



INTERNATIONAL BILINGUAL PRIVATE SCHOOL

DIPLOMA PROGRAMME – DP1 & DP2



Subject overview for families

DOCUMENT PURPOSE This document provides a clear and consistent overview of the Diploma Programme subjects offered at EPBI. Its purpose is to give families a clear understanding of the objectives, content, assessment methods and expectations for each subject.

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GROUP 1 – ENGLISH LITERATURE

Teacher: Joanna COWAN

Course overview

The Language A: Literature course prepares students for higher education by developing their literary knowledge and their ability to analyse texts with precision. Students explore how meaning is constructed, the aesthetic dimensions of language, and the relationships between works, their contexts and different cultural perspectives.

Programme and content

- **Three areas of exploration: Readers, writers and texts; Time and space; Intertextuality: connecting texts.**
- **Key concepts: identity, culture, creativity, communication, perspective, transformation and representation.**
- **Works originally written in English: The Handmaid's Tale by Margaret Atwood; Still I Rise by Maya Angelou; Macbeth by William Shakespeare; selected songs by Bob Dylan.**
- **Works in translation: If This Is a Man by Primo Levi; A Doll's House by Henrik Ibsen; The Metamorphosis by Franz Kafka.**
- **Additional HL works: The Catcher in the Rye by J. D. Salinger; Like Water for Chocolate by Laura Esquivel; We by Yevgeny Zamyatin.**

Assessment

Exam preparation: graded assessments and mock examinations are organised throughout the two years.

In DP2: particular emphasis is placed on mastering the methodologies required for Paper 1 and Paper 2.

Expectations and independent work

- Read the works and texts studied on a regular basis.
- Develop listening, speaking, reading, writing, observation and presentation skills.
- Develop the ability to interpret, analyse and evaluate texts.
- Develop an awareness of the formal and aesthetic dimensions of literature.

GROUP 2 – LANGUAGE ACQUISITION: ENGLISH B

Teacher: Léna GELINET

Course overview

English B is designed for students who already have a strong command of English, generally between B2 and C1. The course aims to strengthen language skills in a range of authentic situations while developing intercultural understanding.

Programme and content

- **Five themes: Identities; Experiences; Human ingenuity; Social organisation; Sharing the planet.**
- **Activities: analysis of literary and non-literary texts, authentic documents, written production, oral interaction, and comprehension of audio and audiovisual materials.**
- **DP2 HL: the literary work studied is *The Hunger Games* by Suzanne Collins.**

Assessment

Paper 1: reading comprehension based on several authentic texts, with comprehension and analysis questions.

Paper 2: written production in a prescribed text type, linked to one of the five themes.

HL Internal Assessment – Individual Oral: analysis and commentary on an extract from a work studied, linked to one of the programme themes, followed by a discussion with the teacher.

Expectations and independent work

- Engage consistently with reading and written production.
- Participate actively in oral interactions.
- Develop an awareness of a wide range of English-speaking cultural contexts.
- Meet all deadlines for assessed work.

GROUP 2 – LANGUAGE ACQUISITION: FRENCH B

Teacher: Karl SUIR

Course overview

French B follows a meaning-based approach to language learning and is organised around five broad themes. It aims to develop receptive, productive and interactive skills while strengthening students' ability to communicate clearly, coherently and appropriately in a range of contexts.

Programme and content

- **Five themes: Experiences; Identities; Human ingenuity; Social organisation; Sharing the planet.**
- **Resources: written, audio and audiovisual texts; literary and non-literary documents; textbooks; handouts; videos; and materials available on Classroom. Students also regularly present a current event connected to the programme.**

Assessment

Classroom assessments: presentations, projects, questionnaires, tests, DS, CS and regular homework.

External assessment: 75% of the final grade – Paper 1 (written production, 25%) and Paper 2 (receptive skills, 50%).

Internal assessment: 25% of the final grade, assessed by the teacher and moderated by the IB. It takes the form of an individual oral examination.

Standard Level: presentation of a photograph linked to one programme theme, followed by a conversation with the teacher on another theme.

Higher Level: presentation of an extract from a work studied, followed by a conversation with the teacher on one of the five themes.

Expectations and independent work

- Develop clear, structured and context-appropriate communication skills.
- Regularly learn and review vocabulary associated with the themes.
- Apply grammar effectively in communicative situations.
- Use digital tools and Classroom to extend independent learning.

GROUP 3 – BUSINESS MANAGEMENT

Teacher: Alexandra DAVID

Course overview

Business Management enables students to understand how organisations operate and how they influence our daily lives. The course goes beyond studying economic mechanisms: students analyse the decisions, challenges and choices organisations face from an international and collaborative perspective.

Programme and content

- **Course structure:** Standard Level is taught for 3 hours per week and Higher Level for 4.5 hours. Both levels share a common core, with additional HL content.
- **Unit 1 – Business organisation and environment:** business definitions, objectives, operations and environment.
- **Unit 2 – Human resource management:** organisational structures, motivation and employee relations.
- **Unit 3 – Finance and accounting:** costs, revenue and performance measurement.
- **Unit 4 – Marketing:** market analysis and marketing performance.
- **Unit 5 – Operations management:** production processes and opportunities for improvement.
- **Distribution:** Units 1, 2 and 3 are studied in DP1; Units 4 and 5 are studied in DP2.
- **Toolkit:** a set of situational, planning and decision-making tools used to analyse and evaluate business situations.

Assessment

Paper 1: common to SL and HL, based on an unseen case study. Questions are mainly qualitative, with some minor calculations.

Paper 2: based on a stimulus. The SL and HL examinations differ, but share the same overall aim of assessing programme knowledge; questions are mainly quantitative.

Paper 3 – HL: based on a stimulus about a social enterprise, requiring students to identify a human need, analyse organisational challenges and write a business recommendation.

Internal assessment: 30% at SL and 20% at HL. Students conduct a research project applied to a real problem faced by an organisation, using primary and/or secondary research. The work is limited to 1,800 words and supported by three to five supporting documents.

Conceptual lens: the IA uses one of four key concepts: change, creativity, ethics or sustainability.

Expectations and independent work

- Develop analytical and decision-making skills.
- Apply business tools and theories to real-life situations.
- Use relevant sources and reference them appropriately.
- Develop independent thinking and structured argumentation.

GROUP 3 – HISTORY

Teacher: Léna GELINET

Course overview

History takes a rigorous and comparative approach to contemporary world history. The aim is not to memorise isolated events, but to understand their causes and consequences, different historical interpretations, and the links between societies and regions of the world.

Programme and content

- **DP2 – previous syllabus: Paper 1 focuses on source analysis on Japanese Expansion and Italian and German Expansion; Paper 2 focuses on Authoritarian States and 20th Century Wars.**
- **DP1 – new syllabus: four concepts structure the course: cause and consequence, continuity and change, perspectives, and significance.**
- **Paired Case Studies: Conflict and Displacement, focusing on population displacement in post-war Europe and the Indochina refugee crisis.**
- **Global Theme: Authoritarian Rule (1750–present), studied through examples from different regions of the world.**

Assessment

DP2: Paper 1 (1 hour) source analysis and Paper 2 (1 hour 30 minutes) with two essays.

DP1: Paper 1 (1 hour) on the two case studies and Paper 2 (1 hour 30 minutes), including a short conceptual question and an essay.

Internal assessment: a Historical Investigation of approximately 2,200 words, structured in three sections.

Expectations and independent work

- Develop genuine curiosity about past events and their relevance to the present.
- Analyse sources rigorously.
- Construct structured and nuanced historical arguments.
- Participate actively in discussions and debates.
- Meet assessment deadlines.

GROUP 3 – PSYCHOLOGY

Teacher: Léna GELINET

Course overview

Psychology provides a rigorous and contemporary introduction to the study of human behaviour. Students develop conceptual, theoretical and methodological tools to understand behaviour, cognitive processes, and cultural or biological influences.

Programme and content

- **DP1: Introduction to psychology and research; Learning and cognition; Human relationships.**
- **DP2: Health and well-being; Human development.**

Assessment

Internal assessment: completed at the end of DP1 as a research proposal. Students design a rigorous and justified project around a psychological question related to a real population.

Paper 1 – SL/HL: understanding of fundamental psychological approaches and application of concepts to new situations.

Paper 2 – SL/HL: understanding of research methodology and critical analysis of a study.

Paper 3 – HL: analysis and synthesis of data from qualitative and quantitative studies, based on sources.

Expectations and independent work

- Develop critical thinking and scientific curiosity.
- Evaluate studies, methodologies and their interpretations.
- Consider the ethical and cultural dimensions of research.

GROUP 4 – BIOLOGY

Teacher: Dany MULLER

Course overview

Biology provides pre-university preparation and develops knowledge and skills across a wide range of areas: animal and plant physiology, genetics, evolution, ecology, cell biology, molecular biology and biotechnology. Two levels are offered: Standard Level (SL) and Higher Level (HL).

Programme and content

- **Teaching approach:** acquisition of concepts and terminology, study of scientific publications, analysis of figures and data, individual and group work, and laboratory practicals.
- **Themes:** Unity and diversity; Form and function; Interaction and interdependence; Continuity and change.

Assessment

Internal assessment: an individual scientific project launched during the second semester of DP1. Students conduct an in-depth investigation into a topic of personal interest.

External assessment: a final examination covering the full two-year programme.

Regular assessments: multiple-choice questions, short-answer questions, document analysis, scientific reports, presentations, group work and data analysis.

Expectations and independent work

- Participate actively in scientific and experimental activities.
- Develop rigour when analysing data and documents.
- Complete assigned work on time to allow regular monitoring of progress.

GROUP 4 – PHYSICS

Teacher: Nasrin HADDAD BARAKAT

Course overview

DP Physics enables students to understand phenomena in the natural world, develop practical and technical skills, and communicate using mathematical language. Teaching combines theoretical knowledge, problem-solving, data analysis and experimental work.

Programme and content

- **Key topics:** Space, time and motion; The particulate nature of matter; Wave behaviour; Electric, gravitational and magnetic fields; Nuclear and quantum physics; Measurements, uncertainties and laboratory methods.

Assessment

Assessed skills: knowledge and understanding; application; formulation, analysis and evaluation; presentation of research and experimental investigation.

Assessment formats: oral presentations, Paper 1-style tests, Paper 2-style tests, experimental data analysis and essays.

Expectations and independent work

- Participate actively in note-taking, debates, discussions and research.
- Submit homework within the required deadlines.
- Gradually develop independence, rigour and scientific analytical skills.

GROUP 4 – CHEMISTRY

Teacher: Nasrin HADDAD BARAKAT

Course overview

Chemistry enables students to understand matter, its structures and the mechanisms of chemical transformations. As in Physics, teaching combines knowledge acquisition, problem-solving, data analysis, experimental work and scientific communication.

Programme and content

- **Structure: models of the particulate nature of matter; bonding and structure models; classification of matter.**
- **Reactivity: what governs chemical reactions; quantity, rate and extent of reaction; mechanisms of chemical transformation.**

Assessment

Assessed skills: knowledge and understanding; application; formulation, analysis and evaluation; presentation of research and experimental investigation.

Formats d'évaluation : présentations orales, tests de type Paper 1, tests de type Paper 2, analyses de données expérimentales et dissertations.

Expectations and independent work

- Participate actively in lessons and experimental activities.
- Develop a consistent approach to independent work.
- Submit work on time to allow effective support and follow-up.

GROUP 4 – ENVIRONMENTAL SYSTEMS AND SOCIETIES (ESS)

Teacher: Stéphanie Badaroux

Course overview

Environmental Systems and Societies (ESS) is an interdisciplinary course combining experimental sciences and social sciences. Students study interactions between natural systems and human societies and analyse major contemporary environmental challenges.

Programme and content

- **Themes:** climate change, biodiversity loss, water management, food security, pollution, energy resources and sustainable development.
- **Approach:** issues are studied from scientific, economic, political, social and ethical perspectives, using real-world data and situations.

Assessment

External assessment – 75%: Paper 1 (25%, 1 hour): document analysis based on an unseen case study; **Paper 2 (50%, 2 hours):** short-answer questions, data analysis and a structured essay.

Internal assessment – 25%: an individual scientific investigation into a local or global environmental issue. **Students design their approach, collect and analyse data, and evaluate their findings.**

Expectations and independent work

- Participate actively in lessons, practical activities and discussions.
- Complete assigned work and preparatory reading regularly.
- Develop effective note-taking, organisation and revision strategies.
- Demonstrate curiosity, critical thinking and academic integrity.

GROUP 5 – MATHEMATICS: ANALYSIS AND APPROACHES / APPLICATIONS AND INTERPRETATION

Teacher: Dany MULLER

Course overview

EPBI offers both DP Mathematics pathways, each available at Standard or Higher Level. Both pathways develop students' ability to reason, solve problems, communicate mathematical thinking and use technology appropriately.

Programme and content

- **Analysis and Approaches (AA):** algebra, functions, sequences, logarithmic and exponential functions, trigonometry, geometry, statistics, probability, differential and integral calculus. HL also includes topics such as proof by induction, complex numbers, vectors and advanced calculus.
- **Applications and Interpretation (AI):** algebra and functions, modelling, geometry and trigonometry, descriptive statistics and statistical analysis, probability, differential and integral calculus, and bivariate statistics. HL also includes topics such as matrices, complex numbers, vectors, graph theory and advanced statistical analysis.
- **Tools:** use of mathematical technologies such as Desmos, spreadsheets and the Casio E35+ graphing calculator.

Assessment

External assessment: 80% of the final grade.

Internal assessment: 20% of the final grade, in the form of an individual mathematical exploration.

Preparation: regular formative assessments and summative assessments approximately every five to six weeks.

Expectations and independent work

- Be rigorous in mathematical reasoning and written work.
- Participate actively in discussions and investigations.
- Practise problem-solving regularly.
- Apply the methodologies practised in class and progressively develop independence.

GROUP 6 – FILM

Teacher: Megan TALY

Course overview

Film enables students to deepen their understanding of film language and develop technical and creative skills in audiovisual production. Film is studied both as an art form and as a cultural object.

Programme and content

- **Film analysis:** students study different genres, styles and film movements, as well as themes, narrative, mise-en-scène, cinematography, sound and editing.
- **Practice:** students design, plan and produce short films and explore the different stages and roles involved in production, including directing, cinematography, editing, sound design and screenwriting.
- **Collaborative work:** projects develop communication, collaboration, creativity, time management, independence and adaptability.

Assessment

SL: film analysis, comparative study and film portfolio.

HL: students also complete a larger-scale collaborative film project.

Expectations and independent work

- Consistent engagement in both analysis and creative work.
- Rigorous organisation and respect for deadlines.
- Active participation in teamwork.
- An ability to receive, give and incorporate constructive feedback.

THEORY OF KNOWLEDGE (TOK)

Teacher: Léna GELINET

Course overview

Theory of Knowledge (TOK) is a central element of the Diploma Programme. It invites students to explore how we construct, justify and evaluate knowledge, as well as its foundations and limitations.

Programme and content

- **Areas of knowledge:** the natural sciences, human sciences, mathematics and history, as well as the arts and other knowledge systems explored in the course.
- **Ways of knowing:** language, sense perception, emotion, reason, imagination, faith, intuition and memory.
- **Cross-cutting themes:** knowledge and the knower; knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; knowledge and Indigenous societies.
- **Approach:** discussions and reflections begin with real-world facts, recent events and contemporary situations.

Assessment

TOK Exhibition – DP1: an individual task in which each student selects three real-world objects and connects them to one of the 35 official IB prompts. A Mock Exhibition takes place after the winter break, followed by the final Exhibition after the spring break.

TOK Essay – DP2: a 1,600-word essay based on one of the six prescribed IB titles. It is completed in class during the first semester of DP2 and submitted after the winter break.

Expectations and independent work

- Develop intellectual curiosity and open-mindedness.
- Participate actively in discussions and debates.
- Develop rigorous thinking and coherent arguments.
- Be prepared to question assumptions and consider different perspectives.

EXTENDED ESSAY

Teacher: Dany Muller

Course overview

The Extended Essay is an in-depth independent research project in a subject chosen by the student from the six subjects in their programme. It develops research, academic writing, reflection, self-management and communication skills in preparation for higher education.

Programme and content

- **Independent research:** the student chooses a topic and develops a research question with the support of a supervisor.
- **Format:** a structured academic paper of up to 4,000 words, accompanied by a reflection form of up to 500 words.
- **Supervision:** three mandatory reflection sessions, including a final viva voce interview. The recommended supervision process represents approximately 3–5 hours.

Assessment

Assessment: the Extended Essay is externally assessed using common criteria adapted to each subject.

Diploma requirement: students must achieve at least a grade D. Together with TOK, the Extended Essay can contribute up to three points to the overall Diploma score.

Objectives: demonstrate knowledge and understanding of the topic; select and apply relevant research; analyse and evaluate sources and arguments; present the work in an appropriate academic format; and maintain academic integrity.

Expectations and independent work

- Choose a topic that allows for genuine independent research.
- Respect the deadlines and milestones agreed with the supervisor.
- Progressively develop independence, rigour and the ability to reflect on the research process.

CAS – CREATIVITY, ACTIVITY, SERVICE

Teacher: Karl Suir

Course overview

CAS is a central component of the Diploma Programme. It complements academic learning through practical experiences that promote students' personal and interpersonal development.

Programme and content

- **Creativity:** exploring and extending ideas that lead to an original or interpretive product or performance.
- **Activity:** physical exertion contributing to a healthy lifestyle.
- **Service:** collaborative and reciprocal engagement with the community in response to an authentic need.
- **CAS experiences:** these may be individual or collaborative, one-off or sustained over time.
- **CAS project:** each student must complete a project lasting at least one month, involving initiative, perseverance, collaboration, problem-solving and decision-making.

Assessment

Completion: CAS is not formally graded, but successful completion is required to obtain the IB Diploma.

CAS portfolio: each student keeps evidence of their experiences and reflections to demonstrate achievement of the seven learning outcomes.

Interviews: three formal, documented interviews with the CAS coordinator/adviser: at the beginning of the programme, at the end of the first year, and at the end of the programme.

Duration: the programme begins at the start of the Diploma Programme and continues regularly, ideally every week, for at least 18 months.

Expectations and independent work

- Engage regularly and in a balanced way across all three strands.
- Document experiences and take time to reflect on what has been learned.
- Demonstrate initiative, perseverance and independence.
- Engage in experiences that promote genuine personal and interpersonal growth.
- A shared commitment to success
- The Diploma Programme is built on the complementary nature of its subjects and on a balance between knowledge, skills, reflection and independence. In every subject, success depends both on the support provided by teachers and on students' consistent engagement.
- **Families also play an important role: encouraging regular organisation, respect for deadlines, reading and independent work, while maintaining dialogue with the teaching team, helps students make the most of the two years of the Diploma Programme.**
- Alexandra David
- IB Coordinator

A SHARED COMMITMENT TO SUCCESS

The Diploma Programme is built on the complementary nature of its subjects and on a balance between knowledge, skills, reflection and independence. In every subject, success depends both on the support provided by teachers and on students' consistent engagement.

Families also play an important role: encouraging regular organisation, respect for deadlines, reading and independent work, while maintaining dialogue with the teaching team, helps students make the most of the two years of the Diploma Programme.