



S6 & S7

Choice of subjects

Baccalaureate cycle

2026-2028

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Information booklet

To the Pupils in 5th Year and Their Legal Guardians

This booklet is intended to give you information about courses in years 6 and 7. You will also find a summary of regulations concerning the Baccalaureate examinations.

The official regulations can be found on the website of European schools. (<https://www.eurisc.eu/>)

In the case that something is unclear please contact either guidance teachers (orientation@llis.lu) or the cycle coordinator Teemu Hinkula (teemu.hinkula@education.lu)

[General rules of European Schools](#)



[Arrangements for Implementing the Regulations for the European Baccalaureate](#)



[BAC Handbook](#)



[Web tool for choices. \(Not official\)](#)



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General Information

Important dates

- 19/3/2026 – Info evening 19.30-20.30
- 29/3/2026 – Deadline to submit the choices by using this form:



<https://orga.llis.lu/>

- 4-5/2026 – Possible second choices if needed
- 6/2026 – Level test in the case of subject changes or starting a new subject
- 9/2026 – Subject change requests are possible in September by using the form below.

No positive response is guaranteed.

<https://forms.office.com/e/ZzxX9kLvIh>



Choice of subjects for years 6 and 7

The pupil's timetable must comprise between 31 (minimum) and 35 (maximum) periods per week. Only in exceptional cases, granted by the management, may pupils be allowed to take 36 periods. Experience has shown that a 35-period week already represents a heavy working load.

A request for such an exception must be submitted **in writing before July 1st**, accompanied by a clear justification. The decision will be taken based on the pupil's academic profile and the technical feasibility of scheduling.

COMPULSORY COURSES

Compulsory

Language 1	4p
Language 2	3p
Life and Society	1p
Physical education	2p
Mathematics	3p or 5p

Compulsory 2-period course unless chosen as a 4-period option

History (L2)
Geography (L2)
Philosophy (L1)

Compulsory 2-period unless a science option is chosen as a 4-period option

Science, Technology and Society (STS)

STS is **compulsory only for students who have not chosen** a 4-period science option (Biology, Chemistry, or Physics).

Students who have selected at least one of these subjects are exempt from STS, but may choose it voluntarily.

The 5 periods mathematics can be chosen by a pupil who has followed the 4 periods course in year 5 **only** if all the following requirements are met: (a) a written request is handed in with the choice form; (b) on the recommendation of the teacher of mathematics and (c) on condition that the pupil has been successful in a required level test, see "*Important dates*".

OPTIONAL COURSES (4 period)

History (L2)
Geography (L2)
Philosophy (L1)
Language 3
Economics
Language 4 (Spanish or Italian)
Biology (L1)
Chemistry (L1)
Physics (L1)
Art
Music

The Digest of Decisions states that *“Pupils cannot continue to study a subject in the 6th year if their results show that they have not been following it satisfactorily in the 4th and 5th years”*¹. The importance of options must be emphasised, not only for promotion prospects from 6th to 7th year but also for the written and oral examinations in the Baccalaureate, see below.

When choosing subjects, pupils have to contact the teachers concerned to discuss their choice. When necessary, teachers might have to forward to the management their opinions about the possible option choices of their pupils.

At the beginning of the 6th year, pupils cannot normally choose a subject which they have not taken in the 4th and 5th years. However, this rule may be waived by the management and the teachers concerned if pupils can provide proof that their background in the subject is sufficient for them to follow it successfully in years 6 and 7. Pupils may have to pass a test on the syllabus of years 4 and 5 to prove that their background is sufficient.

ADVANCED COURSES (3 periods)

Advanced language 1 **or**
Advanced language 2 **or**
Advanced Mathematics

Advanced subjects involve, as their name suggests, a deeper study of the subject in question and should be chosen only by those pupils who show a clear interest and a particular aptitude for the subject.

Advanced Language 1 becomes obligatory in both the written and oral examinations of the Baccalaureate. Advanced Language 2 becomes obligatory in the written examinations of the Baccalaureate, see below.

The Advanced Mathematics course can be taken only by those pupils who take the 5-period mathematics course. This subject cannot be taken as a written examination in the Baccalaureate but must be taken as the third oral examination if taken.

¹ Digest of Decisions of the Board of Governors of the European Schools (Ref.: 2014-02-D-14-en-3)

It's required that pupils have to choose minimum 29 periods of Compulsory, Optional and Advanced courses.

COMPLEMENTARY SUBJECTS (2 periods)

Art (Not together with Art 4p)

Art Lab

History Of

Aart

Music (Not together with Music 4p)

Introduction to Economics (Not together with economics 4p)

Informatics (ICT)

Sport

Laboratory Biology **or** Chemistry **or** Physics(Only if correspondent 4 period subject is chosen)

Electronics

Language 5 (Spanish, Italian or Portugues)

Etudies classiques

Sociology

Sustainability and Active Citizenship

Political science

Drama

- Complementary course must be taken by those pupils whose timetable has reached less than 31 periods after choosing their Compulsory, Optional and advanced courses. Otherwise, pupils are not obliged to take any Complementary course.
- Laboratory courses in Biology; Physics or Chemistry can be taken only by those pupils who have already chosen the corresponding science option. Pupils may take only one of them.
- Complementary courses are given in one or more of the working languages. They cannot be requested in the pupil's language 1. If a course exists in a pupil's working language, he/she must take it in that language unless technical constraints make it impossible.
- Complementary courses are not involved in the written or oral examinations of the Baccalaureate.
- Art and Music complementary courses cannot be chosen by those pupils who have already chosen these subjects as optional courses.
- The Language 5 (L5) courses are specifically designed for beginners.
- Pupils who have chosen Economics as an option or who have followed Economics in years 4 and 5 cannot take Introduction to Economics.

Life and Society

As foreseen in our accreditation agreement, the school will continue with the Life and Society course as defined in Luxembourg, and reference to Religion and Ethics in the European Baccalaureate will be understood as reference to that course.

Overview of the course structure

COMPULSORY SUBJECTS				OPTIONS				COMPLEMENTARY SUBJECTS	
Column 1		Column 2		Column 3		Column 4		Column 5	
L1	4p	STS (L1) *	2p	Latin	4p	Advanced L1	3p	Biology Lab or Chemistry Lab or Physics Lab	2p
L2	3p	Geography (L2) **	2p	Biology (L1)	4p	Advanced L2	3p		
Ma3 or Ma5	3/5p	History (L2) **	2p	Chemistry (L1)	4p	Advanced Maths	3p	Electronics	2p
Physical Education	2p	Philosophy (L1) **	2p	Physics (L1)	4p	Not compulsory to choose.		ICT	2p
Life and Society	1p	* Science, Technology and Society course (STS) can be replaced by Bio, Chi or Phy ** Compulsory if not chosen from column 3		Geography (L2)	4p			History of Art	2p
	13p/15p			History (L2)	4p			Art	2p
				Economics (L2)	4p			Art Lab	2p
				Philosophy (L1)	4p			Music	2p
				Language 3	4p			L5(ES/IT/PT)	2p
				Language 4	4p			Études Classiques (FR)	2p
				Art	4p			Sociology	2p
				Music	4p			Sustainability and Active Citizenship	2p
				Choose min 2 subjects				Political science	2p
								Drama	2p
								Sports	2p
Min 29 periods							No BAC examination		
Total 31-35 periods									

General remarks

The management will do its best to organise the courses chosen by the pupils. However, it may not be possible to offer all options and advanced courses in all sections, as a result of resource limitations and/or timetabling reasons, and **it is impossible to satisfy all choices for logistical reasons.**

If a pupil's choice is not possible, (s)he will be asked to make a second choice based on the grid determining next year's subject combinations. Please notice that the grid is established in such a way as to give as many pupils as possible their choices.

If the first choice does not work

The management will inform the pupil of the problems affecting the choice and at the same time give the possible options. If there are in doubt as to what subjects to choose then the pupil should consult the guidance teacher.

Pupils are expected to make a carefully considered choice before the deadline, having consulted teachers and guidance teacher, and having informed themselves of the regulations as outlined in this booklet.

Be aware that initial choices help determine the combination of subjects that will be created, given that the creation of the course may rely on a sufficient number of pupils choosing the respective subject. It also helps to create the best possible timetable. It is therefore generally assumed that if initial choices are possible, they will become definitive.

However, the management will consider duly justified changes made before the end of the 5th year, or even up until the end of September 2024 to allow for unforeseen 5th year results. If further changes are required, these must be requested in Forms by the end of September. Requests will be considered together. In this phase, school can't ensure anymore that all requests can be accepted. No more requests will be allowed until the end of the 6th year, when the regulations permit a very limited number of changes.

If the Class Council disapproves of a certain choice, a change should take place. **If an option course that is normally taught in the language of a section cannot be created in that language, it will, if possible, be offered in one of the working languages.** In creating courses, priority will always be given to options rather than to complementary courses. If the option courses in History or Geography cannot be created in the working language of the pupil, s(he) can follow it in another working language, on the condition that it is not the pupil's LI and that a group is created.

The options already begun in the 4th year (Economics and Language 4) can be continued only if sufficient numbers of pupils choose these options.

At the Board of Governors' meeting held in April 2007 it was decided that, whilst schools should continue organizing 6th and 7th year timetables on the basis of a maximum of 35 periods per week, pupils could, with the approval of the Management, exceed this limit provided that the extra course(s) are compatible with their basic timetables. A request for such a choice must be made in writing, with a justification, at late considered prior to the start of S6 by 1st July 2023. The requests will be in the light of the written request, the academic profile of the pupil and technical timetable possibilities.

Cycle coordinator: Teemu Hinkula (teemu.hinkula@education.lu)

Changes between years 6 and 7

A subject may be dropped between year 6 and 7 **only if all the following conditions are met:**

1. The weekly timetable remains at **minimum 31 periods**
2. **At least two option subjects** are retained
3. **Minimum 29 periods** remain from compulsory, optional, and advanced courses
4. At least **one scientific subject** is kept (Biology, Chemistry, Physics or STS)
5. The request must be submitted **in writing before July 1st** to the cycle coordinator"

Please note that between s6 and s7, only the following changes of level are possible:

- Mathematics 5 ↔ Mathematics 3
- 4-period option ↔ Compulsory 2-period course (same subject)

Advancing from Maths 3 to Maths 5 or moving from a 2-period to the more advanced 4-period option is conditional upon the passing of an attainment test demonstrating that the pupil has caught up on work covered in the course in S6 and has the ability to keep up successfully with the requirements of the course requested.

Adding a new option, advanced course or complementary subject in year S7 is not allowed.

Only in very special cases will it be possible to change a subject level at the start of the 7th year. A written request with an explanation of the requested change must be handed in to the Director before the class council at the end of year 6 takes place. The request will be discussed at the class council and the Director will take the final decision. We draw your attention to the fact that if a pupil disregards the advice of the 5th year Class Council concerning a modification of choices, any subsequent request of a change is unlikely to meet with a favourable response.

Please note that the pupils will be asked for their choice of options for the written BAC at the beginning of October in year 7.

You may drop a subject between 6 and 7 if the above conditions are fulfilled, but you cannot add a new subject in year 7.

You cannot replace one 4-period option with another 4-period option or one 2-period complementary course with another 2-period complementary course.

A written request with an explanation of the requested drop of a subject must be handed in to the cycle coordinator before 1st of July. It's not guaranteed that the request will be accepted.

Written examination in year 6

Two sets of Compos

1. One series at the end of the first semester.
2. One series at the end of the school year.

Compulsory subjects:

Adv. Language 1	4 periods
Adv. Language 2	4 periods
Language 1	4 periods
Language 2	3 periods
Maths 3p	3 periods
Maths 5p	4 periods

Options:

Art	5 periods
Music	3 periods
Biology	3 periods
Chemistry	3 periods
Physics	3 periods
Economics	3 periods
Geography	3 periods
History	3 periods
Language 3	3 periods
Language 4	3 periods
Philosophy	4 periods

For the following subjects:

Geography 2p	2 tests of 1 period or 1 test of 2 periods, per semester
History 2p	2 tests of 1 period or 1 test of 2 periods, per semester
STS	2 tests of 1 period or 1 test of 2 periods, per semester
Adv. Maths	2 tests of 1 period or 1 test of 2 periods, per semester
Philosophy 2p	2 tests of 1 period or 1 test of 2 periods, per semester

Complementary Courses: 2 assessments of 1 period or 1 assessment of 2 periods, per semester

Regulations governing the European Baccalaureate examinations

It is highly recommended to have a global view of the regulations governing the European Baccalaureate before doing the choice. In particular, on those provisions regarding the calculation of the final mark and organisation of examinations.

The final European Baccalaureate mark is calculated as follows:

- 50% for the average **preliminary mark**
- 35% for the average **written examinations** mark (7% per written exam)
- 15% for the average **oral examinations** mark (5% per oral exam)

The 50% corresponding to the average **preliminary mark** is made up of the **class marks** (A marks, formative assessment) and **part examination** (pre-Baccalaureate) marks (B marks, summative assessment) as follows:

- 10% A1 marks (Semester 1)
- 10% A2 marks (Semester 2)
- 30% B marks

The pass mark in the European Baccalaureate is **50/100**.

The 35% written exam component consists of **five subjects worth 7% each**. The 15% oral exam component consists of **three subjects worth 5% each**, resulting in a total of **100%**."

Part examinations (Pre-bacs) in year 7

Long written examinations

Organized over 2 weeks after Christmas holidays.

Compulsory subjects:

Adv. Language 1	4 hours
Adv. Language 2	4 hours
Language 1	4 hours
Language 2	3 hours
Maths 3p	4 hours
Maths 5p	4 hours

Options:

Art	5 hours
Music	3 hours
Biology	3 hours
Chemistry	3 hours
Physics	3 hours
Economics	3 hours
Geography	3 hours
History	3 hours
Language 3	3 hours
Language 4	3 hours
Philosophy	4 hours

Short written examinations

Organized during the normal school week

For the following subjects:

Geography 2p	2 examinations of 1 period or 1 examination of 2 periods, per semester
History 2p	2 examinations of 1 period or 1 examination of 2 periods, per semester
STS	2 examinations of 1 period or 1 examination of 2 periods, per semester. One examination can be replaced by a project.
Adv. Maths	2 examinations of 1 period or 1 examination of 2 periods, per semester
Philosophy 2p	2 examinations of 1 period or 1 examination of 2 periods, per semester

Complementary Courses:

2 assessments of 1 period or 1 assessment of 2 periods per semester



Baccalaureate examinations

WRITTEN EXAMINATIONS

Organized over 2 weeks around the beginning of June.

Please note that S7 pupils are asked for their choice of options for the written examinations already in October. Candidates will sit 5 written examinations. *

1. Language 1 (L1 Advanced compulsory if taken)
2. Language 2 (L2 Advanced compulsory if taken)
3. Mathematics 3 or 5 periods
4. Option (4 periods)
5. Option (4 periods)

ORAL EXAMINATIONS

Candidates will take 3 oral examinations:

1. Language 1 (L1 Advanced compulsory if taken)
2. One choice possible between:
 - Language 2 (L2 Advanced if taken)
 - History (2 or 4 periods)
 - Geography (2 or 4 periods)
3. Advanced Mathematics, compulsory if taken, otherwise, choice possible between:
 - Science, Technology and Society (STS)
 - Philosophy (2 or 4 periods)
 - Language 3
 - Language 4
 - ONL
 - Biology
 - Chemistry
 - Physics

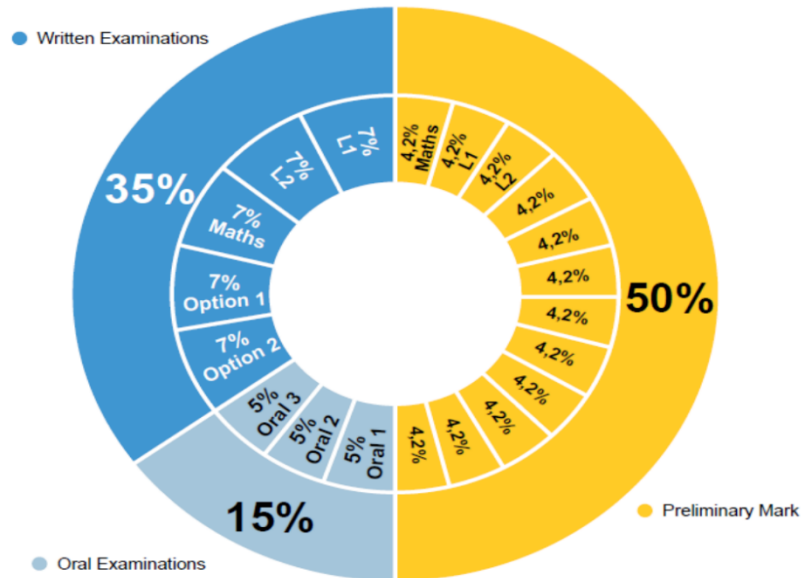
Constraint: Subjects which are taken as the 4th or 5th written examination cannot be taken as orals.

*In exceptional cases candidates can sit an additional written examination if it's requested by the university. If this is the case, contact management. Additional written examination doesn't have impact on the final grade.

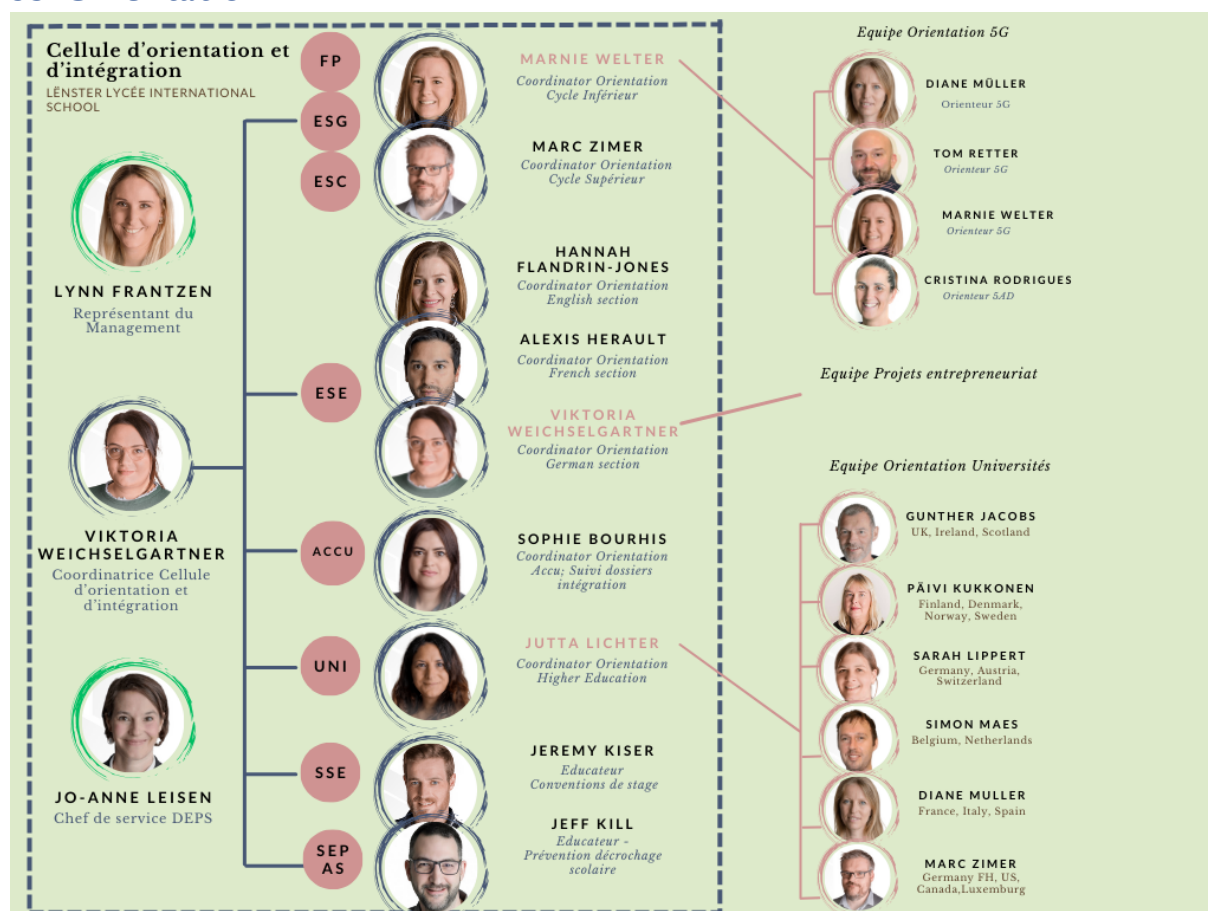
Overview of the European Baccalaureate examinations and final grade

Avg of A marks	Avg of B marks	Avg of Written Exams	Avg of Oral Exams
20%	30%	35%	15%
The average of A1 and A2 marks given in s7	Long written examinations Only on B mark (PreBAC) LI, L2, Maths & 4p courses Short written examinations B1 & B2 marks STS, Ge2, Hi2, Ph2, MathsAdv Other subjects B1 & B2 marks	1. LI (Adv) 2. L2 (Adv) 3. Maths 3p or 5p 4. 4p Option 5. 4p Option	1. Oral LI (Adv) 2. Oral L2(Adv) or Hi2/4 or Ge2/4 - Hi4 or Ge4 NOT possible if taken as written. 3. Oral Maths Adv (compulsory if chosen), L3, L4, Chi, Phy, Bio, Ph2/4 or STS - Only if not taken as a written

Visual Representation of mark weighting for a candidate with 12 subjects



S5 Orientation



How to make meaningful decisions for S6 and S7?

I. Do you have an idea about what subjects to choose already?

a) YES

Good for you! Read through the following questions and make sure your idea sticks with the priorities which should be considered.

Steps to decision-making:

- Double-check with the regulations: You are sure of your preferences – that's good. Nevertheless, it is important to check if you can have those subjects combined and the system works in your favour: Check if the number of lessons is fitting to the European regulations for S6 and S7 in this booklet.
- Make sure you have a plan B: School might not be able to offer all courses due to timetable issues or too low inscriptions in the course you would like to

choose. Make a list of courses you would be willing to choose if your plan A does not work.

b) NO

If you are unsure for the moment about what subjects to take, it is advisable that you choose subjects you like and are good at. Choose subjects that will give you a strong general education and the best chances to be awarded the European Baccalaureate with the best final mark.

Steps to decision-making:

- Have a look at the regulations and start reflecting which subjects you would actually take for the written and oral exams. Make sure to have enough strong subjects to take also oral exams you have confidence in yourself.
- Don't choose the lowest number of courses: You can may drop a course between S6 and S7 if the workload is getting too much if the conditions are fulfilled. You might also discover new strengths or new learning methods with new teachers. It does not work the other way around: You cannot choose a new course in S7. Make sure you have options!

2. Have you consistently performed well in the subjects you want to choose?

a) YES

Enjoy learning and seeing yourself blossom!

Make sure your self-assessment fits the evaluation of the subject teachers.

b) NO

It is important to be aware of our level of competence when you sign up for a subject. Consider the level you attained, and the marks obtained in the subject in previous years and check the level you are expected to attain at the end of S7.

Steps to decision-making:

- Consult the syllabus of the subject and the attainment descriptors. Please, be aware that: You cannot take a subject in s6 if your results show that you have not been following it satisfactorily in s4 and s5. (Article D.3.4 Point e) from the 'Digest of the Decisions of the Board of Governors of the European Schools, 43rd edition')
- If you chose a subject which you have not studied in S4 or S5, you will be assessed before the start of s6 to make sure you have the right aptitudes to allow you to progress successfully.
- Talk to your subject teachers about your decision to get valuable input.

3. Do you already have an idea of the job or professional field you would like to work in?

a) YES

Thinking a step further: Do you know the University course you would like to study or the professional field in which you would like to work and therefore the subjects required or recommended for this field, and at which level?

Steps to decision-making:

- Read the information on the University homepage.
- Talk to professionals of the field you would like to work in.
- If there is time: Try to get an internship or student job near the field of studies/work you could imagine to work in later.

Going further:

- Try to make some university visits over the holidays with your family or friends to get a feel for the city, the university and having maybe the chance to talk to students who study in this field. There are some nice universities in the Greater Region which are worth a visit!

b) NO

Choose subjects and options that give you a broad education. But also listen to your heart and choose subjects that you like and are successful in, as this will bring you closer to your career choice.

Steps to decision-making:

- Clarity will come over time, don't stress about it now.
- Don't limit yourself because you are coming from a non-academic background. Your life is not determined by the background of your parents.
- What are your values? Are they important for your academic choices?

4. Do you talk to friends, family and teachers about your choices?

a) YES

It is important to learn to listen to others and take their input, but...

Steps to decision-making:

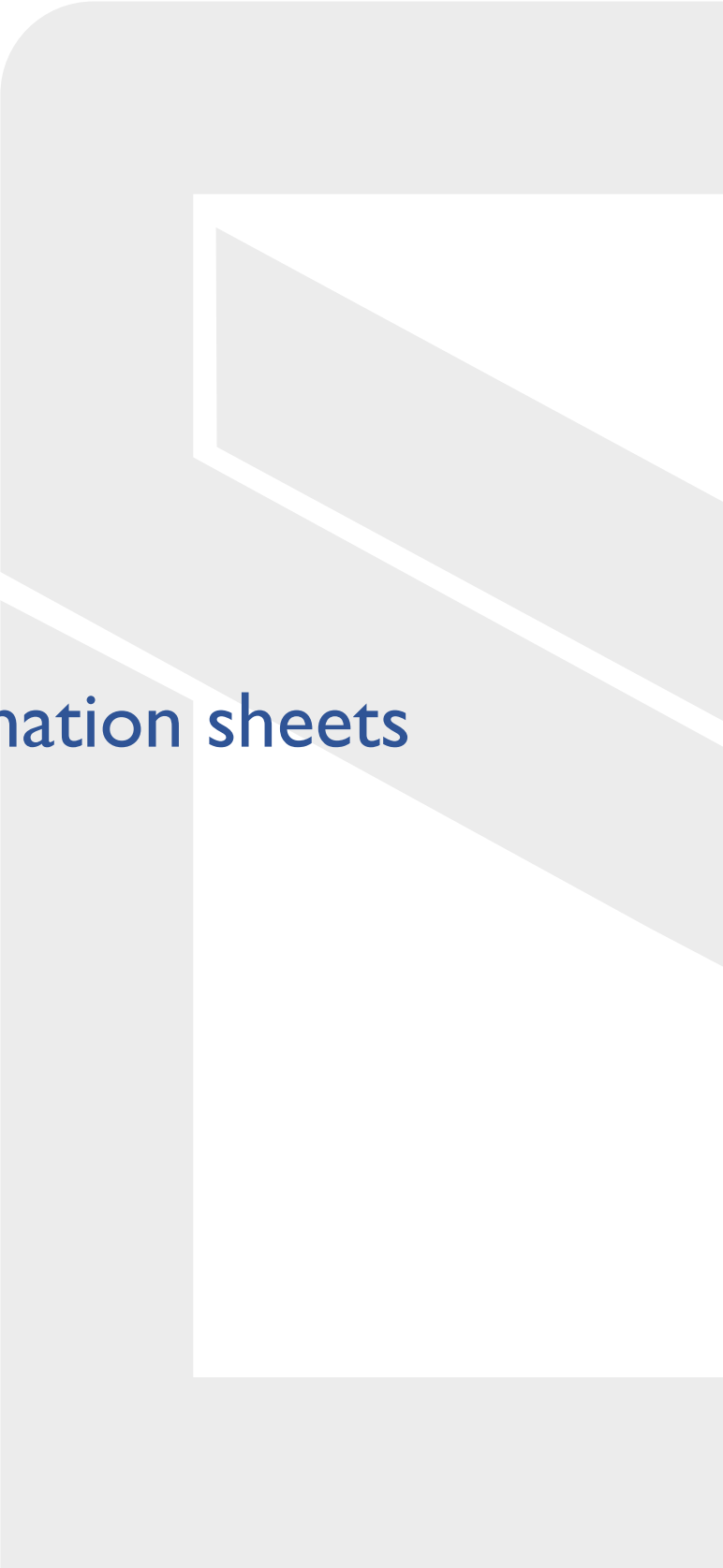
- Please make sure also you can live with those choices. It is your life and your decision where to take it.
- Focus on your own aspirations, rather than societal expectations. Don't choose a course because you want to be with a friend or because a teacher or parent pushes you to take the course. You will need to perform well within the next two years in this subject so make sure you know why you are choosing it.
- No more excuses: Don't tell "I don't like school" or "I don't want to be here". It is your choice to enroll in these courses and you are building your future through school and academics. Try to see the chance you are having compared to other people all around the world. Perspective can give you clarity.

b) NO

Take as much time as you need to reflect on this and discuss your choices with your parents, teachers and your school's guidance teachers.

Steps to decision-making:

- Self-evaluation and self-reflection are important, but other people might see strengths and resources within yourself you have not yet seen.
- Adopt a growth mindset: Your academic performance is not set in stone or determined but can be changed by effort and listening to advice of stakeholders in your school career.
- Think outside the box: Maybe you have an outside school hobby or interest you are passionate about? Talk to people you are involved in within this field and how they did see connections between their passion and academic courses.



Subject information sheets

ART (2 & 4 PERIODS)

General Information

Art as a 4-lesson course

The four-lesson art course is based on the content taught in the 4th and 5th years. The aim is to expand the students' personal artistic experience—both practically, theoretically, and historically.

Art as a 2-lesson course

The 2-lesson-optional art course is focused on practical artistic work and experimentation during the design process.

Art education in both courses promotes perception, reflection, and interpretation of the environment. The development of individual artistic expressions helps students express their identity and communicate their ideas artistically. Since modern media play an increasing role in the perception of the world, the art course also concentrates on critical questioning, problem-solving, lateral thinking, and personal responsibility. These skills are increasingly needed in an ever-more complex world.

Content

Students expand their aesthetic, communicative, and cultural skills in the field of the visual arts: graphic design, painting, 3D art, as well as product design and architecture. The content is conveyed within the framework of a given annual theme. Typical annual themes include: Humans and Animals, Light and Shadow, Fashion, Culture and Identity. During the artistic process, students learn to observe and perceive their surroundings in both an accurate and critical way, reflect on them, and communicate through learned design techniques, creating their own works (graphics, paintings, three-dimensional works). Art history knowledge is deepened depending on the annual theme and the artists being studied, encompassing artists from various art periods and movements.

Focus of the 2-lesson course:

- Theoretical and practical engagement with the annual theme
- Knowledge and use of artistic design techniques
- Reception and analysis of artworks
- Reflection on one's own artwork

Focus of the 4-lesson course:

- Theoretical and practical engagement with the annual theme
- Acquisition and use of artistic design techniques
- Reception and analysis of artworks
- Reflection on one's own artwork
- Advanced practice in graphic design, painting, 3D art, photography
- Application of various artistic techniques (painting, collage, assemblage, new media)
- Greater artistic freedom

Assessment

Art as a 2-lesson course

The two-hour course will not be examined in the European Baccalaureate, neither as a written nor oral exam. The performance will be assessed based on completed coursework, participation, and the sketchbook, including tests on topics covered in the two-year curriculum. The assessment is continuous and transparent.

Art as a 4-lesson course

The assessment in the four-hour elective course is divided according to the process of reception, production, and reflection. The competencies of analyzing, applying, and reflecting on artistic techniques in selected artworks as well as in personal production form the basis for an objective assessment. Motivated participation, engagement, and interest are required for successful performance evaluation.

Exams

All exams follow the requirements of the European Baccalaureate and are divided into two phases:

1. Preparation phase: four regular class hours
2. Execution phase of the final project
In 6th grade: Final project 4 hours (240 minutes)
In 7th grade: Final project 5 hours (300 minutes)

Assessment Areas:

Preparation work: 40%

Final project: 50%

Reflection: 10%

Note:

Students who did not choose art in the 4th and 5th grades cannot normally choose the four-hour art course unless they can demonstrate that they meet the requirements of the four-hour elective (Document 2010-D-246-en-I, p. 81).

The test covers three areas:

1. Observational and perspective drawing (e.g., chair in a room)
2. Drawing with structures, three-dimensional representation of objects; composition
3. Human proportions and/or studies of movement
4. Art history

ART LAB

General Information

The Art Lab course is a two-lesson practical enrichment course primarily designed for students enrolled in the four-lesson art course.

The Art Lab course enables students in S6 and S7 to further develop their skills in visual arts through hands-on projects. It can also be chosen as a complementary subject without requiring enrolment in another art course.

The topics of the General Art Lab course align with the annual theme of the four-lesson art course, with the aim of fostering personal expression and creative thinking across various artistic disciplines.

Course Content

This practical art course covers diverse artistic fields, introducing students to a wide range of techniques and materials in both two- and three-dimensional art. The content includes:

-Drawing: Use of point, line, and shading; techniques such as hatching and texture; representation of space through perspective and proportion; media such as pencil, charcoal, ink, and markers.

-Painting: Colour theory (primary/secondary colours, colour mixing, contrasts); tools such as brushes and palettes; use of colour for representation or as a means of expression; collage and mixed media.

3D / Sculpture: Techniques for construction (wire, wood, paper), modelling (clay, plaster), and assembly; creation of installations and architectural models.

Other Media: Printing techniques (stencilling, woodcut), photography, digital image editing, film (short films and animation), and design for specific purposes (product and fashion design).

Infographics: Digital photography and computer graphics, including photo editing and the creation of digital images.

Volume and Space: 3D art, sculpture, installation, design, and architecture.

Assessment

A Grade: Evaluation of practical work and active participation in class.

B Grade: Creation and assessment of the portfolio, including reflection and presentation.

ART HISTORY

General Information

In addition to the two- and four-hour art classes, a two-hour multilingual art history course is offered.

This course places special emphasis on the eighth competence of the European Education Framework: cultural awareness and artistic expression. It provides students with knowledge of Europe's cultural heritage, thematic artistic works, and their global context. Students develop an understanding of cultural diversity and the importance of aesthetic values in daily life. They learn to perceive, interpret, and create their own forms of artistic expression. The omnipresence of images in modern media increasingly influences young people's worldview, making a critical engagement with visual content essential in the classroom. Art history supports students in understanding their own culture and engaging with European identity. Through the reflection and analysis of works from various periods and media, students gain insights into artistic development.

The two-hour complementary course, designed for S6 and S7 students, is aimed at those who have chosen art as a two- or four-hour subject and wish to deepen their knowledge. The course is conducted in mixed-language groups, and excursions to museums and galleries are an integral part of the program.

Course Content

The content is structured both chronologically and thematically to provide a comprehensive overview of art history. Chronologically, the course covers art periods such as Antiquity, the Middle Ages, the Early Modern Era, the 19th and 20th centuries, and contemporary trends. Thematically, the course addresses topics such as the human figure, landscapes, perspective, light and shadow, color theory, the role of technology in art, as well as art and politics, depending on the annual theme. Additionally, the course explores the significance of photography and the role of women in art history.

Focus Areas

The art history course is visually oriented and includes the analysis of originals and reproductions. Alongside classical artworks, everyday objects, design pieces, photographs, and films are examined. Precise descriptions, the use of appropriate terminology, and analytical techniques are integral to the teaching methodology. Artworks are studied in the context of historical, social, and biographical factors.

By the end of the course, students should have an understanding of the development of European culture and the major art movements. They should be able to describe and analyze artworks, critically engage with sources, and link their perception of the visual world with art historical knowledge.

Assessment

Assessment is based on class participation, portfolio work, practical exercises, and written assignments.

SCIENCE TECHNOLOGY AND SOCIETY (STS)

The STS course is compulsory for pupils who are not enrolled in any advanced science option in S6-7.

Pupils who are enrolled in physics, chemistry and/or biology may also enrol in the course.

Topics

- Brains, minds, intelligences, and learning
- Climate Change and Biodiversity
- Developing Technologies
- Energy
- Food, Nutrition and Health
- Personal and Public Health
- Water

Competences

- **Analysis and information literacy**
The student is easily able to analyse and make critical interpretations of data presented at the level of an educated general public. The student can consistently independently find, and assess the reliability of, information on scientific subjects, on- and offline. They are capable of sophisticated evaluation of the provenance and authority of science-based claims in the public sphere.
- **Problem-solving and synthesis**
The student readily makes connections between different parts of the syllabus, applies concepts to a wide variety of unfamiliar situations, and makes nuanced ethical arguments.
- **Oral and written communication**
The student communicates clearly and concisely, using appropriate vocabulary. Excellent presentation skills. Engages in fluent discussion of issues of public importance raised by science and scientists.
- **Teamwork and project management**
Works constructively as a team member, shows initiative, and can take responsibility for a team. The student can independently plan and carry out a project.

Assessment

A and B mark given for each semester over the 2 years of the Bac cycle.

The A marks can be based on a variety of criteria including: Homework; Short tests; Lab reports; Project reports; Lab books; Participation in class; Report on scientific literature and ethics; Presentations

The B mark is based on 2 long tests per semester over the 2 years of the Bac cycle. A short written examination for one of the semesters in s7 (mark B1 or B2) can be replaced by a project.

As STS can be taken as an oral exam at the Bac, the second B mark and the students final grade depends upon the student's exam choices for the Bac.

BIOLOGY

The 4-period biology course is designed for pupils with an interest in studying the science at a more advanced level, whether for personal interest or as preparation for university studies in biology, medicine, or other scientific disciplines.

Pupils choosing this option should have been successful in the S4-S5 compulsory course and be prepared to take on a greater degree of complexity in content and approach, including mathematical competences.

Pupils also have the option of enrolling in the 2-period complementary laboratory course for advanced biology.

The syllabus is designed in a spiral fashion, organised around four scales of analysis, one temporal and three spatial, that are first explored in S6, then deepened and extended in S7.

Topics

S6:

6.1. Cell Scale - Cells as the fundamental organising units of organisms. The fundamentals of biochemistry.

6.2. Human Scale – The nervous system and the brain as the location of learning, memory, and consciousness.

6.3. Time Scale – Consideration of biological phenomena over time: Molecular, Mendelian, and chromosomal genetics and Evolution

6.4. Planet Scale – An introduction to ecological theory. Human effects on ecologies at scales from local to global, and possible solutions to anthropogenic problems.

S7:

7.1. Cell Scale – Building on the basics of cell biology from 6.1 to give an overview of the fundamental metabolic pathways common to all cells.

7.2. Human Scale – How vertebrates defend themselves against threats from within and without. Disease as a phenomenon of populations.

7.3. Time Scale – Building on the scales of inheritance and evolution in 6.3

7.4. Planet Scale – Building on population ecology 6.4, and apply these models to human issues e.g., anthropogenic climate change, pollution, sustainable agriculture.

Content covered in 6.1, 6.3, and 6.4 may be incorporated into assessments, including the pre-baccalaureate and baccalaureate examinations (oral and written).

Assessment

A and B mark given for each semester over the 2 years of the Bac cycle.

The A grade is based on long tests (class tests) and other assessed activities, such as:

- Homework
- Short tests
- Lab reports
- Project reports
- Lab books
- Class participation
- Reports on scientific literature and ethics
- Presentations

The B mark is based on the semester exams (compos) and in S7 the first B mark (B1) is based on the Pre-bac in S7.

Compo, Prebac, Bac consist of guided exercises, synthesis (data analysis) and an essay. As Biology 4 can be taken as pre-bac, as an oral exam or a written exam the second B mark and the students final grade depends upon the student's exam choices for the Bac.

LABORATORY BIOLOGY

Complementary course 2 periods per week

The Laboratory science courses can only be taken by students who have also selected the corresponding four period science course. Students may choose more than one lab course.

The three Lab courses each cover the key areas of:

- scientific principles and process
- experimentation
- critical evaluation of scientific research

The Lab courses allow flexibility, differentiation and personalisation by offering choice within the key topics studied in each four-period science course.

The course content will be selected to allow learners to study key scientific concepts within situations of personal relevance, using up-to-date contexts and modern technology.

Learners' creativity will be developed and encouraged through opportunities to generate new ideas when planning and designing investigations and practical, which they will then carry out.

Through this Course, learners will develop key practical skills and other important skills, attitudes and attributes related to science, including:

- scientific and analytical thinking skills
- understanding scientific issues
- an informed and ethical view of complex issues in science.
- their written and oral communication and scientific literacy.
- collaborative working skills
- apply critical thinking in new and unfamiliar contexts to solve problems.

Assessment

A and B mark given for each semester over the 2 years of the Bac cycle.

These marks can be based on:

- Written reports
- Project reports
- Lab books
- Research
- Observation of students during practical activities
- Participation in class: individual and collaborative working skills, during and after practical activities
- Practical investigations
- Report on scientific literature and ethics
- Presentations e.g. Field trip/visit report

CHEMISTRY

Optional course 4 periods per week

This course is open to all students that have shown an interest in chemistry and have completed the 5th year course, ideally with a “good” grade (7.0) or better.

Students should be open minded to be able to apply knowledge and understanding to new situations. This course is recommended to students that have a taste for manipulation and for interpreting the results of experiments. The analysis of results implies the use of mathematical techniques. The skills that the chemistry course will develop and consolidate are thus varied and transferable for a broad range of university degrees from accounting to zoology. A chemistry Bac is proof that these skills are present at a high level.

Students must have confidence in their application of mathematical techniques studied in the 6 period mathematics maths course. Even so, the 5 period maths option is not essential for this course, and it is also possible to follow this course, albeit requiring more effort, after following the 4 period maths course in 5th year.

Objectives

- This chemistry course completes and goes into a more in-depth study than the previous years. Experiments, manipulations and the use of the scientific method are at the heart of this course.
- This course offers students a solid base for higher studies in chemistry, medicine, pharmacology and biology. Chemistry is a requirement to study medicine and life science related studies at most universities.
- The course also provides knowledge required for students interested in physics, engineering, material science and environmental studies. The course aims to make students aware of the complexities of chemistry and its interdependence with other subjects, to develop students' capacity to evaluate objectively the impact of chemistry on social, economic and environmental issues.

Content

In year 6

- Structure of the atom and the periodic table
- Chemical bonds
- Thermodynamics
- Rates of reactions
- Chemical equilibria
- Organic chemistry (structure and properties of the hydrocarbons -alkanes, alkenes, alkynes, benzenes, ...)

In year 7

- Acids and bases (pH, pKa, titrations)
 - Electrochemistry (redox reactions, electrolysis, electrochemical cell)
 - Organic chemistry (alcohols, aldehydes, ketones, carboxylic acids, lipids, detergents, amines, amino acids, glucose, aspirin)
- Assessment : At least one long test (1 period) and one 3 period exam each semester.

CHEMISTRY – Practical Laboratory Course

Prerequisites:

This course is designed for students enrolled in the 4-hour Chemistry option.

Course Idea:

Chemistry comes alive here! In two 90-minute sessions per week, you will dive straight into hands-on experiments. You will plan, perform, and analyse your own experiments—from first observation to a well-documented lab report.

What you will experience:

- **Acids, Bases, and Buffers:** Measure pH, prepare buffer solutions, and carry out titrations—see chemistry in action.
- **Thermodynamics:** Observe how reactions release or absorb heat, and measure energy changes in real experiments.
- **Redox Reactions and Electrochemistry:** Build simple batteries, measure cell voltages, and perform electrolysis—feel the energy of chemical reactions firsthand.
- **Kinetics:** Track reaction rates through colour changes, gas evolution, or conductivity, and see how conditions affect reactions.
- **Organic Chemistry:** Synthesize simple esters, perform oxidations, and identify functional groups—chemistry you make and experience yourself.
- **Laboratory Skills:** Learn safe handling of chemicals and equipment, document your results professionally, and interpret your findings independently.

Why you should choose this course:

This course makes chemistry tangible—you see it, measure it, and experiment with it yourself. Theory turns into a thrilling journey of discovery, and by the end, you'll not only be confident in the lab but also able to explain chemical phenomena with clarity and insight.

DEUTSCH

L1A DEUTSCH L1, VERTIEFUNGSKURS

Wahlfach

wöchentliche Stunden: 3

Zielsetzung

Der Vertiefungskurs Deutsch umfasst drei Wochenstunden, die zusätzlich zum 4-stündigen Grundkurs erteilt werden. Ziel des Vertiefungskurses ist vor allem eine intensive Auseinandersetzung mit den Bereichen Literatur, Sprache und Medien, wobei über den deutschsprachigen Bereich hinaus auch der Vergleich mit Autoren anderer europäischer Literaturen angestrebt wird.

Der Vertiefungskurs wendet sich auch in erster Linie an die Schülerinnen und Schüler, die ein besonderes Interesse an Literatur und Spaß am Lesen haben und sich mit grundlegenden sprachlichen Fragestellungen beschäftigen wollen.

(Die Leistungen im Fach Deutsch sollten in der 5. Klasse mindestens befriedigend sein.)

Insbesondere solche Schüler, die in Berufen mit hoher Sprachkompetenz arbeiten wollen (wie z.B. Manager, Juristen, Mediziner, Diplomaten etc.), werden hier ihre sprachlichen Fertigkeiten spürbar verbessern können. Die mündliche wie auch die schriftliche Präsentation von Resultaten sowie angeregte Diskussionen im Rahmen des Unterrichts werden an Intensität gewinnen können, weil es jedem Einzelnen wesentlich häufiger möglich sein wird, sich mit seinen Wortbeiträgen in das Unterrichtsgeschehen einzubringen. So werden die Schüler am Ende der Schullaufbahn über einen deutlich höheren aktiven Wortschatz in Deutsch verfügen können, in deren Folge sie ihre Eloquenz und Argumentationsfähigkeit entwickeln können.

Inhalt

Im Rahmen von zentral vorgegebenen Leitthemen, in deren Mittelpunkt eine Pflichtlektüre steht, werden literaturspezifische, aber auch gesellschaftliche und philosophische Zusammenhänge erarbeitet.

Bewertung

Schriftliche Arbeiten:

Pro Halbjahr wird eine Klassenarbeit und eine Klausur ("Compo") geschrieben.

Abiturprüfung:

Schüler, die den Vertiefungskurs "Deutsch - Sprache I" wählen, legen das Abitur im Fach Deutsch ausschließlich im Vertiefungskurs und nicht im Grundkurs ab. In der 240 Minuten dauernden schriftlichen Prüfung wird die Analyse eines fiktionalen sowie eines nichtfiktionalen Textes verlangt.

Die mündliche Prüfung dauert 20 Minuten.

Wahlfach

wöchentliche Stunden: 3

Zielsetzung

Ziel des Vertiefungskurses ist es, sich vor allem mit Hilfe von fiktionalen Texten ein möglichst differenziertes Bild der deutschsprachigen Länder zu erarbeiten. Historische und aktuelle Problemstellungen gilt es zu erkennen und zu beurteilen.

Quer- und Längsschnitte durch verschiedene zeitgeschichtliche Epochen sollen helfen, ein umfangreiches Bild zu entwerfen und zu vertiefen. Die Schüler sollen in der Lage sein, selbständig Informationen über die deutschsprachigen Länder zu sammeln und zielgerecht auszuwerten.

Inhalt

Die inhaltlichen Schwerpunkte des Vertiefungskurses Deutsch L2 betreffen Themen vornehmlich aus Zeitabschnitten des 18. bis 20. Jahrhunderts; der Hauptakzent liegt hierbei auf der Beschäftigung mit der Literatur des 20. Jh. und 21. Jahrhunderts.

Im Mittelpunkt des Unterrichts steht die Frage, was das Werk, der Autor und seine Zeit dem Schüler für Erkenntnisse über Deutschland, die angrenzenden deutschsprachigen Länder und über seine Bewohner verschaffen können. Die vier "klassischen" Fertigkeiten des Sprachunterrichts: Leseverstehen, Schreiben, Hörverstehen und Sprechen werden in diesem Kurs integriert ausgebildet und vertieft.

Die Texte für den Unterricht stammen aus allen drei literarischen Gattungen (Epik, Lyrik Dramatik).

Zur Vorbereitung des Abiturs müssen zwei Pflichtlektüren aus jeweils verschiedenen Gattungen behandelt werden, die rechtzeitig und verbindlich vom Fachlehrer zu benennen und in der 7. Jahrgangsstufe zu bearbeiten sind. Als Beispiel aus vergangenen Jahren sei an dieser Stelle genannt:

Beispiele für aktuelle Abiturthemen:

Juli Zeh: Neujahr

Erich Kästner: Der Gang vor die Hunde

Auf diese Weise ist für alle Schüler, die den Vertiefungskurs gewählt haben, eine große Sicherheit gegeben, welche Lektüre im Abitur als Prüfungsgrundlage dient.

Bewertung

Schriftliche Arbeiten:

Pro Halbjahr wird im Vertiefungskurs eine Klassenarbeit und eine Klausur ("Compo") geschrieben.

Abiturprüfung:

Die schriftliche Abiturprüfung umfasst zwei Teile:

- Teil 1: Leseverständnis
- Teil 2: Textproduktion

Die Bearbeitungszeit in der schriftlichen Prüfung beträgt 240 Minuten.

Die mündliche Prüfung dauert 20 Minuten.

Zielsetzung

Ziel des Unterrichts im Fach Deutsch als Fremdsprache in der Sekundarstufe der Europäischen Schulen ist es, die Fähigkeiten der mündlichen und schriftlichen Kommunikation in der deutschen Sprache auszubauen. Im Deutschunterricht werden die vier Fertigkeiten Leseverstehen, Schreiben, Hörverstehen und Sprechen trainiert.

Für die 2. Fremdsprache bedeutet dies in den Klassen 6 und 7:

Inhalt

- LESEVERSTEHEN

Der Schüler soll die Technik des intensiven Lesens (inhaltliches und sprachliches Verständnis aller Einzelheiten) sowie des extensiven Lesens (Verständnis des Gedankengangs) erlernen.

Dabei wird der Schüler arbeiten mit

- literarische Texte verschiedener Gattungen (Kurzgeschichte, Erzählung, Roman usw.)
- Sachtexte zu bestimmten Themen
- Texte zur Landeskunde deutschsprachiger Länder.

- SCHREIBEN

Der Schüler soll die Fähigkeit erwerben, ein Thema sprachlich angemessen wiederzugeben, zu beschreiben, zu kommentieren, zusammenzufassen oder zu interpretieren und sich in logisch-argumentativer Weise mit einer Problematik auseinanderzusetzen. Eine annähernd korrekte Rechtschreibung und die Beherrschung der grammatischen Grundstrukturen der deutschen Sprache werden erwartet, um differenziertere Strukturen bewältigen zu können.

- HÖRVERSTEHEN

Unter Verwendung von authentischem Material wie beispielsweise einfachen Hörspielen, Nachrichten, Interviews, (Auszügen aus) Spielfilmen, Mitschnitten aus Fernsehprogrammen und Videos soll die Fähigkeit erweitert werden, Global- und Detailinformationen wahrzunehmen, zu erfassen und zu interpretieren.

- SPRECHEN

Der Schüler soll die Fähigkeit entwickeln, auf gehörte mündliche oder schriftliche Äußerungen in der Fremdsprache verständlich und geläufig in spontanem Dialog oder in zusammenhängender Rede zu reagieren.

Folgende Ganzschriften gehören beispielsweise zum Programm für das aktuelle Abitur:

Gregor Tessnow: Knallhart

Daniel Glattauer: Gut gegen Nordwind

Bewertung

Schriftliche Arbeiten: Pro Halbjahr wird eine Klassenarbeit und eine Klausur ("Compo") geschrieben.

Abiturprüfung:

Der Schüler kann Deutsch als schriftliches oder mündliches Prüfungsfach im Abitur wählen.

Die Bearbeitungszeit in der schriftlichen Prüfung beträgt 180 Minuten.

Die mündliche Prüfung dauert 20 Minuten.

Die Eckpfeiler der Prüfung sind:

- a) Schriftliches Abitur: 3 Teile Leseverständnis, Textproduktion, Literaturverständnis
- b) mündliches Abitur: 3 Teile Leseverständnis, Literaturverständnis, an Gesprächen teilnehmen.

DRAMA (Theatre Studies and Drama)

Complementary course 2 periods per week

Objectives

The Drama and Theatre Studies complementary course for the 6th and 7th years is an addition to the 2 period courses currently on offer to the 6th and 7th years.

It mixes both academic study of one of our principal artistic forms with practical work. In this it resembles the complementary course of Art in that it gives students a possibility to study a discipline and produce their own work within that discipline.

Drama both as a practical experience, an academic discipline and to understand the subtleties of Drama as a spectator. It's recommended that students who choose this course feel comfortable with acting on stage.

Highlights

- Analyses of authentic texts (reviews, writings by playwrights, plays)
- Reports on research work, including digital research work
- Journals and diaries (as a theatre-goer, creative process).
- Practical exercises throughout the year:
 - Targeted application of acting techniques
 - Solo or group improvisations
 - Expressive reading, voicing and stage positioning of authentic theatrical texts
 - Constructions of situations
- Stage design proposals
- Staging of authentic theatrical texts

Content

	Culture and Language	Watch and Assess	Practice
S6	Focus on a first play and an associated corpus (topic to be selected by teacher)	Between 3 and 6 plays to go watch Observation and attendance of workshops	Workshops directly related to the chosen corpus and plays.
S7	Focus on a second play and an associated corpus (topic to be selected by teacher)	Between 3 and 6 plays to go watch	Workshops chosen on one hand by the teacher, but also by the students in order to prepare for the final presentation.

Theory	Practice
1. Critical Diary A record of between 3 and 6 theatrical plays that the student has seen, with specific focus on Acting, Medium and Direction.	1. Improvisation and Workshop Developing practical drama skills (Observation, response, performance, evaluation, etc.)
2. Textual Criticism Analysis of a range of drama texts focusing on their dramatic and theatrical elements	2. Special Study A documented response to a practical theatre project such as a school play
3. Study of core texts At least two texts to be studied in full from a range of dramatic contexts and time periods	3. Assess performance An assessed group performance piece from an existing and a devised script

Assessment

Assessment will be through a mixture of assessed performance, critical theatre diary and textual criticism.

	Culture and Language	Watch and Assess	Practice
S6	20% of the A mark: written analysis of the chosen play and the corpus. 50% of the B grade: Analysis of an unseen text tied to the chosen play and the corpus, with other (unseen in class) documents.	- 40% of the A mark: Critic's Diary and oral report presentations.	40% of the A mark: Teacher's observation of the student's involvement and assessment of the technical skills. 50% of the B grade: Solo or small-group performance of an excerpt of the main play.
S7	20% of the A mark: written analysis of the chosen play and the corpus. 50% of the B grade (end of 1st semester): Analysis of an unseen text tied to the chosen play and the corpus, with other (unseen in class) documents.	- 30% of the A mark: Critic's Diary and oral report presentations.	30% of the A mark: Teacher's observation of the student's involvement and assessment of the technical skills. 50% of the B grade(end of 2nd semester): Solo or small-group performance of a text chosen by the students.

ECONOMICS

Optional course 4 periods per week

Preconditions for admission:

Students must have successfully followed the 4th and 5th year 4-hour option course.

This subject is taught in the working language of the student.

In special circumstances a student who has not followed the economics course in years 4 and 5 might be given permission by the Management to study the subject in years 6 and 7. This would be conditional on the student passing an examination in the subject matter of years 4 and 5 in order to prove his/her ability to follow an advanced course successfully.

Objectives

- To have a general knowledge about the functioning of life in modern society.
- To develop an enquiring approach to investigation and problem solving.
- To make the transition from descriptive to analytical economics.
- To develop both theoretical and applied approaches to the subject.
- To develop critical and creative skills in the areas of selection, comparison and evaluation.

Content

6 th Year

Theoretical and practical studies on the behaviour of firms and markets, the circular flow of income and an introduction to macro-economic models.

7 th Year

Government control of the economy, unemployment, inflation, economic growth, trade cycles, international trade and money.

Assessment

6 th Year

One three period examination at the end of each semester for the B mark. Continuous assessment for the A Mark.

7 th Year

One three-hour examination at the end of the first semester for the B mark. Continuous assessments for the A mark. A final Baccalaureate examination: a three-hour written paper.

ELECTRONICS

Complementary course 2 periods per week

This course is open to all students interested in physics (mainly chapter electrical engineering, electronics), robotics and computer science to develop STEM skills. It is making use of Arduino, as it introduces concepts in electronics and programming.

The aim of this course is to develop the skills, knowledge and understanding to carry out experiments, research and practical investigations in the interaction between computers and electronics. This will emphasise the principles and practices of investigative science.

Projects will provide an opportunity to develop planning and organising skills. Students will research issues and apply scientific skills which will develop their scientific knowledge.

Objective

- Use scientific knowledge to analyse problems and apply to new situations,
- Process and analyse digital circuits / systems, quantitatively and qualitatively,
- Produce, describe and analyse different kinds of graphs,
- Draw valid conclusions and giving explanations supported by evidence / justification,
- Communicate clearly, using scientific vocabulary correctly,
- Demonstrate good presentation skills,
- Work constructively in a team.

Content

The course will encompass the basics in electronics and networking with Arduino, an open-source platform used for building projects that combine electronic circuits and programming.

Assessment

A mark: Regular homework.

B mark: For each semester a B mark will be given. It will be based on a simple experience carried out by the students with the elaboration of a short-written report (two periods)

ENGLISH

L1A ENGLISH L1 ADVANCED

Optional course 3 periods per week

The English L1 Advanced course provides students with a broader range of topics and opportunities for those interested in English language and, particularly, English literature.

Objectives

This course will enable you to:

- develop and embed the broad study of English (speaking and listening, reading, writing and the study of language)
- widen and deepen your knowledge and understanding of literature in English, including texts in translation where relevant
- sharpen your analytical, creative and critical skills through opportunities for extended speaking and writing
- pursue individual interests, e.g. in original writing; language acquisition and development; particular writers or genres; textual adaptation; or the impact of different media or technologies on audiences.

Content

Although there are components common to the L1 and L1A courses, L1A, allows for more diversity and a wider range of texts, and is thus ideal preparation for those considering literary or linguistic studies in higher education. Set texts include a range of plays, novels and poetry from different social and historical contexts including Shakespeare and classic novels as well as more contemporary works and literary non-fiction. A big part of the course is two substantial pieces of individual project work, chosen by the student, on a topic of their choice, one in S6 and one in S7.

Assessment

In S6:

- students will be given an A grade based on participation, contribution, in class and homework tasks and the individual project.
- The B grade will be the composition grade given in the December and June exams which will be based on the Baccalaureate exam.

S6 Individual Project Students choose a topic which interests them and is agreed by the teacher.

Some examples include: a language focused study; a media-based study; looking at how texts have been adapted; a literary study or authors or of genre; a collection of creative writing. The project should be between 2000 and 4000 words in length, depending on subject, content and complexity, and may consist of one long piece or several shorter, linked pieces as appropriate.

In S7:

- students will be given an A grade based on participation, contribution, in class and homework tasks and the individual project.
- The preliminary mark will consist of the A mark and the Pre-Bac mark which constitutes 50% of the overall grade.
- An oral exam (15%) and a written Baccalaureate exam (35%) in May / June

S7 Individual Project

An extended literary essay on a topic that involves the detailed study of several texts (e.g. a genre study; an author study; a thematic study; or a study of the impact of two or more contrasting text types in translation.) The essay should be between 4000 and 5000 words in length and be agreed with the teacher.

S7 Written Examination

The written examination lasts for 240 minutes and comprises three compulsory questions: Part 1 requires a critical commentary on a passage from the specified text studied in depth and to relate it both to the whole text and to associated works; Part 2 requires you to choose one of two essays on the two sets of paired texts Part 3 requires you to write a critical commentary on a previously unseen passage of non-fiction/non-literary prose, responding to content and style and the author's success in proposing an argument.

L2 ENGLISH

Compulsory course 3 periods per week

All students must take L2 in the 6th and 7th years. This is normally the language that they have studied as L2 throughout their career in the European schools. European school students begin L2 in the primary school.

Objectives

- To improve the four global skills of: listening; speaking; reading; and writing, either in combination or in isolation. (The syllabus document outlines these in greater detail.)
- To strengthen the student's skills in showing understanding of an unprepared text in Part I of the Baccalaureate examination.
- To develop the student's skills in writing in the various writing genres to prepare for Part II of the Baccalaureate examination
- To develop the skill of writing an extended response in part III of the Baccalaureate examination, to set literary texts and themes, which may involve personal evaluation.

Content

Year 6

Focuses on acts of communication, namely:

- Listening for a variety of purposes
- Speaking in response to both literary and non-literary texts
- Reading a variety of texts, in a variety of ways
- Writing in a variety of modes that require accuracy in language and content
- Discussion and written analysis of one set text and other texts in connection with a set theme.

Year 7

- Continues to build on the four global skills of listening, speaking, reading and writing
- Discussion and analysis of one set literary text and other texts in connection with a set theme.

*Please note that the two set literary texts and two set themes will be included in the final Baccalaureate examination.

Assessment

Year 6

- The A mark is based on oral contributions and written work set in class and for homework.
- The B mark is the result of a written examination at the end of each semester.

Year 7

- A preliminary mark is given; this includes the A mark given each semester and one
- B mark. The B mark is the result of the partial examination (3hours) in January.
- For the final Baccalaureate examination, the written paper is taken by all students, the oral paper may be taken as well if chosen. Students who have chosen to follow English Advanced L2 as well as English L2 do not take these exams in the final Baccalaureate.

L2A ENGLISH L2 ADVANCED

Optional course 3 periods per week

Students should have a good standard of written and spoken English. If a student has an average of above 8 for the 5th Year, he/she is certainly capable of doing this course. All students should show a genuine interest in Anglophone literature and cultural studies.

Objectives

- To develop skills in discussion and writing, regarding novels, plays and films. (It is not primarily a language course, although inevitably pupils will learn a lot more English.)
- To develop listening and speaking skills to an advanced competency level.
- To instill a love of Anglophone literature and cultural studies.
- To prepare students for studying any kind of English course at University level or undertaking higher education in an English-speaking country. It will also be of great value to students intending to study subjects such as journalism, media, theatre, sociology, etc. or any subject where the analysis of texts written in English is a main component.

Content

Year 6

- A wide variety of texts are studied; short stories, novels, plays, poetry, and films, from GB, USA, Ireland, Australia, etc., focusing on Anglophone life and institutions.
- Materials are based on different themes and students may be asked to undertake personal research topics involving a wide range of study skills.
- Students will work either in small groups or individually to produce an extended research project on a literary theme of their choice, involving a presentational and a written aspect. The title of this work will be negotiated amongst the group.

Year 7

- For the BAC there is one set text, which is studied in depth.
- There is also one set theme which will require the study of a range of texts (from a written, pictorial or audio-visual source) covering the main areas of drama, prose fiction and non-fiction, and poetry.
- Students must also write a 2,000 – 3,000-word essay or make an extended oral presentation on a text of their choice. This will account for 50% of the second A mark.

Assessment

Year 6

- The A mark is based on oral contributions and written work set in class and for homework. The project in Year 6 is a significant part of this.
- The B mark is the result of tests and a written examination at the end of each semester.

Year 7

- A preliminary mark is given; this includes the A mark given each semester and one B mark.
- The B mark is the result of the partial examination (4 hours) in January.
- A final written paper (4 hours), and an oral examination if chosen, will be taken by pupils who have chosen the L2 Advanced option.

L3 ENGLISH

Optional course 4 periods per week

Students taking this course will normally have studied English as L3 from year 1 of the secondary school. The course is designed to build on the skills students have acquired during the past five years. The L3 course takes place over 4 periods per week.

Objectives

- To develop skills in listening, speaking, reading and writing that allow students to use English for leisure, for future study and for their career needs.
- To develop communication skills in the areas of comprehension, interpretation and personal response.
- To explore a variety of different texts of a literary and non-literary nature.

Content

Year 6

- Improvement of language skills - listening, speaking, reading and writing.
- A variety of texts are studied, such as a novel, play and film.
- Students are encouraged to read widely and to discuss a wide range of issues in English.
- Oral skills are developed– conversation, discussion, speeches, responses to fictional and non-fictional texts, oral summary, etc.

Year 7

- Students continue to build on the language skills obtained in Year 6 and previous years.
- Two set literary texts will be studied in detail for the Baccalaureate examination.

Assessment

Year 6

- The A mark is based on the oral contributions and written work set in class and for homework.
- The B mark is the result of a written examination at the end of each semester.

Year 7

A preliminary mark is given; this includes the A mark given each semester and one B mark. The B mark is the result of the partial examination (3 hours) in January. Students may take either a final written examination (3 hours) or an oral examination, as part of their Baccalaureate choices.

The written examination consists of a reading comprehension exercise (generally two texts for 30 marks); written production (two short essays on chosen titles for 40 marks), and literature understanding (an essay on one of the set literature texts studied during the cycle, for 30 marks).

The oral examination consists also of three parts: reading comprehension, oral interaction and understanding literature. The oral examination starts with a 20-minute preparation time, before the candidate sits then for around 20 more minutes to discuss with the teacher an unprepared text, a picture and one of their set literature texts.

FRANÇAIS

LANGUE 1

Les objectifs du cours de français sont :

- Enrichissement d'une culture littéraire
- Construction progressive de repères permettant une mise en perspective historique des œuvres littéraires
- Développement d'une conscience esthétique
- Étude continuée de la langue comme instrument privilégié de la pensée et moyen d'exprimer ses sentiments et ses idées
- Formation d'un esprit critique

Les cours de S6 et S7 reposent sur l'étude de 2 œuvres par an imposées par Bruxelles.

Evaluation

S6

- Evaluation formative (note A) : attitude en classe, participation, régularité du travail, autonomie, progrès, tests...
- Evaluation sommative (note B) : moyenne des notes obtenues aux examens trimestriels ou semestriels

S7

- Note A
- Note B

Ecrit : Note B = prébacc et bacc – durée = 4 heures

- **Partie 1** : étude d'un texte non littéraire /30 points – longueur comprise entre 500 et 800 mots – 1 ou 2 exercices
- **Partie 2** : texte commentaire d'un littéraire /35 points – longueur comprise entre 500 et 800 mots (à l'exception des textes poétiques)
- **Partie 3** : essai /35 points – énoncé questionnant les œuvres au programme des classes S6 et S7 – production d'un texte de 800 mots environ

Oral 20 mn de préparation + 20 mn d'épreuve

- 10 mn d'exposé sur un texte extrait des œuvres au programme mais non étudié
- 10 mn d'entretien

LANGUE 1 APPROFONDISSEMENT

Les objectifs du cours de français appro sont les mêmes que ceux de la L1 français.

Ce cours s'adresse à ceux qui manifestent un intérêt particulier pour la langue, la littérature et la culture.

Il leur donne l'occasion d'étudier des œuvres littéraires et artistiques de manière approfondie.

Il leur donne aussi l'occasion de s'investir dans un projet personnel, en relation avec leurs domaines d'intérêt (S6)

De plus, dans la perspective d'études supérieures, ce cours développe des compétences solides tant dans la maîtrise de la langue que dans la structuration du raisonnement.

Ce programme porte essentiellement sur la littérature. Mais des documents variés en rapport avec le contenu abordé seront également proposés.

Le cours de L1 appro est donc le lieu privilégié pour travailler les compétences de la communication écrite ou orale, tout en renforçant les compétences linguistiques.

Les cours de S6 et S7 reposent sur l'étude d'1 œuvre par an imposée par Bruxelles.

Evaluation

S6

- Evaluation formative (note A) : attitude en classe, participation, régularité du travail, autonomie, progrès, tests... et projet personnel
- Evaluation sommative (note B) : moyenne des notes obtenues aux examens trimestriels ou semestriels

S7

- Note A
- Note B

Ecrit : Note B = prébacc et bacc – durée = 4 heures

- **Partie 1** : étude d'un corpus /30 points : 1 ou plusieurs textes littéraires + 1 texte non littéraire en lien avec le programme
- **Partie 2** : dissertation /70 points : énoncé questionnant les œuvres au programme (1000 à 1500 mots)

Attention : pour le bacc (juin) le candidat ayant choisi L1 appro ne composera QUE sur le sujet écrit de L1 appro.

Oral : 20 mn de préparation + 20 mn d'épreuve

- 10 mn d'exposé sur un texte extrait des œuvres au programme mais non étudié
- 10 mn d'entretien

Attention : pour le bacc (juin) le candidat ayant choisi L1 appro ne présentera l'oral QUE en L1 appro.

LANGUE 2 Cours obligatoire 3 périodes par semaine²

Niveau à atteindre en fin de 3^e cycle : **CI** (selon CECR)

Objectifs

Améliorer les quatre compétences : **écouter, parler, écrire et lire**

- en développant les **capacités de compréhension écrite** d'un texte non étudié en classe ;
- en entraînant les élèves à la **rédaction des réponses** de compréhension écrite pour l'épreuve du Baccalauréat ;
- en apportant des **stratégies de lecture** pour les textes littéraires afin de rendre l'élève plus autonome ;
- en stimulant les élèves à adopter une **attitude critique** envers certains documents écrits et oraux ;
- en intégrant les **8 compétences clés**³ des objectifs généraux des écoles européennes.

Contenu en 6^e et 7^e années

- travail sur des **documents de nature diverse en langue contemporaine**
- **initiation méthodologique** aux exercices de compréhension et d'expression écrites du Baccalauréat
- préparation à la **prise de parole** dans le cadre d'exposés ou de débats
- **révisions de points de grammaire et de syntaxe**
- **étude des œuvres au programme**

Évaluation en 6^e année

- la **note finale** est basée sur la **note A** (oral, travaux écrits, tests courts et longs) et la **note B** (compositions de fin de semestre)

Évaluation en 7^e année

- le Baccalauréat porte sur les **œuvres au programme** de 6^e et 7^e années
- la **note préliminaire** résulte de la **note A** (oral et travaux écrits) et de la **note B** (note du Prébac) ;
- au Baccalauréat, l'**épreuve écrite de 3 heures** est **obligatoire** pour tous les élèves
- l'**épreuve orale de 20 minutes** est **facultative**

² <https://www.eursec.eu/Syllabuses/2015-01-D-33-fr-6.pdf>

³ <https://www.eursec.eu/fr/European-Schools/studies/markings-scale>

Cours à option 3 périodes par semaine⁴

Niveau à atteindre en fin de 3^e cycle : **CI+** (selon CECR)

Ce cours est **recommandé aux élèves**, qui à l'issue de la 5^e année, ont acquis **une maîtrise satisfaisante** de la langue et manifestent un goût particulier pour l'étude du français et plus généralement pour **les études littéraires et la lecture**. Il est vivement conseillé de demander l'avis du professeur de français de la 5^e année.

Objectifs

Approfondir les quatre compétences : **écouter, parler, écrire et lire**

- en développant les **compétences de lecture** : œuvres littéraires, images, adaptations cinématographiques... ;
- en **comparant des points de vue** sur un thème commun ;
- en **analysant des textes** du point de vue de la syntaxe, du vocabulaire et du style ;
- en initiant l'élève à **l'histoire littéraire** et aux **civilisations des pays francophones** ;
- en développant les compétences en **expression orale** ;
- en intégrant les **8 compétences clés⁵** des objectifs généraux des écoles européennes.

Contenu en 6^e et 7^e années

- un **programme renouvelé chaque année** comporte **deux thèmes** illustrés chacun par une ou des œuvres pivots, dont l'étude est obligatoire, et des œuvres complémentaires, dont l'étude complète ou par extraits, est laissée à l'appréciation du professeur

Évaluation en 6^e année

- la **note finale** est basée sur la **note A** (oral, travaux écrits, tests courts et longs) et la **note B** (compositions de fin de semestre)

Évaluation en 7^e année

- la **note préliminaire** résulte de la **note A** (travaux oraux et écrits) et de la **note B** (résultat du Prébac)
- au Baccalauréat, l'élève présente une **épreuve écrite de 4 heures** et une **épreuve orale de 20 minutes** sur les textes au programme : ces épreuves constituent les **seuls examens de langue 2**

⁴ <https://www.eursec.eu/Syllabuses/2016-12-D-22-fr-5.pdf>

⁵ *Ibid.*, 1.

LANGUE 3

Cours à option 4 périodes par semaine⁶

Niveau à atteindre en fin de 3^e cycle : **B1+** (selon CECR)

Objectifs

Améliorer les quatre compétences : **écouter, parler, écrire et lire**

- en consolidant et en enrichissant **les connaissances grammaticales et lexicales** ;
- en développant les capacités de **compréhension écrite et orale** ;
- en améliorant **l'expression écrite et orale** ;
- en initiant l'élève à la **littérature et à la civilisation francophone** des XIX^e, XX^e et XXI^e siècles ;
- en intégrant les **8 compétences clés⁷** des objectifs généraux des écoles européennes.

Contenu en 6^e et 7^e années

- **révisions de points de grammaire et de syntaxe**
- travail sur des **documents de nature diverse en langue contemporaine**
- **initiation méthodologique** aux exercices de compréhension et d'expression écrites du Baccalauréat
- préparation à la **prise de parole** dans le cadre d'**exposés** ou de **débats** sur des sujets d'actualité

Évaluation en 6^e année

- la **note finale** est basée sur la **note A** (oral, travaux écrits, tests courts et longs) et la **note B** (compositions de fin de semestre)

Évaluation en 7^e année

- la **note préliminaire** résulte de la **note A** (oral et travaux écrits) et de la **note B** (note du Prébac)
- au **Baccalauréat**, l'élève peut se présenter à une **épreuve écrite de 3 heures** ou à une **épreuve orale de 20 minutes**
- l'**épreuve écrite** est un bilan des **compétences de compréhension et d'expression écrites** portant sur des textes non littéraires (texte d'ordre pratique et texte de création) ; elle comporte aussi une **question** sur **l'œuvre étudiée en 6^e ou en 7^e**
- l'**épreuve orale** permet de vérifier la compréhension écrite de l'élève face à un texte nouveau non littéraire, sa capacité à s'exprimer oralement et à mener des **réflexions personnelles** sur ce texte tout en participant à une **discussion** en langue étrangère sur des sujets divers ; elle comporte également une **question** sur **l'œuvre étudiée en 6^e ou en 7^e**

⁶ <https://www.eursec.eu/Syllabuses/2010-D-49-fr-7.pdf>

⁷ *Ibid.*, 1.

GEOGRAPHY (2-PERIOD)

Compulsory Course 2 periods per week

Objectives

This course will cover a wide range of knowledge, skills and attitudes as applied to the major themes of Human and Physical geography. The course provides only a limited level of preparation for geographical and related courses at university level.

Content

The **S6** programme considers five major themes:

1. What is development?
2. The opportunities and threats of globalization
3. The environment and climate change
4. Project (breaking news, going deeper into one of the themes of the syllabus, fieldwork...)

The **S7** programme focuses on the geography of the European Union. The main themes include:

1. Europe and the European Union
2. Natural environment of Europe
3. Europeans (population/demography/cities/migratory flows)
4. The economic sector in change (agriculture/ deindustrialization/ the expansion of the tertiary sector/ impact of regional policies of the EU)

Assessment

In Year 6

The **'A' Grade** is based on written assignments set by the teacher as well as oral participation in class.

The **'B' Grade** 'is based on four tests set at regular intervals throughout the year (two 45-minute tests per semester or even one 90-minute exam per semester).

In Year 7

The **'A' Grade** is the same as in year 6.

The **'B' Grade** is based on four 'Pre-Bac' examinations, which are taken at regular intervals throughout the year (two 45-minute tests per semester or even one 90-minute exam per semester).

There is also the option of taking a 20-minute oral examination.

GEOGRAPHY (4-PERIOD)

Optional course 4 periods per week

Geography is unique and relevant in linking natural and social science. In a world that is increasingly interconnected and complex, Geography helps to analyse and understand the interactions between natural environments and resources, societies, politics and economies. By doing so, it is a highly up-to-date subject and is primordial in developing a much needed critical and synoptic thinking for facing current and future challenges. So many of the world's current problems boil down to geography and need the geographers of the future to help us understand them.

Choosing 4-period geography can open the doors to a university degree, either specifically in geography or by combining geography with other bac subjects to gain a place on a degree programme in another subject.

A baccalaureate grade in geography is recognised for its academic 'robustness' and, most importantly, it also helps young people into the world of work. We know this is true because so many employers prize the knowledge and skills that studying geography can provide, be it knowing how the world works, planning research and report writing, working in a team, using new technologies and communication skills – and much more.

You will find geographers working in a wide range of jobs, from the city to planning, working in the environment to travel and tourism, or in international charities or retail.

A student of geography should be someone who:

- a) has an interest in current affairs;
- b) wants to learn more about societies, environments, landscapes and places in our world;
- c) wants to have sufficient knowledge and understanding in order to make informed decisions about factors that affect the earth and its peoples;
- d) wants to learn and develop a wide range of skills for use in further education and in the workplace.

Objectives

The course will cover a wide range of knowledge, skills and attitudes as applied to the major themes of Human and Physical Geography. The course will provide a good base for those interested in studying geography and related courses such as economics, environmental studies and sociology at university level. This course aims at providing useful knowledge and methods to understand contemporary events and the world's diversity.

Content

The **Sixth Year** programme covers the fields of Physical, Human and Economic Geography, using case studies from different world regions.

- **Physical geography & human activity**

Processes shaping the landscape

Natural hazards

- **Natural resources** (distribution, use of resources, flows & trade, conflicts)

- **The complexity of a global world**

Development: a world with inequalities

What is globalisation?

- **Fieldwork** (definition of aims & objectives, data gathering & processing).

The European Schools welcome students to travel with the geography department to the Alps to discover the incredible natural landscape!

The **Seventh Year** programme is based entirely on the geography of the European Union. The major themes include:

- **Natural environment**

Europe Physical regions (detailed study of the Alpine region)

European climates (detailed study of maritime climate)

- **European population**

Factors influencing population distribution, concentration in urban areas

Population structure

Internal & external migration

- **Economy of Europe**

Agriculture (two case studies: one extensive & one intensive farming area)

Services (complexity and importance of the service sector, two case studies)

Industry (automobile industry, a specific high-tech industry or a science park)

- **European Union Issues & Challenges**

What is the European Union?

Sustainability in the EU (energy policy, CAP)

Widening (admission policy, transport policy)

Deepening (regional policy)



Assessment

In Year 6

- The **'A' Grade** is based on exercises set by the teacher as well as oral participation in class.
- The **'B' Grade** is the result of two end-of-semester examinations.

In Year 7

- The **'A' Grade** is based on exercises set by the teacher as well as oral participation in class.
- The **'B' Grade** is the result of a 3-hour pre-BAC examination in January/February.
- There is also the option to take EITHER a further 3-hour written examination OR a 20 minute oral examination in the summer.

HISTORY

Year 6 and 7 History course content

Year 6:

For both 2 period and 4 period the topics are the same. Four period are studied in more depth with double the time allocated to the lessons.

Compulsory topics:

- A. Colonisation and European imperialism from the end of the 19th century to 1945
- B. Europe transformed by the First World War
- C. Europe between the two world wars: dictatorship and democracy
- D. Europe and Europeans during the Second World War

Optional themes (one optional theme will be chosen by the teacher):

- O1. National History
- O2. History of the United States from the end of the 19th century until 1945
- O3. History of women from the end of the 19th century until 1945
- O4. Genocides of the 20th Century

Year 7:

Compulsory topics:

- A. Europe and the World during the Cold war
- B. Divisions and construction of Europe
- C. Socio-economic and socio-cultural evolution in Europe since 1945
- D. Decolonisation and its consequences

Only 4 period History:

- E. China since 1949

Optional themes for 2 period History only

- O1. Contemporary democracy
- O2. International relationships in the Near and Middle East since 1945
- O3. China since 1949

O4. Contemporary national history

History compulsory course 2 periods per week (unless 4 period option chosen)

Objectives

The course aims to:

- Provide an opportunity to explore some of the events and trends of the modern world.
- Promote a knowledge and understanding of recent history.
- Foster a critical and analytical curiosity about the past.
- Study and evaluate various historical sources and documents.
- Develop logical, structured and supported argument.

The course will address the same questions and topics as the four period option, but in less depth both in terms of subject knowledge and the development of historical skills.

Assessment

Year 6:

'A' mark based on oral class work (presentations class discussions and participation), written class work and homework.

'B' mark two written tests of 45 minutes each semester, a total of 4 tests per year.

Year 7:

'A' mark is calculated on the same basis as in year 6.

'B' mark Two harmonised pre bac (tests) of 45 minutes per semester, a total of 4 tests per year.

History optional course 4 periods per week

History and the past are not the same thing. Nor is History the mere study of the past. History is a process of imaginative reconstruction and interpretation of the past. It is the critical investigation of both the sources that the past has left behind and what historians have written about the past. Students of 4 period History come to appreciate the relative nature of historical knowledge. Each generation produces History that reflects its own preoccupations and the new evidence that becomes available.

History offers opportunities for empathetic understanding, but also develops the capacity for critical distance. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they are political, economic, social, or

cultural. It invites comparisons between, but not judgments of, different cultures, political systems, and national traditions.

History also develops the ability to write logically, critically and persuasively. History teaches a rigorous style of interrogation and manipulation of evidence to create a logical and well supported argument, leading to a clear and well-reasoned judgement.

Studying History is useful for many degrees and career paths – Journalism, Law, International Relations, Politics, Literature, Archaeology, Languages and more.

Indeed, the University of Cambridge cites History as one of six subjects which can keep your higher education options open (the others being Chemistry, Literature, Mathematics, Foreign Languages, and Physics).

History keeps career options open as well. In choosing to study History, the students have the opportunity to attend and participate in debates and conferences as well as participating in extra-curricular trips to enrich their understanding.

An in-depth study of history can make a significant contribution to a student's future as a European citizen, endowing them with a critical spirit and an awareness of heritage, all so important for the 21st century world.

An interest in politics and current affairs is an advantage as is a willingness to read widely. A good working level of L2 (written and oral) is clearly of benefit, although students will not be formally assessed on their language competence.

Objectives

Students will gain many transferable skills from four period History:

- The historical skills of critical analysis and evaluation not only to historical events, but current world events.
- Through analysing and evaluating historical sources they develop skills of comprehension, comparison & contrast, evaluation & analysis, and synthesis.
- Critical thinking and reasoned arguments through both written essays and oral debate.
- Methodical research and communication skills.

In addition, students:

- Become acquainted with the historical debate and become aware of the provisional aspect of the historical knowledge.
- Gain knowledge and understanding of the past, as well as, of the main trends, themes and concepts of recent history.

The 4-period course is also a good preparation for pupils who will continue their studies in their L2 language. Above all, students leave the classroom with logical thinking, inquisitive and critically aware minds.

Assessment

Year 6:

4 Period Course - Year 6

There are three assessment components to S6.4 History (B Mark):

1. One harmonised compulsory 90 minute examination in November/December
2. One compulsory research project conducted throughout the year. The project must be submitted by April of the school year.
3. One harmonised compulsory 3 hour (180 min) exam in the June, based on the Baccalaureate format.

4 Period Course - Year 7

The B mark is determined by a 3-hour (180 min) examination at the end of the first semester. This examination should follow the question structure of the Baccalaureate

ICT (information and communications technology)

Complementary course 2 periods per week

This course is open to all students, but it presupposes strong programming related knowledge, acquired in school or outside.

Objectives

This course is for students who wish to expand their knowledge and experience in the field of Information Technology in preparation for their intended course of study or career. The objective of this course is therefore to provide a solid ICT background to pupils for whom information technologies will play an important role in both their professional and private lives.

Content

- The Binary System, a numerical system used in data transmission
- Introduction to network concepts and cybersecurity
- Object-oriented programming with practical exercises taken from the real world
- Advanced web design and development (html, css, javascript and php)
- Depending on the abilities and the interests of the students, other avenues of applied ICT can be considered.

Assessment

A mark: Regular tasks

B mark: Through one two-period tests each semester or by assessment of project work

L3 SPANISH

Optional course 4 periods per week

Students taking this course will normally have studied Spanish L3 from year 1 of the secondary school. The course is designed to build on the skills students have acquired during the past four years.

Objectives

- To develop skills in listening, speaking, reading and writing that allow students to use English for leisure, for future study and for their career.
- To develop communication skills in the areas of comprehension, interpretation and personal response.
- To explore a variety of different texts of a literary and non-literary nature.

Content

Year 6

- Improvement of language skills - listening, speaking, reading and writing.
- A variety of texts are studied, such as, the novel, play and film.
- Students are encouraged to read widely and to discuss a wide range of issues in Spanish.
- Oral skills are developed– conversation, discussion, speeches, responses to fictional and non-fictional texts, oral summary, etc.

Year 7

- Students continue to build on the language skills obtained in Year 6 and previous years.
- Two set literary texts will be studied in detail for the Baccalaureate examination (starting in Year 6).

Assessment

Year 6

- The A mark is based on the oral contributions and written work set in class and for homework.
- The B mark is the result of a written examination at the end of each semester.

Year 7

A preliminary mark is given; this includes the A mark given each semester and one B mark. The B mark is the result of the partial examination (3 hours) in January. Students may take either a final written examination (3 hours) or an oral examination. The written examination consists of a reading comprehension exercise, 2 short essays and writing on one set literary text. For the oral examination, students should discuss an unprepared text, a picture and one of their set literature texts.

L4 (DE, EN, ES, FR, IT & LU)

4 periods per week

Objectives

The attainment level at the end of S7 is **A2+/beginning of B1**, according to CEFR.

By the end of S7, the student should be able to:

1. understand the main points of messages related to areas of personal relevance and to topics of general interest, if spoken in a clear standard language
2. read and understand the main points of simple literary and non- literary texts related to areas of personal relevance and to topics of general interest written in everyday language
3. interact in simple and routine situations and participate in a conversation on topics that are familiar, of personal interest or pertinent to everyday life
4. orally describe and recount experiences and events related to topics that are familiar, of personal interest or pertinent to everyday life
5. write short, simple and coherent texts on familiar topics and topics of personal interest
6. demonstrate his/her understanding of the culture of the target language countries/communities
7. relate his/her acquired cultural knowledge to that of the target countries/communities
8. choose and apply effective strategies for learning languages
9. apply relevant study skills and tools to the learning of the target language

Content

By the end of S7, the student should have acquired:

- a good knowledge of pronunciation, intonation and spelling rules
- an extended range of vocabulary and expressions
- an extended range of morphology and grammatical structures
- knowledge of how to engage critically in research using a range of resources including ICT
- knowledge of the culture of target language countries/communities with some exposure to literary texts
- a range of language learning strategies and tools to evaluate their own learning

Assessment

A) Formative assessment

The assessment should be mainly formative. By means of an initial assessment, teacher observation, tests and self-assessment the students acquire an awareness of their level and their progress throughout the course. The basis of the assessment should be the learning objectives for the cycle. Use could be made of the self-assessment grids in the CEFR and of the European Language Portfolios.

B) Summative assessment

At the end of the cycle a written examination assessing reading and writing, or an oral examination assessing listening, reading, spoken interaction and spoken production takes place.

BAC EXAM

The students can opt for a written or oral examination.

Written - Time allocation 3 hours

Part 1: Reading Comprehension (60 points)	1 non-literary text 1 literary text maximum total length: 500 words (+/- 10%)	in total 8-12 closed questions (multiple choice, true/false, etc.)
Part 2: Written Production (40 points)	The student chooses 2 (out of 3) functional tasks text production: in total about 400 words	personal/informal letters, messages, notes, emails, blogs, diary/journal entry etc.

Oral

The oral exam will consist of two parts:

Part 1: reading comprehension (40 points)

Part 2: spoken production and spoken interaction (60 points)

Part 1: Reading Comprehension length of the text: 300 words +/- 10%	Pupils' understanding of the text is assessed by the examiners who ask questions about the main ideas and relevant details. The pupil does not have the additional questions in advance.
Part 2: a) Spoken Production and b) Spoken Interaction	a) pupils' oral skills are assessed by a short presentation using a picture stimulus and b) pupils' capacity to interact in a simple conversation of topics that are familiar, of personal interest and pertinent to everyday life

L5 ESPAÑOL, PORTUGUÊS & ITALIANO (S6/S7)

Complementary course 2 periods per week

Objectives

The Language 5 complementary course is designed for those students who have a genuine interest in language learning. The course aims to provide students with the ability to communicate in a new foreign language, together with a broadening of their cultural horizons.

This course is specifically designed for beginners.

The attainment level at the end of S7 is **A1**, according to CEFR.

By the end of S7, the student should be able to:

1. understand familiar words and everyday expressions relating to himself/herself, his/her family and his/her environment, if people speak slowly and distinctly
2. read and understand short, simple texts of an everyday nature
3. interact in a simple way, and ask and answer simple questions in areas of practical need or on very familiar topics
4. use simple phrases and sentences to describe persons and things familiar to him/her
5. write short simple texts on familiar topics and fill in forms
6. demonstrate basic understanding of some aspects of the culture of the target language countries/communities
7. relate elements of his/her existing cultural awareness to elements of the culture of the target countries/communities
8. identify and apply basic strategies for learning languages
9. apply basic study skills and tools to the learning of the target language

Content

By the end of S7, the student should have acquired:

- a) basic knowledge of pronunciation, intonation and spelling rules
- b) knowledge of basic vocabulary and expressions
- c) knowledge of basic morphology and basic grammatical structures
- d) knowledge of how to use dictionaries and other resources, including digital ones and awareness of some aspects of the culture of the target language countries/communities
- e) an awareness of language learning strategies including an awareness of their own progress

Assessment

The assessment should be mainly **formative**.

The mark given for the European Baccalaureate is based on:

- a) formative assessment in the classroom and
- b) class-based tests in listening, reading, spoken interaction, spoken production and writing.

By means of teacher observation, tests, and self-assessment, students acquire an awareness of their level and their progress throughout the course.

"Knowledge of languages is the doorway to wisdom."

Roger Bacon, British philosopher (13th century)

MATHEMATICS

In years 6 and 7, Mathematics can be studied at 3 levels:

- Elementary Course (3 periods/week)
- Standard Course (5 periods/week)
- Advanced Course (3 periods/week)

Students must follow either the Elementary or the Standard course.

The advanced course is optional. Only students following the Standard Course may choose to follow the Advanced Course.

REMARK:

In all courses, pupils will need technological tools. Details will be announced to pupils by subject teachers when the mathematics working group of European Schools will have made the final decision.

MATHEMATICS Elementary course (3-PERIODS)

Compulsory Course 3 periods per week

Objectives

This course is designed for students who will not study subjects in the future which may require an extensive knowledge of mathematics. It aims to help students to better understand the scientific and technical world around them while avoiding developing theoretical ideas. The course logically follows on from the 4-period course studied in the 4th and 5th years.

Content:

- Analysis – problem solving, functions and basic calculus
- Statistics
- Probability

Assessment

This course leads to a compulsory 4-hour written examination. Two hours of this exam will test the acquired knowledge and skills of this course without the aid of any technological tool. The remaining two hours will be completed using the required technological tool. For further information, please contact your Mathematics teacher.

MATHEMATICS Standard course (5-PERIODS)

Compulsory course 5 periods per week

Students must be familiar with those parts of the 5th year 6-period syllabus, which are necessary in order to follow the 5-period course.

Objectives

This course is designed for students who will benefit from having a solid mathematical foundation and who are likely to continue in Further Education to study Mathematics or subjects requiring an extensive knowledge of Mathematics (e.g. Engineering, Physics, Physical Sciences, ...). The course is a logical continuation of the 6- period course of the 4th and 5th years.

Content

- Algebra: Complex numbers, sequences, and limits
- Analysis: Study of Functions and calculus
- Geometry in 2 and 3-dimensional spaces
- Statistics and Probability

Assessment

This course leads to a compulsory 4-hour written examination. Two hours of this exam will test the acquired knowledge and skills of this course without the aid of any technological tool. The remaining two hours will be completed using the required technological tool.

ADVANCED MATHEMATICS

Optional course 3 periods per week

Objectives

This course is designed for those students at ease with the subject and who are likely to study Mathematics or subjects requiring a high level of Mathematics (e.g. Physics, engineering,) at university or in further Education.

The students will confront ideas and problems requiring insight and understanding.

Content

In the 6th Year Compulsory parts:

- Foundations of Mathematics (sets theory, Vocabulary reasoning and proof, relations and functions)
- Arithmetic (congruences, prime numbers)
- Linear algebra (vector spaces, basic concepts of matrices, systems of equations)
- Analysis 5 classical theorems

In the 7th Year Compulsory part:

- Linear Algebra (vector spaces and linear transformations, determinants, inverse of a matrix, systems of equations)
- Analysis (Taylor and Mc Laurin formulae, integration techniques, differential equations)

Optional part: 2 topics chosen from a list of 28. These topics are chosen according to the interests and requests of the pupils in the class.

Assessment

During the course, students will receive an A grade and a B grade. The B grade is based on one 2 periods long test per semester.

Baccalaureate

This course leads to a compulsory oral examination. Such an examination will test the knowledge, understanding and mathematical maturity of the student. The ability to present a valid mathematical argument and show insight on a topic will be measured.

MUSIC (2-PERIOD)

Complementary course 2 periods per week

This course is open to all students, from a variety of musical backgrounds (school, private, conservatoire; pop/rock and classical) who are enthusiastic about music and are able to read and write music to some extent.

Objectives

The main objectives are to develop:

- a knowledge and understanding of musical styles, genres and traditions
- an appropriate and relevant knowledge and understanding of music theory
- aural awareness, analytical and score reading skills
- performing and composing skills
- an ability to apply musical knowledge in a critical and discerning way

Content

In years 6 and 7

- An outline of the musical styles and their characteristics
- An outline of 20th/21st century musical styles and their characteristics (including pop/rock/jazz)
- Score reading and analysis, identification of compositional techniques, technical aspects of score reading.
- Performing music
- Composing music (using music technology and other means)
- Creating a portfolio containing compositions, performances, analyses, and other elements reflecting the musical development of the student

Assessment

Year 6 and 7:

- oral contribution, practical work in class (composing, performing) and written tests
- portfolio (documentation of compositions, performances, critical reviews, etc.)

MUSIC (4-PERIOD)

Optional course 4 periods per week

This course is open to all students, from a variety of musical backgrounds (school, private, conservatoire; pop/rock and classical) who are enthusiastic about music. They should be able to read and write music and to perform to a reasonable level on an instrument or using their voice.

Objectives

The main objectives are to develop:

- a knowledge and understanding of musical styles, genres and traditions. This includes the development of Western classical music from medieval times to the present day, as well as having a wide appreciation of pop/rock/jazz and non-Western musical traditions.
- an appropriate and relevant knowledge and an understanding of music theory
- aural awareness, analytical and score reading skills
- performing and composing skills
- an ability to apply musical knowledge in a critical and discerning way

Content

In years 6 and 7

- An outline of the styles and their characteristics in the history of Western classical music (medieval, renaissance, baroque, classical, romantic)
- An outline of 20th/21st century musical styles and their characteristics (including pop/rock/jazz)
- Score reading and analysis, identification of compositional techniques, technical aspects of scorereading.
 - Analysis of four set topics of different origins (western classical, non-western, popular music, folk music)
- Performing music
- Composing music (using music technology and other means)
- Creating a comprehensive portfolio containing compositions, performances, analyses, and other elements reflecting the musical development of the student

Assessment

BAC Examination

Pre-BAC (40% of overall mark)

performing and composing (30% or 40% of Pre-Bac mark according to personal choice)

Research Project (30% of Pre-Bac mark)

BAC (60% of overall mark)

Written listening and responding examination (50% of Bac mark): identifying styles, score reading and questions concerning the four set topics

Portfolio (50% of Bac mark): documentation, compositions, performances, critical reviews, etc.

PHILOSOPHY

Introduction

Who really knows what “philosophy” is? “It probably has something to do with the meaning of life, or something like that.” “Or maybe it’s something about Kant and his strange quotes... isn’t that philosophy?”

Literally, philosophy means “love of wisdom,” and it forms the foundation for many other subjects, addressing fundamental questions that cannot be resolved in other disciplines. For example, while a physicist might ask, “How do we measure time?” a philosopher would ask, “What is time, really?”

And yet, philosophy is not an abstract, incomprehensible science that no one can grasp. It’s deeply connected to our own lives, our observations, thoughts, and experiences.

Typical philosophical questions include:

- What is good or bad behavior? Was what I did right or wrong? How can we judge this? (Ethics)
- What is the essence of humanity? Do we have a purpose in the world? Does all of this have meaning? (Anthropology)
- What makes a good state or fair governance? (Political Philosophy)
- What is knowledge? What is truth? Am I really reading this text, or am I dreaming? How do I know? (Epistemology)

In philosophy class, we delve into these and similar questions together, examining philosophical positions and discussing how compelling various arguments are. But it’s not just about hearing what ancient or deceased philosophers had to say.

Far more important is that each of you develops your own way of thinking and learns to articulate your ideas clearly and precisely. Philosophy is about establishing and strengthening your own perspectives through reflection, writing, and discussion—where only what reason can accept counts. Arguments like “that’s how it’s always been” or “most people think so” don’t hold here. In philosophy, there are rarely absolute right or wrong answers; instead, we focus on arguments that are more logical, persuasive, or consistent.

Because philosophy is based on language, our lessons heavily rely on your ability to express yourself clearly and effectively. Writing philosophical essays, therefore, holds a special place. In these essays, you’ll learn to articulate your thoughts in a structured, reflective manner, developing an invaluable skill that will benefit you beyond philosophy.

Difference Between Philosophy 2 and Philosophy 4

Philosophy 2 and Philosophy 4 generally cover the same topics, but at very different levels of depth. Philosophy 2 offers an overview of philosophy and its central questions, while Philosophy 4 dives much deeper, honing essential skills like text analysis, essay writing, and argument analysis.

Topics

Grade 6

Epistemology

Theory of Knowledge

- What are the conditions for knowledge?
- How can I be sure I'm not mistaken?
- To what extent can we rely on our opinions?

Theory of Science

- Can science allow us to know everything? What are the limits of our understanding?
- When is a theory considered scientific?

Ethics

- When is an action considered morally right?
- Should we be free from needs?
- Must we pursue happiness? How?
- Can I lie?
- Are good and evil relative?

Grade 7

Political Philosophy

The State

- Can society exist without state power?
- What should the state have the authority to decide?

Law and Justice

- Is violence against the state justified?
- Does justice imply equal treatment?
- Is what is legal also what is just?

Democracy

- Is democracy the worst form of government, except for all the others that have been tried?

Anthropology

Existentialism

- Is there a meaning to life?

- Is life a work of art?

Essentialism

- What defines humanity? Evolution? Culture? Work? God? Technology?

Objectives

- Develop independent thinking and strengthen expression: At the heart of the course is the development of independent thought. Students will learn to express their ideas clearly, precisely, and with well-reasoned arguments, without relying on conventional opinions or majority views.
- Promote argumentative and critical thinking skills: The focus is on analyzing and evaluating different arguments. It's less about right or wrong and more about recognizing and developing logical, persuasive, and consistent arguments.
- Deepen language skills: Because philosophy relies heavily on language, the ability to express oneself clearly and coherently is crucial. Writing philosophical essays offers an ideal opportunity to practice and expand this skill, which benefits students in other areas as well.
- Encourage self-reflection and perspective-taking: By exploring and discussing various philosophical positions, students learn to adopt new perspectives and engage with their own and others' viewpoints more reflectively.

PHILOSOPHY (2 HOURS)

Mandatory course, 2 hours per week

Evaluation

The A grade is based on written assignments set by the teacher, as well as on oral participation in class. The B grade is awarded based on a 90-minute exam per semester.

Final Exam

Students may choose only an oral examination:

The student selects a question at random, consisting of a text and sub-questions. They have 20 minutes to study and analyze the text and prepare responses to the questions. The student then presents their findings in the form of an exposé and answers questions in a 20-minute discussion.

PHILOSOPHY (4 HOURS)

Optional course, 4 hours per week

Prerequisites

For topics and objectives, see the course introduction in philosophy.

Philosophy is suitable for students interested in taking their analytical and evaluative skills to a new level. The course is especially well-suited for students with an interest in the humanities (e.g., philosophy, sociology, psychology, languages, art, or history), but scientifically oriented students (chemistry, medicine, physics, mathematics) can also benefit from thorough argument analysis. Many philosophers were also scientists! The aim is not to write beautifully but to argue precisely and logically. This requires a willingness to read and analyze complex texts—and strong language skills in the primary language are essential, as the texts can be challenging.

Evaluation

The A grade is based on written assignments set by the teacher, as well as on oral participation in class.

The B grade is based on an end-of-semester exam, with a “pre-bac” type exam in January of S7.

Final Exam

Students may choose between an oral and a written exam:

Oral Exam

The student randomly selects a question from one of the four exam areas. The question is presented as a main question with a required text and several guiding questions. Additional documents (such as text, quote, or image) may be provided to support the development of a structured answer. The student presents their findings in an exposé and then answers questions in a 20-minute discussion.

Written Exam

The written exam is standardized across all European Schools and departments. The student receives a question from one of the four topic areas and responds in essay form. The question is presented as a main question with a required text and multiple guiding questions. Additional documents (such as text, quote, or image) may be provided to support the structured response.

PHYSICS

Optional course 4 periods per week

This course is open to all pupils. However, it is recommended that students who wish to take this course have shown a particular interest in Physics during their 5th year and have good skills in the topics taught in S4-S5 (mark 7.5 or higher recommended). Knowledge and understanding of these S4-S5 topics will be required in this course and only briefly revised in S6. Students choosing this course must also have a good level of mathematical ability. The 6-period Mathematics course is recommended or a good mark, 8 or higher from the 4-period Mathematics course is recommended.

Objectives

In this course, scientific competences with Physics contents and concepts (motion in two dimensions, fields, interactions, oscillations and waves, quantum physics) are taught, which cover thematically large parts of an essential study of Physics at a university and gives a good ground for further studies. The course builds on the learned and well-known content and competences and develops new ideas and methods. It is not only intended to impart formula knowledge and calculations. The students are also to be brought closer to the entirety of Physics, i.e., also experimental work, historical and philosophical aspects, work in groups and with digital tools and modern methods of communication.

Content

The course starts in the 6th year with accelerating, projectile, and circular motions, followed by the electric field and its basics. This concept is then applied to capacitors. The magnetic field covers basics such as the field of a coil, Lorentz force and induction. The gravitational force and potential are investigated, and thus movements in the gravitational field are described and explained. Both mechanical and electromagnetic vibrations and waves with a focus on optics are treated. In S7 the course continues with quantum physics, the photoelectric effect, Compton effect, wave-particle duality and the Bohr's atomic model are investigated.

Assessment

The assessment is based on the competency-oriented attainment descriptors. This is to ensure that the assessment is versatile and multidimensional. Besides written tests, the attainment of competencies will be assessed through a variety of methods, which can include home assignments, laboratory reports, essays, or presentations.

LABORATORY PHYSICS

Complementary course 2 periods per week

Objectives

The aim of this course is to familiarise pupils with the experimental techniques and practices, which are at the heart of Physics. This course is very useful for students who intend to pursue further studies in physics or in a related discipline, for it allows them to complete their approach to physics.

Content

Techniques of measurement in the different areas of physics are introduced during the two years. The accent is placed on the problems of how to take measurements, and how to treat data and errors arising from measurements. Pupils are provided with modern equipment, which permits them amongst other things to utilise modern methods for the collection and analysis of experimental data. They will use different computer programs or their calculators to analyse data.

In year 6 at least two of the following topics will be covered: Geometrical optics, rigid body mechanics, kinetic gas theory or magnetism and its applications. The year 7 topics will be wave optics, musical acoustics, alternating current and electronics. The choice of the topics depends on the group, teacher and available material.

Assessment

A mark: Regular evaluation of reports on experiments.

B mark: For each semester a B mark will be given. It will be based on a simple experience carried out by the students (not made by them during the year) with the elaboration of a short-written report (two periods)

For further information, please contact your Physics teacher.

ÉTUDES CLASSIQUES

(uniquement en français)

Principes

- Connaissance des mondes antiques
- Héritage du monde gréco-romain dans la culture européenne contemporain

Objectifs d'apprentissage

- Consulter des sources diverses (archéologie, épigraphie, textes littéraires et non littéraires, images)
- Connaître et utiliser de manière critique les ressources disponibles en lien avec l'Antiquité
- Approfondir les relations entre les langues anciennes et d'autres langues vivantes
- Mettre en perspective de façon précise et nuancée l'héritage de l'Antiquité dans ses différentes dimensions et modes d'expression
- Utiliser une culture classique pour appréhender le monde contemporain

L'élève apprendra à

- Écrire un bref essai structuré prenant appui sur les documents en dégagant les aspects littéraires, philosophiques et historiques, en mettant en lumière l'interculturalité
- Rédiger une synthèse de recherche
- Écouter des textes enregistrés (œuvres lyriques, lectures, pièces de théâtre...)
- Lire un texte de façon expressive
- Présenter un travail de recherche et d'analyse en élaborant un point de vue personnel

Évaluation

- **Note A : assiduité, efforts fournis, exercices notés, portfolio...**
- **Note B : moyenne de 2 tests semestriels de 45 mn chacun soit 4 tests par an. Ces tests s'appuient sur des documents et évaluent les compétences des objectifs d'apprentissage**

Programme

- **S6**
L'homme et le divin : voyages spirituels
La sexualité humaine dans l'Antiquité : le désir et le sexe
La Méditerranée : voyager, explorer, découvrir
- **S7**
Les dieux dans la Cité : religions et croyances
Les familles tragiques
La Méditerranée : conflits, influences et échanges

Les élèves découvriront puis exploreront la réception, l'histoire et la postérité de ces notions, personnages dans des textes épigraphiques et littéraires, les représentations artistiques antiques, modernes et contemporaines, et leur interprétation dans le champ des sciences humaines et sociales.

POLITICAL SCIENCE

Complementary course 2 periods per week

Why is Facebook forbidden in China? Is Disneyland a country - who decides? Why did Trump win the elections? To whom does the moon belong? Is the Democratic People's Republic of Korea (read: North Korea) a democracy? Why does Emma Watson speak in front of the UN? Why can't I simply print my own money? Why is it not legal to be transsexual?

If you are interested in knowing the answers to these questions, then political science is made for you! Political science is a passionate subject in the field of human sciences that helps understanding the national and international diversity as well as the political structure of the world. It analyses the world's most complex issues ranging from climate change over international tensions and wars, to topics such as terrorism and the feminist movement.

Our subject is all about controversy and debates. It builds on national and international law, the concepts of power, international cooperation and many more. This course is open to all students interested in current affairs, political theories and international relations. Conceptually rigorous, political science is deemed a university-level course requiring motivated, inquiring, reflective and balanced communicators.

Objectives

Over the course of S6 & S7, students should develop skills in:

- 1) Gathering and sorting political information;
- 2) Analyzing and evaluating this information;
- 3) Synthesizing information, in applied situations and evaluating these situations;
- 4) Organizing and expressing ideas with objective clarity and an informed personal opinion.

Content

The current Political Science syllabus has been re-written during 2018-19 and ratified for use in 2019.

Some of the topics include:

- Power, the State, Sovereignty & Rights
- Feminism and Religious Fundamentalism
- International Relations and Diplomacy
- Global Politics and minority rights

This course aims at making a significant contribution to the development of future European and global citizens, endowing them with a critical spirit and general awareness of controversial national and international 21st-century issues.

Assessment

A-Mark, mainly: attitude; class contribution; student's own efforts; classwork.

B-Mark: one examination in class per semester (a total of two per year).



SOCIOLOGY

Complementary course 2 periods per week

All students can choose this course. The course is normally taught in the working language if the numbers choosing it are enough.

Objectives

Research competences and skills

- Do research that develops and/or tests hypotheses.
- Analyse and interpret various sources (e.g. graphs, statistical data, press articles).
- Evaluate the possible consequences of facts or events in sociological terms.
- Present the outcome of a piece of research work, in written or oral form.
- Argue and defend sociological hypotheses.

Scientific competences and skills

- Collect information, create categories, compare and contrast them and frame a theoretical generality.
- Uncover 'hidden meaning' and make social phenomena understandable.
- Classify statistical data, bring out correlations and causalities, then compare the hypotheses with the results.
- Analyse the content of documents, highlighting the themes and the vocabulary used.

Analytical and synthetical competences and skills

- Apply classical and contemporary sociological theories and concepts to the social world.
- Analyse the hypotheses of those different theories.
- Explain that the development of those theories merely reflects a particular situation in a social context at a given point in time.

Communication competences and skills

- Write essays relating to the course or communicate the research results orally.
- Argue and defend a concept during an open/adversarial debate

Content:

6th Year

- Introduction to sociology.
- Social structure and social mobility.
- Immigration and populism.
- Deviance and social control

7th Year

- Development and major changes in family structure.
- Work and leisure.
- Counter-power and citizen mobilisation movements in the 21st century.
- Influences, fashions and behaviour.

Assessment

Sociology is a complementary course.

A-Mark: Continuous assessment based on attitude; attendance; class contribution; student's own efforts; classwork & homework.

B-Mark: two examinations in class per semester (a total of four per year); one test per semester can be replaced by a compulsory personal research task.

SPORT

Complementary course 2 periods per week

This course is open to all students with a particular interest for the subject „sport“. Students should be open for several sports, because the course is based on different sports and activities. Students considering higher studies are recommended to take the „sport“ option to prepare the demanded pre tests of the university.

The complementary sport course engages students' interest in their physical development and further develops acquired competences through physical fitness, individual and team sports.

Objectives

- to get theoretical knowledge and background of the different sports
- to link theory and practice
- to apply the knowledge of health and fitness to plan and evaluate his own healthy lifestyle
- to turn ideas into action
- to organize his own learning within the subject

Content

A. To develop an extra depth of knowledge, skills and attitude that students have acquired during their PE lessons in cycle I (S1-3) e.g. (ball games, swimming, gymnastics, athletics...).

B. To introduce sports / activities which students have not experienced during their PE lessons in cycle I (S1-3) and cycle 2 (S4-5) e.g. (climbing, cycling, ice skating, canoe, self-defense, hiking, first aid, ...).

The teachers' and students' interest and local facilities may determine this.

Assessment

Practical and theoretical tests in the different sports and activities

Attention

The lessons will be organized after 4pm and there will be activities outside of the school hours.

SUSTAINABILITY AND ACTIVE CITIZENSHIP

General Information

This complementary course is open to all students in years S6 and S7 who are motivated to explore the systemic, transdisciplinary, and global dimensions of sustainability and citizenship. No prerequisites are required. The course is designed to cultivate competences in critical thinking, civic engagement, and entrepreneurship, while fostering awareness of personal and collective responsibility in building a sustainable world. It follows a two-year sequence: S6 focuses on conceptual foundations, while S7 emphasizes project-based application.

Course Content

S6 (Foundations of Sustainability): Students acquire essential knowledge and competences across four thematic areas:

1. Science and Innovation – climate change, complexity science, energy systems, and technological solutions.
2. Sustainable Development – geopolitics, economic models, social dimensions, and ecological challenges.
3. The Anthropocene – human impact on Earth systems, ecological transitions, and global governance.
4. Social Sciences and Humanities – psychology of change, demography, ecological thought, and cultural perspectives.

S7 (Applied Citizenship and Action): The year is fully dedicated to a final collaborative project (2–3 students per team) that synthesizes knowledge from S6. Projects must address sustainability in a cross-curricular, systemic way and involve external expertise. Final outputs may include reports, multimedia products, campaigns, or partnerships.

Focus Area

The course emphasizes three interlinked pillars:

- Systemic Knowledge – understanding interconnections between environmental, social, political, and economic systems.
- Citizen Engagement – fostering awareness, responsibility, and participation in civic and political processes.
- Entrepreneurship and Initiative – encouraging creativity, problem-solving, and innovation to address sustainability challenges.

Key competence frameworks guide the course: the European Key Competences for Lifelong Learning and GreenComp (European Sustainability Competence Framework).

Evaluation

Assessment is continuous and competence-based, covering knowledge, skills, and attitudes across both years.

S6: Focus on acquisition of core concepts and cross-disciplinary competences through formative assessments (projects, debates, structured exercises, presentations, peer and self-assessment).

S7: Evaluation centers on the final project.

- Semester 1: B-mark based on a detailed project synopsis (problem definition, objectives, methodology, timeline, expert involvement).
- Semester 2: B-mark based on final outcomes and oral presentation.

Final products may take diverse forms (presentations, podcasts, videos, articles, associations, campaigns, etc.), encouraging initiative and creativity. Attainment descriptors range from excellent (9–10) for systemic, analytical, and applied mastery to insufficient (0–4.9) for weak factual recall and inability to apply concepts.

CHOICE OF OPTIONS FOR S6-S7 2026-2028

CLASS: STUDENT:
COURSES IN S5 2025-2026

CLASS TEACHER:

Mathematics:

Language 2:

Language 4:

Art:

Language 1:

Language 3:

Economics:

Music:



LËNSTER LYCÉE
INTERNATIONAL SCHOOL

COMPULSORY SUBJECT		4 PERIOD OPTIONS MINIMUM 2 OPTIONS MAXIMUM 4 OPTIONS		ADVANCED COURSES 3 PERIODS		COMPLEMENTARY COURSES 2 PERIODS			
Column 1		Column 2 (2 periods)		Column 3		Column 4		Column 5	
Language 1 (.....)	4p	History		Biology		L1 Advanced OR		Art	
Language 2 (.....)	3p	Geography		Chemistry		L2 Advanced OR		Music	
Mathematics (3p or 5p)		Philosophy		Physics		Maths Advanced		Politics	
Physical Education	2p	STS		Art		<i>Maths Advanced only if Maths 5p in column 1.</i>		Sustainability and Active Citizenship	
Life and Society	1p	History, Geography and Philosophy compulsory if not chosen in column 3. STS is compulsory, except if Biology 4 or Chemistry 4 or Physics 4 is chosen in column 3.		Music				L5	
			History					Sport	
			Geography					Drama	
			Philosophy					Lab Biology OR	
			Language 3					Lab Chemistry OR	
			Economics					Lab Physics	
			Language 4					Sociology	
			For L3 and L4, specify language chosen					ICT	
							Electronics		
						Histoire de l'art (FR)			
Number of periods Column 1:		Number of periods Column 2:		Number of periods Column 3:		Number of periods Column 4:		Number of periods Column 5:	
Total number of periods columns 1-4 Minimum 29 periods							TOTAL NUMBER OF PERIODS MIN. 31 PERIODS MAX. 35 PERIODS		

I UNDERSTAND THAT THE CHOICES ABOVE ARE BINDING FOR YEARS 6 AND 7.

Signature of the legal guardian:Signature of the student: Date:

Lënster Lycée International School

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