulating an appropriate research question,
- Engaging in a personal exploration of the topic,
- Communicating ideas,
- Developing an argument.

Participation in this process develops the capacity to analyze, synthesize and evaluate knowledge.

B.3 Creativity, activity, service (CAS)

Creativity, activity, service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Programme (DP).
Studied throughout the Diploma Programme, CAS involves students in a range of activities alongside their academic studies.

It is not formally assessed. However, students reflect on their CAS experiences as part of the DP, and provide evidence of achieving the eight learning outcomes for CAS.

How is CAS Stuctured?

The three strands of CAS, which are often interwoven with particular activities, are characterised as follows:

- **Creativity** – arts, and other experiences that involve creative thinking.
- **Activity**– physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- **Service** – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

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In order to demonstrate these concepts, students are required to undertake a CAS Project. The project challenges students to show initiative, demonstrate perseverance and develop skills such as collaboration, problem-solving and decision-making.

In CAS, there are seven learning outcomes:

- Identify own strengths and develop areas for growth,
- Demonstrate that challenges have been undertaken, developing new skills in the process,
- Demonstrate how to initiate and plan a CAS experience,
- Show commitment to and perseverance in CAS experiences,
- Demonstrate the skills and recognize the benefits of working collaboratively,
- Demonstrate engagement with issues of global significance,
- Recognize and consider the ethics of choices and actions.

C. The Choice of subjects in the Diploma Programme

Learners on the Diploma Programme choose one subject in each of the first five subject groups and an extra subject which can either be Arts from group 6 or another subject from groups 1 to 5.
Certain subjects will be studied at Higher level (HL), whereas others will be at Standard Level (SL).
HL and SL courses differ in scope but are measured according to the same grade descriptors. However, students at HL are expected to demonstrate a greater body of knowledge, understanding and skills at this higher level.
Each student must take at least three (but no more than four) subjects at higher level, and the remaining at standard level.
Standard level subjects require 150 teaching hours whereas the higher level are comprised of 240 hours.

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Subjects
Group 1 Literature
• English
Group 2 Language Acquisition
• French
Group 3 * Individuals and Societies
• History (SL Only) • Business Management • Psychology • Environmental Systems and Societies (ESS) (SL Only)
Group 4 * Sciences
• Chemistry • Biology • Physics • Environmental Systems and Societies (ESS) (SL Only)
Group 5 * Mathematics
• Mathematics Analysis and approaches • Mathematics: Applications and Interpretation
Group 6 Arts
• Film

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D. The six subject groups

D.1 Group 1: Literature

The language A literature course introduces students to the analysis of literary texts. It is the course through which the IB's policy of mother-tongue entitlement is delivered. The course is automatically available in 55 languages and available by special request and may be studied in any language with a sufficiently developed written literature.

The course is organized into four parts, each focused on a group of literary works. Together, the four parts of the course add up to a comprehensive exploration of literature from a variety of cultures, genres and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

Students study 13 works at higher level and 10 works at standard level from a representative selection of genres, periods and places.

Theme 1: Readers, writers and texts
Theme 2: Time and space
Theme 3: Intertextuality: connecting texts

Works are freely chosen by the teacher. Through each course, students are able to develop:

- A personal appreciation of language and literature,
- Skills in literary criticism using a range of texts from different periods, styles and genres,
- An understanding of the formal, stylistic and aesthetic qualities of texts,
- Strong powers of expression, both written and oral,
- An appreciation of cultural differences in perspective an understanding of how language challenges and sustains ways of thinking.

D.2 Group 2: Language Acquisition

It is a requirement of the programme that students study at least one subject from group 2. The Language B course is aimed at students who already have a certain level in a foreign language. This foreign language can be studied at Higher Level (HL) or at Standard Level (SL). The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

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Higher and standard levels are differentiated by the recommended teaching hours, the depth of syllabus coverage, the required study or literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria.

The core—with topics common to both levels—is divided into three areas and is a required area of study: Communication and media, Global issues and Social relationships.

In addition, at both SL and HL, teachers select two from the following five options : Cultural diversity, Customs and traditions, Health, Leisure and Science and technology.

Languages B proposed by EPBI: English, French and German.

D.3 Group 3: Individuals and Societies

Students are required to choose one subject from each of the six academic areas, including one from Individuals and Societies. They can choose a second subject from each academic area except the arts.
Subjects available are:

- Business Management,
- History,
- Psychology
- Environmental Systems and Societies (ESS)
-

Studying any one of these subjects provides for the development of a critical appreciation of:

- Human experience and behaviour
- The varieties of physical, economic and social environments that people inhabit
- The history of social and cultural institutions.

In addition, each subject is designed to foster in students the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

Business Management

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques.
Students learn to analyse, discuss and evaluate business activities at local, national and international levels.
The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.
The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management.

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Through the exploration of four underpinning concepts (change, ethics, creativity and Sustainability), the course allows students to develop a holistic understanding of today's complex and dynamic business environment.

The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

The curriculum model for Diploma Programme business management is a core curriculum for HL and SL consisting of five obligatory units with common content and learning outcomes. In addition to the core, HL students are expected to complete extension areas of study in all five units, adding depth and breadth to the course.

Unit 1: Introduction to Business Management

Unit 2: Human Resources Management

Unit 3: Finance and Accounting

Unit 4: Marketing

Unit 5: Operations Management

Psychology

The Psychology course explores human behavior and mental processes through a scientific and critical approach. It helps students understand how individuals think, feel, act, and interact, and encourages them to analyze thoughtfully the factors that influence human behavior.

The program is organized around three main approaches:

- Biological: examines the role of the brain, hormones, genetics, and neurotransmitters in behavior. Students study, for example, memory, emotions, and brain plasticity.

- Cognitive: focuses on perception, memory, thinking, and decision-making. Students discover how our mental processes shape our actions and choices.

- Sociocultural: explores how society, culture, and social interactions shape behavior. Topics include stereotypes, conformity, and social identity.

Students may also explore applied fields such as developmental psychology, health psychology, abnormal psychology, or human relationships.

This course helps students develop essential skills: scientific analysis, critical thinking, a deep understanding of human behavior, ethical awareness, and clear communication. It also fosters intellectual curiosity and the ability to think critically about the world around us.

In summary, DP Psychology provides students with a rigorous understanding of human behavior while giving them valuable tools and skills for future studies and careers in fields such as psychology, health, education, management, and the social sciences.

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History

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

The Diploma Programme history course aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. It also helps students to gain a better understanding of the present through critical reflection upon the past.

The IB Diploma History course provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions. It also requires the development of critical thinking and understanding of the multiple interpretations of history.

Students must study one mandatory topic (the progression toward a world war) as well as two world history themes (authoritarian states in the 20th century and the causes/effects of 20th-century wars).

Environmental Systems and Societies (ESS)

The **ESS** course combines environmental sciences and social sciences to explore the interactions between human societies and natural ecosystems. Students learn to understand contemporary environmental issues, analyze their causes and consequences, and reflect on sustainable solutions.
The program covers several key themes:

- **Ecology and natural systems:** the study of ecosystems, biogeochemical cycles, biodiversity, and population dynamics. Students learn how natural systems function and interact.
- **Resources and environmental management:** exploration of the use of natural resources, the impacts of human exploitation, and strategies for sustainable management.
- **Global and local environmental issues:** climate change, pollution, biodiversity loss, urbanization, deforestation, and food security.
- **Social and economic perspectives:** analysis of environmental challenges through social, political, and economic dimensions, and reflection on human decisions that influence sustainability.

The course develops essential skills in students, including scientific analysis, critical thinking, ethical decision-making, problem-solving, and clear communication. It also encourages reflection on human responsibility, sustainability, and the impact of our choices on future generations.

In summary, **DP ESS** provides students with an in-depth understanding of environmental systems and human interactions. The course equips them with transferable skills and a global awareness that are valuable for further studies and careers in fields such as environmental science, sustainability, education, and public policy.

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D.4 Group 4: Sciences

Two subjects are available in this group: Biology and Chemistry.

These two subjects may be studied at higher level or at standard level. Students study concepts, theories, models and techniques which underlie each subject and therefore deepen their understanding of scientific methodology. The compulsory project encourages students to appreciate the environmental, social and ethical implications of science.

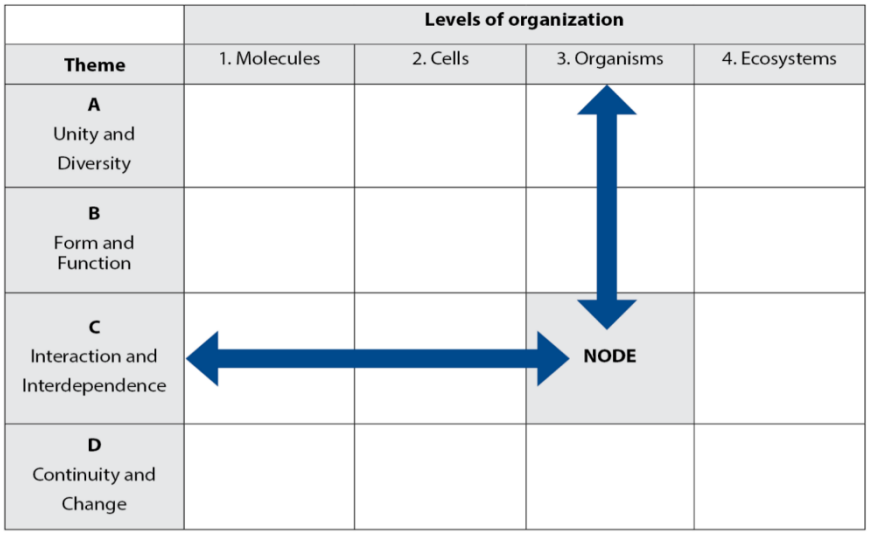
The group 4 project allows students to appreciate the environmental, social and ethical implications of science and technology. It may also allow them to understand the limitations of scientific study, for example, the shortage of appropriate data and/or the lack of resources. The emphasis is on interdisciplinary cooperation and the processes involved in scientific investigation, rather than the products of such investigation.

Practical work is a vital and integral part of group 4 science courses, providing students with experience of investigative and experimental activities within and outside the classroom. It enables them to develop a wide range of skills such as investigation, design, manipulative skills, data processing and analysis, evaluation, teamwork and communication. The opportunity to undertake investigations and hands-on experimentation allows them to engage in many of the processes encountered by scientists, and to appreciate the nature of scientific thought and investigation.

Biology

As the study of living organisms, biology is essential for explaining the complexities of life. This subject emphasizes the interconnectedness of all life forms and the balance within ecosystems. Among the sciences, biology is often referred to as the "science of life" because of its foundational role in understanding the natural world. It is therefore often a prerequisite for many other courses in higher education, such as medicine and healthcare, biological and life sciences, environmental sciences and ecology, agricultural and veterinary sciences, biomedical sciences, public health and epidemiology, and forensic science.

The biology curriculum is built on four broad organizing themes, each comprising two concepts, together with four levels of organization. The theme and level of organization show the conceptual lenses through which the topic can be viewed. Each node shows the topic content.



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Chemistry

Chemistry helps explain the properties and behavior of matter, which is fundamental to understanding the world around us. The DP chemistry course therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking.

Through studying DP chemistry, students will become aware of how scientists work and communicate with each other and of the ethical debates and limitations of creative scientific endeavour.

Chemistry is often called the central science as chemical principles underpin both the physical environment in which we live and all biological systems. It is therefore often a prerequisite for many other courses in higher education, such as medicine, environmental science and engineering.

The chemistry curriculum is built on two organizing concepts: structure and reactivity, which are connected through the idea that structure determines reactivity, which in turn transforms structure.

Skills in the study of chemistry	
Structure **Structure refers to the nature of matter from simple to more complex forms**	**Reactivity** **Reactivity refers to how and why chemical reactions occur**
Structure 1. Models of the particulate nature of matter	Reactivity 1. What drives chemical reactions?
Structure 2. Models of bonding and structure	Reactivity 2. How much, how fast and how far?
Structure 3. Classification of matter	Reactivity 3. What are the mechanisms of chemical change?

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Physics:

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies. The DP physics course requires a mathematical approach to the subject content to ensure an understanding of models, theories and laws. Data analysis is a key skill in DP physics and many opportunities to develop this are provided through the experimental programme.

Through studying DP physics, students will become aware of how scientists work and communicate with each other and of the ethical debates and limitations of creative scientific endeavour.

It is therefore often a prerequisite for many other courses in higher education, such as mechanical engineering, architecture, astronomy or geophysics.

The physics curriculum is grouped into five broad organizing themes, each of which are subdivided into several topics. Each of these themes is explored using the three concepts which permeate the course: forces, energy and particles, ensuring a more holistic understanding of the subject.

Physics syllabus content overview

A. Space, time and motion	B. The particulate nature of matter	C. Wave behaviour	D. Fields	E. Nuclear and quantum physics
A.1 Kinematics •	B.1 Thermal energy transfers •	C.1 Simple harmonic motion ••	D.1 Gravitational fields ••	E.1 Structure of the atom ••
A.2 Forces and momentum •	B.2 Greenhouse effect •	C.2 Wave model •	D.2 Electric and magnetic fields ••	E.2 Quantum physics •••
A.3 Work, energy and power •	B.3 Gas laws •	C.3 Wave phenomena ••	D.3 Motion in electromagnetic fields •	E.3 Radioactive decay ••
A.4 Rigid body mechanics •••	B.4 Thermodynamics •••	C.4 Standing waves and resonance •	D.4 Induction •••	E.4 Fission •
A.5 Galilean and special relativity •••	B.5 Current and circuits •	C.5 Doppler effect ••		E.5 Fusion and stars •

• Topics with content that should be taught to all students

•• Topics with content that should be taught to all students plus additional HL content

••• Topics with content that should only be taught to HL students

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Environmental Systems and Societies (ESS)

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The program covers several key themes:

- **Ecology and natural systems:** the study of ecosystems, biogeochemical cycles, biodiversity, and population dynamics. Students learn how natural systems function and interact.
- **Resources and environmental management:** exploration of the use of natural resources, the impacts of human exploitation, and strategies for sustainable management.
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- **Social and economic perspectives:** analysis of environmental challenges through social, political, and economic dimensions, and reflection on human decisions that influence sustainability.

The course develops essential skills in students, including scientific analysis, critical thinking, ethical decision-making, problem-solving, and clear communication. It also encourages reflection on human responsibility, sustainability, and the impact of our choices on future generations.

In summary, **DP ESS** provides students with an in-depth understanding of environmental systems and human interactions. The course equips them with transferable skills and a global awareness that are valuable for further studies and careers in fields such as environmental science, sustainability, education, and public policy.

D.5 Group 5: Mathematics

The following courses are be available:

- Mathematics: analysis and approaches SL / HL
- Mathematics: applications and interpretation SL / HL

Students can only study one course in mathematics.

All DP mathematics courses serve to accommodate the range of needs, interests and abilities of students, and to fulfill the requirements of various university and career aspirations.

The aims of these courses are to enable students to:

- Develop mathematical knowledge, concepts and principles;
- Develop logical, critical and creative thinking;
- Employ and refine their powers of abstraction and generalisation. Students are also encouraged to appreciate the international dimensions of Mathematics and the multiplicity of its cultural and historical perspectives.

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Syllabus Outline Mathematics analysis and approaches:

- Topic 1: Number and algebra: Number and algebra allow us to represent patterns, show equivalencies and make generalizations which enable us to model real-world situations. Algebra is an abstraction of numerical concepts and employs variables which allow us to solve mathematical problems.
- Topic 2: Functions: Models are depictions of real-life events using expressions, equations or graphs while a function is defined as a relation or expression involving one or more variables. Creating different representations of functions to model the relationships between variables, visually and symbolically as graphs, equations and tables represents different ways to communicate mathematical ideas.
- Topic 3: Geometry and trigonometry: Geometry and trigonometry allows us to quantify the physical world, enhancing our spatial awareness in two and three dimensions. This topic provides us with the tools for analysis, measurement and transformation of quantities, movements and relationships.
- Topic 4: Statistics and probability: Statistics is concerned with the collection, analysis and interpretation of data and the theory of probability can be used to estimate parameters, discover empirical laws, test hypotheses and predict the occurrence of events. Statistical representations and measures allow us to represent data in many different forms to aid interpretation.

  Probability enables us to quantify the likelihood of events occurring and so evaluate risk. Both statistics and probability provide important representations which enable us to make predictions, valid comparisons and informed decisions. These fields have power and limitations and should be applied with care and critically questioned to differentiate between the theoretical and the empirical/observed. Probability theory allows us to make informed choices, to evaluate risk, and to make predictions about seemingly random events.
- Topic 5: Calculus: Calculus describes rates of change between two variables and the accumulation of limiting areas. Understanding these rates of change and accumulations allow us to model, interpret and analyze real-world problems and situations. Calculus helps us to understand the behaviour of functions and allows us to interpret the features of their graphs.

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D.1 Group 6: Arts: Film

Film is both a powerful communication medium and an art form. The creation, presentation and study of film requires courage, passion and curiosity:

- Courage to create individually and as part of a team, to explore ideas through action and harness the imagination, and to experiment;
- Passion to communicate and to act communally, and to research and formulate ideas eloquently;

  Curiosity about self and others and the world, about different traditions, techniques and knowledge, about the past and the future, and about the limitless possibilities of human expression through the art form.

At the core of the IB film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film. Although the standard level (SL) and higher level (HL) syllabus outlines share elements, there is a clear distinction between both the explicit and implicit demands at these levels.

Through a variety of teaching approaches, including the construction and deconstruction of film texts, all students, whether SL or HL, are encouraged to develop their creative and critical abilities and to enhance their appreciation and enjoyment of film.

The differences between SL and HL are both quantitative and qualitative. The nature of the course enables HL students to develop creative skills, theoretical understanding and textual analysis more fully.

An HL student should display a continuous resolve of personal challenge and a sustained engagement with the ideas, practices and concepts encountered within the course over the extended learning time available.

An HL student has extra time for these encounters, extra time to reflect and to record evidence of growth. It is understood that ensuing developments may be only partially evident within the framework of the assessment process.

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E. Assessment and Exams

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses.

DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example: Analysing and presenting information, Evaluating and constructing arguments, Solving problems creatively. Basic skills are also assessed, including: Retaining knowledge, Understanding key concepts, Applying standard methods.

In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate.

Student results are determined by performance against set standards, not by each student's position in the overall rank order.

The IB uses both external and internal assessment in the DP.

E.1 External assessment

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

They include:

- Essays,
- Structured problems,
- Short-response questions,
- Data-response questions,
- Text-response questions,
- Case-study questions,
- Multiple-choice questions – though these are rarely used.

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E.2 Internal assessment

This includes:

- Teacher assessment is also used for most courses.
- Oral work in Languages,
- Fieldwork in Geography,
- Laboratory work in the Sciences,
- Investigations in Mathematics,
- Artistic performances.

E.3 How is the Diploma Programme scored?

Assessment criteria.

Evaluation in the IB system is based on ***Assessment Criteria***.

Marks are awarded for objective attainment or degree of proximity in relation to a set of criteria. The objectives are clearly identified and written for every type of assessment. A student's performance is assessed according to a fixed objective. The assessment indicates to what degree the student has reached this objective.

The final assessment in the IB diploma Programme.

In the DP, students receive grades ranging from 7 to 1, with 7 being highest. Students receive a grade for each DP course attempted.

A student's final Diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

The theory of knowledge (TOK) and extended essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall Diploma score.

Creativity, Action, Service – the remaining element in the DP core – does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.

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Higher level and standard level courses.

The IB awards the same number of points for higher level (HL) and standard level (SL) courses, reflecting the IB's belief in the importance of achievement across a broad range of academic disciplines.
HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.

Final assessment in the IB Diploma Programme is both formative and summative

- Each course in the 6 subject groups is marked out of 7 points.
- The extended essay and the TOK have a total score of 3 points.
- The CAS part must be validated too.

6 courses × 7 pts = 42 pts
Extended essay and TOK = 3 pts
Maximum score: 45 pts

Note that the minimum pass mark in order to obtain the IB Diploma is: 24/45 pts (under certain conditions)
Each course is assessment **internally** by our teachers and then moderated **externally** by IB examiners.

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