



**CHOICE OF COURSES  
FOR THE 6<sup>th</sup> and 7<sup>th</sup> YEARS**

**2019-2021**



Bertrange-Mamer, December 10<sup>th</sup> 2018

## **To the pupils in the 5<sup>th</sup> year and their parents**

Dear pupils,  
Dear Parents/Guardians,

The time has come to consider option choices for the Baccalaurate Cycle (the last two years in the secondary cycle).

This booklet is intended to give you information about courses in S6 and S7. You will also find a summary of regulations concerning the Bacculaureate examinations (subject choices, number and duration of written and oral examinations).

The subject coordinators have prepared the information about the subjects and every effort has been made to ensure that the details are correct. However, small changes may occur in syllabuses from one year to the next. Please check with the relevant subject teacher if you have any questions about the courses. All syllabuses are available on the website <https://www.eursc.eu/en/European-Schools/studies/syllabuses> , under “Studies and syllabuses”, “Syllabuses and Attainment descriptors”.

Please read this booklet before the meeting on **15<sup>th</sup> January 2019 at 19.00 in the “salle des fêtes”, Administrative Building**, during which all useful information will be given. Subject teachers will be available for a short time to answer your questions.

Mr. Sébastien Belpaume coordinates the subject choices for years 6 and 7. You are very welcome to contact him if you have any questions ([sebastien.belpaume@eursc.eu](mailto:sebastien.belpaume@eursc.eu) – Secondary school – Room A-211 – Tel. +352.273.224.4007).

We remain at your disposal to answer your questions.



Per Frithiofson



Leene Soekov



## Table of contents

To the pupils in the 5 <sup>th</sup> year and their parents .....	3
Table of contents .....	5
Important dates to be respected concerning choices for years 6 and 7 .....	7
Choice of courses for the 6 <sup>th</sup> and 7 <sup>th</sup> years 2019-2021 .....	8
Religion and Ethics courses .....	10
Abbreviations .....	11
General remarks .....	12
Why are some combinations of options impossible? .....	13
Changes between years 6 and 7 .....	14
Course Structure in Years 6 and 7 .....	15
Written examinations in year 6 .....	16
Part examination in year 7 (PreBac) .....	17
Regulations governing the European Baccalaureate .....	18
Example of the choice form .....	19
How to fill in the choice form ? .....	20
Subject information sheets .....	21
Information on courses in years 6 and 7 .....	22
ART .....	23
BIOLOGY 4 .....	24
BIOLOGY 2 .....	25
LABORATORY BIOLOGY .....	26
CHEMISTRY .....	27
LABORATORY CHEMISTRY .....	28
COMPUTING .....	29
DEUTSCH 3 .....	30
DEUTSCH 4 .....	31
DEUTSCH 2 VERTIEFUNGSKURS .....	32
ECONOMICS .....	33
INTRODUCTION TO ECONOMICS .....	34
ENGLISH L1 ADVANCED .....	35
ENGLISH L3 .....	36
ENGLISH L4 .....	37
ENGLISH L2 ADVANCED .....	38
ESPAÑOL LENGUA 3 .....	39
ESPAÑOL LENGUA 4 .....	41
FRANÇAIS LANGUE 3 .....	43
FRANÇAIS LANGUE 4 .....	44
FRANÇAIS LANGUE 2 APPROFONDISSEMENT .....	45
GEOGRAPHY 4 .....	46
GEOGRAPHY 2 .....	47
HISTORY 2 & 4 .....	48
IRISH ONL .....	50
ITALIANO L3 .....	51
ITALIANO L4 .....	52
ITALIANO L5 .....	53
ITALIANO L1 APPROFONDIMENTO .....	54

LATIN.....	56
LËTZEBUERGESH .....	57
MALTI LNO .....	58
MATHEMATICS .....	59
MATHEMATICS 3.....	60
MATHEMATICS 5.....	61
MATHEMATICS - ADVANCED COURSE .....	62
MUSIC 4 .....	63
MUSIC 2 .....	64
PHILOSOPHY 4 .....	65
PHILOSOPHY 2 .....	66
PHYSICAL EDUCATION .....	67
PHYSICS .....	68
LABORATORY PHYSICS .....	69
SOCIOLOGY .....	70
SPANISH LANGUAGE 5 .....	71

## **Important dates to be respected concerning choices for years 6 and 7**

### **2019**

January 15 <sup>th</sup>	Information meeting for the parents at 19.00 in the "salle des fêtes", Administrative Building.
February 1st	Deadline for handing in the choice form. Also deadline for handing in a request for a change of language level (L2, L3, L4) or a transfer from mat4p to mat5p. Forms received after the deadline will not be considered when creating the grid (see p.19).
March	Second choice for those pupils who have a problem with their first choice.
May 10 <sup>th</sup>	Language tests for pupils having requested a change of language.
June 7th	Math test for S5 pupils who had MAT4 and ask for MAT5 in S6.
September 15 <sup>th</sup>	Deadline for possible requests for a change of choices. The School may allow a change in choice of subjects if this change does not lead to any reorganisation of classes. Under no circumstances may a pupil give up a course at the beginning of S6 which has been organised for the minimum number of pupils required.

A positive reply to your request for a change of choices might not be guaranteed. (See p. 9-10).  
NB! No changes in the courses selected will be accepted after the beginning of S6.

## Choice of courses for the 6<sup>th</sup> and 7<sup>th</sup> years

2019-2021

The pupil's timetable must comprise between 31 (minimum) and 35 (maximum) periods per week. Only in exceptional cases may pupils be allowed to take 36 periods. It is allowed only with the choice of an Advanced course among others. Experience has shown that a 36-period week represents a very heavy workload.

### **Compulsory courses (p= period):**

<u>Compulsory</u>	
Language 1	4p
Language 2	3p
Ethics/Religion	1p
Sport	2p
Maths	3p or 5p
Total: 13p or 15p	

<u>Compulsory unless chosen as an Option</u>	
History	2p
Geography	2p
Philosophy	2p
Biology	2p

Biology 2p is compulsory only for those pupils who do not choose a scientific subject (Biology 4p, Chemistry 4p, Physics 4p) from the option courses. It is not available for those pupils choosing Biology as a 4p option, but it is a possibility for those pupils who choose Chemistry 4p and/or Physics 4p.

The 5 period Mathematics course can be chosen by a pupil who has 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 required test in June 2019 and that the request has been handed in with the choice form in February.

Compulsory courses are created whatever the number of pupils.

### **Options:**

Option courses are created with a minimum of 5 pupils.

Biology	4p	History	4p
Chemistry	4p	Geography	4p
Physics	4p	Philosophy	4p
Art	4p	Language 3	4p
Music	4p	Economics or Latin	4p
		Language 4 or ONL	4p

All pupils must choose at least two 4-period options and a maximum of four options.



**The Digest of Decisions states that “Pupils cannot continue to study a subject in the 6<sup>th</sup> year if their results show that they have not been following it satisfactorily in the 4<sup>th</sup> and 5<sup>th</sup> years” (2010-D-246-en, p.81).** 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. Please consult your teacher if you are in doubt as to whether you would be able to cope with a particular subject at baccalaureate level.

Normally no changes are foreseen in language choices for pupils entering year 6, and only in special cases will a change concerning languages be accepted. A pupil’s working language (used for History, Geography and Economics) cannot, however, be changed.

**A request for a change of language must be handed in together with the choice form in February.** A test will then be organised in May if the school accepts the request.

Economics, Latin and L4/ONL are only available to pupils who have followed these options in the years 4 and 5.

If Art or Music has not been followed in years 4 and 5 the pupil must provide satisfactory evidence that s(he) is able to follow it at the level of the end of regular S5 .

### Advanced courses:

Advanced language 1 or Advanced language 2 or Advanced Mathematics	3p
--	----

Advanced courses are created with a minimum of 5 pupils.

The courses entitled “Advanced” involve, as their name suggests, a deeper study of the subject in question. These are not “back-up” courses and should be chosen only by those pupils who show a clear interest and a particular aptitude for the subject.

Advanced Language 1 and Advanced Language 2 become obligatory subjects in both the written and oral examinations of the Baccalaureate.

The Advanced Mathematics course can be taken only by those pupils who have already chosen 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 by pupils who have chosen it.

### Complementary Courses:

Art	2p	Laboratory Biology or	2p
Music	2p	Laboratory Chemistry or	
Introduction to	2p	Laboratory Physics	
Economics	2p	Luxemburgish	2p
Informatics		Sociology	2p
		Sport	2p
		L5 Spanish	2p
		L5 Italian	2p

Complementary courses are created with a minimum of 7 pupils.

Complementary courses must be taken by those pupils who have fewer than 31 periods in their Compulsory, Optional and Advanced Courses.

Complementary courses are given in one or more of the working languages. They cannot be required in the pupil's mother tongue. If a course exists in a pupil's working language, s(he) 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.

The laboratory courses in Biology, Physics and Chemistry can be taken only by those pupils who have already chosen the corresponding science option courses. You may take only one of them.

Art and Music complementary courses cannot be chosen by those who have already chosen these subjects as optional courses.

Pupils who have chosen Economics as an option or who have followed Economics in years 4 and 5 cannot take Introduction to Economics.

Pupils can select only one language 5 between Spanish and Italian, if they did not take it as an L3 or L4 in S4 and S5.

### **Religion and Ethics courses**

Religion and Ethics courses will be taught in Language 2.

No change of Religion/Ethics course will be possible after the start of the school year 2019.

## Abbreviations

Please find below the list of abbreviations (courses and languages) used in the school:

<b>Course code</b>	<b>Course name</b>	<b>Language code</b>	<b>Language</b>
ar2	art 2 periods	cs	<b>Czech</b>
ar4	art 4 periods	de	<b>German</b>
bi2	biology 2 periods	da	<b>Danish</b>
bi4	biology 4 periods	el	<b>Greek</b>
chi	chemistry	en	<b>English</b>
eco	economics	es	<b>Spanish</b>
ge2	geography 2 periods	fr	<b>French</b>
ge4	geography 4 periods	hr	<b>Croatian</b>
hi2	history 2 periods	hu	<b>Hungarian</b>
hi4	history 4 periods	ga	<b>Irish</b>
ict	computing	it	<b>Italian</b>
iec	introduction to economics	lu	<b>Luxembourgish</b>
l1	language 1	mt	<b>Maltese</b>
l1a	language 1 advanced	ro	<b>Romanian</b>
l2	language 2	sk	<b>Slovak</b>
l2a	language 2 advanced	sl	<b>Slovenian</b>
l3	language 3		
l4	language 4		
l5	language 5		
lat	latin		
lbi	biology laboratory		
lch	chemistry laboratory		
lph	physics laboratory		
lux	luxembourgish		
ma3	mathematics 3 periods		
ma5	mathematics 5 periods		
maa	mathematics advanced		
mor	ethics		
mu2	music 2 periods		
mu4	music 4 periods		
ONL	Other National Language		
ph2	philosophy 2 periods		
ph4	philosophy 4 periods		
phy	physics		
rca	catholic religion		
rel	religion		
ror	orthodox religion		
rpr	protestant religion		
soc	sociology		

## General remarks

For technical reasons, regarding the timetable, some combinations of some choices might not be possible.

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 changes from year to year as the top priority is to give as many pupils as possible their choices. Subject combinations which worked last year might not work next year. Experience shows that approximately 40% of all pupils must do a second choice.

### **If your first choice does not work:**

You will be invited to attend a meeting where you will be explained the problem(s) and will have some help for you to make a coherent second choice with the established course grid. You will be given a document with your choices on which you will indicate your new choice.

**Pupils are expected to make a carefully considered choice before the deadline, having consulted teachers, careers advisors, class teacher, educational advisor and cycle coordinator and having informed themselves of the regulations as outlined in this booklet.**

Your particular attention is drawn to the fact that if the Class Council of the second semester for S5 disapproves of a certain choice, a change should take place.

If an option course that is normally taught in mother tongue cannot be created in a particular language section, 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.

An option course can be created only if at least 5 qualified pupils have chosen it and then only within the limits of the timetable. If the group does not consist of at least 5 pupils at the start of the school year, there is no guarantee that the course will be created, and the pupils might have to make a new choice. The options already begun in the 4<sup>th</sup> year (Latin, Economics and Language 4) can be continued only if sufficient numbers of pupils choose these options.

For Irish and Maltese pupils, an ONL (Other National Language) course in Irish or Maltese can be created, but it cannot be chosen at the same time as a Language 4 course. The creation of this course is guaranteed irrespective of the number of pupils.

While schools should continue organizing 6<sup>th</sup> and 7<sup>th</sup> year timetables on the basis of a maximum of 35 periods per week, pupils could when having chosen at least one advanced course, with the approval of the Management, exceed this limit provided that the extra course(s) are compatible with their basic timetables. This approval will be given regarding the advice of the Class Council of the second semester for S5

A request for such a choice must be made in writing, with a justification, at latest by February 1st 2019. The requests will be considered in the light of the written request, the academic profile of the pupil and technical timetable possibilities.

## Why are some combinations of options impossible?<sup>1</sup>

Our timetable is created by the wishes of individual pupils, i.e. pupil by pupil, not in blocks of subjects as it is often the case in several member states.

It is done in order to accommodate as many students' wishes as possible.

We have to timetable the following subjects for years 6 and 7:

L1	4	HI2	2	AR4	4	L1A	3	AR2	2
L2	3	GE2	2	MU4	4	L2A	3	MU2	2
MA3/5	3/5	BI2	2	BI4	4	MAA	3	LBI	2
REL/MOR	1	PH2	2	CHI	4			LCH	2
				PHY	4			LPH	2
				ECO	4			IEC	2
				LAT	4			ICT	2
				GE4	4			SOC	2
				HI4	4			LUX	2
				L3	4			Sport	2
				L4	4			L5 Spanish	2
				PH4	4			L5 Italian	2
				ONL	4				
<b>Total:</b>	<b>13</b>		<b>8</b>		<b>48</b>		<b>9</b>		<b>24</b>

Comments by the timetablers regarding the timetable restrictions:

Which means that we would need 96 periods per week to satisfy all the options!

By programming in the same Economy and Latin time block, and L4 and ONL in another block, by allowing the choice of only one advanced course and one lab course, we reduce the number of periods to 78. We have, however, only 40 periods per week.

Moreover, no option can be programmed at the same time as the courses taken within a section: L1, Mathematics, Philosophy 2p, Biology 2p. On top of them History 2p and Geography 2p are added as these are followed by the majority of the pupils, as well as L2, Religion / Ethics followed by everybody. Once all these courses and advanced courses are taken into account, there are 16 periods available per week in which we must program 11 options of 4 periods. Or, more exactly, we have 4 blocks of 4 periods in which we must set 11 options. In addition we have to program the complementary courses in these same time slots, which increases the number of possible incompatibilities

<sup>1</sup> The abbreviations are explained in this booklet on page 11.

## Changes between years 6 and 7

A subject chosen for 6<sup>th</sup>/7<sup>th</sup> year can be given up only at the end of the 6<sup>th</sup> year and then only if the following conditions are fulfilled:

1. The pupil's timetable must still have at least 31 periods.
2. There must be at least 2 4- period optional courses.
3. There must still be 29 periods of compulsory subjects and options/advanced courses.
4. There must be at least one science (Biology 4p, Chemistry 4p, Physics 4p or Biology 2p).
5. The request for dropping a subject must be submitted by email to the S6-S7 Cycle Coordinator by June 1<sup>st</sup> 2020 before the S6 Class Council takes place. No requests will be accepted in September, the start of S7.
6. At least 5 pupils (for courses and advanced courses) or 7 pupils (for supplementary courses) must remain in the group concerned.

**A pupil may drop a subject between 6 and 7 if the above mentioned conditions are fulfilled, but a new subject in year 7 cannot be added. It is not possible to replace one 4-period option by another 4-period option.**

Only in very special cases will it be possible to change a subject level at the start of the 7<sup>th</sup> year on condition that the S6 Class Council has approved the change. A written request with an explanation of the requested change must be handed in to the S6-S7 Cycle Coordinator by June 1<sup>st</sup> 2020. Following this request a promotion test in upper class might be taken, then this request will be discussed at the Class Council and the Director will take the final decision.

Please note that in case a pupil disregards the advice of the 5<sup>th</sup> year Class Council concerning the 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 in year 7 in October 2020.

## Course Structure in Years 6 and 7

### Subject Choice — General Rules

Total Study Programme: **minimum 31 periods, maximum 35 periods**

Columns 1 – 4: **minimum 29 periods**

Column 3: **minimum 2 options, maximum 4 options**

COMPULSORY SUBJECTS	OPTIONAL COURSES	ADVANCED COURSES	COMPL. COURSES	
Column 1	Column 2	Column 3	Column 4	Column 5
Language 1 4p Language 2 3p Re./Ethics 1p Phys. Ed. 2p  Maths 3 3p or Maths 5 5p  Total: 13 - 15 p	History 2p Geography 2p Philosophy 2p Biology 2p    Total: 0 - 8 p	Art 4p Music 4p Biology 4p Chemistry 4p Physics 4p Language 3 4p Lang. 4/ONL 4p Philosophy 4p  Geography 4p History 4p  Economics 4p <u>or</u> Latin 4p	Advanced L1 3p <u>or</u> Advanced L2 3p <u>or</u> Advanced Mat 3p	Art 2p Music 2p Intr. Eco. 2p Computing 2p Lëtzebuerg. 2p Sociology 2p Labo Bio or 2p Labo Chemistry 2p or Labo Physics 2p Sport 2p L5 Spanish 2p L5 Italian 2p
	These courses are compulsory unless they are chosen in column 3. Biology 2p is compulsory unless Biology, Chemistry or Physics is chosen in column 3.		Advanced maths only if maths 5 is chosen in column 1.	Art, Music and Intr. Eco. are excluded if chosen in column 3. Labo. course only if corresponding science option is chosen in column 3.

## Written examinations in year 6

### Two sets of long Exams

1. One series at the end of December.
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
or	Maths 5p	4 periods

### **Options:**

	Art	4 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/ONL	3 periods
	Latin	3 periods
	Philosophy	4 periods

### **For all other subjects:**

Geography 2p	1 examination of 2 periods in the 1 <sup>st</sup> semester; 2 examinations of 1 period in the 2 <sup>nd</sup> semester
History 2p	1 examination of 2 periods in the 1 <sup>st</sup> semester; 2 examinations of 1 period in the 2 <sup>nd</sup> semester
Biology 2p	1 examination of 2 periods in the 1 <sup>st</sup> semester; 2 examinations of 1 period in the 2 <sup>nd</sup> semester
Adv. Maths	1 examination of 2 periods per semester
Philosophy 2p	1 examination of 2 periods per semester

**Complementary Courses:** 1 examination of 1 period per semester



## Part examination in year 7 (PreBac)

### Compulsory subjects:

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

### Options:

	Art	4 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/ONL	3 hours
	Latin	3 hours
	Philosophy	4 hours

NB: A pupil must sit the examination for all his options.

Geography 2p	1 examination of 2 periods per semester
History 2p	1 examination of 2 periods per semester
Biology 2p	1 examination of 2 periods per semester
Adv. Maths	1 examination of 2 periods per semester
Philosophy 2p	1 examination of 2 periods per semester

**Sport:** The B-mark shows the results of the test held at the end of each unit of instruction.  
These three tests are purely practical, involving no written work of any kind.

**Complementary Courses:** 1 examination of 1 period per semester

Please note that each part examination gives a B-mark, which enters into the calculation of the total final mark.

## **Regulations governing the European Baccalaureate**

For the Baccalaureate 2019, the number of examinations is as follows:

### **5 written examinations:**

- L1 or L1A
- L2 or L2A
- MAT3 or MAT5
- A 4 periods option
- Another 4 periods option

### **3 oral examinations :**

- L1 or L1A
- L2 or L2A or GEO2 or HIS2 or GEO4 (if not chosen as a written examination) or HIS4 (if not chosen as a written examination)
- MAA (compulsory for pupils having chosen the course) or BIO2, or PH2, or PHY or CHI or BI4 or PH4 or L3 or L4/ONL (if not chosen as a written examination).

The information and regulations for the 2019 Baccalaureate are available on the website [www.eurasc.eu](http://www.eurasc.eu). The information on this site is regularly updated and we recommend you reading it.

More detailed information will be communicated to pupils at the beginning of year 7.

Be careful: students take the written Baccalaureate and Part (Prebac) exams in the language in which the course was taught to them

## Example of the choice form

**EUROPEAN SCHOOL LUXEMBOURG II – BERTRANGE-MAMER**  
**CHOICE OF COURSES OF S5 PUPILS FOR YEARS 6 AND 7 ANNÉES - 2019-2021**  
 To hand in to your class teacher by the 1<sup>st</sup> of February 2019

### CHOICE OF COURSES IN S5 – School year 2018-2019

Language 2:  
 Religion/Ethics:  
 Mathematics:  
 Language 3:

Language 4:  
 ONL:  
 Economics:  
 Latin:

Art  
 Music  
 ICT


### CHOICE OF COURSES IN S6 AND S7 – School year 2019-2021

COMPULSORY SUBJECTS				OPTIONS (MIN 5 PUPILS)				ADVANCED (MIN 5 PUPILS)				COMPLEMENTARY (MIN 7 PUPILS)							
COLUMN 1				COLUMN 2				COLUMN 3				COLUMN 5							
Language 1		4p	X	History	2p			Biology	4p			L1 Advanced <u>OR</u>				Art	2p		
Language 2		3p	X	Geography	2p			Chemistry	4p			L2 <u>OR</u>		3p		Music	2p		
Religion/Ethics		1p	X	Philosophy	2p			Physic	4p			As Advanced				Computing	2p		
Maths (3p or 5p)			X	Biology	2p			Art	4p							Intro Economics	2p		
Sport		2p	X					Music	4p							Sociology	2p		
				<i>History, Geography and Philosophy compulsory if chosen in column 1.                      Biology 2p compulsory except if Biology 4p or Chemistry or Physics chosen in column 3.</i>			History	4p			<i>Maths Advanced only if Maths 5p chosen in column 1.</i>					Luxembourgish	2p		
					Geography	4p										Sport	2p		
					Philosophy	4p										Lab Biology <u>OR</u>			
					Language 3	4p										Lab Chemistry <u>OR</u>	2p		
					Economics <u>OR</u>											Lab Physic			
					Latin	4p										Language 5 Spanish <u>OR</u>			
					Language 4 <u>OR</u>											Language 5 Italian	2p		
					ONL	4p													
				Minimum 2 options Maximum 4 options															
<b>Total:</b>				<b>Total:</b>				<b>Total:</b>				<b>Total:</b>				<b>Total:</b>			
M I N I M U M 2 9 P E R I O D S																			
B E T W E E N 3 1 A N D 3 5 P E R I O D S																			

Signature of the parents:

Signature of the pupils:

Date:

## How to fill in the choice form ?

1. The pupil's data are indicated at the top of the form: name and class. If there is a mistake, please correct it on the document.
2. The first part shows the pupil's choices in year 5: languages, maths, options and Religion/Ethics. This part is not to be filled in.
3. The second part should be filled in in the following way :
  - In case of a request for a change of Religion/Ethics course, indicate the new course in the corresponding box (**column 1**). The abbreviations are as follows:
    - RCA = Catholic Religion
    - RPR = Protestant Religion
    - ROR= Orthodox Religion
    - MOR= Ethics
  - It is not enough to indicate « Religion » in case of a change. It is important to specify the course using the abbreviations above. If no change is requested, leave the box empty.
  - Fill in box **column 1** with 3p or 5p according to the Mathematics course chosen (3 or 5 periods/week).
  - Tick the box in front of the subjects chosen (compulsory subjects, optional subjects, advanced courses and complementary courses), while respecting the rules explained in this booklet.
  - The dotted lines separating different course groups indicate that only one course of the group may be chosen.
  - Teachers forward to the coordinators their opinions about the possible option choices of their pupils. When choosing an option, each pupil has to contact the teacher concerned to discuss the choice with him/her and get his/her opinion.
  - Calculate the total of periods for each column and check that the total corresponds to the figures indicated (at least 29 periods for the total of columns 1 to 4 and between 31 and 35 for all columns).
  - The form needs to be dated and signed by both the pupil and the parents.
  - The deadline for returning the form to the form teacher is February 1<sup>st</sup> 2019.

## **Subject information sheets**

In order to give information about subjects taught in the European schools, the subject coordinators have drawn up one-page descriptions of the Baccalaureate subjects for which they are responsible.

These subject information sheets should be helpful for

- pupils entering year 6 and their parents, giving them clear information about compulsory subjects and informing about choices of optional subjects.
- national authorities, schools and colleges, in the event of pupils' returning to the national system.

**The information on each sheet is limited and will need further explanation from the teachers.**

Each sheet is a synopsis of the full syllabus, which is available on the website [www.eursec.eu](http://www.eursec.eu).

## Information on courses in years 6 and 7

ART.....	23
BIOLOGY 4.....	24
BIOLOGY 2.....	25
LABORATORY BIOLOGY.....	26
CHEMISTRY.....	27
LABORATORY CHEMISTRY.....	28
COMPUTING.....	29
DEUTSCH 3.....	30
DEUTSCH 4.....	31
DEUTSCH 2 VERTIEFUNGSKURS.....	32
ECONOMICS.....	33
INTRODUCTION TO ECONOMICS.....	34
ENGLISH L1 ADVANCED.....	35
ENGLISH L3.....	36
ENGLISH L4.....	37
ENGLISH L2 ADVANCED.....	38
ESPAÑOL LENGUA 3.....	39
ESPAÑOL LENGUA 4.....	41
FRANÇAIS LANGUE 3.....	43
FRANÇAIS LANGUE 4.....	44
FRANÇAIS LANGUE 2 APPROFONDISSEMENT.....	45
GEOGRAPHY 4.....	46
GEOGRAPHY 2.....	47
HISTORY 2 & 4.....	48
IRISH ONL.....	50
ITALIANO L3.....	51
ITALIANO L4.....	52
ITALIANO L5.....	53
ITALIANO L1 APPROFONDIMENTO.....	54
LATIN.....	56
LËTZEBUERGESCH.....	57
MALTI LNO.....	58
MATHEMATICS.....	59
MATHEMATICS 3.....	60
MATHEMATICS 5.....	61
MATHEMATICS - ADVANCED COURSE.....	62
MUSIC 4.....	63
MUSIC 2.....	64
PHILOSOPHY 4.....	65
PHILOSOPHY 2.....	66
PHYSICAL EDUCATION.....	67
PHYSICS.....	68
LABORATORY PHYSICS.....	69
SOCIOLOGY.....	70
SPANISH LANGUAGE 5.....	71

## ART

Years 6 and 7

**Complementary course 2 periods per week**

**Option course 4 periods per week**

### **As 2-period complementary course**

The course is a continuation of the course already established in the 4th and 5th years. Its aim is to extend the pupils' personal artistic experience. It cannot be examined in the European Baccalaureate, either as a written or as an oral examination.

Assessment will be based on general work in class. Assessment is continuous with no set exam. The teacher may choose the method of assessment.

### **As 4-period option course**

The material for this course will be substantially more demanding than for the 2-period course. The practical and theoretical work of the course will be based on the following principles:

- Deeper and wider study of the curricular themes
- More differentiation of practical work
- More demanding technical standards
- More artistic independence.

The main content of the theoretical lessons in the 6th year will be the study of the history of art during the 19th and 20th centuries. In the 7th class, the theme is determined year by year, and the decision is made in common by all the art teachers in the European Schools who are teaching the course. Past themes have been:

In general, a quarter of the available time is devoted to the theoretical work, and three-quarters to practical, which should be related to the theoretical course.

At the Baccalaureate, a practical examination takes place. It consists of a preparatory time of 4 periods and the creative work during 5 hours (300 minutes).

#### **Note:**

Pupils may not begin an optional subject in the 6th year which has not been studied in the 4th and 5th, unless they can show that they are capable enough in that subject to follow it with success (Document 2010-D-246-en-1, p. 81).

## **BIOLOGY 4**

**Years 6 and 7**

**Optional course 4 periods per week**

### **Preconditions for admission**

A reasonable level in 5<sup>th</sup> year biology. Students considering higher studies in science are recommended to take the Chemistry option course as well.

### **Objectives**

- This course is designed to prepare students for a variety of higher studies in Biological and related subjects. These courses include: Biological Science, Biochemistry, Agriculture, Medicine, Physiotherapy, Neuroscience, Pharmacology, Food science, Environmental science, Sport science, Catering, Veterinary science, Brewing, Psychology,
- The BI4 course will provide a sound basis for students following any of the above studies. For other courses such as journalism and law, BI4 will provide useful skills and background knowledge.
- This course emphasises the application of scientific method to the study of biological processes. Principles from the physical sciences are used widely throughout the course.
- The course reflects the modern face of biology and the underlying importance of molecular biology is stressed in all of the main themes. This is a dynamic and expanding field and teachers should try to reflect this in their teaching. At the same time, traditional aspects of the subject also have a place in the course.
- The course reflects the importance of biological concepts in everyday life.

### **Content**

#### *In year 6*

- Cytology: Physical and chemical composition of the cell, enzymes, cell ultrastructure, excitable
- Internal regulation: nervous and hormonal regulation, the body's defences.
- Major characteristics of human and animal behaviour: individual & social. Management of water resources and recycling.

#### *In year 7*

- Cytology: transport of substances, energy fixation and synthesis of complex substances, release of energy and decomposition of complex substances,
- Genetics: classical genetics, molecular genetics, mutations, human genetics.
- Evolution: evidence for evolution, the path of evolution, causes of evolution, the evolution of Man

### **Tests / Examinations**

There is a three period exam at the end of each semester in year 6 and a 3 hour exam at the end of each semester in year 7 (At the BAC some students can choose to have an oral exam rather than a written if they have sufficient options). Other short tests are arranged during the semester.



## **BIOLOGY 2**

**Years 6 and 7**

**Compulsory course 2 periods per week**

### **Preconditions for admission**

This course is open to all students. Students considering higher studies in science are recommended to take the Chemistry option course as well.

### **Objectives**

- This course was originally designed for students with a literary, linguistic or artistic bias in their studies that have an obligation to follow at least one scientific subject up to the baccalaureate. This said it must be noted that frequently students from the scientific stream choose this course as a complement and so the course must be sufficiently flexible for the teacher to adjust the level to fit the group of students.
- The content of this course has been designed to allow the teacher to treat some important and interesting problems in depth.
- To develop in the students the ability to express their ideas using a scientific vocabulary in written and oral work.
- To show that some biological themes can be dealt with in conjunction with other subjects such as philosophy.

### **Content**

#### *In year 6*

- Nutrition: composition and role of nutrients, diets and food preservation.
- Health: diseases, transmission, defence and hygiene.
- The relation between Man and his Environment: nerves, hormones, behaviour, action of medicines and drugs
- The impact of Man on Nature: treatment and recycling of waste, biodiversity, atmospheric pollution, water purification

#### *In year 7*

- The cell: evolution and structure
- Genetics: classical, molecular, and human.
- Evolution: evidence, theories and evolution of Man

### **Tests / Examinations**

Year 6: Two 1 period tests each semester.

Year 7: Two period exam at the end of first semester.

## **LABORATORY BIOLOGY**

**Years 6 and 7**

**Complementary course 2 periods per week**

### **Preconditions for admission**

This course is only open to students that have chosen the optional 4 period biology course.

### **Objectives**

This course is to develop the manual skills of the students, to develop their powers of observation, to show them how to formulate a hypothesis and to teach them the scientific method.

### **Content**

The teacher is free to choose the experiments in relation to the subject matter of the optional course and the materials available.

### **Tests / Examinations**

There is no examination at the baccalaureate. There is one two period test each semester. The final B mark will be the arithmetic average of the two B marks. The final mark will take into account the final B mark and the final A mark, which is the result of class assessment.

# CHEMISTRY

Years 6 and 7

Optional course 4 periods per week

## Preconditions for admission

This course is open to all students that have shown an interest in chemistry and have successfully completed the 5<sup>th</sup> year course. Students should be open minded to be able to apply knowledge and understanding to new situations. It is recommended to students that have a taste for manipulation and for interpreting the results of experiments. The course itself and analysis of experimental results implies the use of mathematical techniques. Students must have confidence in their application of mathematical techniques studied in the 5<sup>th</sup> year maths course. Even so, the 5hr maths option is not essential for this course.

## Objectives

- This chemistry course allows much more in-depth coverage of the knowledge and understanding for the subject than previous years. Experiments, manipulations and the use of the scientific methods are at the heart of this course.
- This course offers students a solid base for higher studies in Chemistry, Chemical engineering, Instrumentation, Medicine, Pharmacology and Molecular biology or Biochemistry.
- 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
- Gas Laws
- Thermodynamics
- Rates of reactions
- Chemical equilibria
- Organic chemistry: structure and properties of the hydrocarbons -alkanes, alkenes, alkynes, benzene.

### *In year 7*

- Acids and bases: pH, pKa, pKb, pKw, buffer solutions, titrations, etc.
- Electrochemistry: redox reactions, electrolysis, electrochemical cell
- Organic chemistry: alcohols, aldehydes, ketones, carboxylic acids, carbohydrates, lipids, detergents, amines, amino acids, glucose, aspirin

## Tests / Examinations

Two tests (1 period each) and one 3 period exam each semester.

# **LABORATORY CHEMISTRY**

**Years 6 and 7**

**Complementary course 2 periods per week**

## **Preconditions for admission**

This course is only open to students that have chosen the optional 4 period Chemistry course. It is designed for students interested in an in depth study of chemistry through experimental work.

Students wishing to study Chemistry, Chemical Engineering, Pharmaceuticals, Biochemistry, Medicine, Veterinary science at University are strongly advised to take this course. For students wishing to study any other Engineering or Science course, it is highly recommended to take a complementary practical course.

## **Objectives**

- Deepen and consolidate knowledge of chemistry with experiments that complement the theory classes of the 4 period option course.
- Strengthen manual skills for the handling of chemicals and apparatus
- Develop powers of observation and the ability to write laboratory reports and analyse them with reasonable accuracy and precision.
- Teach students the scientific method

## **Content**

The teacher is free to choose experiments of organic and inorganic chemistry in relation to the subject matter of the course in years 6 and 7.

## **Tests / Examinations**

The class mark is based on experimental work and written reports of the experiments. There is no examination at the baccalaureate. There is one test each semester.

# COMPUTING

Years 6 and 7

**Complementary course 2 periods per week**

## Preconditions for admission

This course is open to all students, but is not a beginners course. It builds on competences acquired in years 4 and 5. If a pupil has not followed the option course before, she / he should talk with an ICT teacher first. Students will have to catch up if necessary.

The students are expected to work on a computer at home and to install and use the required programs.

ICT is taught in English, French or German depending on the groups, but English is the language most commonly used.

## Objectives

This lesson has professional and cultural objectives : Providing the knowledge and the key competences in ICT for future university studies.

## Contents

During these two years the students acquire competences in various areas:

- Web design: We use HTML and CSS to create modern and adaptive Webpages, with elements of JavaScript and PHP if necessary.
- Programming: The students study the programming language Python and create simple programs .
- Data bases: The students get an introduction in SQL, in the creation of relational data bases, which are later integrated in Web design and programming.
- Depending on the teacher's planning, other domains can be studied: Graphic programs, publishing, photo retouching, video, networking, programming of electronic systems (Arduino) etc.

## Tests / evaluation

One or two tests (1-2 periods) per semester, and evaluation of projects.

**DEUTSCH 3**  
**(2. Fremdsprache)**  
**Klasse 6 und 7**  
**Wahlfach 4 Stunden pro Woche**

**Voraussetzung:**

Der Kurs richtet sich an alle Schüler, die in der Regel Deutsch L3 seit Klasse 2 („Secondaire“) belegt haben. Der Kurs baut auf dem Wissen auf, das die Schüler in den letzten vier Jahren erworben haben. Befriedigende (7) oder bessere Leistungen in Klasse 5 sind optimale Voraussetzungen, um dem Unterricht ohne Schwierigkeiten folgen zu können.

**Ziele:**

Ausbau der vier Fertigkeiten (**Leseverstehen, Schreiben, Hörverstehen und Sprechen**)

- Die Schüler sollen in der Lage sein, Deutsch sowohl in der Freizeit als auch für ihr späteres Studium und ihren späteren Beruf benutzen zu können.
- **Die Schüler sollen unterschiedliche Texte lesen, verstehen und interpretieren können. Hierzu werden sowohl literarische Texte als auch Sachtexte im Unterricht behandelt.**
- **Sie sollen in der Lage sein, ihre eigene Meinung angemessen ausdrücken zu können.**

**Inhalte:**

**Klasse 6 und 7:**

- Verbesserung bzw. Ausbau der Sprachkenntnisse in den Bereichen Lesen, Sprechen, Hören und Schreiben
- Ausbau der Kenntnisse in Landeskunde
- Festigung und Ausbau grammatikalischer Strukturen
- Unterschiedliche Texte werden im Unterricht behandelt. Z.B.: Romane, Dramen, Kurzgeschichten, Zeitungsartikel etc. Dabei sollen die Schüler zum selbständigen Lesen motiviert werden.
- Die mündliche Ausdrucksfähigkeit wird weiter ausgebaut und die Schüler erweitern ihren Wortschatz. Z.B. beteiligen sich die Schüler aktiv an Diskussionen, halten Referate etc.
- Die Schüler lesen und untersuchen ausgewählte deutschsprachige Literatur (dem Niveau der L3 angemessen).
- 2 Pflichtlektüren müssen detailliert gelesen und besprochen werden, da sie für die Abiturprüfung relevant sind.
- In Klasse 7 bauen die Schüler ihre Fertigkeiten, die sie bereits in Klasse 6 und in den Jahren zuvor erworben haben, weiter aus.

**Klassenarbeiten /Noten:**

Pro Halbjahr wird in der Regel eine Klassenarbeit und eine Klausur („Composition“) geschrieben.

**Klasse 6:**

- Die A-Note basiert auf der mündlichen Beteiligung und den schriftlichen Arbeiten, Referaten etc., die während eines Halbjahrs stattgefunden haben.
- Die B-Note gibt Auskunft über die Zensur, die in der Klausur („Composition“) am Ende eines jeden Semesters erreicht wurde.

**Klasse 7:**

- Der Schüler erhält pro Semester eine A-Note, die sich wie die A-Note aus Klasse 6 zusammensetzt. Außerdem erhält er im 1. Halbjahr eine B-Note. Diese bezieht sich auf die erzielte schriftliche Leistung im Prebac (Bearbeitungszeit: 180 Minuten).
- 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.

## DEUTSCH 4 (3. Fremdsprache)

**Wahlfach 4 Stunden pro Woche**

### Voraussetzung:

Der Kurs richtet sich an alle Schüler, die in der Regel Deutsch L4 seit Klasse 4 („Secondaire“) belegt haben. Der Kurs baut auf dem Wissen auf, das die Schüler in den letzten zwei Jahren erworben haben. Befriedigende (7) oder bessere Leistungen in Klasse 5 sind optimale Voraussetzungen, um dem Unterricht ohne Schwierigkeiten folgen zu können.

### Ziele:

Ausbau der vier Fertigkeiten (**Leseverstehen, Schreiben, Hörverstehen und Sprechen**)

- Die Schüler sollen in der Lage sein, Deutsch sowohl in der Freizeit als auch für ihr späteres Studium und ihren späteren Beruf benutzen zu können.
- **Die Schüler sollen unterschiedliche Texte lesen und verstehen und sich darüber unterhalten können. Hierzu werden sowohl einfachere literarische Texte als auch Sachtexte im Unterricht behandelt.**
- **Sie sollen in der Lage sein, ihre eigene Meinung verständlich ausdrücken zu können.**

### Inhalte:

Im Unterricht werden unterschiedliche Texte behandelt. Dies sind leichtere literarische Texte und auch Sachtexte wie z.B. Zeitungsartikel. Es werden auch Ganzschriften, also Romane, Novellen, Dramen oder Kurzgeschichten gelesen. Durch die Arbeit mit dem Lehrbuch ist eine Kontinuität im Ausbau und der Festigung der bisher erworbenen Kenntnisse gesichert.

**Sämtliche sprachliche Fertigkeiten (Lesen, Schreiben, Hören und Sprechen) werden weiter verbessert. Auch auf die Festigung und den Ausbau grammatikalischer Strukturen wird großen Wert gelegt.**

### Klassenarbeiten /Noten:

Pro Halbjahr wird in der Regel eine Klassenarbeit und eine Klausur („Composition“) geschrieben.

#### Klasse 6:

- Die A-Note basiert auf der mündlichen Beteiligung und den schriftlichen Arbeiten, Referaten etc., die während eines Halbjahrs stattgefunden haben.
- Die B-Note gibt Auskunft über die Zensur, die in der Klausur („Composition“) am Ende eines jeden Semesters erreicht wurde.

#### Klasse 7:

- Der Schüler erhält pro Semester eine A-Note, die sich wie die A-Note aus Klasse 6 zusammensetzt. Außerdem erhält er im 1. Halbjahr eine B-Note. Diese bezieht sich auf die erzielte schriftliche Leistung im Prebac (Bearbeitungszeit: 180 Minuten).
- Der Schüler kann entscheiden, ob er Deutsch als Prüfungsfach wählen möchte. Falls Deutsch ein Prüfungsfach sein sollte, kann der Schüler das Fach als schriftliches oder mündliches Prüfungsfach im Abitur wählen. Die Bearbeitungszeit in der schriftlichen Prüfung beträgt 180 Minuten. Die mündliche Prüfung dauert 20 Minuten.

## DEUTSCH 2 VERTIEFUNGSKURS

(1. Fremdsprache)

**Klasse 6. und 7. Jahrgangsstufe Wahlfach: 3 Stunden pro Woche**

Der Vertiefungskurs Deutsch2 umfasst drei Wochenstunden, die zusätzlich zum 4-stündigen Grundkurs erteilt werden.

**Voraussetzung:** Gute Leistungen in Klasse 5.

**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.

Die inhaltlichen Schwerpunkte des Vertiefungskurses Deutsch 2 betreffen Themen vornehmlich aus Zeitabschnitten des 18. bis 20. Jahrhunderts; der Hauptakzent liegt hierbei auf der Beschäftigung mit der Literatur des 20. Jh.

Im Mittelpunkt des Unterrichts steht die Frage, was das Werk, der Autor und seine Zeit dem Schüler für Erkenntnisse über Deutschland, den angrenzenden deutschsprachigen Ländern und über seine Bewohner verschaffen kann.

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**  
**Drama**

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 sei an dieser Stelle genannt:

**Epik:** Alfred Andersch: Sansibar oder der letzte Grund  
**Drama:** Friedrich Dürrenmatt: Die Physiker

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

### **Schriftliche Arbeiten**

Pro Halbjahr wird im Vertiefungskurs eine Klassenarbeit und eine Klausur („Composition“) geschrieben.

### **Abiturprüfung**

Deutsch L2 Vertiefungskurs ist schriftliches Prüfungsfach im Abitur. Schüler, die den Kurs wählen, schreiben das Abitur ausschließlich im Vertiefungskurs und nicht im Grundkurs. Die Bearbeitungszeit in der schriftlichen Prüfung beträgt 240 Minuten.

Die Schüler können das Fach auch als mündliches Prüfungsfach wählen. Die mündliche Prüfung dauert 20 Minuten.



# **ECONOMICS**

**Years 6 and 7**

**Optional course 4 periods per week**

## **Preconditions for admission**

Students must (in general) have successfully followed the 4th and 5th year 4-hour option course. This subject is taught in the working language of the student.

If the course cannot be offered in the working language, the course can be chosen in the “language of the country” (in Luxembourg: German or French). Precondition: the course can only be created with a sufficient number of students.

## **Objectives**

During the two year programmes, students should be able to

- Find relevant economic information, identify problems and formulate questions
- Describe, explain and evaluate a wide range of economic data
- Apply their economic knowledge to current situations, compare theory and practice, and explain economic consequences
- Present economic information effectively, and use appropriate media
- Develop and evaluate their communication skills
- Differentiate between normative and positive economics
- Identify the relationship between economic activity and environmental issues

## **Content**

### *6<sup>th</sup> Year*

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

### *7<sup>th</sup> Year*

Control of the economy by governments, central banks and european institutions to influence unemployment, inflation, economic growth and trade cycles as well as international trade and currencies.

## **Tests/Examinations**

*6<sup>th</sup> Year:* One three period examination at the end of each semester for the B mark.  
Continuous assessment for the A Mark.

*7<sup>th</sup> 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, can be taken.

For further information, students should contact the Economics teachers in the following rooms:

M. KENNEDY (DE/FR) B008  
Mrs WUTTKE (FR) B010

Mr. MOULE (EN) B009  
Mr. MULRENNAN (EN) B004

# INTRODUCTION TO ECONOMICS

Years 6 and 7

Supplementary course 2 periods per week

## Preconditions for admission

Any student *except* those who have already followed the 4th/5th year 4 hour option can choose this course.

The course will be offered in one or more of the working languages depending upon the number of students who choose it.

## Objectives

- To give an introduction to the subject of economics to students without any previous knowledge.
- To develop analytical skills in the formulation of economic arguments and the analysis of statistical data.
- To raise awareness of and interest in current economic issues.
- To develop the ability to express oneself using technical vocabulary.

## Content

- A general introduction to economics, its principles and problems.
- The circular flow of income and influencing factors.
- Markets and the determination of prices, influencing factors on demand and supply
- Money and the banking system.
- Analysis of the basic economic problems of inflation, unemployment, economic growth, trade cycle, international trade and exchange rates.
- The role of government, central banks and European institutions

## Tests/Examinations

*6<sup>th</sup>/7<sup>th</sup> Years* Minimum one examination in class of one period at the end of each semester for the B mark. Continuous assessments for the A mark.

For further information, students should contact the Economics teachers in the following rooms:

M. KENNEDY (DE/EN) B008  
Mrs WUTTKE (FR) B010

Mr. MOULE (EN) B009  
Mr. MULRENNAN (EN) B004

## **ENGLISH L1 ADVANCED**

**Years 6 and 7**

**Advanced course 3 periods per week**

L1A is a parallel course to L1, so students who enjoy English will really enjoy L1A. The questions in the written exam paper are very similar to the requirements of the L1 course. You will be asked to write critical commentary on poetry, prose and drama, paying particular attention to content and style.

If you take the L1A course, you follow both the L1 and L1A courses but you only take the Baccalaureate written and oral exam in L1A and none in the L1 course.

While candidates' performance is assessed against the same standards as those set out in the relevant attainment descriptors for the L1 course, studies in L1A provide a broader approach to literary and linguistic textual analysis and thus offer ideal preparation for those considering law, literary or linguistic studies in higher education.

### **Course 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, eg in original writing; language acquisition and development; particular writers or genres; textual adaptation; or the impact of different media or technologies on audiences.

What makes the L1A course distinctive is:

- the requirement for candidates to study in detail one named text (eg 'Hamlet' by William Shakespeare, and a set of two other texts (eg the poetry of Heaney and Bishop / 'Reading Lolita in Tehran' Azar Nafisi and 'Great Expectations' by Charles Dickens in the European Baccalaureate written examination;
- the requirement for candidates to produce two substantial pieces of individual project work.

In S6 EITHER a language study; OR a media-focused study; OR a study of textual adaptation; OR a portfolio of creative writing; OR a critical study of an author/authors, or of a literary genre. In S7: an extended critical essay on a topic that involves the detailed study of several texts, such as a genre or author study. The two projects completed in S6 and S7 should be clearly different in focus and approach, i.e. it would not be acceptable to submit two author or genre studies or two studies of textual adaptation that contain overlapping material.

If you have any questions about L1A, please don't hesitate to contact Ms. Kelly in room B107 to ask for further information.

## **ENGLISH L3**

**Years 6 and 7**

**Optional course 4 periods per week**

### **Preconditions for admission**

This course is open to all students studying English L3. Students taking this course will normally have studied English LIII from year 2 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 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.

### **Tests / Examinations**

#### **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. The written exam (3 hours) consists of three parts: 2 reading comprehensions, two short writing tasks and an essay about one of the two set literary texts. The oral exam follows a similar format. The students will talk about an unprepared text, discuss a topic/ photo given by the examiner and answer a question on the set literary text.

**\*Please note that students may choose the elective subjects in which they wish to be examined for the final written and oral baccalaureate examinations.**

## **ENGLISH L4**

**Years 6 and 7**

**Optional course 4 periods per week**

### **Preconditions for admission**

Students taking this course will normally have studied English L4 from year 4 of the secondary school.

### **Objectives**

- This course is designed for students who wish to study English for the purposes of leisure, studying or for career.
- To develop communication skills in the areas of comprehension, interpretation and personal response.
- Specific attention will be given to improving students' skills in listening, speaking, reading and writing.
- To develop the skills through the study of themes and texts chosen to suit the level.

### **Content**

#### **Year 6**

- A variety of texts, both literary and non-literary will be studied to allow students to extend the skills they have acquired in previous years, e.g. short stories, novels, drama, poetry, films, etc.

#### **Year 7**

- Continued study of a wide variety of texts.
- Development of writing skills enabling students to respond to the text on the level of personal evaluation or creative text production.
- Listening and speaking skills are continuously developed, building on skills acquired in previous years.

### **Tests / Examinations**

#### **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 (3 hours) in January.
- Students may take either a final written examination (3 hours) or an oral examination.

**\*Please note that students may choose the elective subjects in which they wish to be examined for the final written and oral examination.**

## **ENGLISH L2 ADVANCED**

**Years 6 and 7**

**Optional course 3 periods per week**

### **Preconditions for admission**

Students should have a good standard of written and spoken English. If a student has an average of above 7 for the 5<sup>th</sup> Year, he/she is capable of doing this course. All students should show a genuine interest in Anglophone literature and cultural studies.

This is a 3 period course, taken in addition to the basic L2 course of 3 periods a week.

### **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 instil 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.

### **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.

#### **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 two set texts (from a written, pictorial or audio-visual source) as well as a minimum of three other texts.
- Students must also write a 2,000 – 3,000 word essay or make an extended oral presentation. This will account for 50% of the second A mark.

### **Tests / Examinations**

#### **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 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) is taken by all pupils who have chosen the L2 Advanced option.
- Students can also chose L2 Advanced as part of their oral options.

# **ESPAÑOL LENGUA 3**

**6º y 7º Cursos**

**Curso optativo 4 periodos semanales**

## **Condiciones de admisión**

Este curso exige un nivel correspondiente a cinco años consecutivos de aprendizaje de esta lengua.

## **Objetivos metodológicos:**

- Capacidad para comprender textos variados, orales y escritos en español contemporáneo standard.
- Capacidad para expresarse oralmente y por escrito con fluidez y corrección sobre temas de interés general y a partir de textos de cierta complejidad.
- Conocimiento de aspectos significativos de la cultura hispánica (organización social, costumbres, literatura española e hispoamericana).

## **Contenido:**

- Adquisición de la lengua en sus niveles fonéticos, morfosintáctico y léxico-semántico.
- Desarrollo de las capacidades de comprensión y expresión oral y escrita.
- Adquisición de conocimientos socioculturales y literarios.

## **Evaluación:**

### **en 6º curso:**

La nota final es el resultado de la nota A (participación en clase) y la nota B (resultado de la composición de fin de semestre).

### **en 7º curso:**

La nota preliminar es el resultado de la nota A (participación en clase) y la nota B (resultado de la prueba parcial de enero).

Para el examen de BAC el alumno puede elegir entre una prueba oral o una prueba escrita.

### **Prueba escrita:**

Se compone de tres partes :

- a) Competencia lectora: 2 o 3 textos diferentes (unas 600 palabras en total) con preguntas de opción múltiple, verdadero o falso, respuestas cortas, etc.
- b) Producción escrita: Redacción de dos textos de unas 200 palabras cada uno: uno de orden práctico y otro literario a elegir entre dos posibilidades cada uno.
- c) Comprensión de un texto literario estudiado en clase: el alumno deberá escribir un ensayo o análisis de unas 300 palabras sobre una de las lecturas obligatorias en sexto y séptimo.

Las tres partes de la prueba tienen el mismo valor.

Prueba oral:

Duración: 20 minutos

Se compone de tres partes que se realizan ante dos examinadores: la profesora del alumno y un examinador externo. Las tres partes tienen el mismo valor.

- a) Comprensión lectora: El alumno extrae un texto de entre varios y lo lee y prepara las posibles cuestiones durante 20 minutos. A continuación presenta el texto a los examinadores (tema del texto, principales ideas desarrolladas en él) y responde a las preguntas que se le hagan.
- b) Interacción oral: Se le entregan dos imágenes al alumno y, sin preparación previa, éste las presenta y responde a las preguntas de los examinadores.
- c) Comprensión de un texto literario estudiado en clase: Presentación de una reflexión personal y argumentada por parte del alumno sobre una de las obras literarias del programa de 6º y 7º, elegida por él mismo entre las dos posibles, así como preguntas de los examinadores sobre los temas e ideas principales de la obra literaria, los personajes de la misma, etc., y sobre los puntos de vista personales expresados por el alumno en su presentación.



# **ESPAÑOL LENGUA 4**

**6º y 7º Cursos**

**Curso optativo 4 periodos semanales**

## **Condiciones de admisión**

Este curso exige un nivel correspondiente a dos años consecutivos de aprendizaje de esta lengua.

## **Objetivos metodológicos:**

- Ser capaces de comprender las informaciones esenciales de textos escritos (literarios o no literarios) y documentos orales en español estándar relativos a su entorno inmediato y a temas de interés general.
- Ser capaces de expresarse oralmente y por escrito, con relativa facilidad, sobre temas de interés general o personal, así como tomar parte en conversaciones sobre temas de la vida cotidiana.
- Conocer y comprender aspectos significativos de la cultura hispánica y ser capaces de relacionarlos con su propia cultura.
- Escoger y poner en práctica estrategias e instrumentos adecuados para el aprendizaje de una lengua y especialmente para el español.

## **Contenido:**

- Lingüístico : Buen conocimiento de la pronunciación, la entonación, la ortografía; conocimiento amplio del vocabulario y de giros corrientes; gran conocimiento de la morfología y las estructuras gramaticales.
- Metodológico: Conocimiento crítico de los instrumentos de trabajo, especialmente las TIC, para realizar trabajos de investigación; estrategias de aprendizaje de las lenguas y de autoevaluación.
- Cultural : Conocimiento de la cultura hispánica, incluidos textos literarios.

## **Evaluación:**

### **en 6º curso:**

La nota final es el resultado de la nota A (participación en clase) y la nota B (resultado de la composición de fin de semestre).

### **en 7º curso:**

La nota preliminar es el resultado de la nota A (participación en clase) y la nota B (resultado de la prueba parcial de enero).

El examen de BAC es optativo; el alumno puede elegir entre una prueba oral o una prueba escrita.

## **Prueba escrita:**

Se compone de dos partes:

- a) Competencia lectora (60% de la nota). Se proponen al alumno dos textos, uno literario y otro no literario con una extensión total de 500 palabras  $\pm$  10%. Los alumnos deberán responder entre 8 y 12 cuestiones cerradas sobre los textos (Cuestionario de elección múltiple, verdadero o falso, etc.)

- b) Producción escrita. (40% de la nota). El alumno escoge dos tareas de orden práctico entre tres propuestas. (Cartas personales, mensajes, notas, correos electrónicos, blogs, diarios...) En total, debe escribir 400 palabras aproximadamente.

**Prueba oral:**

Se compone de dos partes:

- a) Competencia de lectura: El alumno saca por sorteo un texto de unas 300 palabras  $\pm$  10% y una imagen. El texto va acompañado de una cuestión de carácter general del tipo: “¿Cuáles son las ideas principales de este texto?”. Dispone de 20 minutos para prepararlo. A continuación dispone de 8 minutos para hablar del texto con los examinadores; estos pueden también plantearle otras cuestiones sobre detalles significativos.
- b) Expresión oral: subdividida en dos partes de aproximadamente 6 minutos cada una:
- Expresarse oralmente de manera continua: El alumno saca una imagen en relación con un tema estudiado en clase y prepara una presentación de unos 4 o 5 minutos basada en la imagen y el tema.
  - Tomar parte en una conversación: El alumno conversa con los examinadores sobre temas familiares, de interés personal o relativos a la vida cotidiana.

# **FRANÇAIS LANGUE 3**

**6<sup>èmes</sup> et 7<sup>èmes</sup> Années**

**Cours à Option 4 périodes/semaine**

## **Conditions d'admission**

Ce cours exige un niveau correspondant à 5 années d'enseignement de français en langue étrangère.

## **Objectifs méthodologiques**

- consolider et enrichir les connaissances grammaticales et lexicales.
- développer les capacités de compréhension écrite et orale.
- améliorer l'expression écrite et orale.
- initier l'élève à la lecture de textes francophones de littérature et de civilisation des XIXe et XXe siècles (par exemple en 2015, la poésie ; en 2016, les nouvelles contemporaines).
- approfondir la connaissance de la civilisation française contemporaine (presse, médias).
- réaliser des textes pratiques dans un objectif professionnel.

## **Contenu**

*en 6<sup>èmes</sup> et 7<sup>èmes</sup> années*

- révisions de grammaire et de syntaxe, en fonction des besoins et des lacunes constatées en classe, pour améliorer la qualité de la langue écrite.
- travail sur documents de natures diverses en langue contemporaine : articles de presse, œuvres complètes brèves, nouvelles, enregistrements sonores, films, etc.
- initiation méthodologique aux exercices de compréhension et d'expression écrite du Baccalauréat et de l'étude d'un texte dans la perspective de l'épreuve orale.
- préparation à la prise de parole dans le cadre d'exposés ou de débats sur des sujets d'actualité.

## **Évaluation**

*en 6<sup>ème</sup> année*

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

*en 7<sup>ème</sup> 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 se compose de trois parties : compétence de lecture, production écrite (texte d'ordre pratique et texte de création) et compréhension d'un texte littéraire issu d'une œuvre étudiée.
- L'épreuve orale permet de montrer la compréhension d'un texte non littéraire non étudié en classe, d'exprimer sa compréhension et ses réactions personnelles à propos de l'une des deux œuvres imposées et de prendre part à une conversation guidée.

# FRANÇAIS LANGUE 4

6<sup>èmes</sup> et 7<sup>èmes</sup> Années

Cours à Option 4 périodes/semaine

## Conditions d'admission

Ce cours exige un niveau correspondant à 2 années d'enseignement de français en langue étrangère.

## Objectifs méthodologiques

Le travail en 6<sup>ème</sup> et 7<sup>ème</sup> consistera surtout à approfondir et élargir les acquis des deux années précédentes, à savoir:

- entraînement à l'expression orale,
- développement des capacités de compréhension écrite et orale,
- amélioration et développement de l'expression écrite,
- enrichissement du vocabulaire, fixation des structures syntaxiques et amélioration de l'orthographe grammaticale.

## Contenu

- étude de la langue : travail visant à enrichir le vocabulaire, à améliorer la syntaxe et l'orthographe grammaticale.
- travail sur des documents de natures diverses, adaptés à la réalité de la classe, en langue contemporaine : méthodes de français langue étrangère, articles de presse, œuvres complètes brèves (si c'est possible), enregistrements sonores, films, etc.
- préparation à la prise de parole dans le cadre d'interviews, d'exposés, de débats, etc.
- divers exercices d'entraînement à l'expression écrite : lettres, réponses à des questions de compréhension sur un texte, petits textes narratifs et argumentatifs, etc.

## Évaluation

*en 6<sup>ème</sup> année*

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

*en 7<sup>ème</sup> 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 comporte des questions de compréhension portant sur un texte inconnu de l'élève et une production écrite qui permet à l'élève d'exprimer son point de vue sur un sujet donné ou d'écrire un texte narratif.
- l'épreuve orale porte sur un texte inconnu de même nature que ceux étudiés en classe et permet à l'élève d'exposer les idées contenues dans le texte et d'avoir une conversation en langue étrangère avec les examinateurs.

# **FRANÇAIS LANGUE 2 APPROFONDISSEMENT**

**6<sup>èmes</sup> et 7<sup>èmes</sup> Années**

**3 périodes/semaine**

## **Conditions d'admission**

Ce cours peut être choisi par tous les élèves qui, à l'issue de la cinquième 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.

## **Objectifs méthodologiques**

- développer les compétences de lecture, en diversifiant les supports : œuvres littéraires, images, adaptations cinématographiques, etc.
- comparer des points de vue sur un thème commun.
- analyser un texte du point de vue de la syntaxe, du vocabulaire et du style.
- initier l'élève à l'histoire littéraire et aux civilisations des pays francophones.
- développer les compétences en expression orale au moyen d'exposés, de débats, etc.
- intérêt : constitution d'une culture générale en vue des études supérieures.

## **Contenu**

*en 6<sup>èmes</sup> et 7<sup>èmes</sup> années*

- le programme, renouvelé chaque année, comporte deux thèmes illustrés chacun par une œuvre pivot, dont l'étude est obligatoire, et d'œuvres complémentaires, dont l'étude est laissée à l'appréciation du professeur (par exemple en 2014, destins de femmes ; en 2015, mythe et héros ; en 2016, la sensibilité littéraire).

## **Évaluation**

*en 6<sup>ème</sup> année*

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

*en 7<sup>ème</sup> année*

- la note préliminaire résulte de la note A (travaux oraux et écrits) et de la note B (note du Prébac).
- au Baccalauréat, l'élève présente une épreuve écrite de 4 heures et une épreuve orale de 20 minutes sur des textes issus d'œuvres au programme : ces épreuves constituent son seul examen de Langue 2.

# GEOGRAPHY 4

Years 6 and 7

**Optional Course 4 Periods per week**

## Conditions of Admission

The student should have achieved an above average grade in geography in Year 5. In addition the student should be someone who: a) enjoys geography; b) wants to learn more about societies, environments, landscapes and places in our world; c) wants to have knowledge and understanding as the basis for informed concern about 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. A good knowledge of the working language is needed.

## 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 and political sciences at university level.

## Content

Theoretical approaches as well as case studies of regions and topics from outside Europe will be covered in year 6. This includes natural hazards, resources, globalisation and development studies.

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

- The natural environment of Europe – landforms, climate, vegetation, soils and human interaction with the environment
- Europeans – population, migration and urban problems
- Economic geography: agriculture, industries, services (especially tourism)
- The European Union – issues and challenges, energy and future of the EU

## 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 for the BAC

# GEOGRAPHY 2

Years 6 and 7

**Compulsory Course 2 Periods per week**

## Conditions of Admission

This course is obligatory for students who do not elect to take the subject in the 4 period option.

## Objectives

This course aims to give students the knowledge, the skills and abilities to expand their understanding of the social and natural processes on Earth. The main objective is to understand the current situation of the world, both in terms of their consistency and their differences. This course can be a useful preparation for a later study of geography or related subjects such as Economics, History and Sociology.

## Content

In year 6 the course deals with countries and regions outside of Europe at different stages of development (developing countries - emerging economies - developed countries). In year 7 the focus is on the European Union including the following topics:

Year 6:

1. What is development?
2. Managing the earth's resources
3. Environment in danger: managing the threats?
4. Globalisation: danger or opportunity?
5. Project (breaking news, going deeper into one of the themes of the syllabus, fieldwork...)

Year 7:

1. Europe and the European Union
2. A natural environment increasingly modified by man
3. Europeans
4. Basic economic changes

## 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.

In Year 7: The 'A' Grade is the same as in year 6.  
In year 7 the B grade in the first semester will be based on a 90 minute Pre-Bac examination taken in December. The B grade for the second semester will be based on two 45 minute examinations taken during the course of the semester.

## HISTORY 2 & 4

Years 6 and 7

**Optional Course 4 Periods per week**  
**Obligatory Course 2 periods per week**

**Preconditions for admission:** Students should normally have received a good mark in history in Year 5. An interest in politics and current affairs is also an advantage as is a willingness to read widely. A good working level of L2 is clearly of benefit, although students will not be formally assessed on their language competence.

History helps us to understand people and societies, gives us a sense of identity and allows to further develop a greater understanding of personal morality through the examination of real historical dilemmas over recent years.

<b>General goals of History Syllabus years 6 &amp; 7</b>	
THROUGH THE TEACHING OF HISTORY, THE EUROPEAN SCHOOLS SHOULD PROMOTE/DEVELOP AN UNDERSTANDING OF WHAT IT MEANS TO BE EUROPEAN IN THE MODERN WORLD	
THROUGH THE STUDY OF HISTORY STUDENTS SHOULD BE ABLE TO UNDERSTAND THE CONCEPT OF CITIZENSHIP/RIGHTS AND TO ACTIVELY ENGAGE/PARTICIPATE IN SOCIETY	
Background knowledge of European History and its role in the world during the 20 <sup>th</sup> century	
Be aware of/understand the challenges facing the modern world	
<b>2 period course</b>	<b>4 period course</b>
	<b>APPLY HISTORICAL SKILLS OF CRITICAL ANALYSIS &amp; EVALUATION TO HISTORICAL AND CURRENT WORLD EVENTS</b>
Understand the basics of modern world history	Develop an appreciation of the complexity of modern world history through the study of specific themes
Be able to demonstrate historical skills through the analysis & evaluation of documents/sources <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Comparison and contrast</li> <li>• Evaluation</li> <li>• Synthesise information from a number of sources/areas</li> </ul>	Be able to demonstrate historical skills through the analysis & evaluation of documents/sources <ul style="list-style-type: none"> <li>• Comprehension – show full understanding of themes</li> <li>• Comparison and contrast of differing views of events</li> <li>• Evaluation &amp; Analysis of historical topics</li> <li>• Synthesise information from a wide range of sources/areas</li> </ul>
At 2 hour level, students should develop and reflect an understanding of historical skills with more emphasis on understanding and interpreting different views of historical events.	At 4 hour level, students should develop and reflect a deep understanding and ability to apply the higher order skills of evaluation, analysis and synthesis.
Be capable of historical research, however limited	Develop the methodology of historical research.
Develop critical thinking and reasoned arguments within the limits of the 2 hour course	Demonstrate critical thinking and reasoned arguments through both written work and oral debate
Effective communication – individual and group, orally and written	Create independent learners
	Prepare students for the study of History, Political and Social Sciences at university level.

### **Content**

The History Syllabus has been reformed and the new syllabus has begun in Sept 2013. The course comprises a Core Unit which focuses on Europe in the 20<sup>th</sup> century and a selection of Modules which focus on specific themes of importance to the 20<sup>th</sup> century world.

### **Core Unit: Europe in the 20<sup>th</sup> century**



## Year 6

1. The first World war as a turning point from the 19th to the 20th century
2. Dictatorship & Democracy in the inter-war years (1918-39)
3. The experience of people during WW2 (1939-1945)

## Year 7

1. Post War Europe (1945-1949)
2. Eastern and Western Europe (1949-1980)
3. End of the dictators (1974-95)
4. The construction of Europe (1949-2010)

This Core Unit will be studied at both 2 hour and 4 hour courses. Students choosing the 4 hour option will spend approximately twice the time on these topics as those who do the 2 hour course.

The 4 hour course allows students more time to study in depth the topics on the curriculum and to properly acquire the analytical and reasoning skills that will assist them in their future career, whether that is directly linked to History or not.

## Modules

2 Hour Course		4 Hour Course	
6th Year (Choice from 7 themes : minimum of 3 to be chosen)	7 <sup>e</sup> (Choice of 7 themes : minimum of 2 to be chosen)	6 <sup>e</sup> (Choice from 7 themes : minimum of 3 to be chosen)	7 <sup>e</sup> (3 obligatory themes)
<ol style="list-style-type: none"><li>1. The United States of America 1889-1945</li><li>2. Culture and Society before 1945</li><li>3. European Colonialism and imperialism from the end of the 19<sup>th</sup> century to 1945</li><li>4. Warfare in the 20<sup>th</sup> century</li><li>5. Women in the 20<sup>th</sup> century</li><li>6. Russia and the USSR from 1917 to 1953</li><li>7. Genocide in the 20<sup>th</sup> century</li></ol>	<ol style="list-style-type: none"><li>1. Cold war</li><li>2. China since 1949</li><li>3. Decolonisation after 1945</li><li>4. Arab-Israeli conflict since 1947</li><li>5. The USA after 1945</li><li>6. The United Nations</li><li>7. Mass media, popular culture and authority since 1945</li></ol>	<ol style="list-style-type: none"><li>1. The USA since 1898</li><li>2. Culture and Society before 1945</li><li>3. European colonialism and imperialism from the end of the 19<sup>th</sup> century tp 1945</li><li>4. Warfare in the 20<sup>th</sup> century</li><li>5. Women in the 20<sup>th</sup> century</li><li>6. Russia and the USSR 1917 to 1953</li><li>7. Genocide in the 20<sup>th</sup> century</li></ol>	<ol style="list-style-type: none"><li>1. Cold War and international relations since 1945</li><li>2. China since 1949</li><li>3. Decolonisation and independence since 1945</li></ol>

## Tests / Examinations

**Yr 6:** A mark (2 hour & 4 hour) based on class work, commitment and oral participation.

B mark  
- 4 hour - two semester exams.  
- 2 hour - two written long tests per semester

**Yr 7:** A mark (2 hour & 4 hour) based on class work, commitment and oral participation.

B mark (4 hour) is the result of the Pre-Bac part exam in January (3 hours)  
For the Baccalaureate students may choose to do a final oral exam or a final written paper (3 hours)

B mark (2 hour) In year 7 the B1 grade in the first semester will be based on a 90 minute Pre-Bac examination taken in December. The B2 grade for the second semester will be based on two 45 minute examinations taken during the course of the semester. The final B mark will be the arithmetic average of the B marks of the two semesters.

## IRISH ONL

Years 6 and 7

**Optional Course 4 periods per week**

### Preconditions for admission

Students taking this course will normally have studied Irish in the primary sector.

### Objectives

- to build on the skills students have already acquired and to further develop their knowledge and linguistic competences in Irish
- to promote natural and communicative use of the language and to prepare learners to follow third-level courses in Irish should they so wish
- to provide students with the ability to manipulate and use different types of texts and to give them a deeper awareness of the Irish language, culture and literature

### Content

Cycle 3 (S6 & S7)

Building on the knowledge and skills already gained in cycle 2, the student should, by the end of cycle 3, have acquired

- basic mastery of dialects and a knowledge of different registers of language for diverse purposes
- a wide range of vocabulary including that related to abstract concepts
- a range of complex grammatical structures
- strategies for independent research using a range of resources including ICT
- insight into the culture of target language country/communities including the study of literary texts (*Stráinséirí* le Colman Ó Raghallaigh, *Canary Wharf*, Orla Ní Choileáin )
- independent learning strategies and an ability to evaluate his/her own learning.

### Tests / Examinations

Cycle 3 (S6 & S7)

A) Formative assessment

The assessment will be mainly formative. By means of 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 will be the learning objectives for the cycle. Assessment will include listening, reading, spoken interaction, spoken production and writing.

B) Summative assessment

At the end of the third cycle, in the final Baccalaureate examination, students will take either a centralised written or an oral examination. The examinations will normally cover the year 7 syllabus, but will also test knowledge gained in previous years, especially year 6.

## **ITALIANO L3**

**Classi 6° e 7°**

**Opzione 4 Ore/Settimanali**

### **Condizioni di ammissione**

Aver frequentato il corso di Italiano L3 dalla 2° alla 5°.

### **Obiettivi**

- Il corso si propone l'obiettivo di condurre gli allievi ad un'espressione corretta e disinvolta, sia orale che scritta, su argomenti di carattere generale, affrontati a partire dalla lettura di testi, di carattere prevalentemente non letterario, con lo scopo di sviluppare il senso critico degli alunni, permettendo loro di valutare e discutere le idee e i sentimenti espressi dallo scrittore.
- L'allievo deve essere messo in grado di: comprendere i punti principali di un discorso standard complesso, ma chiaro, relativo ad ambiti d'interesse generale e ad argomenti di attualità; leggere, comprendere ed analizzare testi letterari e non letterari; esprimersi in maniera chiara e precisa su una larga gamma di argomenti, ed esporre, motivandoli, i propri progetti ed opinioni: scrivere testi chiari e dettagliati, comprese lettere, saggi e relazioni, che esprimano punti di vista o impressioni su una larga gamma di argomenti: dimostrare un'ampia comprensione e conoscenza delle culture relative alla lingua oggetto di studio, come la società, i temi d'attualità, la letteratura ed il suo contesto, le arti in generale; saper valutare in maniera critica le risorse disponibili e saper selezionare le più affidabili e adatte per un dato pubblico ed un determinato scopo.

### **Contenuti**

- Approfondimento dello studio delle strutture morfo-sintattiche, per ampliare il lessico;
- lettura e interpretazione di testi letterari e documenti contemporanei;
- esercizi di riassunto, schematizzazione e analisi di diversi tipi di testo;
- studio e sviluppo di uno o più temi particolari (cinema, arte, teatro, problemi sociali) attraverso letture, discussioni ed esposizioni scritte ed orali.
- (*Classe 7°*) Lettura di un'opera di narrativa contemporanea.

Nell'insegnamento di grammatica, morfologia e lessico occorre privilegiare l'approccio funzionale. La competenza sociolinguistica degli allievi dovrà svilupparsi fino ad includere il riconoscimento di aspetti, quali i registri linguistici e la percezione delle varianti linguistiche.

### **Valutazione**

Si attribuisce un voto A sulla base dei compiti scritti eseguiti in classe e a casa, delle interrogazioni orali, della partecipazione e dell'interesse evidenziati in classe. Il voto B è il risultato dell'esame scritto di fine semestre in 6° (3 periodi), della prova parziale di gennaio (3 ore) in 7°. Ai fini dell'esame di baccalaureato gli allievi possono scegliere questa opzione o allo scritto (3 ore) o all'orale.

La valutazione deve essere principalmente formativa piuttosto che sommativa. Alla fine del ciclo, un esame scritto ed uno orale verificheranno le abilità di ascolto, lettura, interazione orale, produzione orale e scrittura. L'allievo dovrà essere in grado di riferirsi, in maniera adeguata, agli aspetti rilevanti della cultura, della letteratura, della storia e della società, relativi alla lingua studiata, e di dare prova delle proprie competenze in campo morfologico, sintattico, lessicale e nella conoscenza delle frasi idiomatiche. Verranno valutate le abilità di ascolto, lettura, interazione orale, produzione orale e scrittura nella lingua oggetto di studio.

## ITALIANO L4

Classi 6° e 7°

### Opzione 4 Ore/Settimanali

#### Condizioni di ammissione

Questo corso opzionale può essere frequentato da tutti gli allievi che abbiano superato la classe S5.

#### Obiettivi

Alla fine del terzo ciclo l'allievo deve essere in grado di:

- comprendere semplici messaggi riferiti ad aree di rilevanza personale e ad argomenti di interesse generale, se enunciati in maniera chiara in una lingua standard
- leggere e comprendere semplici testi letterari e non letterari, relativi ad aree di rilevanza personale e ad argomenti di interesse generale scritti in un linguaggio quotidiano
- interagire in situazioni di routine e partecipare a conversazioni su argomenti familiari, di interesse personale o inerenti alla vita quotidiana
- saper descrivere e raccontare oralmente esperienze ed eventi relativi ad argomenti familiari, di interesse personale o inerenti alla vita quotidiana
- scrivere testi brevi e coerenti su argomenti familiari e di interesse personale
- dimostrare la propria conoscenza generale della cultura italiana
- mettere in relazione elementi della propria cultura ad elementi della cultura italiana
- selezionare e applicare coerentemente strategie efficaci per l'apprendimento linguistico
- saper applicare strumenti e abilità di studio adeguati per l'apprendimento della lingua

#### Contenuti

- Studio delle strutture morfo-sintattiche e apprendimento del lessico di base;
- lettura e interpretazione di semplici documenti contemporanei;
- esercizi di riassunto, schematizzazione e analisi di diversi tipi di testo;
- studio e sviluppo di uno o più temi circoscritti (problemi culturale e sociali) attraverso letture, discussioni ed esposizioni scritte ed orali.

Gli allievi, alla conclusione del terzo ciclo, dovranno aver acquisito:

- una discreta conoscenza delle regole di pronuncia, intonazione e ortografia
- una sufficiente conoscenza del vocabolario e delle principali espressioni
- una sufficiente conoscenza della morfologia e delle strutture grammaticali
- alcune conoscenze su come svolgere una ricerca sulla cultura italiana usando varie risorse comprese le TIC (Tecnologie di Informazione e Comunicazione)
- una prima conoscenza della cultura italiana con qualche esposizione di semplici testi letterari
- strategie di apprendimento linguistico e strumenti per valutare il proprio apprendimento

Nell'insegnamento di grammatica, morfologia e lessico occorre privilegiare l'approccio funzionale.

L'insegnamento deve essere condotto utilizzando quanto più possibile la lingua italiana. Per soddisfare i differenti bisogni degli allievi, si incoraggia l'uso di metodologie differenziate. Gli allievi raggiungeranno una certa scioltezza ed autonomia comunicativa grazie all'uso di un ventaglio di risorse, che includeranno anche le TIC.

#### Valutazione

Si attribuisce un voto A sulla base dei compiti scritti eseguiti in classe e a casa, delle interrogazioni orali, della partecipazione e dell'interesse evidenziati in classe. Il voto B è il risultato dell'esame scritto di fine semestre in 6° (2 periodi), della prova parziale di gennaio (2 ore) in 7°.

La valutazione deve essere principalmente formativa piuttosto che sommativa. Alla fine del ciclo, un esame scritto ed uno orale verificheranno le abilità di ascolto, lettura, interazione orale, produzione orale e scrittura. L'allievo dovrà essere in grado di riferirsi, in maniera adeguata, ai principali aspetti della cultura, della letteratura, della storia e della società italiane, e di dare prova delle proprie competenze in campo morfologico, sintattico, lessicale e nella conoscenza di alcune frasi idiomatiche. Verranno valutate le abilità di ascolto, lettura, interazione orale, produzione orale e scrittura nella lingua oggetto di studio.

# ITALIANO L5

Classi 6° e 7°

**Opzione 2 Ore/Settimanali**

## Condizioni di ammissione

Questo corso opzionale può essere frequentato da tutti gli allievi che abbiano superato la classe S5.

## Obiettivi

Alla fine del terzo ciclo l'allievo deve essere in grado di:

- comprendere semplici messaggi riferiti ad aree di rilevanza personale e ad argomenti di interesse generale, se enunciati in maniera chiara in una lingua standard
- leggere e comprendere semplici testi letterari e non letterari, relativi ad aree di rilevanza personale e ad argomenti di interesse generale scritti in un linguaggio quotidiano
- interagire in situazioni di routine e partecipare a conversazioni su argomenti familiari, inerenti alla vita quotidiana
- saper descrivere e raccontare oralmente esperienze ed eventi relativi ad argomenti familiari, di interesse personale o inerenti alla vita quotidiana
- scrivere testi brevi e coerenti su argomenti familiari e di interesse personale
- dimostrare la propria conoscenza generale della cultura italiana
- mettere in relazione elementi della propria cultura ad elementi della cultura italiana
- selezionare e applicare coerentemente strategie efficaci per l'apprendimento linguistico
- saper applicare strumenti e abilità di studio adeguati per l'apprendimento della lingua

## Contenuti

- Studio delle strutture morfo-sintattiche e apprendimento del lessico di base;
- lettura e interpretazione di semplici documenti contemporanei;
- esercizi di riassunto, schematizzazione e analisi di diversi tipi di testo;
- studio e sviluppo di temi circoscritti (culturali e sociali) attraverso letture, discussioni ed esposizioni scritte ed orali.

Gli allievi, alla conclusione del terzo ciclo, dovranno aver acquisito:

- una discreta conoscenza delle regole di pronuncia, intonazione e ortografia
- una sufficiente conoscenza del vocabolario e delle principali espressioni
- una sufficiente conoscenza della morfologia e delle strutture grammaticali
- alcune conoscenze su come svolgere una ricerca sulla cultura italiana usando varie risorse comprese le TIC (Tecnologie di Informazione e Comunicazione)
- una prima conoscenza della cultura italiana con qualche esposizione di semplici testi letterari
- strategie di apprendimento linguistico e strumenti per valutare il proprio apprendimento

Nell'insegnamento di grammatica, morfologia e lessico occorre privilegiare l'approccio funzionale.

L'insegnamento deve essere condotto utilizzando quanto più possibile la lingua italiana. Per soddisfare i differenti bisogni degli allievi, si incoraggia l'uso di metodologie differenziate. Gli allievi raggiungeranno una certa scioltezza ed autonomia comunicativa grazie all'uso di un ventaglio di risorse, che includeranno anche le TIC.

## Prove

Si attribuisce un voto A sulla base dei compiti scritti eseguiti in classe e a casa, delle interrogazioni orali, della partecipazione e dell'interesse evidenziati in classe. Il voto B è il risultato dell'esame scritto di fine semestre in 6° (2 periodi), della prova parziale di gennaio (2 ore) in 7°.

## Valutazione

La valutazione deve essere principalmente formativa piuttosto che sommativa. Alla fine del ciclo, un esame scritto ed uno orale verificheranno le abilità di ascolto, lettura, interazione orale, produzione orale e scrittura. L'allievo dovrà essere in grado di riferirsi, in maniera adeguata, ai principali aspetti della cultura, della letteratura, della storia e della società italiane, e di dare prova delle proprie competenze in campo morfologico, sintattico, lessicale e nella conoscenza di alcune frasi idiomatiche. Verranno valutate le abilità di ascolto, lettura, interazione orale, produzione orale e scrittura nella lingua oggetto di studio.

# ITALIANO L1 APPROFONDIMENTO

Anni 6 e 7

Corso avanzato 3 periodi per settimana

*A seguito dell'introduzione del nuovo programma a partire dallo scorso anno, sono stati apportati cambiamenti importanti, che consentono una ampia gamma di possibilità per quanti sono interessati ad approfondire la lingua e letteratura italiane.*

Lo studio di ITALIANO L1 APPROFONDIMENTO inizia nel sesto anno del ciclo secondario del Baccalaureato e resta obbligatorio per gli studenti della classe S7 che abbiano scelto questa opzione in S6. Lo studio di L1 Approfondimento si alimenta del confronto con le impostazioni teoriche e metodologiche del syllabo di ITALIANO LI CORSO DI BASE, ma mantiene una sua autonomia specifica.

## Obiettivi

Lo studio della lingua italiana del ciclo conclusivo della Scuola Europea mira allo sviluppo di competenze linguistico-letterarie avanzate e di pensiero logico-argomentativo, attraverso un apprendimento attivo che vede l'alunno al centro del processo educativo.

Alla fine del terzo ciclo l'allievo deve essere in grado di:

- Ascoltare testi prodotti da una pluralità di canali comunicativi
- Ascoltare testi applicando una pluralità di tecniche di supporto alla comprensione
- Cogliere in una conversazione o in una discussione i diversi punti di vista e le diverse argomentazioni.
- Narrare esperienze, eventi, trame.
- Argomentare una propria idea di fronte a un pubblico di varia estrazione ed età.
- Scegliere testi utili per elaborare percorsi di ricerca in autonomia.
- Leggere ad alta voce in modo espressivo i testi proposti.
- Leggere testi di varia natura, estensione e provenienza.
- Selezionare e ricavare informazioni, con uso critico delle fonti.
- Confrontare documenti di vario tipo in formato cartaceo ed elettronico.
- Interpretare e valutare testi di vario tipo e forma della tradizione letteraria.
- Operare collegamenti e confronti tematici tra testi di epoche e di autori diversi.
- Applicare in modo consapevole le procedure di ideazione, pianificazione, stesura e revisione nella realizzazione di un testo scritto.
- Fare uso di una scrittura coerente e coesa nello svolgimento del discorso.
- Fare ricorso in modo appropriato nei propri testi, sotto forma di citazione esplicita e/o di parafrasi.
- Scrivere testi di forma diversa e nel rispetto delle regole testuali previste per ciascun genere.
- Utilizzare la videoscrittura per i propri testi, curandone l'impaginazione.
- Realizzare forme diverse di riscrittura intertestuale.
- Argomentare un'interpretazione e un commento di testi letterari e non letterari di vario genere.
- Utilizzare i testi di studio come occasioni adatte a riflettere ulteriormente sulla lingua.
- Usare la conoscenza della storia della lingua italiana (cambiamenti, evoluzione).
- Mostrare consapevolezza delle questioni linguistico-culturali che scaturiscono

## Contenuti

Il percorso di Italiano L1 Approfondimento prevede nei contenuti, oltre alla indicazione di opere e autori letterari selezionati in base alla loro appartenenza ad un tema, ad un genere e ad un modo letterario, la presenza di generi o forme di scrittura non letterari riconducibili in linea generale ai diversi canali dell'informazione, alla saggistica divulgativa e a testi pragmatico-funzionali.

La selezione dei contenuti segue un triplice percorso da avviare per anni scolastici successivi:

1. l'indicazione di un tema letterario: Il doppio
2. l'indicazione di un genere letterario: La narrativa gotica/ fantastica
3. l'indicazione di un modo letterario: Il comico/umoristico

Nell'anno scolastico 2019-20 viene proposto La narrativa gotica/ fantastica, in quello successivo Il comico/umoristico e così via.

Costituisce parte integrante dello sviluppo dei contenuti la realizzazione di due progetti di approfondimento individuali elaborati dagli studenti, uno per annualità.

Indicazioni per il progetto per la classe S6:

- uno studio pertinente al contenuto trattato durante l'anno, focalizzato su media diversi e realizzato sotto forma di una relazione anche con supporto multimediale.
- un portfolio personale di scrittura creativa pertinente al contenuto trattato durante l'anno: una raccolta di poesie, brevi storie e/o sceneggiature teatrali o video collegati per tema o per genere.

Per la classe S7 :

- uno studio argomentato, pertinente al contenuto trattato durante l'anno, di un testo o di un autore, non esaminato durante l'anno, realizzato sotto forma di una relazione/saggio anche con supporto multimediale organizzato.
- uno studio argomentato, pertinente al contenuto trattato durante l'anno, realizzato sotto forma di una relazione/saggio, anche con supporto multimediale organizzato, di brani selezionati, da testi diversi.

Il progetto potrà essere strutturato o in un unico testo lungo oppure in un numero di testi più brevi appropriatamente collegati. La natura, l'ambito e il titolo del progetto saranno condivisi tra lo studente e il proprio docente. Il lavoro scritto può essere accompagnato, ma non sostituito, da significativi materiali di supporto (per es. registrazioni audio/video, fotografie, foto di scena/teatro/film/manufatti artistici o immagini che hanno ispirato la scrittura creativa). Questi materiali non devono essere valutati singolarmente, ma in base all'importanza che assumono all'interno del progetto scritto, visto nella sua globalità.

### **Valutazione**

La valutazione prevede momenti e tipologie di verifica diverse:

- valutazione formativa: si effettua durante tutto il percorso di apprendimento attraverso l'osservazione dell'insegnante, i progetti previsti per ciascuna annualità, prove scritte e orali. L'alunno è incoraggiato ad acquisire consapevolezza delle sue difficoltà e dei suoi progressi attraverso griglie di autovalutazione; Base della valutazione sono gli obiettivi di apprendimento del ciclo.
- valutazione sommativa: all'Esame di Baccalaureato, gli studenti sostengono un esame scritto che consta di due parti: una prima parte Sintesi dei Contenuti Tematici che valuta le competenze di lettura e la competenza di scrittura e una seconda parte Saggio Interpretativo-Argomentativo che valuta le competenze di analisi e interpretazione e la competenza di scrittura. L'esame orale valuta la costruzione del piano del discorso sulla base degli stimoli, l'interazione comunicativa e la padronanza della lingua. Criteri di valutazione L'esame di Baccalaureato scritto e orale valuta il livello a cui i singoli alunni hanno raggiunto gli obiettivi di apprendimento previsti per il ciclo S6-S7. Vengono fornite griglie di valutazione per la formulazione del voto complessivo dello scritto e dell'orale.

# LATIN

Years 6 and 7

Optional Course 4 Periods per week

## LEGITE TEXTUS ORIGINALES – FUNDAMENTA EUROPAE!

### Preconditions of Admission

The study of Latin in the 6<sup>th</sup> and the 7<sup>th</sup> years is a natural follow on from the work done during the previous three years.

The course in 6<sup>th</sup> and 7<sup>th</sup> is taught (timetable permitting) in the student's mother tongue if 5 qualified students take this option ; if not, in an international group, in which the students use their mother tongue and the teacher teaches in two or three languages.

The study of Latin offers to young people a unique opportunity to get acquainted with famous original pages of world literature. They will learn to understand and enjoy world literature and classical literature, which is the basis of our European civilisation.

And.....is there any other subject in which you can simultaneously learn the arts of translation, oratory, and acting? Latin particularly helps with the preparation of the general skills for Bacculaureate orals required in any subject.

### Content

Syllabus: reading of prose and poetry of authors who will give the student an opportunity to study in some depth Roman culture, literature, history, archaeology, and philosophy.

This reading will concentrate on certain main themes, history (Tacitus, Sallust), philosophy (Seneca, Cicero, Erasmus), poetry (Vergil, Ovid, Horace), rhetoric (Cicero, Caesar, Sallust) ... and perhaps some local colour from the Moselle with Ausonius!

In year 7<sup>th</sup> the reading is based on the author chosen for the *Pensum Europaeum*.

### Examinations

For the Bacculaureate examination a student may choose Latin as one of her/his written examinations (a translation of an unseen text, using a dictionary, questions on seen texts studied during the year in the *Pensum Europaeum*).

In any case, the student takes Latin as a full-length examination (seen texts and a short translation with dictionary) at the end of the first term of the 7<sup>th</sup> year.



# LËTZEBUERGESCH

Years 6 and 7

Complementary Course 2 periods per week

**Mir léiere Lëtzebuergesch**

**Nous apprenons le luxembourgeois**

**We learn Luxembourgish**

**Wir lernen Luxemburgisch**

Comme toute intégration dans un pays hôte passe par la connaissance de la langue du pays, et comme un nombre croissant d'élèves voudraient s'établir au Luxembourg après leurs études, il est devenu nécessaire de répondre à cette demande.

Le cours de langue luxembourgeoise s'adresse à tous les élèves de 6e et 7e années.

Les objectifs de ce cours sont la compréhension et l'expression en luxembourgeois.

La démarche pédagogique favorise la communication orale à partir de jeux de rôle et de simulations.

La grammaire et l'orthographe sont intégrés aux activités orales et écrites et la progression se calque sur les apprenants.

## **Evaluation**

L'évaluation consiste en un test semestriel, mais le cours ne fait pas l'objet d'une épreuve au Baccalauréat.

## MALTI LNO

Snin 6 u 7

**Kors mhux obligatorju ta' 4 lezzjonijiet fil-ġimgħa**

### Jistgħu jattendu dan il-kors:

Studenti li jkollhom il-ħiliet bażiċi sodi, miksuba fil-primarja u l-ewwel snin tas-sekondarja.

### Ogġettivi

- L-istudenti jisseddqu fil-ħiliet bażiċi diġa' miksuba, filwaqt li jkomplu jiżviluppaw l-għarfien u l-kompetenza lingwistika fil-Malti.
- Ikunu kapaċi jisimgħu, isegwu u jifhmu taħdit u trażmissjonijiet, dwar suġġetti ta' materja ġenerali u tagħrif kurrenti, kemm funzjonali kif ukoll ta' natura soċjali u divertenti.
- Ikunu kapaċi jaqraw, janalizzaw u jagħtu l-fehma tagħhom dwar materjal b'kontenut bi problemi kontemporanji, xogħlijiet letterarji, inkluża l-proża u l-poeżija.
- Jagħrfu jithaddtu fuq suġġetti familjari u jesprimu ruħhom b'mod fluwenti, koerenti, koeżiv u spontanju.
- Jiktbu b'mod ċar u tajjeb, kitbiet kreattivi u funzjonali.
- Juru għarfien u fehim xieraq tal-kultura Maltija, inkluża s-soċjeta', l-istorja, l-aħbarijiet kurrenti, il-letteratura f'kuntest u l-arti iġenerali.
- Jevalwaw u jisfruttaw b'mod kritiku, riżorsi disponibbli filwaqt li jagħzluhom b'mod xieraq u adegwat skont l-għanijiet u l-udjenza.

### Il-kontenut:

Ċiklu 3 (S6 & S7)

Jibnu fuq l-għarfien u l-ħiliet diġa' miksuba fit-tieni ċiklu. Sal-aħħar tat-tielet ċiklu, l-istudent għandu jkollu ħakma ta' dawn:

- Għarfien ta' registri differenti tal-lingwa għal għanijiet diversi.
- Firxa wiesgħa ta' vokabularju inkluż dak relatat ma' kunċetti astratti.
- Medda ta' binjiet grammatikali kumplessi.
- Strategiji għal riċerka indipendenti bl-użu ta' firxa ta' riżorsi fil-qasam tal-informatika.
- Għarfien profund fil-kultura tal-pajjiż u l-komunitajiet, b'aċċenn lejn il-lingwa, inkluż l-istudju ta' kitbiet letterarji.
- Strategiji indipendenti għat-tagħlim u l-ħila li jevalwaw it-tagħlim miksub minnhom infushom.

### Testijiet/ Eżamijiet:

Ċiklu 3 (S6 & S7)

A) L-Assessjar Formattiv

L-assessjar għandu jkun prinċipalment formattiv. Bl-osservazzjoni tal-għalliem, testijiet u l-assessjar tagħhom infushom, l-istudenti jiksibu għarfien tal-livell tagħhom u l-progress milhuq tul il-kors. L-assessjar għandu jkun ibbażat fuq l-għanijiet għat-tagħlim tal-istess ċiklu. L-assessjar għandu jinkludi l-ħiliet bażiċi kollha, is-smiġġ, il-qari, it-taħdit u l-kitba.

B) L-Assessjar Summattiv

Fi tmiem tat-tielet ċiklu, l-istudenti jagħzlu li jagħmlu eżami bil-miktub jew bl-oral. L-eżami normalment ikopri s-sillabu tas-seba' sena, filwaqt li jifli wkoll l-għarfien miksub fis-snin ta' qabel, speċjalment fis-sitt sena.

# MATHEMATICS

Years 6 and 7

Introduction

In the Orientation Cycle Mathematics can be studied at 3 levels:

1. Basic Course (3 periods/week)
2. Standard Course (5 periods/week)
3. Advanced Course (3 periods/week)

Mathematics is a compulsory subject. Students must follow either the Basic or the Standard course. There is a compulsory written examination in the Baccaalaureate for each course.

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

All students must be provided with the technological tool necessary for this course. The machine currently recommended is the TI-Nspire CX CAS graphing calculator.

# **MATHEMATICS 3**

**Years 6 and 7**

**Compulsory Course 3 Periods per week**

## **Admission**

This course is available to any student.

## **Aims and 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 4<sup>th</sup> and 5<sup>th</sup> years.

## **Syllabus**

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

## **Baccalaureate**

This course leads to a compulsory 3-hour written examination. One hour of this exam will test the acquired knowledge and skills of this course without the aid of **any** calculator. The remaining two hours will be completed using the machine in test mode.

# MATHEMATICS 5

Years 6 and 7

**Compulsory Course 5 Periods per week**

## **Admission**

This course is available to all students who have followed the 6-period course in the 4<sup>th</sup> and 5<sup>th</sup> years and to those students who have followed the 4-period course in the 4<sup>th</sup> and 5<sup>th</sup> years and successfully taken a special test at the end of the 5<sup>th</sup> year to show they are capable of coping with the more demanding course. Students must be familiar with those parts of the 5<sup>th</sup> year 6-period syllabus, which are necessary in order to follow the 5-period course.

## **Aims and 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 4<sup>th</sup> and 5<sup>th</sup> years.

## **Syllabus**

- Analysis: sequences, functions and calculus
- Complex numbers
- Geometry in 3 dimensional space
- Probability

## **Baccalaureate**

This course leads to a compulsory 4-hour written examination. One hour of this exam will test the acquired knowledge and skills of this course without the aid of **any** calculator. The remaining three hours will be completed using the machine in test mode.

# **MATHEMATICS - ADVANCED COURSE**

**Years 6 and 7**

**Optional Course 3 Periods per week**

## **Admission**

The Advanced Mathematics course can only be chosen by those students who have also chosen the Standard course of 5 periods/week.

## **Aims and Objectives**

This course is designed for those students at ease with 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.

## **Syllabus**

### **In the 6<sup>th</sup> Year**

Compulsory parts:

- Foundations of Mathematics (sets, logic, mappings and groups)
- Determinants and linear algebra
- Numerical analysis

Optional part:

1 topic from: vector spaces or direct similarity transformations in the complex plane

### **In the 7<sup>th</sup> Year**

Compulsory part:

Series expansions, trigonometric and hyperbolic functions and their inverses

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.

## **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 4**

**Years 6 and 7**

**Optional Course 4 Periods per week**

### **Preconditions for admission**

This course is open to all students with a variety of musical backgrounds (school, private, conservatoire; pop/rock, classical,...), who are enthusiastic and curious about music, are able to perform music (on an instrument or singing) and are familiar with reading and writing music.

For students who have not taken music in years 4-5, a talk with a music teacher is obligatory before choosing the course.

### **Objectives**

The main objectives are to develop....

- knowledge and understanding of musical styles, genres and traditions. This includes the development of Western classical music from medieval until today, as well as pop/rock/jazz etc. and non-Western music.
- appropriate and relevant knowledge and understanding of music theory
- aural awareness, analytical and score reading skills
- performing and composing skills
- the ability to apply musical knowledge in a (self-) 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 20<sup>th</sup>/21<sup>st</sup> century musical styles and their characteristics (including pop/rock/jazz etc.)
- Score reading and analysis, identification of compositional techniques, technical aspects of score-reading.
- Analysis of four set works of different origins (western classical, non-western, popular music, folk)
- 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

### **BAC Examination**

PreBAC (40% of overall mark):

- performing and composing (30%)
- written research project (ca. 1500 words) linked to performing and composing (10%)

BAC: (60% of overall mark):

- Written listening and responding examination (30%): identifying styles, score reading, questions concerning the four set works,...
- Portfolio (30%): documentation of compositions, performances, critical reviews, etc.

## **MUSIC 2**

**Years 6 and 7**

**Complementary Course 2 Periods per week**

### **Preconditions for admission**

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

### **Objectives**

The main objectives are to develop....

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

### **Content**

#### **In years 6 and 7**

- An outline of the musical styles and their characteristics
- An outline of 20<sup>th</sup>/21<sup>st</sup> 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

### **Tests / Examinations**

Year 6 and 7:

oral contribution, practical work in class (composing, performing) and written tests

portfolio (documentation of compositions, performances, critical reviews, etc.)



# **PHILOSOPHY 4**

**Years 6 and 7**

**Optional Course 4 Periods per week**

## **Preconditions for admission**

Every student, whether a specialist in science or literature, can enrol on this course...and do well in it. Nevertheless, some conditions apply:

- Good mastery of one's mother tongue, both written and oral. Texts need to be understood and ideas expressed clearly and concisely.
- Readiness to read, listen to, analyze and produce texts, arguments and ideas...the "tools" of reflection need to be acquired together with the ability and willingness to use them.

## **Contents and objectives**

The two years of teaching Philosophy can be subdivided into four domains:

- Epistemology (Knowledge, Truth, Reality)
- Ethics (Liberty, Happiness, Morality, Values)
- Political Philosophy (the State, Law and Justice, Citizenship)
- Anthropology (Language, Technology, Aesthetics, Identity)

The student is able to make links between his knowledge, his culture and his personal experience. Faced with a philosophical problem, the student will be able to build, develop and justify an independent point of view; he will learn to think methodically exchanging arguments and contra-arguments. He will become more autonomous, developing an attitude that values thinking independently and crafting ideas, overcoming limiting illusions, engaging in a dialogue, debate, etc.

## **The Bacculaureate exams**

At the end of the Philosophy 4 course student competences will be assessed via a written exam (philosophical essay) or oral exam.

### **The oral exam**

The pupil has 20 minutes to respond to the question by constructing a coherent philosophical presentation. He should defend his point of view based on the philosophy that he has studied and on his personal, cultural experiences and academic knowledge. During the oral, the examiners can intervene to ask questions and develop different lines of thinking, to enable him to complete his presentation.

### **The written exam**

The student responds to a compulsory question by constructing a coherent philosophical essay. He should express his point of view based on the philosophy that he has studied and on his personal, cultural experiences and academic knowledge.

## **PHILOSOPHY 2**

**Years 6 and 7**

**Compulsory Course 2 Periods per week**

### **Who does the "2 period Philosophy" course?**

All students who have not chosen the 4-hour Philosophy option must take this course.

This does not mean that this course is unimportant or that it is not necessary to work for satisfactory results in it...What is important for the students is to learn to understand ideas and express their thoughts clearly and concisely. To achieve this, students need to learn to "pause and reflect".

### **Contents and objectives**

We learn to ask ourselves questions on these three topics

- a) Perception, Knowledge, Truth
- b) The Human Being, his Culture and his Values
- c) Society and Politics

In the course of class study on these themes, the pupils will get to know the theories of several philosophers, one from Antiquity, one from the 16th-18th centuries and one contemporary philosopher.

But it is not a question of learning theories or dates by heart...the idea is to better our understanding of ourselves and the world. And additionally to learn to express ourselves effectively so that others can understand us.

### **Evaluation.**

#### **Prebacs in S7**

For the two part-exams, pupils have a choice of two questions: one extract question with three guiding questions and one quotation question with three guiding questions. The students may choose between writing a single coherent essay or three mini-essays.

### **The Baccalaureate exams**

Students can only choose to take an oral examination:

The pupil picks a question, which will be a text followed by sub-questions. He has 20 minutes to study/analyse it and to prepare answers to the questions. Then he has 20 minutes to make an oral presentation to the examiners and answer their questions.

### **Texts**

*Philosophy for AS* by Michael Lacewing. Routledge: ISBN 978-0-415-45821-4

*What Does It All Mean?* by Thomas Nagel. Oxford University Press: ISBN 978-0-19-517437-3

*Philosophy For Beginners (Illustrated)* by Richard Osborne. Zidane Press: ISBN: 0-9548421-0-3

# **PHYSICAL EDUCATION**

**Years 6 and 7**

**Complementary Course 2 Periods per week**

## **Requirements for admission:**

This course is open to all students who have a genuine interest in sports and who wish to further develop their competences in individual and team sports as well discover new sports.

A good physical condition and positive attitude are strongly recommended.

## **Objectives:**

1. Further develop competences and knowledge in traditional individual and team sports.
2. Discover new indoor and outdoor sports.
3. Learn new and diversified methods to improve physical condition and well-being.
4. Link theory to practice.
5. Further develop knowledge on how to organise the sequence of a lesson or sports activity.

The content may vary according to the specialty areas of the teacher, the interests of the students and local facilities.

## **Evaluation:**

All the activities done during the year are taken into consideration for the evaluation.

The following will be evaluated:

A mark: presence, participation, efforts, social behaviour and the ability to work independently.

B mark: Reflects the general improvement in performances in the different activities.

## **Note:**

If there is a cost for activities organised outside of school, a financial contribution will be asked.

# **PHYSICS**

**Years 6 and 7**

**Optional Course 4 Periods per week**

## **Preconditions for admission**

This course is open to all pupils. However, it is recommended that pupils who wish to take this course have shown a particular interest in physics during their 5<sup>th</sup> year. Pupils choosing this course must also have a good level of mathematical ability. Nevertheless, this does not mean that pupils have to take the 5-period mathematics course.

## **Objectives**

The aim of this course is to allow those pupils who choose it to reach a certain level of knowledge, and to acquire the necessary knowledge and ability to permit them to embark upon higher scientific studies with as much success as those who have followed a comparable course in one of the member countries.

## **Content**

- The two-year program covers the ideas of classical physics (mechanics, electricity, waves, and electromagnetism) and modern physics (special relativity, wave-particle duality, atomic physics, nuclear physics).
- Emphasis is put on the specific ideas and methods of an experimental science, and in particular the concept of the scientific model, which is central to the study of physics.
- An understanding of the theory of physics will be underpinned, as far as possible by demonstrations and experiments undertaken in the classroom or laboratory. Computer programs will also be used to simulate physical processes, and to analyse experimental data acquired with electronic equipment.

## **Tests/Examinations**

Pupils' achievements will be evaluated according the general rules for classes in the 6<sup>th</sup> and 7<sup>th</sup> years.

# **LABORATORY PHYSICS**

**Years 6 and 7**

**Complementary Course 2 Periods per week**

## **Preconditions for admission**

This course is intended for pupils who have chosen to take physics as an option. It will be taught in one (or two) of the vehicular languages.

## **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 in particular 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. In particular, they will use computers to analyse data, which is gathered electronically.

## **Tests/Examinations**

There will be a regular evaluation of reports on experiments, and one or two tests per semester.

# SOCIOLOGY

Years 6 and 7

Complementary Course 2 Periods per week

## **Preconditions for admission:**

All students can choose this course.

The course is normally taught in the working language if the numbers choosing it are enough.

## **Objectives:**

- To broaden the experience and perspectives of the students.
- To understand and analyse the social system and group behaviour.
- To compare social behaviour across cultures.
- To raise the students' awareness of current social issues.

## **Content:**

### *6<sup>th</sup> Year*

- the individual in/and society
- Methodology in social research techniques.
- Formal and informal methods of social control.
- Class, status and power.
- Minority groups and subculture
- Social problems such as poverty, crime, deviant behaviour, moral panics, media, drug abuse, AIDS.

### *7<sup>th</sup> Year*

- The sociology of the family and the role of women.
- Work and leisure.
- Education and indoctrination

## **Tests/Examinations:**

*6<sup>th</sup>/7<sup>th</sup> Years* One examination in class of one period at the end of each semester for the B mark. Continuous assessments for the A mark.

# **SPANISH LANGUAGE 5**

**Years 6 and 7**

**Complementary Course 2 Periods per week**

## **1. Preconditions for admission**

The L5 courses are open to all students of year 6 because no knowledge of the language is required to start the course.

## **2. Didactic principles**

Communicative language competence is an overarching learning goal. The skills of listening, reading and spoken interaction will take priority. Spoken production and writing will be developed to a lesser degree. A range of learning resources including digital ones supports students in their acquisition of the target language.

## **3. Learning objectives for the 3rd cycle (S6-S7)**

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

## **4. Content**

By the end of S 7, the student should have acquired

- basic knowledge of pronunciation, intonation and spelling rules; vocabulary and expressions; morphology and grammatical structures; how to use dictionaries and other resources, including digital ones
- an awareness of some aspects of the culture of the target language countries.

## **5. Assessment**

There is not a specific test at the European Baccaureate, but the mark is taken into account for the final calculation for the European Baccaureate and it is based on:

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