



Ecole Européenne Bruxelles II  
Avenue Oscar Jespers 75  
B – 1200 Bruxelles  
[www.eeb2.eu](http://www.eeb2.eu)

# INFORMATION 4-5

Options and choices for the 4<sup>th</sup> and 5<sup>th</sup> year

## 2020-2022

(English version)



## Options and choices for the 4<sup>th</sup> and 5<sup>th</sup> year 2020-2022

The 4<sup>th</sup> and 5<sup>th</sup> years form a unit called the “pre-orientation cycle”. The curriculum of this cycle comprises a certain number of compulsory subjects and optional subjects.

All pupils have to study the following subjects:

<u>Compulsory subjects</u>	<u>Periods</u> (per week)	<u>Annotations</u>
L I (mother tongue)	4	
L II (1 <sup>st</sup> foreign language)	3	
L III (2 <sup>nd</sup> foreign language)	3	
History	2	g
Geography	2	g
Biology	2	
Chemistry	2	
Physics	2	
Physical Education	2	h
Religion / Ethics	1	g
	23	
Mathematics	4 or 6	b
	27 or 29	

Pupils must then select **4 to 8 periods** from the following subjects in such a way that the total number of weekly periods lies between a **minimum of 31 and a maximum of 35 periods per week** for all pupils.

<u>Optional subjects</u>	<u>Periods</u> (per week)	<u>Annotations</u>
Latin	4	f
Ancient Greek	4	f
L IV (3 <sup>rd</sup> foreign language) or ONL	4	f, i, j
Economics	4	f, g
Art	2	h
Music	2	h
ICT (Computing)	2	h

## Annotations

- a) **The choices for years s4 and s5 should be made very carefully.** The pupils' capacity and their work load because of possibly additional working hours, new languages etc. should be taken into account. **All the subjects** (with the exception of Religion/Ethics) **are promotion subjects!**
- b) **The choice of a subject commits a pupil for two years (for s4 and s5): (s)he cannot change, drop or add any subject as from the start of the 4<sup>th</sup> year.** However, a special rule applies for Mathematics: a pupil who has chosen the 6-hour Maths course can change to the 4-hour Maths course i) in the 4<sup>th</sup> year, at the end of the 1<sup>st</sup> semester or ii) at the end of the 4<sup>th</sup> year, subject to approval by the class Council (and on condition that (s)he will still have a minimum of 31 periods per week). **The deadlines for the written requests of change have to be respected:** For a change at the end of the 1<sup>st</sup> semester of the 4<sup>th</sup> year, requests have to be handed in before the beginning of the Christmas holidays. For a change at the end of the 4<sup>th</sup> year, requests have to be handed in preferably at the end of the 4<sup>th</sup> year, but at the latest before the end of the third week after the beginning of the school year in s5.
- c) With the exception of ONL, an optional course can only be organised if it is chosen by a sufficient number of candidates (**a minimum of 7 pupils**).
- d) With the exception of ONL, an optional subject started in the 4<sup>th</sup> year can be continued in years 6 and 7 up to the bac exam only if there are sufficient pupils (in s6 and s7, the minimum is 5 pupils).
- e) **Under normal circumstances, a subject not chosen as an option in years 4 and 5 cannot then be taken up in year 6.**
- f) As some of the options have to be timetabled concurrently, it will not be possible to provide all combinations, e.g. timetabling constraints make it impossible for a pupil to choose both Latin and Economics, or both L IV and ONL.
- g) The History and Geography courses are taught in the three working languages, in Language II (English, French, German), just as the Religion/Ethics and Economics courses (if chosen by a sufficient number of candidates). A pupil must follow this course in his/her 2<sup>nd</sup> second language.
- h) The Art, Music, ICT and Physical Education courses are taught to mixed language groups in one of the three working languages (English, French, German). For some pupils this may therefore be in their mother tongue, for others in one of the working languages, but not necessarily in the pupil's Language II.
- i) Any of the official languages of the European Union may be chosen, subject to having sufficient pupils to create the course and provided that the school has a suitably qualified teacher.

- j) ONL options run in Irish, Finnish and Swedish. They are not beginners' courses, but follow on from the ONL courses in years 1-2-3. There is no minimum number of pupils for the creation of these courses, which are protected for category I and II pupils of Irish and Finnish nationalities.
- ONL Irish: for Irish pupils in the English section.
  - ONL Finnish: for Finnish pupils in the Swedish section.
  - ONL Swedish: for Finnish pupils in the Finnish section.
- k) **General rule: If the school is obliged to organise a course with less than seven pupils, this will be done according to the official regulations**, in the best interest of the pupils and of the school organisation (e.g. by regrouping courses, by reducing teaching time etc.).
- l) **No request for change will be accepted after 8<sup>th</sup> May 2020!**

*The following document will be distributed at the end of January:*

European School Brussels II

Name: .....

Class: .....

### Choice of subjects for the 4<sup>th</sup> and 5<sup>th</sup> year

(Please hand in this form duly completed to the class teacher before 17<sup>th</sup> February 2020)

Compulsory subjects	
	periods per week
Language 1	4
Language 2	3
Language 3	3
History	2
Geography	2
Biology	2
Chemistry	2
Physics	2
Physical Education	2
Religion / Ethics	1
	<hr/> 23
Mathematics	4 <input type="checkbox"/> or 6 <input type="checkbox"/>

Options	
	periods per week
Latin	4 <input type="checkbox"/>
or	
Economics	4 <input type="checkbox"/>
<hr/>	
Language 4	4 <input type="checkbox"/>
<i>Please indicate which language:</i>	
<i>1<sup>st</sup> choice: .....</i>	
<i>2<sup>nd</sup> choice: .....</i>	
or	
ONL	4 <input type="checkbox"/>
<i>Please indicate which language: .....</i>	
or	
Ancient Greek	4 <input type="checkbox"/>
<hr/>	
Art	2 <input type="checkbox"/>
<hr/>	
Music	2 <input type="checkbox"/>
<hr/>	
ICT	2 <input type="checkbox"/>

↓

(Subtotal  
27 or 29)

+

↓

(Subtotal must be  
between 4 and 8)

=

(Grand total must  
be between 31  
and 35)

Having read the document "Options and choices for the 4<sup>th</sup> and 5<sup>th</sup> year", I understand that the above choice is binding for years 4 and 5. **No request for change will be accepted after 8<sup>th</sup> May 2020.**

Brussels, .....  
(Date)

.....  
(Legal guardian's signature)

## Written tests

### 4<sup>th</sup> year

**“B tests”**: Two tests of 45 minutes for each subject per semester; maximum of three tests per week; organised by the teacher concerned; lead to the B-marks.

### 5<sup>th</sup> year

Two series of written examinations will be organised (the first series for the first semester and the second series for the second semester). Each series will be concerned with examinations in compulsory subjects (“exams”) and optional subjects (“B-tests”). Special regulations are applied for Latin and the “Latinum Europaeum”.

#### a) **“B tests”** (1<sup>st</sup> and 2<sup>nd</sup> semester):

One test per semester (organised by the teacher concerned and leading to the B marks) for the following subjects:

- L IV, Economics (in L2), Music, ICT (time allowed 1 period)
- ONL, Art, Ancient Greek (time allowed 2 periods)

#### b) **“Exams”**:

##### 1<sup>st</sup> semester:

The first series of written examinations will be organised by the school and will be held during 5 school days in December. They will concern the following subjects:

	Time allowed (periods)
Language 1	3
Language 2	2
Language 3	2
Mathematics (6 periods)	3
Mathematics (4 periods)	2
Biology	2
Chemistry	2
Physics	2
History (in L2)	2
Geography (in L2)	2

The examinations will be assessed by the teachers who teach the class and lead to the B1 marks (1<sup>st</sup> semester B marks).

##### 2<sup>nd</sup> semester:

The second series of written examinations will be organised at the end of the 2<sup>nd</sup> semester (June) and will concern the same subjects with the same time allowed as in December. **They are harmonised** for each subject in each school.

The examinations will be assessed by the teacher concerned and lead to the B2 marks (2<sup>nd</sup> semester B marks).

### **Definition of harmonisation of the examinations**

The harmonisation is within each school. It involves questions and assessment criteria.

- **Languages 1:** “Harmonised examination” means identical examinations for each language where there are parallel classes and identical assessment criteria.
- **Languages 2:** “Harmonised examination” means examinations which have the same structure, assess the same competences and use the same assessment criteria for all Languages 2.
- **Languages 3:** “Harmonised examination” means examinations which have the same structure, assess the same competences and use the same assessment criteria for all Languages 3.
- **Science – Mathematics:** “Harmonised examination” means identical questions translated into the different languages for all the language sections and identical assessment criteria.
- **History:** “Harmonised examination” means questions on the same topics, assessing the same skills and set at the same level in the three working languages. Where there are parallel groups for one of the three languages, the questions must be identical for these groups.
- **Geography:** “Harmonised examination” means questions of the same type and of the same level in the three working languages. Where there are parallel groups for one of the three languages, the questions must be identical for these groups.



**The information given by the subject coordinators on the subjects where a choice must be made can be found on the following pages:**

## **Mathematics**

### ***Years 4 and 5***

*The Mathematics courses in these years continue to build up knowledge and skills acquired previously and prepare students for the Baccalaureate years ahead.*

*Each course contains an integrated, mixture of topics covering: numeracy, algebra, geometry, functions and their graphs, trigonometry, mensuration (areas, volumes etc) statistics and probability. In addition, vector geometry is studied in the 6 period course.*

*In terms of formal assessments, in the fourth year there are two B-tests per semester, whilst in the fifth year there are two end-of-semester examinations.*

*It is important that mathematicians in school use modern technology as they do in the outside world. As such, possession of a Computer Assisted System (CAS) graphing calculator is compulsory. Further details are available on the school website. It is used firstly to enrich each course by reinforcing and saving time on 'pen and paper' skills which are also acquired during the course. Secondly, it is used to model realistic data, which would be impossible to do otherwise. As the assessment process reflects the programme, its use is obligatory in about half of all formal assessments.*

#### ***6 periods per week course***

*This course is at a demanding level, which students who are stronger in mathematics are expected to choose. Most of whom would then be further expected to choose the 5 period course for the Baccalaureate.*

#### ***4 periods per week course***

*A less intensive course where topics are covered at a slower pace, giving students more time to consolidate understanding. All of the students on this course would then be further expected to choose the 3 period course for the Baccalaureate. If they do decide to choose the 5 period course then they must sit a test to demonstrate that they have the same level of knowledge and skills as able students doing the 6 period course.*

*Please consult your teacher about his/her opinion on which course is most suited to your abilities and needs.*

*For further details, see French version.*

# Latin

## Latin in years 4 and 5

*"One of the regrets of my life is that I did not study Latin. I'm absolutely convinced, the more I understand these eighteenth-century people, that it was that grounding in Greek and Latin that gave them their sense of the classic virtues: the classic ideals of honor, virtue, the good society and their historic examples of what they could try to live up to."*

David McCullough, Historian and author, on understanding the U.S. Founding Fathers.

## Why Study Latin? Why "not" Study Latin?!

Pause for thought: "Classics graduates remain the most employable graduates of ALL humanities subjects".

Why? Latin has been proven again and again to offer the following skills and benefits:

- It improves mental discipline.
- It provides a strong linguistic framework for the study of other languages, not only the romance languages but also inflected languages such as German.
- It improves a pupil's understanding of their mother tongue *and* their other languages through an appreciation of the roots of words derived directly or indirectly from Latin.
- It helps students to understand the importance of precision in sentence structure and selection of the right shade of meaning for different contexts.
- It increases verbal and scientific accuracy through the strong attention to detail required in linguistic and literary analysis.
- Improves students' ability to deal with complex data of different types simultaneously: linguistic, literary, cultural, and historical.
- Improves students' writing ability in all their other subjects because of the attention to detail.
- Establishes a strong linguistic framework for students who wish to go on to study in the sciences, law, and medicine.
- Allows students the opportunity to compare and contrast the culture and history of their own time with one that is both familiar and unfamiliar.
- The top students in Law and other Humanities subjects have invariably studied Latin to an advanced level.
- Students will acquire a greater understanding of the ancient influences on modern literature and history.
- Gives students a heightened awareness of ethical and moral values.
- It increases verbal scores in standard assessment tests, such as those now being offered by Cambridge and Oxford.
- Finally, Latin increases the chances of entry to good universities by as much as 20%.

### Course Aims and Objectives

Years 4 and 5 are intended to introduce students to more complex grammar and syntax of the Latin language, with a view to reading original texts (for example, Caesar, Cicero, Vergil, Catullus) by the end of year five. Students will acquire a basic knowledge of literary and rhetorical techniques to better equip them to analyse texts in Latin and in their other literary subjects. Finally, the course is designed to encourage students' understanding of the culture and history of the Roman world, and its impact on modern-day society.

### Scheme of Study

Four hours per week in years 4 and 5 leading to a final, **internationally recognised** exam (not offered by any other subject in the European Schools): the *Latinum Europaeum*.

See: [www.eeb2.eu](http://www.eeb2.eu) > Secondary > Study organization > Latin

## **Ancient Greek**

### Ancient Greek in Years 4 and 5

*In years 4 and 5 Ancient Greek is offered as one of a group of four options: Latin or Economics; Language IV or Ancient Greek. This allows the student should, s/he wish to choose to study both Latin and Ancient Greek in year 4. It also allows the Classics teachers to offer both Latin and Ancient Greek.*

### Why Study Ancient Greek?

*Pause for thought: "Classics graduates remain the most employable graduates of **ALL** humanities subjects".*

*Why? In a recent survey of why private school students still secured the best university places, the answer was because they continue to study 'traditional' subjects, notably Ancient Greek and Latin.*

- *Ancient Greek is an excellent companion to Latin.*
- *Ancient Greek improves mental discipline.*
- *Ancient Greek provides a strong linguistic framework for the study of other languages.*
- *Ancient Greek improves a student's grasp on their own language through a more thorough understanding of the roots of the legal, technical, and scientific vocabulary in everyday use.*
- *Ancient Greek improves verbal and scientific accuracy through the strong attention to detail required in linguistic and literary analysis.*
- *Ancient Greek helps students comprehend the importance of precision in sentence structure and the the selection of the right words to convey the intended meaning in any given context.*
- *Ancient Greek gives students access to some of the greatest and most influential works of western literature in their **original** language.*

- *Ancient Greek builds on the work started in Human Science in Year 3 on the geography, history, culture, and society of the Ancient World.*
- *Ancient Greek increases verbal scores in standard assessment tests, such as those now being offered by Cambridge and Oxford.*
- *Ancient Greek increases the chance of entering a good university by as much as 20%.*

### Course Aims and Objectives

*Years 4 and 5 take students who have not studied ancient Greek before from a basic understanding of the Greek alphabet, through the rudiments of grammar and syntax, to a position where they are able to read and translate simple ancient texts, for example Antiphon's Murder of Herodes.*

### Scheme of Study

*Four hours per week in years 4 and 5. Two B tests per semester in year 4 and One B test per semester in year 5.*

## **German - Language IV**

*The group of learners of German in year 4 is usually a mixed class composed of beginners of different nationalities. Since the students are rather experienced in learning languages, progress is fast and the approach is a somewhat international one. Most teachers speak English and French and so will be able to help in a language other than the target language. A modern, well-developed course book will be used together with supplementary didactic material.*

*The pupils will concentrate on the German language and the German-speaking countries and their culture in general. Introducing themselves, getting to know each other, family life, work and leisure, finding your way around etc. will be the topics dealt with.*

*A solid foundation in the basics of grammar and vocabulary will be acquired, so that the students will be able to communicate at a simple level. Spelling is very easy in German and therefore does not cause problems in general.*

*Listening and reading comprehension will be encouraged by listening to authentic recordings and by reading various texts. Thus the learners will improve their pronunciation and develop both oral and written skills to answer questions about stories they have listened to or texts they have read. Last but not least they will learn how to express their own opinion on various topics.*

*All in all, the pupils will get to know the language that is most people's mother tongue in Europe. Apart from that, the knowledge of German will be an undeniable career opportunity later in life.*

## **English - Language IV**

*This is a beginners' course for those who have no previous knowledge of the language, although 'false beginners' sometimes make up an element of the group. The class is designed to give students a solid foundation in the basics of English grammar, a bank of general purpose vocabulary and useful everyday expressions. Language IV classes in English are often quite small; this makes it possible for each pupil to speak and interact with the teacher to a greater degree than might be the case at other levels. A recognised course book is normally used in conjunction with supplementary material and simplified readers.*

## **Spanish - Language IV**

*This is a beginners' course for those who have no previous knowledge of the language, although 'false beginners' sometimes make up an element of the group. Even though pupils may be numerous, thanks to an active and participatory methodology and thanks to the pupils' knowledge of other languages, Spanish learners usually manage to communicate fairly rapidly. Teachers use a Spanish manual for foreign language learners and others tools such as oral and written texts from daily life, newspapers or books appropriate for the pupils' level, all of which serve as an introduction to Spanish culture. Audiovisual documents (DVDs, films, etc.) are essential. Debates, dramatisation activities, games, individual and group presentations enable pupils to practice their speaking skills.*

*The general objective is to acquire language and discourse skills thereby enabling the pupils to **communicate** in daily life situations.*

*The specific objectives are:*

- *Understanding oral and written texts.*
- *Using grammar structures relevant to the various communicative functions.*
- *Learning the vocabulary of the major communicative functions: introducing oneself, describing... daily life vocabulary: social relationships, shopping, housing...*
- *Expressing oneself orally and in writing without major difficulties in daily life situations.*
- *Introducing pupils to Spanish life and civilisation.*

*In short, this course is an introduction to an international language, the study of which can be continued into 6<sup>th</sup> and 7<sup>th</sup> years.*

## **Finnish - Language IV**

*The Finnish language is a member of the Finno-Ugrian language family, which is quite different from the Indo-European family of languages, to which e.g. English, French, German and Russian languages belong.*

*It is clear that a proper learning of Finnish vocabulary requires an effort.*

*The learners will be introduced to the most important structural features typical of Finnish.*

*A number of dialogues followed by grammatical notes will be practiced in order to learn written and spoken Finnish.*

## **French - Language IV**

*French L4 is a beginners' course although sometimes pupils who are not real beginners also choose it. French L4 is taught in small or very small groups, allowing a lot of oral practice and ensuring rapid progress. The fact that pupils already master three other languages facilitates the learning of their L4, especially as it has been freely chosen, purely for pleasure. The teaching material used includes a course book and/or a book of foreign language grammar exercises and also draws on other sources suitable for the level, age and centres of interest of the pupils. Being able to read, understand and write simple and varied texts is rapidly achieved.*

## **Irish - Language IV**

*The Irish language, now an officially recognised language of the European Union, is one of the oldest spoken European languages. It is quite different to other languages and requires an effort to learn.*

*The classes are given a solid foundation in the basic structures and will be encouraged to converse as much as possible with each other through the language, in class. Each student will be encouraged to stay in a 'Gaeltacht' at least once during their time studying the language and this should help to improve their oral and written skills.*

*Students are also given insights into Ireland's history and geography, as well as culture, music and literature.*

*The classes are usually small and this allows for a lot of individual attention and a greater chance to interact and dialogue with the teacher.*

*A recognised course book can be used as well as supplementary notes and short novels or stories.*

## **Italian - Language IV**

*This is a beginners' course for those who have no previous knowledge of the language (although «false beginners» sometimes make up an element of the class). The group of learners of Italian in year 4 is usually a mixed class composed of several different nationalities. The class is also designed to give them a solid foundation in the basics of Italian grammar, a bank of general purpose vocabulary and useful everyday expressions. A recognized course book is normally used together with supplementary material and simple readers. Listening and reading comprehension will be also improved by using other educational materials:*

- *Articles from newspapers, magazines and from the 5th year onwards, simple stories and novels.*
- *DVDs with audiovisual documents.*
- *Dedicate Websites*
- *Debates, individual and group presentations, roleplay simulations, etc.*

*Learning a language also means learning its culture and civilization.*

## **Dutch - Language IV**

*This course is designed for beginners. Theoretically these students have no concept of the Dutch language. However, some (living in Belgium for many years or having a Dutch parent) already have a good knowledge of Dutch (although often oral).*

*The aim of the course is the acquisition of the basic grammar, but especially to encourage students to speak the language with confidence.*

*The number of students in the 4th class is usually quite small. The advantage is more interaction between teacher and students, but also among students. The teacher will have the opportunity to address issues specific to each student or language group.*

*Material to be used:*

- *a text book and an exercise book*
- *a book about the basic grammar*
- *extra exercises*
- *articles from newspapers and magazines*
- *television shows and films*
- *novels.*

## **Portuguese - Language IV**

*The studies of Portuguese Language IV will give a general and realistic overview about the civilisation and culture Portuguese. The capacity of the communications might be the main aspect: to communicate for learning.*

### Organisation

*This is an option for the 4<sup>th</sup> and 5<sup>th</sup>, four hours per week.*

### Objectives

*The purpose of this course is particularly to encourage the students to speak the Portuguese with confidence, but also to favour the grammar rules acquisition.*

*At the end of the 5<sup>th</sup>, the students should be able of:*

- *To express in a language well adapted to the specific situations*
- *To apply the grammar rules during the realisation of a speech*
- *Understanding and well-writing long texts*

### Methodology to be used

*Those objectives will be achieved using the texts in order to develop the capacities of understanding, analyse and oral and writing skills.*

*Texts: books, magazines, public notice*

*Audio-visual material: video films and photo films*

*Reading a complete book as a minimum*

*It is necessary to point out that the Portuguese Language IV will be organize in small groups of students in order to guarantee a large oral participation and a big interaction between the teacher and the students.*

*At the end of the 5<sup>th</sup>, the students will be able to improve the Portuguese in the 6<sup>th</sup> and 7<sup>th</sup> or to change and move from the Language IV to the Language III.*

## **Swedish - Language IV**

*This is a beginners' course which can be studied for either two or four years. The class is designed to give pupils confidence in speaking and reading the language as well as giving them a solid foundation in Swedish grammar and vocabulary.*

*The classes are often small which allows for more individual attention.*

*A broad introduction to Swedish language and culture is given through the course book and other material such as newspaper articles, novels and videos.*



## **Economics**

*“Economics” is a 4 period per week option which is taught in the first foreign language.*

*The course introduces students to Economics and lays down the basis for more detailed study in the 6th and 7th year. The student will learn to use simple statistics, charts and graphs as economic tools.*

*In the 4th year the student will study the basic economic problem of scarce resources and limited means. They will look at the economy from the point of view of the individual, then as a household consuming goods and services. We examine the various ways of paying for these goods and services and then how goods and services are distributed to the population. At the end of 4th year we will look at markets and how price is determined by the forces of demand and supply.*

*The 5th year begins by looking at the production of goods and services eg. specialisation, division of labour, location of industry. The students will use simple accounts to show costs, revenue and profit. They will also study the stock market and set up their own shares portfolio on the internet.*

*We then introduce the students to macroeconomics; international trade, exchange rates (including the Euro), standards of living, national income, inflation and unemployment.*

*Throughout the course, students will be encouraged to use the internet to conduct research and get up-to-date information.*

*To study the 4-period option in 6th and 7th year, students must take Economics in 4th and 5th year.*

## Art

*The art course in 4th and 5th year will build on those skills and processes developed during the first three years. It is primarily for those students who have a keen interest in art and who wish to deepen their knowledge in the world of art, photography, architecture and design.*

*The essential goal remains the same: to develop the creativity and sensitivity of each student through practical work and research.*

### ***The fundamental points of art education in years 4 and 5:***

#### ***Practical work***

*Practical work in the art class will be based both on observation and imagination. Methods will include copying, transformation, adaptation, destruction/construction of existing images or other materials.*

*Previously acquired techniques are further developed, new techniques will be explored:*

- Drawing (observation, perspective, proportions, illustration,... with pastels, charcoal, ink, ...)*
- Painting (colour theory; gouache, acrylics, watercolour, ... on paper, wood, canvas,...)*
- Printing (stencils, linocut, engraving/intaglio,...)*
- Photography and computer graphics*
- 3D work (modelling, carving, montage, construction,...)*
- Design (posters, advertising, logos, packaging, lettering, layout, fashion, ...)*
- Architecture (drawing, construction, models,...)*

*Students will have the opportunity to experiment and practice with a variety of materials and techniques. From s4 and s5 onwards it is assumed that the pupils have acquired the basic skills and can now be given more room to explore and develop their own solution with less guidance from the teacher.*

#### ***Theoretical work: research and reflection***

*The integration of theory and practice becomes necessary at this level. The students must learn how to document and present their work and the work process as part of the task. This approach will facilitate the development of personal autonomy.*

*Students train their communicative and reflective attitude on their own results and works of art in general. This includes a descriptive vocabulary for the art specific aspects of the visual world. The analysis and interpretation of artworks leads to a deeper comprehension of art elements and methods.*

*From the 4th year onwards art history will become increasingly important. This means an introduction to artists and movements - but always linked to practical tasks.*

*A sketch- and workbook has the aim to encourage personal research and discovery. It is used like a working journal which reflects the student's interest in variety of fields and his/her research in connection with the work done in class. The workbook contains visual and written information, it includes the student's own sketches, photos, media experiments, and most importantly: it illustrates the creative process of the student.*

#### ***Art options in 6<sup>th</sup> and 7<sup>th</sup> year***

*In 6<sup>th</sup> and 7<sup>th</sup> year art can be chosen as a 4h option course that leads to a practical baccalaureate.*

*Furthermore two 2h complementary courses are given: Art History and Infographics (photography and computer graphics). So students that like to continue in the domain of art, design or architecture have the possibility to take up to 8 periods of art lesson per week.*

## *Music*

- *The curriculum for Years 4-5 is topic-based and builds upon the skills, knowledge and understanding that pupils have developed in Years 1-3.*
- *It reflects the principles that young people's musical learning should take place through musical encounters involving creating, performing and listening to music.*
- *In Years 4-5 students are asked to develop further their musical knowledge, skills and understanding in the context of in-depth studies of a range of musical genres, styles and traditions.*
- *This approach is based upon the belief that to gain a meaningful understanding of music one needs to be aware of its context, its history and its potential for future development.*
- *Topics included reflect the breadth and variety of music genres and traditions across the world and particularly a focus on European music in all its diversity.*

### ***Five topics and a final project***

- *Over the course of the two years students will study five topics from the list below (approximately one per term).*
  - *Music for film*
  - *Contemporary musical styles and cultures*
  - *Music for dance*
  - *Music for particular occasions*
  - *Musical theatre*
  - *European folk traditions*
  - *Music and voice*
  - *Programme music in the 19<sup>th</sup> Century*
  - *Composing during the last 100 years*
- *In addition there is a final project (approximately 25 hours of study time) which takes place in the second semester of Year 5.*
- *The content, form and organisation of this project should be chosen by the student, personalised and focus particularly on individual students' 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.*

# **Information and Communication Technology** **(ICT)**

## Organisation

*The importance of new media, and primarily computers, has been increasing steadily over the last few years. As a result, knowledge of computing has become a significant factor both for studies and working life.*

*We will offer ICT continuously from class 1 to class 7. ICT will be taught in one compulsory lesson per week for years 1 and 2, as a 2 lessons per week option in years 3,4 and 5 and as a complementary course of 2 hours per week in 6 and 7.*

**All courses are being held in English OR French.**

*In the long term, there will be courses for years 1 to 7 as follows:*

<b>Years</b>	<b>Type</b>	<b>Hours per week</b>
1 and 2	Compulsory	1
3	Option	2
4 and 5	Option	2
6 and 7	Complementary	2

## The do's and don'ts of ICT lessons

*The main task of the ICT lessons is to teach familiarity with the most frequently used program in simple terms «when do I have to press which button to do this or that?»*

## The syllabus

### General structure:

*Besides a basic introduction to the school operating system, Windows 10, at the very beginning of the ICT course, the whole syllabus is made up of modules which will be repeated in cycles in years 1-3, 4+5 and 6+7, becoming more and more sophisticated and complex in the later cycles.*

*In classes 5, 6+7 some additional items like programming, computer logics.*

*A basic module includes the following elements:*

- working with the Windows operating system
- Word processing with Word 2016
- Calculation with Excel 2016
- Graphics programmes (Paint / GIMP/Adobe photoshop,Flash)
- Desktop publishing programmes (Power Point 2016)
- Working with the Internet
- Programming (HTML / PHP / SmallBasic/ActionScript/Javascript)