

PRESENTATION OF THE FINAL YEAR TERMINALE CLASS

2026–2027 School Year

SPECIALIST SUBJECTS

HGGSP Speciality

(History, Geography, Geopolitics, Political Science)

Wilfrid SCAMARONI

Understanding the major issues of the contemporary world and preparing for higher education

Aims of the speciality

The HGGSP speciality enables students to develop an in-depth understanding of the major issues of today's world by drawing on several disciplines:

- History
- Geography
- Geopolitics
- Political science

In the final year, the knowledge acquired in the previous year is deepened in order to develop more complex thinking and effectively prepare students for the demands of higher education.

Students learn to:

- analyse complex situations;
- develop critical thinking;
- build a solid argument;
- draw on varied knowledge.

Skills developed

Over the course of the year, students work on five essential skills:

Arguing and framing questions - Writing an essay.

Researching and using sources - Selecting, cross-referencing and critically assessing information.

Analysing documents - Comparing viewpoints and developing personal reflection.

Public speaking - Expressing oneself rigorously and persuasively.

Working independently - Organising one's research and learning.

The final-year curriculum

The curriculum is organised around 6 major themes:

1. New spaces of conquest
2. Waging war, making peace: forms of conflict and methods of resolution
3. History and memory
4. The environment: between exploitation and protection
5. Identifying, protecting and promoting heritage
6. The challenge of knowledge

Assessment will take 4 forms:

-End of term tests (CT, weighting 3), which will give students a chance to practise for the baccalaureate exam under exam conditions.

-Regular supervised assessment tests (DS, weighting 2), which will also involve practising for the baccalaureate exam on one of the two exercises.

-In-class assessments (weighting 0.25), planned or unannounced, aimed at checking that knowledge is being retained from week to week.

-Oral assessment (weighting 0.25): during the year, students will be asked to give oral presentations, assessed against a set of expectations that will be presented and distributed.

Speciality - Economic and Social Sciences

Wilfrid SCAMARONI

SES combines three sciences — Economics, Sociology and Political Science — and analyses major contemporary economic, social and political phenomena.

After an exploratory approach in Year 10 (Seconde) and a more in-depth one in Year 11 (Première), the teaching of economic and social sciences in the final two years sets three key aims:

1/ To enable students to grasp the essential concepts, methods and questions of three social sciences (Economics, Sociology and Political Science). The goal here is to contribute to students' intellectual development by rigorously teaching subject knowledge that is, for the most part, new to them;

2/ To prepare students for further study after the baccalaureate and enable them to make informed choices about their higher education path. There is indeed a wide range of courses for which a good grounding in economic and social sciences is a clear advantage (economics and business preparatory classes, arts and social science preparatory classes, university courses in economics and management, law, political science, sociology, applied foreign languages (LEA), economic and social administration (AES), institutes of political studies, specialised schools such as business and management schools, communication and journalism schools, etc.);

3/ To contribute to their civic education through knowledge that supports participation in public debate on major economic, social and political issues.

The final-year curriculum

The curriculum is organised around several major themes.

Economics

- What are the sources of, and challenges to, economic growth?
- What are the foundations of international trade and the internationalisation of production?
- How can unemployment be tackled?
- What economic policies are possible within the European framework?
- What changes are taking place in work and employment?

Sociology and political science

- How is present-day French society structured?
- What role does school play in individual outcomes and social inequality?
- What are the contemporary characteristics and drivers of social mobility?
- What drives political engagement in democratic societies?
- Which inequalities are compatible with different conceptions of social justice?

Cross perspectives

- What public action is taken for the environment?
- How can financial crises be explained, and how can the financial system be regulated?

Three types of assessment are used to assess the skills each student has acquired.

- **Written exam (DS – weighting 2)** – baccalaureate-style question where possible.
- **End of term test (CT _ weighting 3)** – baccalaureate-style question
- **In-class assessment** (weighting 0.25)

BAC written exam syllabus

The exam covers part of the Economic and Social Sciences specialism curriculum for the final year, depending on the year (even or odd) – 7 or 8 chapters out of 12.

The BAC written exam lasts four hours. Students must choose one of the two questions offered:

- Ø 1-An essay based on a set of documents;
- Ø 2-A three-part structured exercise.

Marking takes into account clarity of expression and the care taken with presentation.

Mathematics Speciality

Stéphane Mazel

As with all specialist subjects, the timetable is 6 hours per week.

The exam counting towards the baccalaureate takes place around mid-June (weighting 16 out of a total of 100).

Needless to say, the pace of work will be demanding in order to complete a curriculum covering:

- Sequences
- Function analysis (differentiation, continuity, convexity, limits of the $\ln$ function...)
- Antiderivatives and differential equations
- Integral calculus
- Combinatorics and counting
- Binomial distribution
- Geometry in space
- Trigonometric functions
- The law of large numbers

When it comes to introducing new concepts, we will rely on examples and applications. The textbook will be the main resource for the course, although additional material will be provided on Classroom.

The core of the work will involve solving exercises of every kind so that students can absorb concepts at their own pace (introductory exercises, application exercises, synthesis exercises).

Engagement in class and consistency in personal study will be the key factors for success.

Assessments will be based mainly on DS and CT tests, which will increasingly resemble the baccalaureate exam (4 hours with 4 or 5 exercises to complete)

Finally, students who have chosen the Mathematics specialism in the final year will need to prepare a topic based on this subject as part of the Grand Oral exam. We will therefore work on this throughout the year.

Physical Sciences Specialism

Daniel Guy

We have reached the final year of the sixth form, which will culminate in the baccalaureate exam. The final year builds directly on the previous one, deepening concepts already studied and introducing new ones. The main aim is to prepare students as well as possible for the final exam, in particular through practice with past baccalaureate papers.

With over twenty-five years of experience teaching physical sciences, I have developed a working method as well as a set of rules designed to guide students towards success. Here are the main elements: Working method

Lessons are presented in class and displayed on the interactive whiteboard. They must be learnt for the next class.

Once the concepts have been assimilated, they are applied through exercises. All exercises are corrected in class, either by me or with student participation.

Doing extra exercises is strongly recommended.

Tests

Students will be assessed through supervised tests as well as planned or unplanned written quizzes.

Assessments will be based exclusively on past baccalaureate questions in order to prepare effectively for the exam, and may cover any part of the curriculum, whether recent or older.

Two mock baccalaureate exams will be organised during the termly assessments, allowing students' level to be precisely assessed and areas for further work to be identified.

Practical work

Practical sessions will be organised whenever possible. Students will work in groups of two or three.

Curriculum

The curriculum is divided evenly between chemistry and physics. Its density, with 21 chapters, requires regular and sustained work throughout the year.

Exam

The final exam will take place in June. The year is therefore expected to be demanding and particularly intense.

Grand Oral

Students will need to prepare and present a topic for the Grand Oral exam. This preparation will take place progressively throughout the year, becoming more intensive after the written exams.

Website

<https://sites.google.com/site/danielepbi34670/>

Students will find all the lessons here, as well as additional resources.

SVT (Life and Earth Sciences) Specialism

Stéphanie Badaroux

Welcome to the SVT specialism

The Life and Earth Sciences specialism is aimed at students who wish to deepen their scientific knowledge and develop the skills needed to pursue further study in science, health, the environment, biotechnology, research or engineering.

The Year 12 (Première) and Year 13 (final-year) curricula follow a logic of continuity, progressively preparing students for the demands of the baccalaureate and higher education.

Major curriculum themes

Teaching is organised around three major themes:

- The Earth, life and the organisation of living things
- Contemporary global challenges
- The human body and health

These themes make it possible to explore the major concepts of biology, geology and environmental science, while developing an understanding of current scientific and societal issues.

My aims

Beyond acquiring knowledge, I want to help students develop essential skills:

- master scientific knowledge and know how to organise it;
- apply a rigorous scientific approach: observe, question, formulate hypotheses, analyse data, interpret results and build an argument;

- develop an effective, independent working method;
- master digital tools and scientific techniques;
- communicate precisely using appropriate scientific vocabulary and different forms of representation (diagrams, graphs, tables, models, etc.).

Teaching resources, homework and additional documents will be available on Google Classroom, which will be our digital workspace.

An active scientific approach

Each chapter begins with a scientific question.

Students are then asked to:

- analyse a variety of scientific documents;
- formulate hypotheses;
- use experimental results;
- compare different sources of information;
- progressively build their knowledge;
- produce a reasoned summary that serves as the course material.

Practical work plays an important role in learning and helps develop the experimental skills expected at the baccalaureate.

My expectations

Success in this specialism depends on regular work and constant engagement.

I expect students to:

- work independently and in an organised way;
- learn concepts as they are introduced;
- seek to understand scientific mechanisms rather than simply memorising knowledge;
- actively take part in activities and practical work;
- develop their ability to reason, argue and justify their answers.

Mistakes are an integral part of the scientific process: they help students progress and refine their reasoning.

Assessments

Students will be assessed throughout the year through:

- baccalaureate-style supervised tests;
- exercises analysing scientific documents;
- practical work;
- assessments of scientific reasoning;
- written and oral work.

Mock baccalaureate exams, carried out under exam conditions, will allow students to progressively prepare for the final exams and acquire the methods expected on the day of the baccalaureate.

My ambition is to help each student succeed in the baccalaureate while developing the scientific and methodological skills essential for further study.

Scientific Studies

Stéphanie Badaroux & Daniel Guy

Why Scientific Studies?

Scientific Studies aims to build a shared scientific culture among all students, whatever their path or choice of further study.

The aim is not to accumulate exhaustive knowledge, but to enable a better understanding of the contemporary world and to develop the skills needed to take a critical view of the major scientific, technological and environmental issues of the 21st century.

Through this subject, students will be asked to:

- * understand major scientific advances and their impact on society;
- * distinguish established facts from opinions or unverified information;
- * analyse data and build evidence-based reasoning;
- * develop critical thinking on environmental, energy, health and technological issues;
- * become informed citizens capable of making considered decisions.

Major themes studied

This year, several major themes will be covered to highlight the links between science and today's great challenges.

We will begin by studying climate and the energy sources of tomorrow, to understand the mechanisms of climate change, the energy resources available and their impact on our ways of life.

We will continue with the history of life, biodiversity and the mechanisms of evolution, to better understand the diversity of the living world and its evolution over billions of years.

Finally, we will explore the principles of artificial intelligence, its current applications, its limitations, and the scientific, ethical and societal questions it raises.

An inquiry-based approach

Learning will be based on an active, varied approach:

- * analysis of scientific documents;
- * case studies;
- * structured debates;
- * collaborative work;
- * hands-on activities where possible;
- * documentary research and use of digital tools.

The aim is to help students build their knowledge by developing their ability to question, analyse, argue and communicate rigorously.

Assessments

Knowledge and skills will be assessed throughout the year through various methods: homework, research activities, written or oral work and document analysis.

Particular attention will be paid to the quality of scientific reasoning, critical thinking, independence, and students' ability to draw on their knowledge to understand major contemporary issues.

Philosophy

Ange Schneider

The philosophy course consists of studying the themes set out in the official Ministry of Education curriculum.

They are organised around three major themes:

Human existence and culture – Morality and politics – Knowledge

It aims to foster:

- **Open-mindedness through the diversity of concepts studied.**
- **The development of critical thinking.**
- **Building and developing one's own thinking.**
- **Discovering and applying philosophical methods.**
- **Using one's knowledge to enrich philosophical reflection.**

The course is taught in a **semi-lecture format** to encourage discussion during sessions.

For each theme covered, a pre-written base lesson will be distributed. Each student can add to and expand it with notes taken during class.

The philosophy course is organised around:

- personal study (studying course material, reading, research, etc.)
- collective study and reflection (discussion between students and teacher) on philosophical questions related to current affairs (economic, political, social, artistic, religious, psychological, etc.).
- a methodology course for each type of question (essay and text commentary), involving a practical exercise applying the method.
- guided reading: study of a required book to be studied during the year (necessary in case of a resit oral exam in philosophy for the baccalaureate).

Subject to the same assessment requirements, **DS** and **CT** tests will offer baccalaureate-style questions (essays, text commentaries), as set for the baccalaureate. A **homework assignment** will be set each term. These will focus on the guided reading.

A list of philosophical reference points will be built up over the year to help students summarise their specific knowledge in this area; likewise, each lesson will result in a course summary sheet to make revision easier.

A cross-disciplinary course:

Beyond faithfully following the diploma curriculum, the philosophy course will be enriched by its **collaboration** with the other subjects taught in the final year.

To optimise our students' learning and provide even more effective monitoring of their progress, we use the “**Classroom**” application, via the “**G Suite**” platform.

Indeed, this communication tool allows us to share all course syllabi, messages, documents, work to be done and corrections.

This platform complements **Pronote**.

Philosophically yours.

HISTORY – GEOGRAPHY

HISTORY:

Four themes structure this final year. All deal with the contemporary period (from the interwar years to the present day) and with “relations between powers and the clash of political models, from the 1930s to the present day” (48 hours)

This curriculum aims to show how the world was profoundly reshaped in less than a century by relations between powers and the clash of political models. In the interwar period, the rise of totalitarianism destabilised democracies; then the outbreak of violence in the Second World War led to the tense balance of a world that had become bipolar, even as colonial empires rose and fell. The Cold War pitted two political models and two great powers against each other, and while avoiding direct confrontation, they triggered or fuelled numerous regional armed conflicts. At the same time, Western societies underwent profound changes: the establishment of welfare states, the rise of consumer society... In Western Europe, European integration consolidated peace and worked to open up European economies to one another. The 1970s and 1980s saw the emergence of multiple economic, social, cultural and geopolitical dynamics, which ultimately led to the collapse of the Soviet bloc and the end of the bipolar world. Since the 1990s, conflict and cooperation have developed and intertwined at global, European and national levels, raising, in new areas, the recurring question of tensions between particular and general interests.

GEOGRAPHY:

“Territories in globalisation: between integration and rivalry” (48 hours)

Globalisation is viewed as an intensification of links and an increasing hierarchy among territories on a global scale. Having covered the main components and spatial dynamics of the contemporary world in Years 10 and 11 (seconde and première), the final year focuses on studying the effects of globalisation on territories — between integration and rivalry — and analysing the interplay of actors, within which powers are weakened or asserted. Increased attention is given to strategic spaces such as seas and oceans, as well as to power dynamics marked by territorial competition and cooperation that lead to a search for supranational governance. Within this framework, the study of the European Union (EU) invites students to examine, on the one hand, the workings, strengths and weaknesses of a highly integrated supranational organisation and, on the other hand, its position on the global geopolitical stage. The study of France and its regions, within the European Union and in the context of globalisation, aims to draw on the knowledge, skills and methods acquired during secondary school to analyse the issues and effects of regional planning policies.

We will use all available documentary sources to explore these themes: images, texts, reports, films, etc.

Expectations are directly shaped by the structure of the baccalaureate exam (an essay answering a framed question, followed by a study of document(s) or a map-based exercise).

More specific work will therefore focus on answering a framed question, building on the methodology introduced in the previous year. This is designed to assess candidates' ability to draw on fundamental knowledge, in the service of historical and geographical reasoning, to

understand the world. This answer must, of course, demonstrate a good command of language.

The study of document(s), already covered in Year 10, primarily aims to help students use, organise and compare information. In a second stage, analysing documents from varied sources and of varied types should enable students to write a clear and well-organised critical study of them. Finally, some map-based work (sketch maps, diagrams) is expected.

All these points will be worked on through discussions, studies, oral and/or written presentations, individually or in groups, and then assessed through the various exercises set in class or during DS and CT tests.

Of course, I do not claim to turn every student into a historian, but I place great importance on each of them developing a solid general knowledge base, which will enable them to steer clear of the historical shortcuts that abound in our media. In this way, they will be citizens able to think independently of the dogmas heard here and there.

EMC FINAL YEAR

Karl SUIR

Final year: Democratic life: debate, deliberation and decision-making

Expectations and aims

The final year completes education in active citizenship by exploring democratic debate in greater depth. It involves examining how, in a communication society and in the digital age, citizens inform themselves and exchange views, in order to uphold a genuine ethics of discussion. Deliberation within institutions at different levels underpins democracies, in which the legitimacy and effectiveness of decisions rest on exchanges,

controversies, negotiations and consensus. The curriculum also covers the specific challenges of debate within international institutions, particularly the European Union or the United Nations (UN).

The exam consists of a single assessment, and the mark obtained carries a weighting of 2.

- The EMC exam is one of the one-off assessments counted as continuous assessment for individual candidates.
- You must bring the summary sheets on the topics studied in both the previous and final years on the day of the exam.
- In summary, the final-year curriculum explores democracy in greater depth through two major strands, and its oral assessment, weighting 2, covers four topics of your choice, with a specific procedure adapted for independent candidates — that is, being able to present each topic orally in 10 minutes before answering the examiner's questions.

ENGLISH

Léna Gelinet

The Modern Language A (English) course in the final year aims to consolidate and deepen students' language skills in the five language activities defined by the Common European Framework of Reference for Languages (CEFR): reading comprehension, listening comprehension, written expression, spoken expression (continuous) and spoken interaction.

Classroom work is based on the strands of the final-year curriculum set by the Ministry of Education, and combines the study of a variety of authentic materials (press articles, literary extracts, films, podcasts, visual documents) with regular oral and written work.

Students will be asked to:

- Understand complex written and spoken documents;
- Produce well-argued, concise and precise written work;
- Speak fluently, both continuously and in interaction;
- Develop their vocabulary and stylistic fluency;
- Prepare for the exam.

As EPBI is a private school operating outside state contract, students are not assessed through continuous assessment but through a one-off exam organised by the regional education authority (rectorat). At the end of the final year, each student takes:

- A written exam (1h30) combining listening comprehension (a 1'30 audio document, played 3 times), reading comprehension (1 or 2 documents, to be answered in French or English depending on the instructions), and written expression in English;
- An oral exam (10 minutes' preparation + 10-minute exam: 5 minutes of continuous speech + 5 minutes of exchange with the examiner).

The expected level for Modern Language A is CEFR B2.

I expect students to show:

- Serious commitment to regular work, both in class and at home;
- Active participation in oral activities;
- Curiosity about the culture and current affairs of English-speaking countries;
- The diligence needed to prepare for assessments.

SPANISH

Sabrina Palamara

The new final-year language curriculum is built around the theme: Founding Gestures. This theme is broken down into 8 descriptive strands. Students must cover at least 6 of them by the end of the final year.

Language mastery holds an important place in the new curriculum, with emphasis placed on grammar, conjugation, spelling and phonology.

This study of the language is always based on documents linked to a specific context.

Students will be assessed in two stages:

Assessment 1: will focus on spoken expression and interaction.

Assessment 2: will focus on listening and reading comprehension, and written expression.

The aims for the final year focus on:

- Developing a reasoned approach to documents by working on listening, speaking, reading and writing skills.
- Making students active and independent by offering activities that let them exchange, persuade and debate, but also describe, narrate, explain and argue.
- Mastering the language through grammar, conjugation and vocabulary.
- Acquiring and applying methods for the baccalaureate exams.
- Discovering cultural realities linked to the language being taught.

To achieve these aims, we use:

- A textbook to introduce new learning, which is then put into practice through various workshops and activities.

Finally, to track students' progress, they will be assessed through:

- Lesson tests
- Written and oral work
- Supervised tests
- End of term tests.

In line with the European framework, the target level by the end of secondary school is B2.

Class project:

For final-year students, this involves an exchange of ideas about the documents studied, broadening their understanding of them. This helps them prepare for the oral exam, particularly the exchange with the examiner

PE

Antoine Haget

I am Antoine Haget, Physical Education teacher. This final year is a special one, marked by the baccalaureate assessments in PE. Throughout the year, sessions will be organised to prepare students in the best possible conditions, both technically, physically and methodologically.

The two activities assessed for the baccalaureate will be practised regularly to allow everyone to progress at their own pace and approach the exams with confidence.

Table tennis

Table tennis will be practised throughout the year to prepare students for the requirements of the assessed exam.

Aims:

Master the main technical moves (serve, forehand, backhand, footwork).

Develop a game strategy suited to one's opponent.

Build effective rallies by varying placement, speed and initiative.

Be able to analyse one's performance in order to identify strengths and areas for improvement.

800 metres

Work on the 800 metres will also be spread throughout the year to allow for gradual, lasting physical progress.

Aims:

Develop the endurance and speed needed for performance.

Learn to manage pace and effort during a race.

Build a race strategy suited to one's abilities.

Gradually improve performance through regular, considered training.

Preparing for the baccalaureate

Throughout the year, students will gradually be placed in exam-like situations.

We will work in particular on:

the baccalaureate assessment criteria;

managing stress and effort;

analysing performance;

consistency in training;

understanding what the exam requires, in order to approach it with confidence.

Formative assessments will be organised regularly to track each student's progress and identify areas to work on before the official exams.



PE Assessment

Assessment will be continuous throughout the year and will take into account:

technical and motor skills;

progress made;

involvement, effort and consistency;

following instructions, rules and respect for others;

commitment to the various roles (player, referee, observer, training partner, etc.).

A mid-term assessment will be carried out during each period to review progress and effectively prepare for the baccalaureate exams.



PE Rules

To ensure sessions run smoothly:

Suitable sports clothing is compulsory at every lesson.

A water bottle is essential.

During hot weather, bring a cap and sunscreen.

Safety instructions must be followed at all times.

Respect for classmates, adults, equipment and facilities is essential.

This year represents the final stage of the PE journey at the Secondary and Sixth Form school. I hope to help each student succeed in the baccalaureate while giving them a taste for effort, progress and a lasting relationship with physical activity.

I remain available throughout the year to support students in their preparation and to answer any questions from families.

CAREERS GUIDANCE

Karl Suir

Careers guidance takes place for one hour per week.

In this final year of secondary school, the focus is on submitting choices for next year. This process will begin very soon, at the start of December, and will end around 20th March for Parcoursup. It must be done even earlier for applications abroad, for example.

This course will also be an opportunity to finalise application files with students (cover letters, for example).

In addition, several events will be organised to support students as much as possible: presentations of higher education institutions and careers, a guided visit to the student fair (salon de l'étudiant), and visits from former EPBI students...