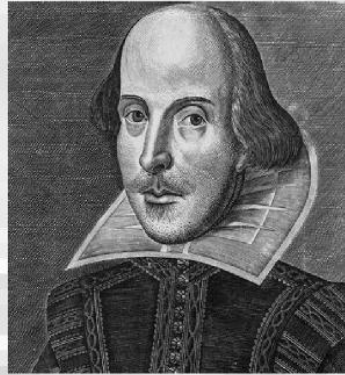
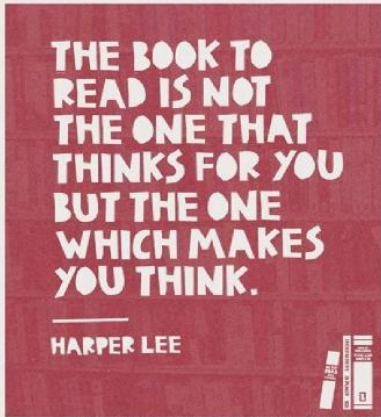


# .English L1 Advanced



.- Studied **in parallel** with English L1

.- 3 periods per week

.- **Bac written exam** based on set texts studied in L1A

.- Set texts cover poetry, prose and drama. Main text - detailed study within a broader social, cultural or historical context of supporting texts.

.- Four other are texts paired by genre in ways that invite an imaginative range of comparative study.

.- **Bac oral exam** based on unseen texts covering prose, poetry, drama and **non-fiction**

## .Individual projects

.- **In S6**, students may choose from a range of negotiated tasks across areas such as language study, media study, textual adaptation or creative writing.

.- **The S7** project must be an extended critical study (4000 words), but again is negotiated according to the student's interest, and may therefore be genre-or author-based.

## .How do we work in class ?

- .- both independent and guided reading and research followed by class discussion, debate and personal presentations
- .- as well as in-depth text study, students acquire knowledge of literary movements, periods and critical approaches
- .- students are encouraged to develop individual learning styles and gain confidence in expressing clearly and concisely their knowledge, personal opinions and responses
- .- reading, speaking, listening and writing skills are enhanced in 'tutorial' atmosphere
- .- poetry and drama studies are enhanced through performance analysis

## Why choose L1A ? (official European School syllabus description)

.Aimed at students who are interested in, and wish to develop and deepen their understanding of, aspects of literature and other published writings.

.Likely to be of particular interest to those students who wish to pursue literary and/or linguistic and/or media studies beyond Baccalaureate level.

.Candidates will need to enjoy reading and analysing a wide range of texts and will show the ability to express complex ideas concisely and persuasively both orally and in writing.

## .Profile

.Literature is a non-vocational subject however literature students develop effective communication, creative and critical skills that are highly prized in all professions. The ideal literature student ;

- .- is **passionate** about the spoken and written word in all its forms and wishes to develop further his/her own capacities
- .- is **curious** about society , history, culture and art, and likes to see the world through the eyes of others
- .- enjoys reading a **wide range** of literature because it makes him/her feel or think
- .- enjoys debating **current affairs** as much as the universal and timeless themes presented in **classical and contemporary literature**
- .- is **eager** to express and defend an opinion whilst willing to listen and consider those of others

# Option Français Langue 2 – Approfondissement

- S'adresse à des élèves de langue maternelle française ou non qui, dans les cycles précédents, ont manifesté un intérêt et un grand plaisir pour l'étude de la langue et de la culture françaises.
- Offre aux élèves la possibilité d'étudier de manière renforcée la littérature, la culture, les sujets d'actualité, les Arts (le cinéma, la bande dessinée, la chanson) dans la langue cible.
- Renforce les compétences en français du cycle 3 ; objectifs d'apprentissage du niveau C1 du CECR.
- Apporte des bases solides aux élèves qui souhaitent poursuivre leurs études supérieures en France ou dans un pays francophone.

• Pour les deux années du cycle 3, le programme tourne autour d'une œuvre principale à laquelle s'ajoutent des œuvres complémentaires. D'autres supports d'une grande variété peuvent être utilisés : articles de presse, critiques littéraires, essais, reportages, interviews, adaptations cinématographiques ou théâtrales, etc...

• L'épreuve écrite finale en S7 comporte 2 parties (4 heures) : compréhension écrite et production écrite

Partie 1 : Compétence de lecture	1 texte non littéraire non étudié en classe	4 ou 5 questions fermées.
Partie 2-1 : Production écrite – Analyse d'un texte littéraire	1 texte littéraire non étudié en classe	3 ou 4 questions ouvertes qui demandent une analyse approfondie du texte
Partie 2-2 : Production écrite – Essai littéraire	1 essai littéraire de 1000 mots environ	1 essai littéraire

• L'épreuve orale finale (20 minutes) comporte deux parties qui ne dépendent pas l'une de l'autre :

Partie 1 : Compréhension de lecture	L'élève expose les idées principales puis les examinateurs posent des questions relatives à certains détails pertinents du texte.
Partie 2 : Interaction orale	Les examinateurs posent des questions propices à un échange.

Pour plus de renseignements : <https://www.eursec.eu/Syllabuses/2016-12-D-22-fr-4.pdf>

# THEATRE

## Cours complémentaire – S6 et S7

Découvrir la dimension dramaturgique du théâtre

→ Ecole du spectateur : 6 à 8 spectacles dans l'année

Encourager l'initiative et l'expression personnelles

→ Pratique du jeu : techniques de jeu, improvisations

Expérimenter une démarche collective de création

→ Création d'un spectacle et représentation publique

**3 périodes hebdomadaires**

**Évaluation continue : pratique de jeu, carnet du spectateur**

**B-tests : examen écrit (45mn) + une performance**

Enseignement commun aux élèves des cursus international et européen ● Renseignements :

[laurent.guidon@ac-aix-marseille.fr](mailto:laurent.guidon@ac-aix-marseille.fr)



# Mathematics:

## 3P

- For students where mathematics won't play an important role in their higher level studies, or where applied rather than pure maths is needed
- Students are expected to do between 2-3 hours of independent work a week in order to achieve a good grade.

### Possible courses (to check!):

- Art
- Political and international relations
- Literary subjects

## 5P

- For students whose higher level studies require mathematics
- Challenging syllabus, quick pace
- Strong basic maths skills (algebra...) needed
- 3-4 hours of independent work a week needed in order to achieve a good grade.

### Possible courses (to check!):

- Science related degrees (Maths, Physics, Chemistry, Computer Sciences, Economics, Biology, etc..)
- Engineering, French "prepas"
- Architect

# Mathematics Higher

## Level (HL):

- Very challenging level (S6: study of matrices, determinants, groups, non-linear equations, complex geometry..., S7: trigonometric and hyperbolic functions, differential equations, expansions, higher level integration)
- Extra possibility for 5P students to go deeper into maths
- Oral examination only (20 mins preparation then presentation in front of a jury)
- Shows students interest and skills (good for application forms!)
- Students are expected to do at 2-3 hours of independent work a week in order to achieve a good grade.

### Possible courses (to check with the universities!):

- Engineering
- French “prepa”

# S6 BIOLOGY 4p



## Why choose this option?

Because the subjects studied are exciting and directly concern tomorrow's world! Based on observation, experimentation, modeling, analysis, argumentation, they deal with:

- **The life and organization of the living**, which enables the development of a thoughtful approach to public health issues, but also an ethical and civic reflection on society and the environment.
- **The human body and health**, for a better understanding of the functioning of our organism.

## Who would this option be for?

Pupils

- curious about science
- who like experimental practice
- like to analyze and understand data
- already have a basic knowledge of mathematics and chemistry



## Required/expected work

- 4 periods per week in class in S6 and S7
- Homework: 0.5 to 1.5 hours /week in S6  
1.5 to 3 hours/week in S7



## University courses that would require the option:

- Biology studies in universities around the world (Bachelor, Master, Doctorate)
- Medical and paramedical training
- Agro-veto preparation or BCPST then engineering school in biology, food processing, agronomy.

# PHYSICS 4P



## Time schedule / work

2x2P, with at least 2P in the lab for practicals

**Requirements** : high motivation and interest

– be ready to work (large gap compared to

S4 and S5) – feel comfortable in physics and

maths

## Why should I choose that option ?

I'm very interested in physics and science, intend to make scientific studies, like making experiments and practising the scientific methodology (observe, make hypothesis, make experiments, deduce or conclude)

## Topics :

Mechanics : gravity – forces - momentum –

Newton's laws – motions – energies –

Orbital motions - oscillations ...

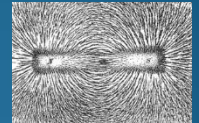
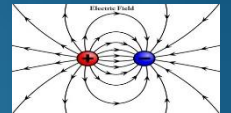
Electric field – electric force - energy –

capacitors ...

Magnetic field : electromagnet – induction ...

In S7 : motions in E-B fields – Waves – Wave-particle duality

– Atomic and nuclear physics



## What for ?



- Universities up to PhD in physics / engineering

- Medical studies

- Engineering schools

- Architecture

- .....

# CHEMISTRY 4P



## Time schedule / work

2x2P, with at least 2P in the lab for practicals

**Requirements:** high motivation and interest

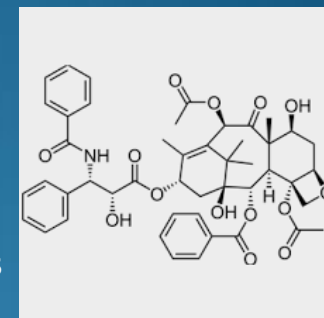
– be ready to work (large gap compared to S4 and S5) – feel comfortable in chemistry

## Why should I choose that option ?

I'm very interested in chemistry and science, intend to make scientific studies, like making experiments and practising the scientific methodology (observe, make hypothesis, make experiments, deduce or conclude)

## Topics :

- Matter structure : atomic structure, molecules (bonds, shapes), intermolecular bonds, large scale structures (ionic, metal, .....) and related properties
- Thermochemistry : ideal gas law – enthalpy, entropy, free energy...
- Kinetics in chemistry / equilibrium
- Analysis : IR spectrum, NMR
- Organic chemistry : hydrocarbons
  
- In S7 : acid/bases – redox reactions – titrations – electrochemistry + organic chemistry (acids / amines / carbohydrates / fats / aminoacids /alcohols, .....)



## What for ?



- Universities up to PhD in phychemistry / biology / chemical engineering
- Medical studies
- Chemical engineering schools
- .....



# LAB SCIENCE : 2P complementary option

## Time schedule / work

2P in the lab for practicals

Alternatively Physics/Chemistry OR Biology

**Requirements** : motivation and interest in science – better to follow the 4P cursus in chemistry, physics or biology

## Why should I choose that option ?

I'm very interested in sciences, intend to make scientific studies, like making experiments and practising the scientific methodology (observe, make hypothesis, make experiments, deduce or conclude)

## Topics S6/S7

- Physics : geometrical optics
- Physics : electronics (Arduino electronic platform)
- Physics : astronomy (exoplanets – craters and aging / the Sun : measuring distances / .....
- Physics : particle physics (muon detection and applications)
- Physics : experiments with an infrared camera
- etc
  
- Chemistry : complementary techniques or experiments based on real-life problems (cosmetics / molecular gastronomy / Coca Cola or Ketchup analysis / saline titration, orange or lavender essential oil extraction, .....

## What for ?

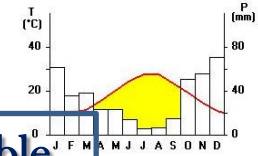


Any scientific study with practicals !!!

# Géographie en français



Understanding



Transferable skills



Town planning

Cartography

Journalism

GIS



Studies



Political Science

Environment



## Geo 2p VS Geo 4p

### Assesment

4 X Btest (45mn), 2 per semestre, in S6 and S7

### Baccalaureate examination

Oral (LV subject) : 20mn (presentation – discussion)

### Assesment

- In S6: 2 exams at the end of each semester (135mn)
- In S7 : Prebac (180mn) in January

### Baccalaureate examination

- Written (180mn) : 4 compulsory questions related to the 4 themes in the 7<sup>th</sup> year syllabus
- Oral: 20mn (10mn presentation – 10mn discussion)

# Why choose History 4P ?

## L'EUROPE ET LE MONDE DE LA FIN DU XIX<sup>E</sup> SIÈCLE JUSQU'À NOS JOURS

### THÈME OBLIGATOIRE

#### L'Europe de 1914 à 1945

6<sup>e</sup> – 2 périodes  
(environ 24 périodes)

- 1) L'Europe transformée par la Première Guerre mondiale
- 2) L'Europe entre les deux guerres mondiales : dictatures et démocraties (1918-39)
- 3) L'Europe et les Européens dans la Seconde Guerre mondiale

6<sup>e</sup> – 4 périodes  
(environ 48 périodes)

### THÈME OBLIGATOIRE

#### L'Europe depuis la Seconde Guerre mondiale

7<sup>e</sup> – 2 périodes  
(environ 24 périodes)

- 4) L'Europe au lendemain de la Seconde Guerre mondiale (1945-1949)
- 5) Europe de l'Est, Europe de l'Ouest (1949-1973)
- 6) L'Europe de la dictature à la démocratie (1974 - 1995)
- 7) La construction européenne de 1945 à nos jours

7<sup>e</sup> – 4 périodes  
(environ 45 périodes)

### THÈMES AU CHOIX

6<sup>e</sup> – 2 périodes

3 thèmes (minimum) x 8 périodes	3 thèmes (minimum) x 15 périodes
<b>6.2A</b> Les États-Unis d'Amérique de 1898 à 1945	<b>6.4A</b> Les États-Unis d'Amérique depuis 1898
<b>6.2B</b> Culture et société avant 1945	<b>6.4B</b> Culture et société avant 1945
<b>6.2C</b> La colonisation et l'impérialisme européen de la fin du XIX <sup>e</sup> siècle à 1945	<b>6.4C</b> La colonisation et l'impérialisme européen de la fin du XIX <sup>e</sup> siècle à 1945
<b>6.2D</b> La guerre au XX <sup>e</sup> siècle	<b>6.4D</b> La guerre au XX <sup>e</sup> siècle
<b>6.2E</b> Les femmes au XX <sup>e</sup> siècle	<b>6.4E</b> Les femmes au XX <sup>e</sup> siècle
<b>6.2F</b> Russie et U.R.S.S. de 1917 à 1953	<b>6.4F</b> Russie et U.R.S.S. de 1917 à 1953
<b>6.2G</b> Les génocides au XX <sup>e</sup> siècle	<b>6.4G</b> Les génocides au XX <sup>e</sup> siècle

### THÈMES AU CHOIX

7<sup>e</sup> – 2 périodes

3 thèmes (minimum) x 10 périodes
<b>7.2A</b> La Guerre froide
<b>7.2B</b> La Chine depuis 1949
<b>7.2C</b> La décolonisation après 1945
<b>7.2D</b> Le conflit israélo-arabe depuis 1947
<b>7.2E</b> Les États-Unis d'Amérique depuis 1945
<b>7.2F</b> L'Organisation des Nations Unies
<b>7.2G</b> Médias de masse, cultures populaires et pouvoir politique depuis 1945.

### THÈMES OBLIGATOIRES

7<sup>e</sup> – 4 périodes

3 thèmes obligatoires x 15 périodes
<b>7.4A</b> Guerre froide et relations internationales depuis 1945
<b>7.4B</b> La Chine depuis 1949
<b>7.4C</b> Décolonisation et indépendances depuis 1945

More time for :

- Debates, discussions,
- Oral presentations,
- Methodology,
- Building a strong general knowledge,

The choice depends on academic guidance

- Human sciences studies,
- Law,
- Business.



# Reasons to choose Art 4P:

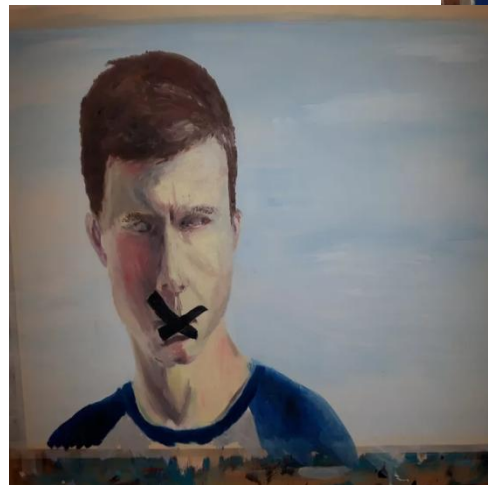
- Finding a creative voice to communicate your ideas  
– helpful skill in all types of work in the future
- Resolving problems or questions about the world we live in – Art themes are linked to our lives & experiences
- Development of original and well-researched ideas  
– writing structured essays to improve your ability to present ideas in English (helps for all subjects)
- Learn technical skills, which are developed using different media – helpful for future studies in Design, Artistic subjects and to have a more cultured general knowledge.
- Capacity to think outside of the box! – useful in all jobs!

Themes include:

Animal and Art, The environment, Mankind, People and places, Light and Shadow, Cultural identity.

Here are some examples of work created by past and present S6 & S7 Art students:

<https://padlet.com/sarahlmonaco27/Bookmarks>



## S6 S7 Option Art

Gaining the ability to solve problems with creativity and originality: thinking outside the box!

Understanding the world around us, our experiences , our emotions and how Artists have reacted to what's happening in the world, through their creations.

Throughout each project, the students find creative solutions, which have a personal message and a well-researched understanding of Art history.

The students experiment with different materials, attaining a very good technical level, achieving excellent results at the Bac in Art!

# L3 L4 German-Spanish

Working and evaluation on the following competences :

Listening

Reading

Spoken interaction

Spoken Production

Writing

Cultural Awareness

Language Learning

Attainment level :

- B1+ according to the Europe's Common European Framework of Reference for Languages (CEFR).

- A2+ according to the Europe's Common European Framework of Reference for Languages (CEFR).





**The students will acquire :**

**knowledge of different registers of language for diverse audiences and purposes**

**a wide range of vocabulary including that related to abstract concepts**

**a range of complex grammatical structures**

**strategies for independent research using a range of resources including ICT**

**insight into the culture of target language countries/communities including the study of literary texts**

**independent learning strategies and an ability to evaluate his/her own learning**

**Students will get an insight into the culture of the German/Spanish language countries/communities including the study of literary texts.**

**Students will study examples from the various literary genres as well as non-literary genres.**

**Two complete works of literature will be read in their original form. [Not in LIV](#)**



# The choice depends on academic guidance

- European and international studies,
- Humanities and social sciences (Sciences Po),
- Business,
- Translator/interpreter
- Tourism... but also in combination with
- scientific studies when it comes to international team work