



Pre-Orientation Cycle

General Rules

&

Presentation of the OPTIONAL
courses in S4/ S5
for the school year
2024/2025

JAN 2024

Dear pupils, parents, and colleagues,

This booklet is intended to help students and their families to choose the OPTIONAL courses for years 4 & 5 in the European Schools system.

The PowerPoint presentation for 2024-25, the Booklet for Optional courses in s4/5 as well as the Orientation calendar (2023-2024) are available on the school's website: "Secondary-Subjects-Orientation-Subject choices" & on our You Tube channel.

You can also find information about the structure of mandatory & optional courses in years 4/5, an overall presentation of subjects/structure & choice of subject etc. from s1 to S7 on the school's website: "Secondary-Subjects": [Organisation of studies \(eursc.eu\)](https://www.eursc.eu)

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2. Latin
3. Ancient Greek
4. Modern Greek
5. Music
6. Economics
7. ICT
8. Art
9. Other National Languages ONL (Irish & Maltese)

PART 1

General rules for choosing optional courses for s4 and s5

S4 and S5 SUBJECT STRUCTURE

This structure consists of:

Compulsory subjects (core subjects) for all pupils:

core subjects (compulsory)	number of periods
Biology	2
Chemistry	2
Geography (L2)	2
History (L2)	2
Language 1 (L1)	4 (a)
Language 2 (L2)	3 (b)
Language 3 (L3)	3 (c)
Maths *	4 ou 6
Physics	2
Physical Education	2
Religion/Ethics	1
TOTAL	27 or 29 (According to the choice maths 4 or maths 6)

a) - basic language of the section or L1 of the BU, SLO, RO, RV & SK students (Swals); b) - working language; c) - language chosen in S2.

*The choice of Maths 4 or Maths 6 is compulsory for all pupils (see enrolment form).

- **Number of Optional subjects: a minimum of 4 periods and maximum 8 depending on choice of maths 4 or maths 6.**
- **If you chose mathematics 4 periods per week, you could choose up to 8 periods of optional subjects (total: minimum 31-maximum 35)**
- **If you choose mathematics 6 periods per week, you could choose up to 6 periods of optional subject (total: MINIMUM 33- maximum 35).**
- **If the number of periods exceeds 35, a request for derogation must be sent by the parents to the Cycle Coordinator s1-3, Mr Plamondon: jean.francois.plamondon@teacher.eurasc.eu Before April 19th, 2024.**

6 IMPORTANT POINTS:

NB.1: In total, the student will have a weekly timetable of minimum 31(minimum), 33 (minimum) or 35 periods (maximum) according to the number of optional subjects & maths 4 periods OR maths 6 periods chosen.

NB 2: Once the academic year 2024/2025 has started, it will not be possible to introduce any changes in S4-S5, -except for the 4-6 periods Mathematics course:

3 POSSIBLE EXCEPTIONS:

A) A pupil who chooses ‘Maths 6’ at the beginning of S4, and who then realizes that his/her chances of success are minimal, may transfer to ‘Maths 4’ with the consent of the class council. This change must be made at the end of the first semester of the school year in progress. The change will have immediate effect if approved/possible start in semester 2 in s4. A written request from the parents indicating the reasons for the change must be submitted to the S4-S5 Cycle Coordinator: Ms Manela Marin del Rio (manela.marin-del-rio@teacher.eursec.eu) before the class council of s4 in January 2025. The minimum number of lessons followed by the pupil must remain equal to or over 31 periods per week. The two free periods cannot be replaced by another course.

B) A pupil who chooses ‘Maths 6’ in S4 and who has been promoted to S5 can change to ‘Maths 4’ at the beginning of S5 with the agreement of the direction and the class council at the end of S4 (June). No change will be accepted after the class council of S4 in June. A written request by the parents should be sent to the cycle coordinator, Mme Manela Marin del Rio (manela.marin-del-rio@teacher.eursec.eu), before 19th of April 2025. The minimum number of lessons followed by the pupil must remain equal to or over 31 periods per week. The two free periods cannot be replaced by another course.

C) The change from ‘Maths 4’ to ‘Maths 6’ between S4 and S5 is possible on condition that the cycle coordinator (s4/5) receives a written request from the parents (before April 18th, 2025) and the pupil passes a test in May 2025 to prove that s/he has the capability to follow this course.

NB.3: *It is not possible for the student to start a subject in S5 which she/he did not follow in S4.*

NB.4: L4 language

The L4 language is taught as an optional course from S4 onwards. Students may choose any official language of the European Union not studied as L2 or L3. As a result, Russian and Chinese cannot be chosen as an L4 subject.

An optional course may be created if a minimum of seven pupils requests it (except ONL).

NB 5: The L2 and L3 chosen and attended in earlier years will be followed in S4/5.

NB.6: Optional subjects: Please note that following combination is not possible since these classes are scheduled at the same time on the timetable: - L4 + ONL - L4+Ancient Greek - Latin + Economics

Optional subject	number of periods per week
Economics taught in L2	4
Art	2
Ancient Greek	4
Music	2
Information technologies (ICT)*	2
Language 4 (L4)	4
ONL (Other National Languages) Irish or Maltese	4
Modern Greek	4
Latin	4

*No entry test for starting ICT in s4, even if you did not follow ICT in S3

If you have any questions, please do not hesitate to contact the Orientation teacher of your national section or the Orientation Coordinators in EEB1, Mr Rich or Ms Rydsa (Rydsabe@teacher.eursec.eu)

ORIENTATION TEACHERS PER SECTION:

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Kind regards,
Berit Rydsa and Sami Rich
Orientation Coordinators EEB1

Part 2

OPTIONS- CYCLE S4/S5

LANGUE IV/LANGUE IV

DANISH L-IV

Option course 4p

Organisation:

Number of years taught: 2

Lessons per week: 4

Preconditions for admission:

None. Everybody is welcome.

Content:

Danish L4 in S4 and S5 introduces the students to Danish language, culture and traditions. We work with various themes such as FAMILY, SPORTS, JOBS, LIVING IN DK, GEOGRAPHY, TRADITIONS, FAIRYTALES, TRAVELLING and others. We read, watch and listen to both fiction and nonfiction and practice all 4 language skills: listening, reading, speaking and writing.

The learning objectives are benchmarked against the reference levels of the Council of Europe's Common European Framework of Reference for Languages (CEFR):

Cycle	Attainment level
2nd cycle (S4+S5)	Level A1
3rd cycle (S6+S7)	Level A2+

Learning objectives (S4 -S5):

1. understand familiar words and everyday expressions, 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
5. write short simple texts on familiar topics and fill in forms
6. demonstrate basic understanding of Danish culture
7. identify and apply basic strategies for learning languages
8. apply basic study skills and tools to the learning Danish

It is possible to continue the Danish L4 course in S6 and S7. The course is also 4 lessons per week in S6 and S7.

For the BAC-exam, students can choose between a written exam (3 hours) or an oral exam (20 min)

ITALIANO LINGUA IV

4 périodes pour semaine

En 4e secondaire, le cours de Langue IV est un cours de niveau débutant.
Niveau minimum de compétence linguistique à la fin des différents cycles (CECR)

Cycle	Niveau atteint
2ème cycle S4 + S5	Niveau A 1
3ème cycle S6 + S7	Niveau A 2 +

Pourquoi tant de gens étudient-ils l'italien aujourd'hui ? Malgré l'importance politique et économique des autres langues, le nombre de personnes qui étudient l'italien ne cesse de croître: l'italien est une langue de culture, c'est la langue de Dante, du *bel canto*, de l'opéra. Mais l'italien est aussi la langue qui accompagne le *Made in Italy* : c'est la langue de la mode, de la cuisine et des voitures. Tout cela est synonyme de qualité, de style et de savoir vivre. L'italien c'est aussi *La Dolce Vita!*

Parler italien est une ressource pour grandir d'un point de vue humain, culturel et professionnel.

Objectifs d'apprentissage pour le 2ème cycle (S 4 et S5)

1. Comprendre des mots familiers et des expressions très courants à la vie quotidienne, notamment des jeunes
2. Lire et comprendre des textes courts et simples
3. Acquérir un vocabulaire de base
4. Connaître les principales structures grammaticales
5. Utiliser un dictionnaire et des supports informatiques pour faire des recherches en italien
6. Commencer à connaître la spécificité de la culture italienne

Il est possible de poursuivre l'étude de l'italien de L4 en S6 et S7 (niveau A2+ du CECR). Pour le BAC, les étudiants peuvent choisir entre un examen écrit (3 heures) ou un examen oral (20 min).

DEUTSCH L-IV

Les objectifs d'apprentissage sont étalonnés en référence au niveau du Cadre européen commun de référence pour les langues (CECR).

Cycle	Niveau atteint
2ème cycle S4 + 5	Niveau A 1
3ème cycle S 6 + 7	Niveau A 2 +

Objectifs d'apprentissage pour le 2ème cycle (S 4 et S5)

7. Comprendre des mots familiers et des expressions très courants à la vie des jeunes
8. Lire et comprendre des textes courts et simples
9. Connaissance du vocabulaire de base et des locutions simples
10. Connaissance des structures grammaticales et de la morphologie
11. Initiation de la phonétique et de l'orthographe
12. L'usage d'un dictionnaire
13. Les stratégies de pour l'apprentissage d'une langue
14. Compression initiale de la culture des pays germanophones

L'évaluation pendant le cours est conforme aux mêmes critères qui sont prévues et appliquées pour toutes les quatrièmes langues dans le système des écoles européennes en tenant compte des compétences suivantes : écouter, lire, interaction orale, production orale, écrire, compréhension culturelle.



S'il y a encore des doutes, veuillez suivre ce lien :

[Pourquoi apprendre l'allemand? - 10 bonnes raisons pour apprendre l'allemand - Goethe-Institut Belgien](#)

SPANISH L-IV

4 periods per week

SPANISH L-IV

4 periods per week

Organisation:

Number of years taught: 2

Preconditions for admission:

None. Beginner's course.

Hablantes nativos de español en el mundo



Hablantes nativos

- Menos de 10.000
- 10.000 - 100.000
- 100.000 - 1 millón
- 1 millón - 10 millones
- 10 millones - 100 millones
- Más de 100 millones
- Español como lengua oficial

A nivel global:



Fuente: Instituto Cervantes (2022)



Content:

Spanish L4 is meant to introduce new students to Spanish as a foreign language. Spanish is taught in the context of Hispanic life and culture. The teaching is mainly at two levels:

- **linguistic**, aimed at grammar practice, improving phonetics and enriching vocabulary. All this with a view to developing comprehension and expression of oral and written texts.
- **cultural**, in all its linguistic manifestations, as well as in traditions, customs, ways of life, festivals...

Learning objectives:

The learning objectives as stated on the Syllabus are: **1.** Understand familiar words and everyday expressions **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 **5.** Write short simple texts on familiar topics and fill in forms **6.** Demonstrate basic understanding of the Spanish culture **7.** Identify and apply basic strategies for learning languages **8.** Apply basic study skills and tools to the learning of the target language.

Cycle	Attainment level
2nd cycle (S4+S5)	Minimum A1

Evaluation:

The assessment is based on:

- **grade A** (formative grade). The students acquire an awareness of their level and their progress throughout the course.
- **grade B** (result obtained of examinations that cover the pupils' competences acquired during an extensive period).

The B mark corresponds:

- **In year 4**, for each of the semester reports, to the average mark of the two B tests taken each semester.
- **In year 5**, for the first semester report, to the mark obtained in the first semester examination (*December*) and for the second semester report, to the mark obtained in the second semester examination (*June*).

Continuity:

It is possible to continue the **Spanish L4** course in S6 and S7. The course is also 4 lessons per week in S6 and S7. In the BAC, students can take either a written exam (3 hours) or an oral exam (20 minutes)

Nederlands (le néerlandais/Dutch) S4 + S5 L4

4 heures par semaine / 4 hours per week

Vous allez choisir une quatrième langue ? You will choose a fourth language?

Le néerlandais est l'une des langues officielles en Belgique. Par conséquent, cela donne aux étudiants un aperçu très intéressant du pays dans lequel ils vivent, de sa diversité culturelle, de sa vie quotidienne intéressante et des possibilités d'étudier en Belgique ou aux Pays-Bas.

Dutch is one of the official languages in Belgium. Therefore, it gives students a very interesting insight in the country they live in, its cultural diversity, interesting daily life and possibilities of studying in Belgium or in the Netherlands.

Description du cours / Description of the course

Les cours contiennent **toutes les compétences** (écrire, lire, écouter, parler) avec un aperçu linguistique, culturel, historique et actuel de la diversité et de la richesse de la région de langue néerlandaise (Belgique, Pays-Bas). Nous travaillerons avec un livre de cours, du matériel cinématographique, des livres de lecture, des affaires courantes (matériel vidéo, journaux papier et journaux en ligne), poèmes, des histoires courtes.

The lessons contain **all skills** (writing, reading, listening, speaking) with a linguistic, cultural, historical and current insight into the diversity and richness of the Dutch language area (Belgium, the Netherlands). We will work with a coursebook for Dutch, film material, reading books, current events (video material, printed newspapers and online newspapers), poetry, short stories.

Description générale du niveau de compétence à la fin de la 5e année (CECR, A2)

A la fin de la 5ème année **les élèves peuvent (pour les compétences: écrire, écouter, parler, lire)**: 1) comprendre les phrases et les expressions fréquemment utilisées qui sont liées avec la vie personnelle et les loisirs (par exemple, données personnelles, famille, shopping, géographie locale, école). 2) communiquer dans l'exécution de tâches simples et quotidiennes, laquelle nécessitent un échange simple. 3) décrire aspects de la vie personnelle et des loisirs. 4) vont se familiariser avec / et être en contact avec la diversité culturelle de la Flandre et des Pays-Bas (nourriture, la différence entre les langues (des accents), médias, des excursions...)

General description of the proficiency level at the end of the 5th year (CEFR, A2)

At the end of the 5th year **students can (for skills: writing, listening, speaking, reading)**: 1) understand frequently used phrases and expressions that are related with personal life and leisure (e.g. personal data, family, shopping, local geography, school). 2) communicate in the performance of simple and daily tasks, which require a simple exchange. 3) describe aspects of personal life and leisure. 4) will get acquainted to / and get in contact with the cultural diversity of Flanders and the Netherlands (food, language differences (accents), media, excursions...)

NIVEAU/ LEVEL - Common European Framework of Reference for Languages (CECER/ CEFR)

S4+S5	A la fin du S5 / At the end of S5	A1+ voor alle vaardigheden / pour tous les compétences / for all competences
S6+S7 L IV-optie Baccalaureaat	A la fin du S7 / At the end of S7	A2+ voor alle vaardigheden / pour tous les compétences / for all competences

Le néerlandais / Dutch: POUR QUI? FOR WHOM?

Pour qui ? Pour qui la langue est complètement nouvelle ET pour des étudiants qui, pour toutes sortes de raisons, maîtrisent déjà raisonnablement le néerlandais (par exemple, parce qu'ils ont grandi en Flandre ou aux Pays-Bas)

For whom? For total beginners AND for students who already have a certain level of Dutch (they grew up in the Netherlands, went to a Dutch speaking school, ...) There could be several reasons why students already have a certain knowledge of Dutch.

PORTUGAIS L-IV

**À votre tour de découvrir
une langue du futur vieille de plusieurs siècles. Un petit pays qui est
allé partout.**

Où parle-t-on portugais ?

Actuellement, le portugais est la langue officielle de l'Angola, du Brésil, du Cap-Vert, de la Guinée-Bissau, du Portugal, de São Tomé-et-Principe et du Mozambique. Elle est également l'une des langues officielles de la région administrative spéciale de Macao (avec le chinois) et du Timor oriental, (avec le tétoum).



Née du latin parlé dans le Nord-Ouest de la Péninsule Ibérique (Galice et Nord du Portugal), la langue portugaise a suivi les explorateurs et les commerçants de l'âge des découvertes à travers le monde. Aujourd'hui, la langue compte plus de 265 millions de locuteurs, et elle est considérée par l'UNESCO comme la langue occidentale (avec l'Espagnol) qui connaît la croissance la plus rapide.

Audrey Azoulay, Directrice générale de l'UNESCO à l'occasion de la Journée mondiale de la langue portugaise :

<https://youtu.be/XDv-3vCvYsg>

Portugais comme quatrième langue (le cours)

Le cours de portugais se donne à raison de 4 périodes hebdomadaires pendant 2 ans extensibles à 4, qui dans ce cas se terminera avec un examen du Baccalauréat. Le cours n'exige aucun prérequis de la part des élèves

Méthode de travail

L'apprentissage est centré sur l'élève avec l'appui de manuels scolaires et d'autres supports, tels que des films, journaux, documents authentiques... Les élèves seront confrontés à une évaluation continue et semestrielle : les résultats des tests B .

Objectifs atteints

Les élèves obtiendront des capacités de communication orales, écrites et de lecture qui leur permettront d'employer la langue avec succès dans des situations de communication correspondantes au niveaux A1 pour les deux premières années, et A2 pour ceux qui suivront 4 années de cours.

A propos de ton professeur

De nationalité portugaise, j'enseigne ma langue maternelle dans deux Ecoles Européennes depuis 2002. Pendant mon parcours professionnel j'ai eu la satisfaction de guider plusieurs élèves au baccalauréat en L4 et en L3.

Contact professeur: santosan@teacher.eursec.eu

LATIN

Présentation du cours de latin S4

- L'option latin en S4 s'inscrit dans la continuité des cours donnés en S2 et S3. Un élève qui n'a pas fait de latin auparavant ne peut s'inscrire à ce cours.
- Le nombre de périodes est de 4 par semaine.
- A la fin de l'année de S5, les élèves passent en juin un examen qui s'appelle le "Latinum Europaeum" avec un écrit et un oral. Cet examen est commun à toutes les écoles européennes et certifie d'un niveau de latin (cela peut être utile pour l'entrée dans certaines universités, notamment en Allemagne). Cet examen n'est vraiment pas difficile si l'élève a été assidu aux cours et a révisé correctement. Pour plus d'informations sur cet examen :

<http://www.gudee.eu/DOC2016/2016-01-D-20-fr-2.docx>

- Si l'option est prise en S4, elle se poursuit obligatoirement en S5. Si l'élève le souhaite, il peut encore continuer en S6 et S7 et obtenir le "Latinum Europaeum Superius", mais il peut arrêter en fin de S5.
- En cours nous travaillons sur la langue latine bien sûr, la traduction de textes, mais aussi l'histoire, la mythologie, la civilisation. Nous souhaitons que les élèves profitent de tout l'héritage culturel que peut offrir l'enseignement du latin : faire le lien entre différentes langues grâce à l'étymologie, connaître l'histoire romaine et la civilisation latine, comprendre ce que celle-ci nous a légué dans le domaine de la politique, des arts, de l'architecture etc...
- Enfin, quand les conditions le permettent, les professeurs de latin organisent, pour les élèves latinistes de S4, un voyage d'une semaine en Italie avant les vacances de Pâques.

Outline of the S4 Ancient Greek course

- The option in Ancient Greek is a course for beginners. It is open to all S4 pupils regardless of their language section. However, since that the course will be taught in French, it is imperative that participating students have a high level of competence in that language in order to be able to follow the lessons.

NB: It is also possible to follow this course” in ” English – provided that more than 7 students sign up.

- The Ancient Greek course in S4 is open to students who have taken the Latin course in S2-S3, but also to those who have not taken Latin in S2-S3.

- The Ancient Greek option in S4 is a course compatible with Latin, regardless of the section. It is also quite possible to follow ancient Greek in S4 without following, in parallel, Latin in S4.

- If the option is selected in S4, it must be continued in S5. If the pupil wishes, she/he can continue in S6 and S7, but she/he can also stop at the end of S5.

- The number of periods is 4 per week as specified in the timetables. Most of the work will be done in the class and that there is little homework.

- The course will be taught by staff with an expertise in classical languages and many years of experience.

- In class we will be working on the Greek language, the translation of texts, but also history, mythology, civilization. Our aim is to enable students to benefit from the cultural heritage that the teaching of ancient Greek can offer: to make the link between different languages due to etymology, to know the Greek history and civilization, and to understand the specific cultural legacy of ancient Greece in the fields of medicine, philosophy, politics, arts, architecture etc.

- Finally, when conditions permit, the teachers of ancient languages will organize a one-week trip to Greece for S4 Hellenist students during the school year

MODERN GREEK

1ST part: S4-S5: A1 Level CERF

The aim of the course is to enable students to become basic users of the language, written & spoken; recognise, understand and use familiar words, basic phrases and simple sentences; interact in a simple way using everyday expressions and very basic phrases and ask and answer questions about personal details. The emphasis on this level is more on communication and less so on accuracy.

- Greetings; introductions; exchange/give basic personal information; address people formally and informally; express likes and dislikes; express wishes; ask price of items/consumables; deal with basic communication problems; read signs; give simple instructions; understand basic words and phrases in a familiar context.
 - Ask and give information about others; ask and tell the time; express views; express wishes; give/exchange information about place, time and manner; give directions; read menus and order in coffee shops; buy food and clothes; read notes, signs and advertisements; understand/hold a simple conversation on concrete everyday communication situations.
- Talk about future plans; write diary entries; make travelling arrangements; discuss payment methods; discuss and exchange information about timetables; order in restaurants; describe places; describe a house; book a hotel room; talk about customs; talk about past actions; make suggestions; express wishes; understand/hold a conversation on concrete everyday communication situations.

2nd part: S6-S7: A2 Level CERF

The aim of the course is to enable students to become basic users of the language, written & spoken, who deal effectively and with a fair degree of accuracy with everyday communication situations of immediate personal relevance; to use a series of sentences and phrases, to extract specific, simple and predictable information from every day material; to interact successfully in simple routine tasks.

- Talk about the weather; compare people; compare objects; carry out basic transactions at a bank, a post office, a telecommunications company; give instructions; make suggestions; give information for past and future actions; express a realistic hypothesis for present or future situations; talk about family; express wishes; extract necessary information from texts/conversations on a variety of everyday communication situations.
- Exchange information for everyday activities; exchange information for quantity, time and future actions; make suggestions; give instructions; give advice; accept or decline invitations; ask and give directions; extract necessary information from texts/conversations on past/future actions and personal circumstances; understand complex instructions, suggestions and directions;
- Exchange information for past actions (consecutive or parallel); ask or give permission for something; express views, likes, dislikes, opinions, feelings and emotions using more complex structures; propose actions; give extensive information on past actions (consecutive or parallel); describe health state and symptoms; give information about transport routes; give slightly complex descriptions of places.

MUSIC

Content in music education for S 4-5

Over the course of the two years, students will study five topics from the list below. In addition, there is a final project (approximately 25 hours of study time) which takes place in the final period of Year 5.

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

Music for film:

Students will study some music examples from different films and genres, and compose music for a short film extract. This topic provides an outstanding opportunity to develop students composing skills using music technology.

Contemporary popular music styles and cultures:

In this topic, students will engage with contemporary music styles and cultures over the last Decade. The topic involves students in performing songs/music of the period and composing their own music in contemporary styles informed by their knowledge of the distinctive characteristics of music from different world traditions, and of the impact of music technology on the creation and performance of popular song styles.

Music for dance:

In this topic, students will investigate, create and perform various forms and styles of socially embedded dance music, exploring how music is produced for various types of dances, and how the context influences its creation, performance and audience.

Music for special occasions:

In this topic, students will explore the ways in which composers and other musicians have responded to briefs and commissions to produce music suitable for a variety of events. The outcome of this topic might be a composition for a special occasion or to meet the requirements of a brief set by the music teacher.

Musical theatre:

In this topic, students will explore the ways in which musical theatre has developed its various forms and styles, and how composers, choreographers, designers, directors and performers co-operate to respond to the challenges of this multi-disciplinary genre. Students will listen to and perform theatre music from a wide range of musical theatre as well as compose their own examples of musical theatre songs.

European folk traditions:

In this topic, students will study some examples of traditional music in Central and Eastern Europe and investigate the use of folk elements in modern music. They may prepare their own arrangements of traditional music in modern styles, like folk-rock, indie-rock, folk-jazz...

Music and voice:

They will explore different types of song, and the contextual influences affecting its creation, performance and audience.

Programme music in the 19th Century:

In this topic, students will engage with 19th Century music of a narrative or descriptive kind. They explore the attempts to depict objects and events in music and investigate the relationship of music to external texts or sources.

Composing in the last 100 years:

In this topic, students will explore some of the major composing styles from the last 100 years as the source for their own composing. They will analyze the characteristics of these styles and some representative works from them and use the understanding that is developed from this study to produce their own compositions and improvisations.

Final Project:

This project should be chosen by the student, personalised, and focus particularly on his/her individual musical interests, aspirations and strengths. It should bring together the musical knowledge, skills and understanding developed during Years 4 and 5. Where appropriate, the final project may serve as means of enabling effective transition from Year 5 to Years 6-7.

The project may take form of preparing an individual or group performance, composition, multi-media presentation or a combination of these. It can be prepared individually, in pairs or in small groups.

Presentation of ECONOMICS (4 periods)

The aim of this first economics course is to provide students with the basic tools and economists' ways of thinking.

It relies on classroom serious games and pupils' personal economic experiences.

This course is harmonised across the school's economics teachers. It is available both in French and English. It covers both micro and macro aspects. The official curriculum can be found [here](#). Citons principalement :

- Micro: incentives as driver of economic agents' behaviour, centrally planned versus market economy, functioning of a competitive market and how it avoids waste, law of supply and demand, elasticities, taxation and dead-weight loss, competitive firm's behaviour, ...
- Macro : economic agents, 3 approaches to measure GDP, macroeconomic equilibrium and circular flow diagram, role of money, joint money creation by the central bank and commercial banks, measuring purchasing power and inflation, role of the State, fiscal policy and fiscal regimes (progressive vs regressive), income/wealth distribution, determinants of international trade and comparative advantages, balance of payments, exchange rate regimes, cause of different living standards across countries, role of financial markets, comparison of firms' financing means (bank loans, bonds and shares)...

The course is based on 3 main sources, covering most of the curriculum:

- First and foremost, the MRU.org website, presented [here](#) ;
- Then the Mankiw-Taylor book, whose an English edition is available [here](#).
- Finally, the comprehensive web site of the [Khan Academy](#).

This course is a prerequisite for gaining access to the 4-period economics course in S6-S7.

Further questions can be addressed to **Mr Naanaa** (Economics coordinator at EEB

ICT

ICT CYCLE SECONDAIRE 4^{ème} - 5^{ème} année



Le cours a pour objectif de :

Contribuer à l'épanouissement de chaque élève
Développer l'esprit de rigueur dans le travail et le raisonnement
Répondre aux besoins actuels de la société moderne
Initier aux techniques et connaissances de base nécessaires à une bonne utilisation de l'ICT
Développer un esprit critique dans toutes les matières relatives au traitement automatique des données
Former l'élève au travail en équipe
Susciter l'imagination et la créativité de l'élève
Montrer la prééminence de l'esprit humain sur l'ordinateur

- En 4^{ème} et 5^{ème} année, le cours est construit sur base des connaissances acquises dans les années 1-2, et répond aux besoins des élèves qui souhaitent approfondir leurs connaissances dans la perspective de leurs études ou future carrière.
- A raison de 2 périodes par semaine généralement consécutives, avec un effectif maximal de 16 élèves, en anglais ou en français, le cours propose une structure modulaire reprenant les applications usuelles dans le domaine informatique en insistant sur le fait que chaque application n'est jamais isolée mais au contraire intégrée dans un ensemble performant formant un tout.
- Le monde des technologies de l'information connaît des changements rapides. Sous le titre « techniques avancées », le professeur pourra aborder avec ses élèves l'étude des derniers développements des techniques de l'Information et de la Communication.

PROGRAMMES DES COURS

SPÉCIFIQUEMENT EN 4^{ÈME} ANNÉE

Approfondissement du traitement de texte
Approfondissement du tableur
Applications graphiques
Bases de données relationnelles
ICT et société
Les objets 3D

HTML / CSS
Création d'animations
Traitement de l'image (Photoshop)

SPÉCIFIQUEMENT EN 5ÈME ANNÉE

Approfondissement du traitement de texte
Approfondissement du tableur
Applications graphiques approfondies
HTML / CSS basique et avancé
Programmation en Javascript
Création d'un site web
Approfondissement du traitement de l'image (Photoshop)
Vidéo Multimédia

****ENG:**

<h2 style="text-align: center;">ICT CYCLE SECONDAIRE 4th – 5th year</h2>
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The aim of the course is to:

Contribute to the development of each student

Develop the spirit of rigor in work and reasoning

Meeting the current needs of modern society

Introduce the basic techniques and knowledge necessary for the proper use of the CTI

Develop a critical mindset in all matters relating to automatic data processing

Train the student to work in a team

Elicit the imagination and creativity of the student

Show the prominence of the human mind on the computer

• In the 4th and 5th year, the course is built on the knowledge acquired in the 1-2 years and meets the needs of students who wish to deepen their knowledge in the perspective of their studies or future careers.

• Has 2 periods per week generally consecutive, with a maximum number of 16 students, in English or French, the course offers a modular structure taking over the usual applications in the field of computer science, insisting that each application is never isolated but on the contrary integrated into a powerful whole forming a whole.

• The world of information technology is undergoing rapid changes. Under the title “Advanced techniques”, the teacher will be able to discuss with his students

the study of the latest developments in information and communication techniques.

COURSE PROGRAMMES

SPECIFICALLY IN THE 4TH YEAR

Deepening of word processing & the use of spreadsheet

Graphic applications

Relational databases

ICT and society

3D objects

HTML/CSS

Creation of animations

Image processing (Photoshop)

SPECIFICALLY IN 5TH YEAR

Deepening of word processing and the use of spreadsheet

In-depth graphical applications

HTML/CSS basic and advanced

Programming in Javascript

Creation of a website

Deepening image processing (Photoshop)

Multimedia video

ART

DEUTSCHE VERSION – for English and French see below

Art S4 /S5 = Advanced Techniques

- Die 2-stündigen Kunstkurse in S4 und S5 sind grundsätzlich Praxis-Kurse.
- Die B-Test (1/Semester) sind praktische Tests.
- Es ist keine Kurssprache vorgeschrieben. Jeder Kurs wird je nach Kurs-Zusammensetzung in Englisch UND Französisch UND Deutsch gegeben.

Die Inhalte in der Kunsterziehung leiten sich von den Zielen für die drei Lehrplan Einheiten (1. bis 3. Jahrgangsstufe; 4. und 5. Jahrgangsstufe; 6. und 7. Jahrgangsstufe) ab und beziehen sich auf die drei Schwerpunkte: **Praktische Arbeit, Kunstgeschichtliches Bewusstsein und Reflexion.**

Der Kunstunterricht deckt folgende Gestaltungsgebiete ab:

Zeichnung, Malerei, Plastik / 3D und ebenso in Anteilen die Gestaltungsfelder: Drucktechniken, Fotografie, Digitale Bildbearbeitung, Film, Produkt Design, Grafik Design und Architektur.

In den Jahrgangsstufen 1, 2 und 3 erwerben die Schüler eine solide Grundlage in den künstlerischen Fertigkeiten. In den Jahrgangsstufen 4 und 5 werden diese Kompetenzen bei vorwiegend konzeptuellen und persönlich ausgerichteten Projekten weiterentwickelt und angewendet. Die Schüler werden zu Recherchen ermutigt und zur Entwicklung von eigenständigen kreativen Problemlösungen, die sich auf mögliche weitere künstlerische Studien beziehen wie Architektur, Grafikdesign, Freie Kunst usw. Das Erlernen und die Vertiefung von künstlerischen Maltechniken, skulpturale Techniken, digitale Fotografie und Photoshop soll den Studierenden Raum geben, ihre Ideen in diesen Bereichen und darüber hinaus in Verbindung mit relevanten Werken der Kunstgeschichte und Kunstströmungen auszudrücken, oft unter der Vorgabe von Themenbereichen wie Porträt, Landschaft, Identität, Kunst und Wissenschaft, Wirklichkeit und Vorstellung... Und zudem in Anknüpfung an ausgewählte Werke der Kunstgeschichte und Kunstströmungen.

Die Projekte und Unterrichtseinheiten in S4/S5 sind grundsätzlich freier und eigenverantwortlicher ausgerichtet, als das Arbeiten in S1-S3.

Sie bieten mehr Freiheit zum individuellen Ausdruck und in der Wahl der künstlerischen Mittel – erfordern aber andererseits auch ein grösseres eigenverantwortliches Arbeiten, Eigeninitiative und Engagement, sowie die Fähigkeit zur Selbst- und Prozessorganisation.

Die Jahrgangsstufen S4 und S5 bereiten zudem auf des künstlerische Arbeiten in S6 und S7 vor. In den Projekten wird zunehmend Wert gelegt auf die Prozessfolge **Recherche > Ideenfindung / visuelle Ideenentwicklung/ Studien und Experimente > Realisation > Reflektion des Arbeitsprozess und künstlerische Einordnung.**

Vor diesem Hintergrund erscheint es mehr als nur empfehlenswert die Kunstkurse in S4 und S5 zu belegen, falls der Schüler / die Schülerin wünscht den 4-stündigen Kunstkurs in S6 /S7 zu belegen.

Ohne im Gegensatz zum Gesagten zu stehen, fühlen sich die Kunstlehrer - ist das Fach Kunst - natürlich der Freiheit der Kunst, der Möglichkeit zum Persönlichen Ausdruck verpflichtet. Wir schaffen Kulturbewusstsein und kulturelle Ausdrucksfähigkeit, stärken so Bürgerkompetenz, ermutigen und fordern Eigeninitiative und soziale Kompetenzen.

Das Arbeiten im Fach Kunst bietet mit seinem praktischen Ansatz eine notwendige Alternative und ganzheitliche Ergänzung zum oft rein kognitiven Arbeiten anderer Fächern.

Nicht zuletzt macht es Spass künstlerisch zu Arbeiten!

ENGLISH VERSION – pour français voir ci-dessous

Art S3 /S4 = Advanced Techniques

- **The 2-hour art courses in S4 and S5 are practical courses.**
- **The B tests (1/semester) are practical tests.**
- **No course language is specified. Each course is given in English AND French AND German depending on the course composition.**

The content in Art Education is derived from the objectives for the three curriculum units (Year 1 to 3; Year 4 and 5; Year 6 and 7) and relates to the three main areas: **Practical Work, Art Historical Awareness and Reflection.**

Art lessons cover the following creative areas:

Drawing, Painting, Sculpture / 3D and also: printing techniques, photography, digital image editing, film, product design, GRAPHIC DESIGN, ARCHITECTURE and so on.

In grades 1, 2 and 3, students acquire a solid foundation in artistic skills. In Years 4 and 5, these skills are further developed and applied in conceptual and mainly personalised projects. Students are encouraged to research and become creative in their problem solving, often with themes that will relate to possible further study in Art college such as architecture, graphic design, Fashion design, Media, film etc.

The students will acquire more in-depth practice in Fine art painting techniques, 3d work such as ceramics and sculpture, digital art works including photoshop and photography thus allowing the students freedom to express their ideas in these areas. In addition, they will continue the connection and appreciation with relevant works of art history and art movements.

The projects and teaching units in S4/S5 are fundamentally more free and independent than the work in S1-S3.

- They offer more freedom for individual expression and their choice of artistic tools,
- They offer quality time for the students, where they can deepen his or her own creative skills,

- They also require more independent work, initiative, and commitment encouraging creative thinking and problem solving
- They also require the ability to organise oneself and to develop a real creative process.

Grades S4 and S5 also prepare students for artistic work in S6 and S7. In the projects, increasing emphasis is placed on the creative process:

- research /research of ideas
- visual idea development
- studies and experiments
- Elaborated realisation
- reflection on the work process and interpretation.

Grades S4 and S5 also prepare students for artistic work in S6 and S7. Therefore, this course is strongly recommended in S4 and S5 if a student wishes to take the 4-hours art course in S6/S7.

Concluding:

- The teachers in the art department aim through the development of cultural awareness and cultural expression, to strengthen assertiveness, civic competence, personal initiative, and social skills.
- The art teachers are committed to the freedom of art and the possibility of personal expression and personal development through the means of art.
- With its practical approach the subject of art offers a necessary alternative and holistic supplement to the often purely cognitive work of other subjects.
- Finally, it allows the students to deepen their creativity and express oneself through art.

VERSION française

Art S3 /S4 = Techniques avancées

- **Les cours d'art de 2 heures en S4 et S5 sont essentiellement des cours pratiques.**
- **Les épreuves B (1/semestre) sont des épreuves pratiques.**
- **Aucune langue de cours n'est spécifique. Le cours est donné en anglais ET en français ET en allemand selon la composition du cours.**

Le contenu de l'éducation artistique est dérivé des objectifs des trois unités du programme d'études (années 1 - 3, 4 et 5, 6 et 7) et porte sur trois domaines principaux: **Travaux pratiques, sensibilisation et réflexion sur l'histoire de l'art.**

Les cours d'art couvrent les domaines suivants:

Dessin, peinture, sculpture / 3D et aussi : techniques d'impression, photographie, édition d'images numériques, film, conception de produits, etc.

En première, deuxième et troisième années, les élèves acquièrent une base solide de compétences artistiques. En quatrième et cinquième années, ces compétences sont développées et appliquées dans des projets conceptuels et principalement personnalisés. Les étudiants sont encouragés à faire des recherches et à développer des résolutions de problèmes créatives et indépendantes liées à d'éventuelles études artistiques ultérieures telles que l'architecture, le graphisme, les beaux-arts, etc. L'apprentissage et l'approfondissement des techniques de peinture artistique, des techniques sculpturales, de la photographie numérique et de Photoshop sont destinés à pouvoir exprimer de mieux en mieux leurs idées dans ces domaines. Et au-delà en relation avec des œuvres pertinentes de l'histoire et des mouvements de l'art, souvent dans des domaines thématiques tels que le portrait, le paysage, l'identité, l'art et la science, la réalité et l'imagination... En plus, en relation avec des œuvres sélectionnées de l'histoire de l'art et des mouvements artistiques.

Les projets de S4/S5 sont fondamentalement plus libres et indépendants que les travaux de S1-S3.

- Ils offrent plus de liberté d'expression individuelle et de choix des outils artistiques,
- Ils offrent aux étudiants un temps de qualité où ils peuvent approfondir leurs propres compétences créatives,
- Ils exigent plus de travail indépendant, d'initiative et d'engagement,
- Ils exigent également la capacité de s'organiser et de développer un véritable processus créatif

Dans les projets, l'accent est de plus en plus tourné vers le processus créatif :

- la recherche d'idées,
- le développement d'idées visuelles,
- les études et expérimentations ,
- une réalisation élaborée,
- la réflexion sur le processus créatif et l'interprétation.

Conclusion :

- Les enseignants du département artistique visent, par la sensibilisation culturelle et l'expression culturelle, à renforcer l'affirmation de soi, les compétences civiques, l'initiative personnelle et les compétences sociales.
- Les professeurs d'art s'engagent à respecter la liberté de l'art et la possibilité d'expression personnelle et de développement personnel par le biais de l'art.
- Par son approche pratique, le sujet de l'art offre une alternative nécessaire et un complément holistique au travail souvent purement cognitif des autres sujets.
- Enfin, il est vraiment agréable d'approfondir sa créativité et de s'exprimer à travers l'art.



ONL



OTHER NATIONAL LANGUAGES Irish and Maltese

4 Periods per week

The teaching of ONLs, Irish and Maltese (Other National Languages) is provided for in the European schools.

The teaching and learning of an ONL in a European School reflect in practice the key principles of the Language Policy of the European School system: The primary importance of the mother tongue 2 (Language 1); The recognition of and commitment to support the national languages of each Member State of the European Union; the offer of a multilingual educational system that promote plurilingualism.

Classes are 'protected' in that classes will be formed for any number of Category 1 students.

ONL is

offered as an additional elective in the first cycle but can be taken as an L4 from S4.

Classes will be provided for any student in the Anglophone Section who wishes to continue or to commence the study of an ONL.

The following timetabling arrangements apply to ONL in Years S4 – S5 (cycle 2) 4 x 45-minute periods per week.

The ONL Irish syllabus was introduced in September 2011, the ONL Maltese syllabus in 2012 and the

Please see the relevant syllabus is available here;

Irish: <https://www.eursec.eu/Syllabuses/2020-12-D-3-en-2.pdf>

Maltese: <https://www.eursec.eu/Syllabuses/2022-01-D-47-en-2.pdf>

The ONL secondary syllabuses aim to build on the skills students have already acquired and to further develop their knowledge and linguistic competences. They aim to promote natural and communicative use of the language and are intended to prepare learners to follow third-level courses should they so wish. They seek to provide students with the ability to manipulate and use different types of texts and to give them a deeper awareness of the particular ONL, its language, culture and literature.

The ONL syllabuses are based on the Common European Framework of Reference for the Teaching and Learning of Foreign Languages and the European Framework for Key Competences for Lifelong Learning.

The syllabuses reflect in their objectives, content and methods a common, harmonised approach as promoted in the field of modern languages in the European Schools and as used by many national systems.

The syllabuses focus on the knowledge and the competences to be attained at the end of each cycle, and includes general objectives, didactic principles, learning objectives, contents, assessment and attainment descriptors. They present the learning outcomes which students will be expected to achieve at the end of the cycle and describe the knowledge and skills they will develop to be able to communicate effectively.

Co-ordinators;

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