

Choice of courses for years 6-7



To pupils in S5 and their parents

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

The subject coordinators have prepared the information about the subjects and every effort has been made to ensure that the details are correct.

Please speak with the relevant subject teachers if you have any questions about particular courses.

Please read this booklet before the meeting on March 10, 2020. The careers advisor from each language section will chair the meeting and your class teacher will be present.

Dates and Deadlines:

January 26	Information meeting.
March 19	Deadline for returning your signed options confirmation form.
September 15	Deadline to request a change of options. Approval is not guaranteed.

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What you need to know

		Subjects	Periods
1	You <u>must</u> take these courses:	L1	4p
		L2	3p
		Religion <u>or</u> Ethics	1p
		Sport	2p
2	You <u>must</u> also choose a math class:	Math 5p	5p
		Math 3p	3p
3	You <u>must</u> choose at least two, and <u>no more than four</u>, of these 4-period options. We recommend that you choose <u>three</u>.	L3	4p
		L4	4p
		Latin	4p
		Economics	4p
		History	4p
		Geography	4p
		Philosophy	4p
		Art	4p
		Music	4p
		Biology	4p
		Chemistry	4p
Physics	4p		
4	If you have not chosen these subjects as 4p options, you <u>must</u> enroll in them as 2p subjects:	History	2p
		Geography	2p
		Philosophy	2p
5	If you have not signed up for a 4-period science option, you <u>must</u> take Biology 2p. You <u>may</u> also choose it as an option alongside Chemistry and/or Physics.	Biology	2p
6	You <u>may</u> enroll in <u>one</u> of these three advanced courses:	Adv. L1	3p
		Adv. L2	3p
		Adv. Maths (with Maths 5p)	3p
7	You <u>may</u> add complementary 2p options. These 2p options may be taught in English, French or German, according to enrollment.	Art	2p
		ICT	2p
		Biology Lab	2p
		Chemistry Lab	2p
		Physics Lab	2p
		Introduction to Economics	2p
		Music	2p
		Political sciences	2p
Sociology	2p		

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Further information

- **Your timetable must comprise 31 (minimum) to 35 (maximum) periods per week.** (In one exceptional circumstance only may pupils be allowed to take 36 periods: if the sub-total from course categories 1 to 6 above comes to exactly 34 periods, you may then add one extra 2-period course. The absolute maximum is therefore 36 periods. Experience has shown, however, that a 36-period week represents a very heavy workload.)

- **An option will not open unless at least 5 pupils choose it. Moreover, for logistical reasons, it may not be possible to satisfy all combinations of choices.** In such cases, you will be asked to make a second choice of option.

- **Only pupils who have studied them in S5 may enroll in Economics, Latin, or L4.**

- **You must sit two written examinations for 4-period options at the baccalaureate. We strongly recommend that you choose three 4-period options,** so that you will have a choice for these examinations.

- **You may choose the laboratory courses in biology, physics or chemistry only if you are enrolled in the corresponding 4-period science option.** You may take only one laboratory course.

- **You may enroll in the Advanced Mathematics course only if you are also enrolled in the 5-period mathematics course.**

- **Between years 6 and 7, very few changes are possible:**

- Mathematics 5 ↔ Mathematics 3
- 4-period option ↔ compulsory 2-period course in the same subject (e.g. History)
 - **Nota bene:** To change to a more advanced course, you must pass an attainment test demonstrating that you can keep up successfully with the higher level.
- You may not substitute one option for a different option.
- You may give up an option chosen for years 6-7 at the end of year 6 only, and only under the following conditions:
 - Your timetable must still have at least 31 periods;
 - You must still have at least 2 four-period options courses;
 - You must still have at least one science subject (biology 2p, biology 4p, chemistry, or physics);
 - At least 5 pupils must remain in the group concerned;
 - The teacher(s) concerned must consent;

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Written examinations in S6

In S6, you will have two sets of long examinations.

The first are at the end of December, and the second at the end of the school year.

The long examinations cover the following subjects:

Compulsory subjects:	Exam duration:
Adv. Language 1	4 periods
Adv. Language 2	4 periods
Language 1	4 periods
Language 2	3 periods
Maths 3p	3 periods
Maths 5p	4 periods
4-period 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	3 periods
Latin	3 periods
Philosophy	4 periods

Other subjects will be examined as follows:	
Geography 2p	2 tests of 1 period, per semester
History 2p	2 tests of 1 period, per semester
Biology 2p	2 tests of 1 period, per semester
Philosophy 2p	1 test of 2 periods, per semester
Complementary courses	1 test of 1 period per semester

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Part examinations in S7 (January, 2023)

You must sit the part examinations in the following subjects. You must sit the examinations for all your 4-period options, regardless of whether you are taking them as written examinations for the Baccalaureate.

Compulsory subjects:	Exam duration:
Adv. Language 1	4 hours
Adv. Language 2	4 hours
Language 1	4 hours
Language 2	3 hours
Maths 3p	3 hours
Maths 5p	4 hours
Options:	
Art	5 hours
Music	3 hours
Biology	3 hours
Chemistry	3 hours
Physics	3 hours
Economics	3 hours
Geography	3 hours
History	3 hours
Language 3	3 hours
Language 4	3 hours
Latin	3 hours
Philosophy	4 hours

Other subjects will be examined as follows:

Geography 2p	2 one-period examinations per semester
History 2p	2 one-period examinations per semester
Biology 2p	2 one-period examinations per semester
Adv. Maths	1 two-period examination per semester
Philosophy 2p	1 two-period examination per semester
Sport	Three tests held at the end of each unit of instruction, purely practical, involving no written work of any kind.
Complementary courses	1 one-period examination per semester.

The results of the part examinations are B-marks, which enter into the calculation of the final total baccalaureate mark (see below).

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Regulations governing the European Baccalaureate

1. Written examinations

- a. Candidates take **five** written examinations. **The first three are obligatory for all candidates:**
 - i. Language 1 or Adv. L1 (compulsory for pupils in the advanced course)
 - ii. Language 2 or Adv. L2 (compulsory for pupils in the advanced course)
 - iii. Mathematics, whether 3 or 5 periods
 - iv. A 4-period option
 - v. A 4-period option

2. Oral examinations

- a. Candidates take **three** oral examinations:
 - i. **Language 1 or Adv. L1 (compulsory for pupils in the advanced course)**
 - ii. **An examination in the L2. For pupils in the Advanced L2, a choice among:**
 1. L2
 2. Advanced L2
 3. History 2p
 4. History 4p
 5. Geography 2p
 6. Geography 4p
 - iii. **Pupils in the Advanced Mathematics course must take the examination in that subject.** Otherwise, a choice among:
 1. Biology 2p
 2. Biology 4p
 3. Physics 4p
 4. Chemistry 4p
 5. Philosophy 2p
 6. Philosophy 4p
 7. Language 3
 8. Language 4

Subjects which are taken as the 4th or 5th written examination may not also be taken as orals.

Final Mark

The European Baccalaureate final mark comprises:

- | | |
|---|-------------------|
| • A1 marks (1st semester) | 10% |
| • A2 marks (2 nd semester) | 10% |
| • B marks (including part examinations) | 30% |
| • Written examinations | 35% (7% per exam) |
| • Oral examinations | 15% (5% per exam) |

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HISTORY (4 PERIODS/WEEK, IN L2).....	32
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L2A Deutsch

(3 Stunden pro Woche)

Deutsch Sprache 2, Vertiefungskurs

Ziele:

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, selbstständig Informationen über die deutschsprachigen Länder zu sammeln und zielgerecht auszuwerten.

Lerninhalte:

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

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

Die vier „klassischen“ Fertigkeiten des Sprachunterrichts: Leseverstehen, Schreiben, Hörverstehen und Sprechen werden in diesem Kurs integriert ausgebildet und vertieft. Die Texte für den Unterricht stammen aus allen drei literarischen Gattungen (Epik, Lyrik, Drama).

Zur Vorbereitung des Abiturs müssen zwei Pflichtlektüren aus jeweils verschiedenen Gattungen behandelt werden. Für das Abitur 2023 stehen diese Pflichtlektüren bisher noch nicht fest.

Projektarbeit:

In der S6 muss in Kleingruppen eine Projektarbeit erstellt werden. Es geht darum, zu einem selbst gewählten, mit dem Fachlehrer abgesprochenen Thema, eine längere Arbeit zu verfassen (ca. 1000 Wörter pro Schüler). Die Hauptaussagen und Ergebnisse der Projektarbeit werden dann auch mündlich präsentiert. Die Note hat das Gewicht einer A-Note.

Leistungsbeurteilung:

A-Note: Sie ergibt sich aus Tests und Klassenarbeiten, die fortlaufend geschrieben werden, aus der Projektarbeit und aus der Mitarbeit.

B-Note: Pro Halbjahr wird in der 6. Klasse ein Examen geschrieben. In der 7. Klasse wird am Ende des ersten Semesters ein Prébac geschrieben.

Abiturprüfung:

Die Schüler, die den Vertiefungskurs angewählt haben, legen das Abitur in Deutsch im Vertiefungs-, und nicht im Grundkurs ab. Sie müssen eine schriftliche und eine mündliche Prüfung ablegen.

Die Bearbeitungszeit in der schriftlichen Prüfung beträgt 240 Minuten.

Die mündliche Prüfung dauert 20 Minuten.

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L3 Deutsch

(4 Stunden pro Woche)



Ziele:

Ziel des Unterrichts im Fach Deutsch als Fremdsprache in der Sekundarstufe der Europäischen Schulen ist es, die Fähigkeiten der mündlichen und schriftlichen Kommunikation in der deutschen Sprache auszubauen.

Lerninhalte:

In der Europäischen Schule bietet sich die Gelegenheit, Fremdsprachen aus erster Hand zu erlernen. Die Chance von muttersprachlichen Lehrern in der Fremdsprache unterrichtet zu werden, sollte man auch in den Klassen 6 und 7 wahrnehmen. Im Deutschunterricht werden die vier Fertigkeiten Leseverstehen, Schreiben, Hörverstehen und Sprechen trainiert. Für die 2. Fremdsprache bedeutet dies in den Klassen 6 und 7:

- LESEVERSTEHEN

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

- literarischen Texten verschiedener Gattungen (Kurzgeschichte, Erzählung, Roman etc.)
- zwei Ganzschriften (Die Titel stehen bisher noch nicht fest.)
- Sachtexten zu bestimmten Themen
- Texten zur Landeskunde deutschsprachiger Länder

- SCHREIBEN

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

- HÖRVERSTEHEN

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

- SPRECHEN

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

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Leistungsbeurteilung:

A-Note: Sie ergibt sich aus Tests und Klassenarbeiten, die fortlaufend geschrieben werden, und aus der Mitarbeit.

B-Note: Pro Halbjahr wird in der 6. Klasse eine Prüfungsklausur geschrieben. In der 7. Klasse wird am Ende des ersten Semesters eine Vorabiturklausur (Prébac) geschrieben.

Abiturprüfung:

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

Die Bearbeitungszeit in der schriftlichen Prüfung beträgt 180 Minuten.

Die mündliche Prüfung dauert 20 Minuten.

Die Eckpfeiler der Prüfung sind:

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

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L1 Advanced English

(3 periods/week)

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.

Components common to the L1 and L1A courses are the oral examination and the theme set for the written examination.

What makes the L1A course distinctive is:

- the requirement for candidates to study in detail a named text, on which a question is set in the terminal written examination;
- the requirement for candidates to produce two substantial pieces of individual project work; one the 6th year and one in the 7th year

These additional requirements make it necessary for students following a course in L1A to pursue a negotiated personalised programme of wide reading, including some critical and theoretical works. While candidates' performance is assessed by the same standards as those for the L1 course, studies in L1A provide a broader basis and thus **ideal preparation for those considering literary or linguistic studies in higher education.**

Individual projects

A specific requirement of L1A is for students to undertake **two** major individual pieces of work.

1. **In Year S6:** The choice of topics from the list below and the method of teaching is at the course teacher's discretion.

- a language study (e.g. an analysis of language development in children aged 6-8; or an investigation of dialect used in a specific English-speaking community);
- a media-focused study (e.g. an analysis of how different media present/interpret a text, such as film/stage versions of Shakespeare's *Macbeth*; or how a significant event is presented/interpreted differently in print-based media and/or television news and/or internet sites);
- a study of textual adaptation (such as Henry James' *The Turn of the Screw*, Britten's opera and the film *The Innocents* based on the James text; or Shakespeare's *Romeo and Juliet*, Bernstein's *West Side Story*, Gottfried Keller's *A Village Romeo and Juliet* and Delius's opera);

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- a portfolio of creative writing, (e.g. a collection of poetry and/or short stories, and/or a playscript/screenplay possibly linked by theme or genre).
- a literary study of an author/authors or a genre.
 - NB: Candidates who choose this option in year 6 cannot also choose it in year 7
- The project should be between 2000 and 4000 words in length, depending on subject, content and complexity, and may consist of one long piece or several shorter, linked pieces as appropriate. The nature, scope and title of the project should be agreed by each student in consultation with his/her teacher.

2. In Year S7:

An extended literary essay on a topic that involves the detailed study of several texts (e.g. a genre study, such as the development of the detective story from Conan Doyle to PD James; an author study, such as an appreciation of works in different genres by Hardy, Lawrence or Beckett). The essay should be between 4000 and 5000 words in length. The nature, scope and title of the essay should be agreed by students in consultation with teachers.

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L2A Français (3 périodes/semaine)

Conditions d'admission :

Le cours d'approfondissement est destiné aux élèves qui, à l'issue de la 5e année, ont acquis une maîtrise satisfaisante de la langue, manifestent un goût particulier pour l'étude du Français et plus généralement pour les études littéraires et la lecture. L'option est ouverte à tous les élèves ; il est néanmoins utile, avant de la choisir, de recueillir l'avis du professeur.

Objectifs

- développer les compétences de lecture et d'analyse d'un texte littéraire, en diversifiant les supports: œuvres littéraires, images, adaptations cinématographiques...
- comparer les points de vue sur un thème commun.
- initier l'élève à la méthodologie de la lecture analytique.
- 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.

Contenu

Lecture approfondie des œuvres au programme fixé et renouvelé chaque année par l'Inspecteur Général des Lettres des Ecoles Européennes.

Sur deux ans (S6 et S7), étude de 4 œuvres environ, réunies autour de deux thèmes, définis par le programme biennuel. (extrait du programme du Baccalauréat 2018-19: Portraits de femmes avec les œuvres de Mérimée, *Carmen* et *Colomba* en S6 et en S7 le roman de Laurent Gaudé, *La Mort du roi Tsongor*. Le professeur en charge du cours est libre de proposer d'autres œuvres en complément de ces études obligatoires.

Préparation aux épreuves écrites spécifiques: commentaire dirigé sur texte thématique et essai.

Évaluation

Classe de S6

note A (travaux écrits, expression orale, tests longs)

note B (examens de fin de semestre).

note C = notes A + notes B

Classe de S7

- semestre 1: note préliminaire du Baccalauréat

note A (travaux écrits + participation orale) + note B (résultat de l'épreuve écrite du Prébac)

- semestre 2: Baccalauréat

L'épreuve écrite comporte trois parties (4 heures) :

Partie 1 : compréhension écrite

4-5 questions fermées sur un texte non littéraire non étudié en classe (environ 850-1000 mots)

Partie 2 : production écrite/analyse d'un texte littéraire

3-4 questions ouvertes qui demandent une analyse approfondie du texte et des réponses précises sur un texte littéraire non étudié en classe.

Partie 3 : production écrite – essai littéraire

L'épreuve orale comporte deux parties

Partie 1 : compétence de lecture (environ 10 minutes, y compris 5 minutes environ pour l'exposé)

Partie 2 : interaction orale (environ 10 minutes) L'élève tire au sort un sujet parmi une variété de textes littéraires non connus : il le lit, l'étudie et prépare l'exposé ainsi que la réponse à la question.

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L3 Français

(4 périodes/semaine)

Objectifs

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 portant sur la littérature du XIX^{ème} siècle au XXI^{ème} siècle.

Initier l'élève aux épreuves écrites du Baccalauréat : compétence de lecture (textes secondaires), production écrite sur thème, compréhension d'un texte littéraire (rédiger un essai, une analyse ou une critique de l'œuvre au programme).

Encadrer l'élève pour l'aider à gagner en assurance pour les épreuves orales.

Contenu

étude des lectures au programme dont une œuvre obligatoire par année (S6 puis S7), proposée par l'Inspecteur Général des Lettres des Ecoles Européennes. (extrait du programme Baccalauréat 2018-19 : en S6, « Une écriture du conflit », Yasmina Reza, *Le dieu du carnage* et *Trois versions de la vie* ; en S7, « Poésie et chanson : de Brel à Grand corps malade, de Barbara à Linda Lemay, de Nougaro à Dominique A. »)

Révisions de la langue française : lexique et grammaire (morphologie, syntaxe, stylistique)

Travail sur documents de nature diverse en langue contemporaine: articles de presse, œuvres complètes brèves, nouvelles, enregistrements sonores, films...

Initiation méthodologique aux exercices de compréhension et d'expression écrite du Baccalauréat

Initiation méthodologique au commentaire de texte dans la perspective de l'épreuve orale du Baccalauréat: étude d'un texte au programme

Préparation à la prise de parole dans le cadre d'exposés ou de débats sur des sujets d'actualité.

Évaluation

Classe de S6

note A (travaux en classe à l'écrit et à l'oral)

note B (examens de fin de semestre)

note C = notes A + notes B

Classe de S7

semestre 1: note préliminaire

note A (oral et travaux écrits) + note B (épreuve écrite du Prébac)

semestre 2: Baccalauréat

L'élève peut choisir de présenter l'épreuve écrite ou l'épreuve orale du Baccalauréat.

L'épreuve écrite (3 heures) se compose de trois parties :

1^{ère} partie : compétences de lecture. La compréhension en lecture s'évalue à travers tout un éventail de tâches: questionnaire à choix multiple, vrai ou faux, lacunaire, exercice de mise en correspondance, questions appelant une réponse succincte, réécriture de texte, texte à compléter, etc.

2^{ème} partie : production écrite (400 mots environ). Les élèves doivent rédiger un texte d'ordre pratique (note critique, article de journal, courrier officiel, etc.) et un texte de création (histoire courte, dialogue, journal intime, poème, etc.)

3^{ème} partie : compréhension d'un texte littéraire (300 mots environ). Les élèves devront rédiger un essai, une analyse ou une critique de l'œuvre imposée incluant une réaction personnelle. Ils pourront choisir de commenter l'une ou l'autre des deux œuvres.

L'épreuve orale se compose de trois parties qui évaluent :

1^{ère} partie : compétence de lecture

2^{ème} partie : interaction orale

3^{ème} partie : compréhension d'un texte littéraire

Temps de préparation 20 mn + durée de l'épreuve orale 20mn. Durant l'épreuve, l'élève montre sa compréhension d'un texte non littéraire non étudié en classe, exprime sa compréhension et ses réactions personnelles à propos de l'un des deux textes imposés, et prend part à une conversation guidée.

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L3 Español

(4 periodos/semana)



Condiciones de admisión

Pueden escoger esta opción los alumnos que estudian español desde la S1, o bien los que poseen un nivel correspondiente a cinco años consecutivos de aprendizaje de esta lengua.

Es conveniente pedir la opinión del profesor de S5.

Objetivos de aprendizaje para el 3er ciclo (S6 – S7)

Al final del tercer ciclo el alumno debe ser capaz de:

1. comprender lo esencial de un lenguaje hablado más elaborado, pero claro, relativo a dominios de interés y a temas corrientes
2. leer, comprender y analizar textos literarios y no literarios
3. participar en una conversación sobre temas generales y en relación con la actualidad, y expresar reflexiones personales con una fluidez y una interacción suficientes
4. expresarse de una manera clara y detallada sobre una gran gama de temas y exponer sus opiniones y proyectos
5. Escribir textos claros y detallados, incluidos cartas, ensayos e informes que expresen puntos de vista o impresiones sobre una amplia gama de temas
6. manifestar un conocimiento ampliado del área cultural cubierta por la lengua meta, sociedad, temas de actualidad, literatura y su contexto, creación artística en general
7. servirse de una gama de códigos interculturales para responder a estereotipos culturales
8. tomar progresivamente la responsabilidad de su propio aprendizaje de una lengua
9. evaluar de manera crítica los recursos disponibles, y seleccionar los más fiables y adaptados para proyectos y públicos dados

Estos objetivos corresponden al **nivel B1+** del MCER (Marco común europeo de referencia para las lenguas).

Contenido

A partir de los conocimientos y de las competencias ya adquiridas en el segundo ciclo, al final del tercer ciclo el alumno debe haber conseguido:

- un conocimiento profundo de los diferentes registros del lenguaje y situaciones de comunicación,
- un conocimiento extenso del vocabulario incluido el vocabulario abstracto,
- un conocimiento de las estructuras gramaticales complejas,
- una utilización autónoma de los instrumentos de trabajo, incluidas las TIC,
- un conocimiento profundo de la cultura ligada a la lengua meta, incluido el estudio de la literatura,
- estrategias de aprendizaje autónomo de las lenguas y de la capacidad de evaluarse.

Es obligatorio leer una novela en S6 y otra en S7

Choice of courses for years 6-7

Evaluación:

en 6º curso:

La nota final es el resultado de la nota A (participación en clase) y la nota B (resultado de las tests y composiciones de fin de trimestre).

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** de 20 minutos o **una prueba escrita** de 3 horas.

La prueba escrita evalúa, principalmente, las aptitudes del alumno para la lectura, redacción y comprensión literaria. Estas competencias incluyen saberes culturales.

La prueba escrita se compone de tres partes:

1ª parte: comprensión lectora.

La comprensión lectora se evalúa por medio de un amplio abanico de tareas sobre diversos documentos: preguntas de elección múltiple, de tipo dicotómico ("verdadero o falso" "si / no") y de tipo semi abierto o abierto (completar frases o textos, ejercicios de relación, preguntas de respuesta sucinta, reescritura de un texto, etc.).

2ª parte: producción escrita.

Para permitir la evaluación de las habilidades y destrezas de los alumnos en la producción escrita, deberán redactar un texto de tipo práctico (nota crítica, artículo de periódico, correo oficial, etc.) y un texto de tipo creativo (historia corta, diálogo, diario personal, poema, etc.).

3ª parte: comprensión de un texto literario.

Son obligatorias dos obras, una en 6º y otra en 7º.

Para permitir la evaluación de la comprensión de las obras y de la respuesta personal, los alumnos deberán redactar un ensayo, un análisis o una crítica de la obra. Podrán elegir una de las dos obras.

En la **prueba oral** el alumno demuestra la comprensión de un texto no literario que no se ha estudiado en clase, expresa su comprensión y su punto de vista personal sobre una de las dos obras de lectura obligatoria y participa en una conversación guiada.

Las competencias del alumno se evalúan de acuerdo con los siguientes criterios: contenido, eficacia de la comunicación, precisión y fluidez de la lengua.

Las tres partes de la prueba oral evalúan:

1ª parte: comprensión lectora

2ª parte: interacción oral

3ª parte: comprensión de un texto literario. Preguntas sobre una de las dos lecturas obligatorias (en S6 y S7) a elegir.

Choice of courses for years 6-7

L4 Español

(4 periodos/semana)

Condiciones de admisión

Pueden escoger esta opción los alumnos que estudian español desde la S4, o bien los que poseen un nivel correspondiente a dos años consecutivos de aprendizaje de esta lengua.

Objetivos

El objetivo fundamental en 6^º y 7^º es profundizar y enriquecer las competencias adquiridas en los dos años precedentes:

- práctica de la expresión oral sobre temas de interés general,
- desarrollo de la comprensión escrita y oral,
- mejora y desarrollo de la expresión escrita,
- enriquecimiento del vocabulario, consolidación de las estructuras sintácticas y mayor corrección en la ortografía,
- enriquecimiento del conocimiento de la cultura hispánica.

Estos objetivos corresponden al **nivel A2+** del MCER (Marco común europeo de referencia para las lenguas).

Contenido

- Trabajo destinado a enriquecer el vocabulario, a mejorar la sintaxis y la ortografía.
- Conocimiento de las tradiciones, costumbres y modos de vida de los diferentes países hispanohablantes.
- Conocimiento de los diferentes registros de la lengua dependiendo de los diferentes auditores y situaciones.
- Trabajo sobre documentos de naturaleza diversa: artículos de prensa, obras completas breves, grabaciones, películas, videos, etc.
- Preparación a la expresión oral continua y en interacción mediante entrevistas, debates, presentaciones....
- Ejercicios diversos para la práctica de la expresión escrita: cartas, respuestas cuestiones de comprensión sobre un texto, escritura de textos narrativos o argumentativos...

Evaluación

en 6º curso:

La nota final es el resultado de la nota A (participación en clase) y la nota B (resultado de las tests y composiciones de fin de trimestre).

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** de 20 minutos o **una prueba escrita** de 3 horas.

La prueba escrita se compone de:

- comprensión escrita: Se evalúa a partir de preguntas de diferente tipo (preguntas de elección múltiple, rellenar huecos, "verdadero o falso", etc.) sobre dos textos (uno literario y otro no literario). (60% de la nota)
- expresión escrita: dos redacciones de aproximadamente 200 palabras. Será posible elegir entre tres opciones. (40% de la nota).

La prueba oral consta de dos partes. La primera parte (competencia de lectura) consiste en un análisis de un texto no estudiado en clase. Varias preguntas ayudan al alumno a exponer las ideas contenidas en el mismo y a continuación mantener una conversación con los examinadores. La segunda parte permite evaluar la capacidad del alumno de expresarse oralmente de manera continua e interactuar con los examinadores. Se realiza a partir de fotografías sobre temas estudiados en clase.

Choice of courses for years 6-7



L4 Italiano

(4 periodi settimanali)

Condizioni di ammissione

Questo corso opzionale può essere frequentato da allievi che hanno seguito le lezioni in s4 e s5, oppure da allievi che sono in grado di superare un esame di idoneità.

a) Obiettivi

Condurre gli allievi a un'espressione scritta ed orale, corretta ed efficace, sviluppare la loro capacità di comprensione ed interpretazione e dimostrare la propria conoscenza della cultura del paese.

b) Contenuti per le classi s6 e s7

- Ripresa e consolidamento delle strutture morfo-sintattiche acquisite in s4 e in s5 (regole di pronuncia, intonazione e ortografia);
- estensione del lessico (sinonimi, campi semantici...);
- lettura ed analisi di testi letterari e documenti contemporanei (tratti dalla radio, dalla televisione italiana o dalla stampa, dibattiti riguardanti argomenti di attualità permanente, servizi giornalistici o interviste, film, canzoni, ecc.);
- riassunti, schematizzazioni, commenti, composizioni in riferimento a uno o più argomenti di attualità e di cultura generale;
- ricerche individuali sulla cultura del paese usando varie risorse comprese le TIC;
- lettura di un'opera di narrativa contemporanea (lettura semplificata o racconto breve).

c) Valutazione

Si attribuisce un voto A sulla base dei compiti scritti svolti 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 (3 ore) in s6, della prova parziale di gennaio in s7 (3 ore).

Ai fini del conseguimento del baccalaureato gli allievi possono presentare questa opzione o allo scritto (3 ore) oppure all'orale.

La prova scritta di Baccalaureato si compone di due parti:

Prima parte: comprensione scritta (60%)

La comprensione scritta viene valutata per mezzo di domande chiuse (scelta multipla, vero / falso, ecc.) che vertono su un testo sconosciuto.

Possono essere utilizzati vari testi, letterari e non letterari, tratti da: giornali e riviste, opuscoli, guide di viaggio, formulari, lettere, materiale pubblicitario, poesie e canzoni, estratti da romanzi e storie brevi. Tali testi possono includere immagini, riquadri di fumetto, foto.

Seconda parte : produzione scritta (40%)

Per valutare le abilità di scrittura, gli alunni dovranno redigere due testi di carattere funzionale (lettere personali / informali, messaggi, note, e-mail, blog, giornale / diario personale, ecc.).

La prova orale deve valutare le abilità di interazione e di presentazione di un argomento.

L'allievo estrae a sorte un testo e un'immagine, documenti sconosciuti ma relativi ai temi fondamentali studiati in classe. L'esame consiste in due parti: comprensione scritta e produzione e interazione orale.

L'allievo presenta le idee del testo e prepara una presentazione di 4/5 minuti basata sull'immagine e sul tema generale. Nella seconda parte viene anche valutata la capacità dell'allievo di interagire in una semplice conversazione con gli esaminatori.

Choice of courses for years 6-7



Latin (4 periods/week)

Objectives

- To consolidate the grammatical and linguistic expertise pupils have acquired since the S2.
- To expand pupils' historical, political, and literary familiarity with the ancient world.
- To develop pupils' expertise with the art of translation and interpretation of Latin texts.
- To prepare pupils for the baccalaureate examination in Latin.

Content

- Deepening of pupils' linguistic skills.
- Analysis and translation of original Latin works of different genres.
- Interpretation and understanding of the sociocultural and historical contexts of antiquity.
- Specific programmes:
 - Study of works of history (e.g. Tacitus, Livy), philosophy (e.g. Seneca, Cicero), poetry (e.g., Virgil, Ovid), and rhetoric (Cicero).
 - Preparation of an array of set texts by a particular author or on a particular theme, set for all classes of the EES (first semester); preparation of the Pensum Europaeum, a set of texts by an author or on a particular theme set for all the European Schools for the baccalaureate (second semester).

Evaluation

S6:

- 2 A marks (written work and class participation)
- 2 B marks (semester examination)
- C mark (final note consolidating the 2 A and 2 B marks)

S7:

- first semester
 - o A marks, fall and spring semesters (written work and class participation)
 - o B mark, fall semester (3-hour written part examination in January, covering harmonised texts of the EES)
 - o Preliminary mark for first semester = A + B marks for first semester
- second semester

Baccalaureate examination, 3-hour written examination, comprising: analysis of a seen text or texts from the Pensum Europaeum; an essay on a comprehensive theme integrating subjects from the Pensum with a wider field of analysis; and translation of two unseen texts, one short (e.g. a proverb, an inscription), one more substantial and related to the Pensum in author or theme.

Choice of courses for years 6-7

Art (2 periods or 4 periods/week)

2-period art option:

This course is open to all pupils, including those who did not take the Art option in S4-5. This course is not subject to an examination at the baccalaureate.

Marking is based on the general work done in class. Evaluation is continuous, without set examinations. The teacher will choose the evaluation methods.

4-period art option:

The 4-period course requires a higher level than the 2-period complementary course.

In the 6th year, the themes treated will be chosen in consultation with the pupils; for example, "identity", "political art", "words and writing in art", etc.

The theme for the 7th year will be chosen together by the art teachers of the European Schools and will change every year. Examples of past themes: "Age and Decline", "Art and Sciences", "Travel", "Shadow and Light", "Food".

About a quarter of class time will be devoted to theory, always linked with practice. The history and theory portion of the course will mainly treat artists and artistic trends of the 19th, 20th, and 21st centuries.

Practice will draw on multiple techniques (painting, drawing, photography, engraving, installation, etc.) and will lead the pupils in the direction of increasingly autonomous and personal work.

The baccalaureate examination will require the production of an artistic piece. It consists of a preparation time of 4 class periods, and a practical examination (with a short written analysis of the work) of 5 hours.

Note for 4-period art option:

Pupils may not begin the study in S6 of an option that they have not taken in S4 and S5, except in the case that they can show a sufficient level in the subject successfully to follow the programme in S6 (Document 2010-D-246-en, p. 81).

Choice of courses for years 6-7

Biology

(2 periods/week)



OBJECTIVES

- a) This course was originally designed for students with a literary, linguistic or artistic bias in their studies who have an obligation to follow at least one scientific subject up to the baccalaureate. Nevertheless, students taking advanced physics and/or chemistry frequently choose this course as a complement and so the course is sufficiently flexible that the teacher can adjust the topics and level to fit the particular class of students.
- b) The content of this course has been designed to allow the teacher to treat a selection of important and interesting problems in depth.
- c) This course is intended to develop in students the ability to express their ideas, using scientific vocabulary and outlook in written and oral work.
- d) This course frequently deals with biological themes in conjunction with other subjects such as philosophy and history.

OUTLINE OF THE COURSE

In year 6, teacher and pupils together choose from themes among:

- 6.1 Nutrition: composition and role of nutrients, diets and food preservation.
- 6.2 Health: diseases, transmission, defence and hygiene.
- 6.3 The relation between humans and the environment: nerves, hormones, behaviour, action of medicines and drugs
- 6.4 The impact of humans on nature: population growth, agriculture, industry, water purification

In year 7:

- 7.1 The cell: evolution and structure
- 7.2 Genetics: classical, molecular, and human.
- 7.3 Evolution: evidence, theories and evolution of humans

TESTS / EXAMINATIONS

Two 1 period tests each semester.

Choice of courses for years 6-7

Biology

(4 periods/week)



Admission:

Pupils choosing this option should have been successful in the S4-S5 compulsory course and be prepared to take on a greater degree of complexity in content and approach, including mathematical competences. The 4-period biology course is designed for pupils with an interest in studying the science at a more advanced level, whether for personal interest or as preparation for university studies in biology, medicine, or other scientific disciplines. Pupils also have the option of enrolling in the 2-period complementary laboratory course for advanced biology.

Objectives

- This course is designed to prepare pupils for a wide variety of biology-related STEM studies (science, technology, engineering, and medicine).
- The course will also be of value for pupils planning studies in fields such as psychology, journalism, or law, providing useful competences and a fundamental education in biology.
- The course emphasizes the application of scientific approaches and methods to a wide variety of biological topics, drawing extensively on physics and chemistry as well.
- The course emphasizes connections and applications of biological concepts to everyday life.

Content

S6: 6.1. Cell Scale - *Cells as the fundamental organising units of organisms. The fundamentals of biochemistry. In-depth study of three crucial aspects of life at the cellular scale: membranes, enzymes, and energy transfer.*

6.2. Human Scale – *How the nervous system coordinates and controls the actions and interactions of vertebrates, including humans. The brain as the location of learning, memory, and consciousness.*

6.3. Time Scale – *Consideration of biological phenomena over two time scales:*

- *The scale of individual reproduction and inheritance.*
- *The scale of evolution.*

6.4. Planet Scale – *An introduction to ecological theory, practice, and modelling. Repercussions of human effects on ecologies at scales from local to global.*

S7: 7.1. Cell Scale – *Building on the basics from 6.1 to give an overview of the fundamental metabolic pathways of energy transformation and protein synthesis.*

7.2. Human Scale – *Defending the integrity of the self against threats from within and without. Disease as a phenomenon of populations, and how it can be combatted.*

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

- *Interplay between genetics and development*
- *Mathematical modelling of evolution: population genetics*

7.4. Planet Scale – *Ecosystems analysis, modelling energy and matter flows, and application to human issues (e.g., anthropogenic climate change, pollution, sustainable agriculture).*

Evaluation

A mark: tests, lab reports, presentations, projects, homework, etc.

B mark: in S6: a three-period written examination at the end of each semester.

Baccalaureate: a three-hour written examination at the end of the first semester. Pupils may take either the three-hour written baccalaureate examination in June or, if they have three or more 4-period options, they may take the June examination as the third oral examination.

Choice of courses for years 6-7

Biology Laboratory

(2 periods/week)



OBJECTIVES

This course is only open to students who have chosen the 4 period biology option. It follows the same syllabus but adds an important practical element. Students will develop practical skills, discover biological principles for themselves, and practice writing laboratory reports.

SOME POSSIBLE INVESTIGATIONS

In year 6

Amino acid chromatography
Gel electrophoresis and DNA fingerprinting
Behaviour experiments
Stimulus reception in Man
Enzyme action
Temperature and pH sensitivity in enzymes
Ecological sampling techniques
Use of classification keys
Microscopic observations of cells and tissues

In year 7

Osmosis and diffusion
Factors affecting photosynthesis
Isolation of chloroplasts and an investigation of the Hill reaction
Extraction and chromatography of chlorophyll
Respiration in Man
Fermenter technology
Basic microbial techniques
Genetics experiments with *Drosophila melanogaster*
Analogous and homologous structures in vertebrates

TESTS / EXAMINATIONS

One test per semester.

Choice of courses for years 6-7

Chemistry

(4 periods/week)

Admission requirements

This course is open to all students who have a keen interest in chemistry and have successfully completed the chemistry course in S5. As a guideline, the S6 chemistry 4 period option is not recommended for students who have not achieved an average of at least 8 out of 10 for the S5 chemistry course.

Course objectives:

The purpose of this course is to provide a solid and in depth basis in chemistry in order to prepare students for higher scientific studies.

Content

The S6 and S7 chemistry syllabus is ambitious and covers a wide range of topics at a very good level.

S6 Syllabus

- Structure of the atom (Hund's rule, the Pauli principle, atomic orbitals ...)
- Chemical bonds (theory of hybridization, VSEPR theory ...)
- Thermochemistry (enthalpy, Hess law and Born Haber cycle ...)
- Chemical kinetics (activation energy and catalyst ...)
- Chemical equilibrium (equilibrium constant, Le Chatelier's Principle ...)
- Organic chemistry: hydrocarbons (optical isomerism, inductive and mesomeric effects, Law Markovnikov ...)

S7 Syllabus

- Acids and bases: (pH, acid and weak base, K_a , K_b , pK_a , pK_b , titrations ...)
- Electrochemistry (redox reactions, oxidation number, batteries, electrolysis, corrosion, titration)
- Organic chemistry: alcohols, aldehydes, ketones, acids, carboxylic acids, esterification, polyesters, aspirin, carbohydrates, fats, soaps and detergents, amines, diazo dyes, amides, polyamides, amino acids, peptides and polypeptides, reaction mechanisms ...

Evaluation:

In S6 :

A Mark : continuous assessment (tests, lab reports etc)

B Mark: exam at the end of each semester

In S7 :

A Mark : continuous assessment (tests, lab reports etc)

B Mark: PREBAC exam at the end of January and exam (either written or oral) in June (for those who choose this as an option).

Choice of courses for years 6-7

Chemistry Laboratory

(2 periods/week)



Admission:

The course can only be chosen by those students who are taking the 4 period Chemistry option. It is intended for those who particularly enjoy practical work and want to consolidate and deepen their chemistry knowledge. The course is delivered in one of the working languages.

This course is highly recommended for students who wish to pursue chemistry in higher education.

Aims:

The purpose of this course is to consolidate, deepen and complete the topics studied in the 4 period chemistry option through experimental activities.

Content:

Experimental work is centred on the topics covered in the 4 period chemistry option, as well as activities that address techniques (e.g. conductivity, chromatography, spectrophotometry etc.) that are not or perhaps little studied in the normal syllabus.

Experiments are regularly undertaken with the aid of computers, which facilitate the performance of the laboratory, as well as the analysis of the results obtained.

Assessment:

A Mark: Regular assessment of experimental practices and reports of students.

B Mark: Practical test at the end of each semester.

Choice of courses for years 6-7

Economics (in L2)

(4 periods/week)

Admission:

This course may be taken by pupils who have achieved satisfactory marks in economics in years 4 and 5. It will be taught in the pupil's working language.

Aims:

This course is designed to teach students to:

- express themselves orally and in writing in a technical vocabulary;
- describe and analyse various types of economic sources (statistics, theoretical academic articles, press coverage, etc.);
- put current economic questions into a theoretical (micro/macro) perspective;
- construct inductive and deductive arguments.

Content:

In year 6

- Empirical study of theories of consumer and producer strategies;
- Empirical and theoretical study of market functions (fundamentals of microeconomics and imperfect competition);
- Business strategies, limits of markets;
- Economic cycles and the fundamentals of macroeconomics (PIB, income, consumption, savings).

In year 7

- Money, monetary and financial systems (European and international);
- Study of current economic questions: inflation, unemployment, growth and development, cycles and crises, international trade and globalisation.

Evaluation:

In year 6

A written examination of 3 periods at the end of each semester for the B mark; ongoing assessment for the A mark.

In year 7

An examination of 3 hours at the end of the first semester for the B mark (prebac).

Ongoing assessment for the A mark.

If chosen, a written examination of 3 hours for the baccalaureate.

For more information, please contact Mme Desbrugères.

Choice of courses for years 6-7

Introduction to Economics

(2 periods/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 may 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 matter of economics to students who have not chosen it as a full option.
- To develop analytical skills in the formulation of arguments and the use of statistical data.
- To raise awareness of current economic issues.
- To develop the ability to express oneself using technical vocabulary.

Content:

- A general introduction to economics and its principles. - The circular flow of income.
- Money and the banking system.
- Markets and the determination of prices.
- The role of the state.
- Analysis of the basic economic problems of trade cycles, inflation, unemployment, and economic growth.
- International trade and exchange rates.

Tests/Examinations:

6th/7th Years 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, pupils may contact Mme Desbrugères.

Choice of courses for years 6-7

Geography (2 periods/week, in L2)

Admission:

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

Objectives:

This course will cover a wide range of knowledge, skills and competences as applied to the major themes of human, economic and physical geography.

The course provides only a limited level of preparation on the field of geography and related courses at university level.

Content:

The Sixth Year programme considers five major themes:

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

The Seventh Year programme focuses on the geography of the European Union. The main themes include:

- **Europe and the European Union:** evolution of the EU, EU institutions, enlargement, current challenges and opportunities, European identity.
- **A natural environment increasingly modified by humans:** European landscapes, sustainable development, renewable energies, climate change.
- **Europeans today:** population, migration, demographic evolution, urban networks, urban landscapes.
- **The EU's economic sector in change:** agriculture and the CAP in Europe today, transport, tourism, industrial innovation, EU regional policies, global trade and development aid, European regional development.

Assessment:

In years 6 and 7: The A mark is based on written assignments set by the teacher as well as oral participation in class. The B mark is based on four tests set at regular intervals throughout the year.

Pupils may take the oral examination at the baccalaureate as the required examination in the L2.

Choice of courses for years 6-7

Geography (4 periods/week, in L2)

Admission:

The student should have achieved an above average grade in Geography in S5. 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. Solid mastery of the L2, both oral and written, is required.

Aims:

The course will cover a wide range of knowledge, skills and attitudes as applied to the major themes of human, physical and economic 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:

The **Sixth Year** programme consists of four main sections:

Section 1 – Managing the Earth’s natural resources: the use of natural resources change over time renewables & non-renewables, distribution of the earth’s resources and uses, exploitation methods, trade flows, dependency; advantages and disadvantages of renewable and non-renewable resources, geopolitics: accessibility to resources & conflict, sustainable development, world protocols and multilateral environmental protection agreements.

Section 2—The complexity of a global world

A. Development—a world with inequalities: measures of development and their limitations, classification and labeling of levels of development (colonialism, neo-colonialism, political instability, debt and structural adjustment, trade, demographics, infrastructure), causes of under-development (trade, import substitution, export-driven economy, fair trade, micro-credits, foreign aid); approaches to solutions (sustainable development, ending global inequalities, etc.); Sustainable Development Goals (SDGs): challenges & opportunities; world institutions monitoring development: IMF, World Bank, UNDP, NGOs, G7, WEF, etc.; case studies of regional development (NICs, emerging markets, sub-Saharan Africa, Andean countries).

B. Globalisation and its discontents: Globalisation, global interdependence, positive and negative effects of globalisation and its consequences, role of the world economic development & trade institutions, Asia as a global superpower; global cities & urbanization, global players, NGOs, organizations, terms of trade, international division of labor and NIDL, transnational issues, footloose industries, outsourcing, specialisation, etc.; alternative proposals or views: ‘alter-globalisation’, anti-globalisation movement, anti-capitalism and economic neoliberalism, condoning third world debtor countries, anarchism, etc.

Choice of courses for years 6-7



Section 3—Physical geography & human activity: environmental threats and risk management.

Case study of the Himalayas, geology, climate & climate types, human activity; definition of environmental hazards and hazard management, natural or physical risks in the world, industrial/man-made risks in the world, risk assessment & management.

Section 4—Geographical methods: This module covers a wide variety of tools used in geography including advanced map reading, the interpretation of aerial photographs, graphical techniques, mapping techniques, statistical methods and fieldwork. The teaching of this module is integrated into the other modules rather than being taught on its own.

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

- **The European Union – Issues and challenges:** Evolution of the EU and its impact, EU institutions, transport policy and EU enlargement/widening, energy policy and sustainability, CAP policy and sustainability, EU regional policy and inequalities within the EU.
- **The natural environment of Europe** – physical advantages and disadvantages of Europe’s location, Europe’s physical regions, the Alpine region & landscape, European climates and their impact on human activities in Europe
- **Europeans** – population, migration and urban landscapes: issues and challenges ahead
- **Economy of the EU**—agricultural practices in Europe today (intensive versus extensive farming), industrial innovation in Europe (car industry and hi-tech industrial areas, science parks), tertiary sector (case studies on retail sector and mass tourism in Europe).

Assessment

In years 6 and 7:

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

The ‘A’ mark is based on exercises set by the teacher as well as oral participation in class. The ‘B’ mark 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 baccalaureate examinations.

Choice of courses for years 6-7

History (2 periods/week, in L2)



Admission:

This course is obligatory for all pupils not having chosen the 4-period history option.

Aims:

The course treats the same subjects, with the same approaches, as the 4-period history course. Since there are fewer hours of teaching, the subjects are treated in less detail and the standards for evaluation are less demanding.

Evaluation:

In year 6: The A mark is calculated on the basis of oral (class participation and presentations) and written (tests, research projects) work. Pupils carry out a required individual research project in the first or the second semester. The B mark is the average of two 1-period tests of 45 minutes taken during the semester, for an annual total of four B tests.

In year 7: A and B marks are calculated as in year 6.

Pupils may choose history 2p as a subject for oral examination in L2 at the baccalaureate.

Choice of courses for years 6-7

History (4 periods/week, in L2)

Aims: A good knowledge of history is necessary to understand the structures of the societies we live in and the geopolitical developments of modern society. History brings us into the past, allowing us a critical distance. Pupils learn to understand how societies have responded to similar challenges in different ways, whether political, economic, social, or cultural. These skills lead not to judgement, but to comparison among different cultures, political systems, and national traditions. The study of history is thus fundamental to the education of European citizens, conscious of their heritage, capable of critical judgement, and able to contribute their best to the modern world.

Conditions for admission: Pupils wishing to enroll in History 4p should have earned above-average marks in history and have a real interest in contemporary political history. Solid mastery of the L2, both oral and written, is required.

Perspectives: The History 4 option is highly valuable for pupils intending higher studies in their L2. It is likewise excellent preparation for studies in history, political science, journalism, law, or economics. It is essential for pupils wishing to enroll in the *classes préparatoires* in France in literary or economic studies.

Content: The programme in S6 covers the period from colonisation to the Second World War. The main themes covered in S6 History 4p are:

- 19th century European colonialism and imperialism
- Europe transformed by the First World War
- Russia, Russian Revolution and the creation of the USSR (1917-1953)
- Dictatorship and democracy: Europe in the interwar years (1918-39)
- Europe and the Europeans in the Second World War
- Genocide in the 20th century
- Role of women in the 20th century

The course in S7 covers the period 1945-present. The principal themes covered in S7 History 4p are:

- Europe in the aftermath of World War II, 1945-1949
- Europe, Eastern and Western, 1949 - 1973
- Dictatorship to democracy, 1974-95
- The construction of Europe, 1945-present
- The Cold War and international relations since 1945
- China since 1949
- Decolonisation and independence since 1945

Evaluation:

In year 6: The A mark is calculated on the basis of oral (class participation and presentations) and written (tests, research projects) work. Pupils carry out an individual research project in the first or the second semester, comprising no more than 25% of the A mark for that semester. The B mark for each semester is the result of a term examination of 2.25 hours (3 periods); these examinations follow the format of the baccalaureate.

In year 7: The A mark is calculated as in year 6. The B mark results from a term examination of three hours at the end of the first semester, in the same format as the baccalaureate.

Choice of courses for years 6-7

ICT

(2 periods/week)



Conditions préalables à l'admission

Ce cours est ouvert à tous les élèves motivés pour approfondir ou acquérir des connaissances en informatique.

L'inscription à l'option ICT en S6 ne demande pas d'avoir suivi les cours d'informatique dans les années précédentes.

Objectif

Ce cours est destiné aux élèves qui souhaitent approfondir leurs connaissances et expérience dans le domaine ICT.

L'objectif de ce cours est donc de fournir une base solide sur des compétences hardware et software.

Contenu

Le cours est dispensé en langue française.

Les élèves améliorent leur utilisation de la suite de programmes Microsoft Office :

Base de données dans Microsoft Access,
Plaquette publicitaire dans Microsoft Publisher,
Macro dans Microsoft Excel,
Publipostage dans Word..

Ils apprennent des aspects basiques de la programmation, de la conception et développement web
Ils utilisent des outils graphiques d'images animées (création de GIF), d'images en 2 et 3 dimensions :
Photofiltre, gimp, Blender,

Ils acquièrent la pratique de montages de son (Audacity) , de video

Le cours fait un usage intensif de techniques avancées telles que connaissance de l'environnement réseau (adressage IP, masque de sous-réseau, partages..) ; montage et démontage d'une unité centrale ; Simulation de circuits électronique ; automatisme ; robotique : montage sur plaquette d'expérimentation et programmation de microcontrôleur (Arduino)

Des tests / Examens

Par un ou deux tests B d'une période par semestre

Chaque séance effectuée sur les ordinateurs est évaluée sous forme de test A

Les évaluations des tests B sont écrites en Anglais, Allemand et Français.

Choice of courses for years 6-7

Mathematics – Elementary level (3 periods/week)

Objectives

This course is designed for students where mathematics does not play an important role for their higher studies. Its objective is to help students understand the surrounding scientific and technological world without putting too much emphasis on either the theoretical or technical aspects of mathematics.

This course is normally preceded by the 4-period course per week in year 4 and 5.

Content

- **S6**
 - **Analysis**
 - Rate of change
 - Periodic modelling
 - **Statistics and probability**
 - Probability
 - Combinatorics
 - Random variables
 - Overview of models
- **S7**
 - **Analysis**
 - Exponential and logarithmical functions
 - Area under a graph
 - Integral calculus
 - **Statistics and probability**
 - Bivariate statistics
 - Random variables

Evaluation

Each year pupils have two compulsory written examinations, one per semester. Each written examination consists of two parts each; one without any technological tool and the other with a technological tool.

Choice of courses for years 6-7

Mathematics – Standard level (5 periods/week)

Objectives

This course is designed for students who will need mathematics for their higher studies (e.g., medicine, economics, science), and who would benefit from a solid foundation and good knowledge of both the theoretical and technical aspects of mathematics.

This course is normally preceded by the 6-period course per week in year 4 and 5.

Content

- **S6**
 - **Algebra**
 - Introduction to complex numbers
 - Sequences
 - **Analysis**
 - Introduction to real functions
 - Limits
 - Differentiation
 - Application of limits and derivatives
 - Exponential and Logarithms
 - **Geometry**
 - Vectors model for 2D space: equations of straight lines and applications
 - **Statistics and probability**
 - Combinatorics
 - Probability
 - Discrete distributions
- **S7**
 - **Algebra**
 - Complex numbers
 - Sequences: arithmetic and geometric sequences
 - **Analysis**
 - Study of real functions
 - Integration
 - **Geometry**
 - Vectors model for 3D spaces: lines and planes
 - **Statistics and probability**
 - Bivariate statistics
 - Continuous distributions

Evaluation

Each year pupils have two compulsory written examinations, one per semester. Each written examination consists of two parts each; one without any technological tool and the other with a technological tool.

Choice of courses for years 6-7

Mathematics – Further level (3 periods/week)

Objectives

Only students taking the 5-period course may choose this course. It provides an extensive knowledge of mathematics for pupils for whom this will play a significant and fundamental role (e.g. in pursuing pure or applied mathematics, scientific courses, or engineering degrees), be an asset for higher studies, and/or are passionate about mathematics. This course requires hard work on a consistent basis and students are trained to sort out problems of a higher degree of difficulty.

Content

- **S6**
 - **Foundations of mathematics**
 - Set theory
 - Vocabulary, reasoning and proof
 - Relations and functions
 - **Arithmetic**
 - Euclidian division and congruences
 - Prime numbers
 - **Algebra**
 - Vector spaces
 - Dimension of a vector space
 - Basic concepts of matrices
 - Operations on matrices
 - Systems of equations: Gaussian elimination
 - **Analysis**
 - Classical theorems

- **S7**

Two compulsory topics:

- **Algebra**
 - Finite-dimensional vector spaces and linear transformations
 - Determinants
 - Inverse of a non-singular (regular) square matrix
 - Systems of equations
- **Analysis**
 - Taylor and Maclaurin polynomials
 - Integration techniques
 - Differential equations

Two optional topics chosen by the teacher from a list of 28 possible themes.

Evaluation

Each year pupils have two compulsory written examinations, one per semester. Each of these examinations lasts 90 minutes.

For the Baccalaureate examination, the pupil has a 20-minute compulsory oral examination, preceded by 20 minutes preparation time.

Choice of courses for years 6-7

Music

(2 periods/week)



Preconditions for admission

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

Objectives

The main objectives are to develop

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

Content

In years 6 and 7

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

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.)

Choice of courses for years 6-7



Music

(4 periods/week)

Preconditions for admission

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

For students who have not taken music in years 4-5, a talk with a music teacher is obligatory before choosing the course. For those who have taken music, it is also advisable to talk to your music teacher first.

Objectives

The main objectives are to develop

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

Content - In years 6 and 7

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

BAC Examination

Pre-BAC (40% of overall mark):

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

BAC: (60% of overall mark):

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

Choice of courses for years 6-7

Philosophy (2 periods/week)

Preconditions for admission

All students who do not choose 4-period philosophy must enroll in the 2-period course.

The Philosophy 2-period course is designed for students to develop and understand their thoughts and ideas in order to communicate in a clear and precise manner.

Contents and objectives

Each theme begins with a question that suggests an approach to that theme:

- Epistemology : Perception, knowledge, truth
- Anthropology : Humans: cultural and moral beings
- Political and Ethical Philosophy: Society and politics

The students will be exposed to a number of philosophical works per year and introduced to the thought of major philosophers (ancient and contemporary).

The focus of the Philosophy course is the problems and objects of philosophical reflection and critical study. Several approaches will be used, such as:

- -the students' experiences and questions;
- -current events in the worlds of politics, society and science;
- -the systematic study of a philosophical or scientific problem;
- -the study of authors;
- -the history of philosophy;
- -myths, tales, popular wisdom.

Evaluation: The Baccalaureate.

Students may only opt for an oral examination.

The oral examination:

The students select a subject by lot (a text, a quotation, or a question), which is accompanied by questions. They will have 20 minutes to study and analyse the text and the questions, and to prepare a 20-minute presentation in front of the examination committee. The examination committee may then proceed to ask some questions related to the subject.

Choice of courses for years 6-7

Philosophy

(4 periods/week)

Preconditions for admission

This course is open to all students, from a variety of interests and backgrounds, but especially to those who are interested in formulating questions about the fundamental problems of human life, such as:

- What do I know? How do I know what I know?
- What is truth? Are there any universal or absolute truths?
- Who am I? Is man an integral part of nature, a cultural product, or a free agent?
- Why do I exist? What is the meaning of life?
- What are my duties? What can I hope for?

Nevertheless, there are some preconditions for admission:

- Excellent communication skills (oral and written);
- Capacity to understand complex texts and analyse ideas and propositions;
- Willingness and disposition to read and analyse texts, and to produce coherent arguments;
- Capacity for reflection and introspection.

Contents and objectives

The domains to be studied throughout the 2 year program are:

- 1st Semester of s6 : Epistemology
- 2nd Semester of s6 : Ethics
- 1st Semester of s7 : Political Philosophy
- 2nd Semester of s7 : Anthropology

The student is able to make links between his knowledge in philosophy, his culture and his personal experience. He will learn to:

- identify philosophical areas, linking them relevantly and with intellectual curiosity to the contemporary world
- link ideas, based on evidence, and diverse ways of knowing including the cross-cultural
- acknowledge the limits of human faculties and language
- dare to overcome egocentric, ethnocentric and stereotypical thinking
- acknowledge and understand ideas other than one's own
- critically appreciate the power of philosophical ideas, discourse, texts and other forms of human expression
- move from the concrete to the abstract, from the particular to the general, and vice versa
- develop an intellectual agility within discourse by freely using different registers, levels, voices and domains, etc.

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:

- define and rigorously use concepts and terminology of philosophy
- identify philosophical problems correctly
- explore, shape and sustain pertinent and sound responses to the problems
- recognise contradictions, dubious premises and invalid conclusions
- articulate a coherent and critical, sequential and progressive response which includes multi-perspectives
- exchange arguments and contra-arguments.

Choice of courses for years 6-7

The student will become more autonomous, developing an attitude that values:

- thinking independently and crafting ideas
- overcoming limiting illusions
- courage and empathy
- critical reflection
- the value of doubt, ambiguity and uncertainty
- the habit of investigating the essence and complexity of the world
- engaging in a dialogue, debate, etc

Evaluation: the Baccalaureate.

Students may choose from a written examination or an oral examination.

a. The written examination:

INSTRUCTION:

LENGTH OF THE EXAMINATION: 240 minutes (4 hours)

Philosophical text analysis and commentary:

You must respond to the compulsory question by constructing a coherent philosophical essay. You should express your point of view based on the philosophy that you have studied and on your personal, cultural experiences and academic knowledge.

You should establish links between the compulsory question and the text, and at least two of the four philosophical domains that you have studied. You can also freely use the other documents and the guiding questions.

Evaluation:

An overall mark of 10 will be given on the following evaluation criteria:

- The identification of key philosophical problem(s)
- The construction and justification of autonomous view
- The rational use of academic knowledge
- The degree of philosophical reflection and analysis
- The links between ideas and examples within at least two philosophical domains
- The links between the theoretical/conceptual, and contemporary experience, culture, etc.
- The relevant use of philosophical terminology

The subjects are the same for all the European Schools, in all sections.

b. The oral examination:

INSTRUCTION:

LENGTH OF THE EXAMINATION: 20'

Commentary of Philosophical text.

You must respond to the question by constructing a coherent philosophical presentation. You should defend your point of view based on the philosophy that you have studied and on your personal, cultural experiences and academic knowledge.

Choice of courses for years 6-7

You should establish links between the question and the text, and at least two of the four philosophical domains that you have studied. You can also freely use the other documents.

During the oral, the examiners can intervene to ask questions and develop different lines of thinking, to enable you to complete your presentation.

Evaluation:

An overall mark of 10 will be given on the following evaluation criteria:

- The identification of key philosophical problem(s)
- The construction and justification of autonomous view
- The rational use of academic knowledge
- The degree of philosophical reflection and analysis
- The links between ideas and examples within at least two philosophical domains
- The links between the theoretical/conceptual, and contemporary experience, culture, etc.
- The relevant use of philosophical terminology

Choice of courses for years 6-7

Physics (4 periods/week)

Admissions advice :

This course is open to all students with a particular interest in physics and who have successfully completed the 5th year physics course. As an indication, it is recommended that students should have achieved a minimum of 8 out of 10 in S5 physics if they wish to take this demanding option. It is strongly advised that this course be taken in conjunction with the 5-period maths option, as there is a high level of mathematical content.

Aims of the Course :

The purpose of this course is to provide a solid base of physics education, particularly for students who are planning to pursue a scientific subject at university.

Content :

The two year programme covers the following areas of physics:

- Mechanics (Newton's laws, the laws of gravitation, Kepler's laws ...)
- Electricity and Magnetism (electric and magnetic fields, electrical circuits, induction ...)
- Particle Movement (mass spectrometers, cyclotrons, accelerators ...)
- Mechanical waves (progressive and standing waves, resonance, Doppler effect ...)
- Wave optics (refraction, interference and diffraction ...)
- Wave-Particle Duality (photoelectric effect, the photon, Planck's constant ...)
- Wave behaviour of particles (particles and waves, diffraction, De Broglie ...)
- Atomic Physics (the Bohr condition, energy of the hydrogen atom...)
- Nuclear physics (radioactivity, $E = m.c^2$, binding energy, decay law ...)

Evaluation :

- *In S6* : A mark: continuous assessment B mark: Exam at the end of each semester
- *In S7* : A mark: continuous assessment B mark: Prebac in January
 - + Bac exam (written or oral) in June (for those who choose this option in their Bac)

Choice of courses for years 6-7

Physics Laboratory

(2 periods/week)



Admission:

This course is designed for students who have chosen the 4 period physics option. It is delivered in one of the working languages.

This course is highly recommended for students who wish to pursue physics in higher education.

Aims:

The purpose of this course is to consolidate, deepen and complete the topics studied in the 4 period physics class through experimental activities.

Content:

Experimental activities centred on the topics covered in the 4 period physics option are undertaken, as well as laboratories that focus on themes (e.g. optics, electrical and mechanical oscillations, thermodynamics etc.) that are not or perhaps little studied in the physics syllabus.

Regular computer-assisted experiments facilitate the performance and analysis of experimental results.

Assessment:

A Mark: Regular assessment of experimental practices and reports of students.

B Mark: Practical test at the end of each semester.

Choice of courses for years 6-7

Political Sciences

(2 periods/week)

Admission:

Any pupil may choose this course, but having a strong interest in politics and international relations or having experience in debate is desirable. It is taught in the L1, unless enrollment considerations make groups across sections necessary.

Aims:

The purpose of the Political Sciences course is to understand the values and norms underpinning political systems, to comprehend the elements that compose political theories, and to study the evolution of the diverse forms of political participation and their impact on today's globalised world.

This programme aims to make a significant contribution to the development of future European citizens, endowing them with a critical spirit and awareness of democracy as a political system, ready to play an active role in the 21st century world.

The Political Sciences course allows for the continuous links and correlations between Human Sciences subjects, especially: History, Philosophy, Geography, Economics and Sociology. As such, the course provides a more comprehensive and meaningful experience for the pupils, where they gradually become responsible learners, developing skills to take ownership of their own learning process. Pupils will find this subject useful during their civic life and also during further studies.

Contents:

In Year 6

- **European values:** democracy, peace, diversity, unity, freedom, inclusion, environment, justice, sustainable development, participation, respect, dignity, welfare, etc.
- **Democracy:** governmental institutions, constitution, Bill of Rights, citizenship & citizenship rights, human rights & responsibilities, civil rights, suffrage, voting & voting systems, election systems, referenda, types of representation, voter apathy, political parties, party systems, social media & the press, populism, political credibility, political elites, etc.
- **Role of the State:** state & nation states, sovereignty, national identity (e.g. citizenship/ residence; socio-linguistic identity), multiculturalism & integration, minority rights, separatism, decentralisation of power, governance, political economy (e.g. capitalism, markets, Keynesianism, neoliberalism, communism), globalization (geo-economics and geo-politics)
- **Political systems and regimes:** monarchy, republic, mixed regime, tyranny, etc.

In Year 7

- **European Union:** EU Institutions and decision-making (e.g. European Parliament, European Commission, European Court of Justice, etc.), supranational, federalism, sovereignty, the EU in the international stage, the future of the EU.
- **Ideologies:** conservatism, liberalism, socialism, communism, authoritarianism, totalitarianism, theocracy, religious fundamentalism, anarchism, nationalism, fascism, feminism, political ecologism, etc.
- **International relations:** regional & international organisations, diplomacy, international security, collective decision-making, bilateral & multilateral negotiations, philosophy of war & rule of law; economic, terrorist, cyber, nuclear, chemical, biological, artificial intelligence, religious, and ideological wars.

Evaluation for S6 and S7:

Formative assessment for the A mark.

Two assessments each semester for the B mark, which can be in written form or as an individual presentation, depending on the mode of assessment chosen by the teacher.

For further reference, please consult the official Political Sciences syllabus:

<https://www.eursc.eu/Syllabuses/2018-12-D-32-en-2.pdf>

Choice of courses for years 6-7



Sociology (2 periods/week)

Admission:

Any pupil may choose this course. It is taught in the L1, unless enrollment considerations make groups across sections necessary.

Aims:

This course gives pupils an overview of the chief aspects of social relations in developed societies.

Contents:

In Year 6

- Socialisation, social norms, rules, and values
- Social stratification, social groups, social classes
- Norms and deviations

In Year 7

- Culture, acculturation, models of integration
- Democratic ideals, inequality, social justice
- Political sociology: analysis of political life and behavior. Questions of political representation...

Evaluation:

One 1-period test each semester for the B mark. Formative assessment for the A mark.