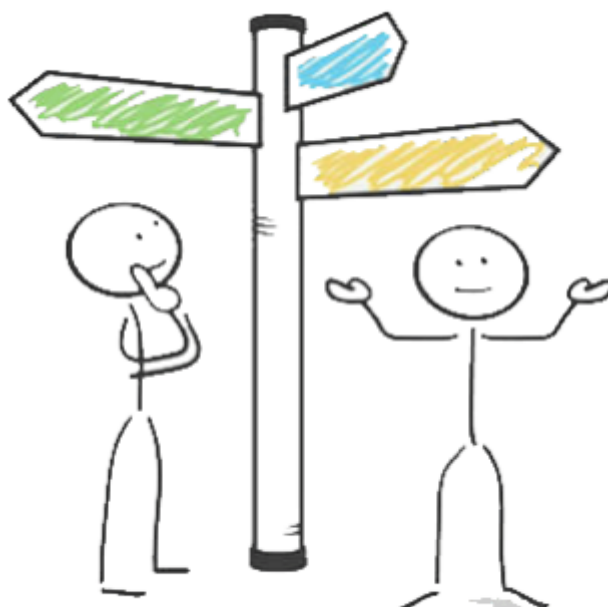




LËNSTER LYCÉE
INTERNATIONAL SCHOOL



**CHOICES BOOKLET S4 and S5
2026-2028**

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Curriculum Choices for Pre-orientation Cycle – S4 and S5

The seven years of the European School curriculum which Lënster Lycée International School adopts, are divided into three cycles. At the end of the current S3, pupils will complete the Initiation Cycle of the Secondary.

In the next two years, during the Pre-orientation Cycle (S4 and S5), the curriculum continues to deal with core subjects of age-appropriate education, going into more detail, particularly in Mathematics, Human Sciences and Scientific subjects. This is a fundamental learning stage, at the end of which (S5), pupils will have clearer ideas about their preferred fields of study that will help them make even more precise subject-choices for the Orientation Cycle (S6 and S7).

The 4th and 5th years curriculum consists of **Compulsory** and **Optional subjects**.

Compulsory subjects	Periods
Language I (DE, EN, FR)	4
Language II (DE, EN, FR)	3
Language III (DE, EN, ES, FR, IT)	3
History (taught in L2)	2
Geography (taught in L2)	2
Biology (taught in L1)	2
Chemistry (taught in L1)	2
Physics (taught in L1)	2
Physical Education	2
VIESO	1
	23
Mathematics	4 or 6
	27 or 29

In addition to the compulsory subjects, pupils must make a selection from the following optional subjects, in such a way that the total number of their weekly periods lies between a **minimum of 31 and a maximum of 35 periods** for those who have chosen **4-period Maths**, and a **minimum of 33 and a maximum of 35 periods** a week for those who have opted for the **6-period Maths** course.

Optional subjects	Periods
Latin	4
Language IV (DE, EN, ES, FR, IT, LU, PT)	4
Economics (taught in L2)	4
Art	2
Music	2
ICT (Informatics)	2
Luxembourgish (basic or advanced)	2

Attention should be paid on following things, before making the choices:

- The curriculum allows a **maximum of 35 periods** to enable pupils to take subjects that they like to study. However, **35 periods should be the exception rather than the rule**. At the end of this Cycle (in s5), pupils will be having at least 9 examination subjects in the compulsory core, and the experience of developing such curriculum in the European School has shown the dangers of overburdening students with too many hours.
It is strongly recommended that pupils aim for a weekly workload between 31 and 33 periods, particularly in cases where additional support may be needed.
- Due to restrictions linked to the number of pupils per course, **not all the courses chosen may be created**. Alternative choices will have to be made in such cases, favouring courses that already have a quorum.
- Due to timetable overlap, Latin, Economics and Language 4 are scheduled concurrently. Pupils may select **only one** of these three 4-period subjects.

The choice of an optional subject commits a pupil for 2 years: options cannot be

changed, added or dropped as from October of the 4th year. The request needs to be done

by the end of September by using this form:

<https://forms.office.com/e/ZzxX9kLv1h>



However, a pupil can change from Maths 6 to Maths 4 **i)** at the end of the 1st semester in the 4th year, **and ii)** at the end of the 4th year, subject to approval by the Class Council. The reverse change is also possible like above, i. e. from less intensive 4p Math to 6p Math, subject to a test.

As some of the options may have to be timetabled concurrently, **it may not be possible to provide all combinations**. In any case, it is desirable that the choice of options helps to form a coherent group of subjects for study, that fits into the evident skills and aspirations of a student. It goes without saying that, within the limitations of the timetable, the school will try its best to satisfy the greatest possible number of pupil choices.

It is possible to have lessons until 16.00 everyday. Here is an example of an timetable in S4-S5.

	Monday	Tuesday	Wednesday	Thursday	Friday
P1	OPTION		OPTION		OPTION
P2					
P3					
P4					
P5	Lunch	Lunch	Lunch	Lunch	Lunch
P6					
P7					
P8		OPTION		OPTION	OPTION
P9					

The two Mathematics courses are normally taught separately. Only in exceptional cases could a pupil, **who had chosen the 4-period course in years 4 and 5, hope to follow the 5-periods course in years 6 and 7.**

The **Economics** course is planned to be given in the three working languages (English, French and German); however, a pupil must follow this course **in her/his second language (L2).**

The **Art** and **Music** courses will be given in the working language(s), FR, EN or DE. For some pupils this may, therefore, be in their mother tongue, for others in one of the working languages. It's also possible that these courses will be taught multilingually.

ICT (Informatics) may be taught in the student's working language (L2) or L1. This depends on the mix of students who have chosen the course and also on the availability of teachers.

Any of the European Union languages can be chosen as L4, provided the course will have the minimum student quorum. So far, the school has offered Italian and Spanish. Also German, English, French and Portuguese are possible.

There will be a tutor lesson on the timetable which can be used by the class teacher, subject teachers, guidance teacher or for some other purposes.

Finally, I again draw attention to the fact that 35 periods weekly (between compulsory subjects and options) is a serious academic charge for the students. **While some students are fully able to cope with such load,** the school suggests that most of the option forms returned be totalling between **31 and 33 lessons per week, particularly for the students who will be in need of support classes.**

Change of L2 / L3 - Rationale

If a change of L2 or L3 is deemed appropriate in consultation with the school and the teachers concerned, it should ideally take place at the end of the first (S1) or second (S2) year of secondary school. The reason for this is straightforward: from S3 onwards, several subjects are taught in L2. In rare cases, a change of L2 or L3 can also occur at the end of S3.

It is not possible to change a language after S4, and a request to change L2 or L3 after S5 only applies to L2 as a specific subject and does not include the humanities subjects (such as History, Geography, VieSo, or Economics). These subjects will continue to be taught in the language the student studied until the end of S5, even if L2 is changed in the Baccalaureate cycle.

A change of L2 and/or L3 is only permitted once during the secondary school years.

Procedure

A request to change the second (L2) or third (L3) language must be requested by sending a letter by email to the cycle coordinator by the end of March and also by mentioning it in the online choice form, with a clear explanation of the reason for the request.

Following the request, a consultation process will take place, involving the current L2/L3 teacher and preparation by the student. This process will conclude with a school-organized test scheduled for early June of the current year. Parents will be notified in advance about the date, time, and location of the test, which typically includes both written and oral components.

The final decision regarding the language change will be made by the class council in July, based on the results of the language test. This decision will then be officially recorded in the "Comments" section of the student's annual report by the class teacher.

Evaluation and Marking System

In S4 and S5 students will continue to receive a competence-based evaluation, structured on the attainment descriptors made clear in each subject syllabus. Grades may continue to be referred to, but **marks and half-marks** will make the basis of school reporting. The table below refers to the marking scale in the ES:

Marking Scale	Grade (S1-S3)	Numerical Mark (S4-S6)	Numerical mark 1 decimal S7 preliminary mark	Numerical mark 2 decimals S7 final mark	Performance Indicator
Excellent though not flawless performance entirely corresponding to the competences required by the subject	A	10 9.0-9.5	9.0-10	9.00-10	Excellent
Very good performance almost entirely corresponding to the competences required by the subject	B	8.0-8.5	8.0-8.9	8.00-8.99	Very good
Good performance corresponding overall to the competences required by the subject	C	7.0-7.5	7.0-7.9	7.00-7.99	Good
Satisfactory performance corresponding to the competences required by the subject	D	6.0-6.5	6.0-6.9	6.00-6.99	Satisfactory
Performance corresponding to the minimum of the competences required by the subject	E	5.0-5.5	5.0-5.9	5.00-5.99	Sufficient
Weak performance almost entirely failing to meet the competences required by the subject	F	3.0-4.5	3.0-4.9	3.00-4.99	Failed (Weak)
Very weak performance entirely failing to meet the competences required by the subject	FX	0-2.5	0-2.9	0.00-2.99	Failed (Very weak)

A-mark and B-mark

Starting with the Secondary S4, students are assessed with an **A** mark and a **B** mark.

While **B-mark** is a summative result of the student's performance in the long-tests and examinations (generally in S4, two per each subject in each semester), the **A-mark** is a reflection of the formative process of evaluation at school, including class participation, home and classwork, running projects, group-work, short tests and checks that the teachers organise during a semester.

The **final result** for each subject is expressed in one **C** mark in the school report at the end of the year. The final **C** mark is not necessarily an arithmetical average of the **A** and **B** semester marks but has to lie somewhere between the highest and the lowest of these marks. It is on the basis of this **C** mark in the final report that the Class Council takes its decisions at the end of the year.

S4 Assessment – Half mark accuracy

	1 st semester	2nd semester	
S4	<u>A1 Grade</u> Long/mini tests, assignments, projects, class/homework....	<u>A2 Grade</u> Long/mini tests, assignments, projects, class/homework....	Between the highest and the lowest A and B grade <u>C grade</u> Annual grade/
	<u>B1 Grade</u> 1 B-Test	<u>B2 Grade</u> 1 B-Test	
S5	<u>A1 Grade</u> Long/mini tests, assignments, projects, class/homework....	<u>A2 Grade</u> Long/mini tests, assignments, projects, class/homework....	Between the highest and the lowest A and B grade <u>C grade</u> Annual grade/
	<u>B1 Grade</u> 1 or 2 B-Tests	<u>B2 Grade</u> L1, L2, L3, Maths, Phy, Chi, Bio, His, Geo: ONLY HARMONIZED COMPO Other subjects: 1 or 2 long tests	

Tests and Examinations

In S4, each subject will have to have one B-test per semester, consisting of one period per subject. This will be the B mark of the semester. These tests will be carefully scheduled for each of our sections and will take place in class. The timetabling of B-tests will not exclude short-tests and checks that the subject teachers deem necessary to conduct, in diligent performance of their duty.

In line with the organisation of studies and the structures of lower-secondary in the European School system, at the end of S5 all students will sit for school examinations, harmonised among all linguistic sections. This means that the level of difficulty, the core topics, the structure and assessment of these exams at the end of S5, will be fully harmonised in the Anglophone, Germanophone and Francophone sections of LLIS, wherefrom stems the equivalence of the S5 School-Leaving Certificate across the ES system. In S5, B mark will be based only on semester exam.

Going to the Orientation Cycle (Baccalaureate Cycle)

In preparation for the last Cycle of the Secondary School, pupils will do by the end of S5 similar subject choices for S6 and S7.

It is always the Class Council that decides the passage of the year at the end of S4 and S5. In such regard, it's good to pay attention to the fact that **the results of all subjects (even those that students may opt to discontinue after S5), will be taken into account when considering promotion.** For instance, subjects like L3, Physics and Chemistry are obligatory until the end of lower Secondary (S5), and some students may tend to neglect them going through S5. Class Council at the end of the year considers the result of these subjects in the same way as every other subject, for the sake of promotion into S6.

Filling the Choice Form

Completion of the Online Choice Form should be the result of a **coordination Guardian – Student – Teacher**. Pupil capabilities, skills and future aspirations of study should be taken into consideration. Careful attention should be given to all advice in this document as well as that of the information evening online. **Subject-teacher advice is fundamental.** The Class Council at the end of S3 may issue a warning with regard to certain choices, which remain, in all cases, **the final responsibility of the guardians** who make and sign for these choices.

The online form needs to be submitted by March 29th, 2026

Online form: <https://extranet.llis.lu/StudentPortal/index.php>

The final confirmation will be made and signed on a paper form.



Teemu Hinkula (teemu.hinkula@education.lu), S4-S7 Cycle Coordinator, will be available to answer any of your further questions together with the orientation unit.

Orientation unit: orientation@llis.lu – Office SI.220

Viktoria Weichselgartner, Coordinator DE section - Head of Cellule d'orientation

Hannah Flandrin-Jones, Coordinator EN section Orientation

Alexis Hérault, Coordinator FR section Orientation

Kinsuk Roy, orientation teacher S3EN

MATHEMATICS

Compulsory subject

**4 period/week (MATHS 4) OR
6 period/week (MATHS 6)**

MATHS 4 (BASIC LEVEL)

This course is intended for pupils who are considering continuing studies where Mathematics doesn't play an important role. Its purpose is to help pupils to understand the scientific and technological world surrounding them without putting too much emphasis on theoretical aspects of Mathematics but more in modelling.

MATHS 6 (STANDARD LEVEL)

This course is intended for pupils who need Mathematics for their higher-level studies, and because of this, can benefit from a solid foundation and a good general knowledge of Mathematics.

WHAT SHOULD BE CONSIDERED WHEN CHOOSING BETWEEN MATHS 4 AND MATHS 6 PERIODS?

a) Pupil's motivation towards Maths

Maths 6 course is much more demanding than Maths 4, and requires a continuous work all along the year. The workload of 6 weekly periods is high, and motivated students will find it easier to overcome the difficulties they may find.

b) Pupil's skills in Maths

Pupils choosing Maths 6 course are supposed to be skilled in Mathematics and with a good knowledge of topics covered in the previous cycle. They should have achieved a good level of autonomy as well as methods to carry out their work in an organized way. The final result in S3, as well as the teacher's advice should play an important role in the choice.

c) Academic choices after Secondary education

If strong mathematical skills are required in higher education studies, pupils should choose the Maths 6 course, but only if they are capable to do it.

d) Impact on choices in S6 and S7

The 5 period Maths course in years 6 and 7 can be chosen by pupils who have followed the 4 period course in years 4 and 5 **only** on the recommendation of the teacher of Mathematics, and on condition that the pupil has been successful in a level test in May. The test includes topics from the Maths 6 curriculum, covered during years 4 and 5. The request is examined at the end-of-year Class Council, and the final decision is taken by the Director.

e) Changing from Maths 6 to Maths 4 and vice-versa

The change from Maths 6 to Maths 4 is possible in the 4th year **i)** at the end of the 1st semester, and **ii)** at the end of the 4th year, subject to approval by the Class Council.
The reverse change from Maths 4 to Maths 6 is possible subject to an achievement test.

f) Workload

The choice of Mathematics course may influence the choice of other subjects. Choosing Maths 6 may have as a consequence that pupils can't apply for other courses they may be interested in, as they can't have more than 35 weekly periods. Furthermore, only pupils with high capacities should have a week-workload of 35 periods.

For further information on Mathematics provision in years 4 to 7, please consult the syllabus available at the website of the Office of the Secretary-General of the European Schools: <http://www.eursec.eu>

Your maths teachers is the best reference person to ask.

An example of the topics covered in each of the two levels of Mathematics is shown below for year 4 and 5.

TABLE OF CONTENTS FOR THE TWO CHOICES OF MATHS IN YEAR 4

Topic	S4 Maths 4	S4 Maths 6
Basic calculations in N, Z and Q.	X	
Towards a new set of numbers: R. (and revision in Q)		X
Radicals and surds	X	X
Powers	X	X
Powers with negative exponents	(S5)	X
Scientific notation	(S5)	X
Proportionality	X	X
Linear functions	X	X
Simultaneous linear equations	X	X
Quadratic equations	(S5)	X
Power functions		X
Right-angled triangles and Pythagoras' theorem.	X	X
Study of circles		X
Similar triangles	X	X
Enlargements	X	X
Trigonometric ratios in right angled triangles	X	X
Trigonometry in 3D objects		X
Steepness of slopes		X
Vectors		X
Statistics	X	X
Probability	X	X

TABLE OF CONTENTS FOR THE TWO CHOICES OF MATHS IN YEAR

Topic	S5 Maths 4	S5 Maths 6
Powers with rational exponents	X	X
Quadratic functions	X	X
Polynomials	X	(S4)
Exponential functions	X	X
Logarithms		X
Programming	X	X
Radians	X	X
Unit circle	X	X
Trigonometric formulas		X
Trigonometric functions	X	X
Scalar product		X
Distances in 3D objects	X	X
Statistics	X	X
Probability	X	X

Many topics are the same in both courses, but the standard course with 6 periods a week goes deeper into each topic than the basic level course

ECONOMICS

Optional Subject 4 period/week

Preconditions for admission

This course can be chosen by all students as a 4th and 5th year option.

Those wanting to take Economics as an option in the 6th and 7th years must have followed the course in s4 and s5. This subject is taught in the working language of the student (L2).

Objectives

- To develop a knowledge of basic economic principles and an understanding of national and international systems.
- To develop analytical skills in the use and interpretation of different materials like texts, statistical data, graphics and pictures.
- To raise awareness of current economic issues.
- To develop the ability to express oneself in a technical language.

Content

4th Year Introduction to the foundations of economic life: nature of economy, consumption, markets, distribution of goods, introduction to money and credit.

5th Year The business sector, the introduction to political economy and foreign trade, the basics of accounting.

6th Year Theoretical and practical studies on supply and demand, the economic circuit and an introduction to macro-economic models.

7th Year The possibilities of economic and financial intervention by the national authorities, the influence of the central banks and European institutions on the labour market on monetary value, economic growth and economic conditions, and currency.

Tests/Examinations

One 1 or 2-period tests in class for the B mark per semester (year 4), one semester test per semester (year 5). In addition, written and oral examinations are organised each semester to determine the A mark. Continuous assessment for the A mark.

For further information, an experienced Economics teachers will be invited in the presentation evening to explain the subject content in more detail.

Information and Communications Technology (ICT)

Optional Subject 2 period/week

In years 4 and 5 students go deeper into the topics, which were taught in years 1-3, and will use more advanced features of applications. Also, there are some new topics like databases, and computer graphics. Students will understand more and more the connections between those applications and how they can learn things by themselves using ICT.

At this stage, it is very important to make the students aware of things like data security and copyright, so that they can take the right decisions when they use modern technologies in everyday life.

ICT courses are organized in a modular fashion. In years 4 and 5, the following modules shall be covered:

- Spreadsheets
- Word processing
- Introduction to programming
- Databases
- Computer graphics
- ICT and Society
- Web design.

LUXEMBOURGISH

Optional Subject 2 period/week

The teaching of Luxembourgish is offered as an option starting from S4 – in different forms.

Luxembourgish is available as a two-level course (two hours per week):

A) An advanced course focused on elements of Luxembourg's history, culture, literature, politics, art, music, etc.

The advanced Luxembourgish course can only be taken by pupils who have a native-level proficiency and/or have completed most or all of Luxembourgish primary education.

B) A basic language course aimed at continuing language learning after S3.

The language course is offered to learners who have already studied Luxembourgish as a foreign language during S1, S2, and S3.

The class council reviews the learner's choice at the end of S3 and requests an adjustment if the choice – as explained above – does not correspond to the learner's language level.

Important! Pupils also have the option to choose **Luxembourgish as L4**. This applies to both S4-S5 and S6-S7 classes (four hours per week).

- The L4 aims to offer Luxembourgish as a foreign language at beginner, A1 level. No prior knowledge is required. Beginners can start in S4.
- At the end of the year in S4-S5 pupils are expected to reach level A1 in L4 and after S6-S7, an A2+ level is expected.
- Pupils who previously followed the optional 2-period Luxembourgish course in S4-S5 can choose Luxembourgish as L4 in S6-S7.
- In the S7, L4 can be chosen as a written or an oral exam.

Your Luxembourgish teacher or Mr. R. Michels, subject coordinator, are your points of contact.

MUSIC

Optional Subject 2 period/week

In year 4 and 5, students extend their acquired competence in years S1-S3 in a topic-based curriculum, dealing on the three areas of musical competence:

- composing and improvising
- performing
- listening and responding.

Over the course of the two years, students will study five topics from the list below. These topics are chosen with the students to match their personal interests, as well as keeping a broad approach to the musical phenomenon. In addition, there is a final project, which takes place in the final period of year 5. The topic of the project is chosen by the student, based on their personal interests and musical skills.

List of choice for study topics:

- Music for film
- Contemporary musical styles and cultures
- Music for dance
- Music for special occasions
- Musical theatre
- European folk traditions
- Music and voice
- Programme music in the 19th Century
- Composing during the last 100 years.

Theory, focused listening and analysis of music from many different places, periods and styles round off this broad and ongoing exploration. It also provides a good platform for the Baccalaureate option in Music, should this be chosen.

LATIN

Optional Subject 4 period/week

Preconditions for admission

- This course can only be taken if the student has taken Latin in the third year.
- Those wanting to take Latin as an option in the 6th and 7th year must have followed the 4th and 5th year course.
- The subject is taught in the language I, however, when the number of students is insufficient (less than 7) to form a class in language I, the student may be able to join a group in language 2.

Objectives

- To develop a knowledge of the principles of an inflected language. Unlike most modern languages, Latin has the endings of most of its words changed depending on their function in the sentence.
- To develop analytical skills to interpret long and complicated sentences.
- To develop a continuous sense of problem solving by examining the endings and their function in the sentence.
- To raise awareness of Latin as the language of the first great European empire, of the Church and of scientific, philosophical and cultural terminology.
- To bring the student into close contact with the first masterpieces of Western literature.

Content

- Translation of texts from politicians such as Caesar, historians such as Livy, from poets such as Ovid and Catull and from prose writers such as Cicero and Pliny.
- Study of grammar and vocabulary to be able to translate a Latin text of medium difficulty and to develop a better knowledge of Romance languages by etymology.
- Study the masterpieces of Latin literature and ancient art (architecture, sculpture and painting) as well as the later creations they have inspired up to our time (mythology inspires many contemporary artists).

Evaluation

- No compositions but short and long tests per semester.
- End of year 5: *Latinum Europaeum*, which consists of a written exam with an unseen text for all the European Schools at the same time, and an oral exam with texts studied during year 5.

The successful candidate receives a certificate of 3 years Latin. The Latinum exam provides a first experience of an oral exam which is also part of the Baccalaureate exams. The certificate can be important to enter in some universities (e.g. in the Netherlands and Germany).

Pupils are encouraged to consider the academic value of this certification when planning their university applications, particularly within European contexts.

In addition to the rich cultural content, excursions of several days – in each study year, will be organised. The student can witness with their own eyes the Roman heritage in Rome and beyond (e.g. Provence, England or another Roman destination).

LANGUAGE 4

Optional Subject 4 period/week

Preconditions for admission

The L4 courses are open to all students of year 4, since no prior knowledge of the language is required to start the course. It is, however, recommended that you like discovering and studying a new language and its culture.

The L4 course can be continued in years 6 and 7 as an optional 4 period course. If L4 has not been taken in years 4 and 5, it is possible to enter the course after having passed a level test.

Studying a 4th Language also contributes to:

- Understanding the culture of the Language studied.
- Emphasise the pupil's cultural identity as European citizens who are open to other cultures.
- Reinforce the spirit of tolerance, cooperation and dialogue between all the members of the school community.

Objectives

The students will learn how to express themselves in current day to day situations such as going shopping, telling the time, presenting themselves, talking about hobbies, the weather and holidays.

They will discover the language not only from a textbook, but also by listening to songs, watching a movie, working on the Internet, reading short stories, etc.

If they continue L4 in years 6 and 7, students will discover more about the countries where the L4 language is spoken through press articles and contemporary literature.

Assessment

One B-test per semester for the B mark.

Small tests, listening exercises, written work and short oral presentations for the A mark.

The school's intentions are – provided there is a feasible number of students, to offer as L4 German, French, English, Italian, Luxembourgish, Portuguese and Spanish.

ART

Optional Subject 2 period/week

Students who would like to pursue Art in years 4 and 5 will be taught in the working language of the Teacher.

The students are expected to show competence and knowledge in the following domains as these will be covered in greater detail:

Art Scientific Basis

- Art theory
- Art history
- Reception and reflection of artworks

Practical work to include

- Drawing from observation
- Figurative drawing
- Different techniques: drawing: pencil, charcoal, chalk; painting: acrylic, watercolors,
- 3D work: (clay, self-drying clay, paper mache ...)

Year 4 - themes covered in both theoretical and practical areas:

- Architecture
- Classic paintings
- Drawing and sculpture together
- Volume
- Art periods (Baroque, Rokoko, Classicism, Art nouveau)

Year 5 - themes covered in both theoretical and practical areas:

- Photography and transcriptions
- Facial Expressions
- Object diversion
- Architecture
- Art periods (Impressionism, Expressionism, Dada, Postmodern)

For further information, please contact the Art teacher **Mrs. K. Lajchter** and **Mrs. L. Muller**.