



Information about the S4-5 Academic Programme *at École Internationale Mondorf-les-Bains*

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This phase of the learners' school life is called the Pre-Orientation Cycle at EIMLB as it follows the European Schools programme. It is the first time that they will be given an opportunity to make several decisions at the same time about their subject choices since not only are there compulsory subjects but also a number of optional ones are offered as well.

Note though that at the end of the school year, grades in all subjects will be taken into consideration when considering promotion to the year above, so optional subjects should be chosen carefully. Also, it is strongly recommended that learners and their families have an overview of the programme leading to the European Baccalaureate (at <https://www.eursec.eu/fr/European-Schools/European-Baccalaureate>) in order to understand the possibilities and constraints of S6-S7 choices following the options chosen in S4-S5. If you have any queries, please consult the Careers Coordinator, Mr Harris at: robert.harris@education.lu .

Curriculum

I - The Compulsory Programme

The core of the curriculum will consist of the following subjects together with their periods/week allocation:

Compulsory Subjects	Periods/Week
Mathematics	4 or 6
Language 1 (L1)	4
Language 2 (L2)	3
Language 3 (L3)	3
History (in L2)	2
Geography (in L2)	2
Biology	2
Chemistry	2
Physics	2
Physical Education	2
Life and Society (in L2)	1
Total	27 or 29

You will notice that the most significant changes in moving from S3 to S4 are:

- 1) Mathematics remains a compulsory subject, but learners have the choice of studying it for either 4 or 6 periods/week (4p Maths or 6p Maths). Please see below for the difference between these in the Optional Subjects Course Information.
- 2) Human Science is replaced by History and Geography but continues to be learned in Language 2.
- 3) Science is divided into Biology, Chemistry and Physics.
- 4) Art, Luxembourgish and Music become optional subjects.

For further details about these (as well as the optional) subjects, please take a look at: <https://www.eursec.eu/fr/European-Schools/studies/syllabuses>

II – The Optional Subjects

The following optional subjects of the curriculum with their periods/week allocation will be offered:

Optional Subjects	Periods/Week
Economics	4
Language 4 (L4, choices below)	4
Latin	4
Art	2
Information Communication Technology (ICT)	2
Luxembourgish	2
Music	2
Total for learners choosing 4p Maths	between 4 and 8
Total for learners choosing 6p Maths	between 4 and 6

You will find course information about the optional subjects at the end of this booklet.

Please note:

- 1) The L4 choice is between Spanish, Portuguese, Italian and German.
- 2) Latin is an option only for learners who have studied it in S3 and will be taught in French.
- 3) Economics and Music will be offered in L2 or, if not enough learners are interested, in French or English.
- 4) Art will be offered in L2 or, if not enough people are interested, in French.
- 5) ICT will be offered in L2 or, if not enough people are interested, in English.

Each optional course:

- commits the learner for two years: no change, addition nor reduction of options is possible from the beginning of S4.
- an only take place if it has been chosen by a sufficient number of learners.
- started in S4 can only be continued in S6-7 if there is a sufficient number of learners.
- may not take place for logistical reasons, but the school will try its best to avoid this situation wherever possible.

Assessment

Another change compared to S3 is that from S4 onwards, assessment is split into two sections and this will be indicated on reports (please see below):

- 1) The A-mark is a summary of grades awarded for the missions.

- 2) The B-mark is the (average, if appropriate) grade for designated B-Assessment (generally, but not always, timed, written tests/examinations). In certain subjects, it covers the learners' competencies acquired during an extensive period of time.

In S4, the B-mark for each semester is the average mark of the two B-tests taken during the semester. These two tests can be taken in a single period each, or one in a single period and the other in a double period.

In S5, for the first semester, the B-mark is the mark of the first semester examination (harmonised* or not) and for the second semester it is the mark of the harmonised* second semester examination.

*The same examination (except L1) across all language sections at EIMLB.

In addition, those learning Latin will take the Latinum Europaeum examination at the end of S5 (see Latin course information below).

The final, overall year grade, in a given subject reflects all the observations and results available to the teacher. It provides the basis to judge the progress and level of attainment of the learner. It is not necessarily an arithmetical average of the semester marks (two A marks and two B marks), but it may not be lower than the lowest, nor higher than the highest.

Grading Scale

At the end of each 1st semester, each learner receives a report containing comments and grades for each subject.

At the end of each academic year, each learner receives a report containing comments with the 2nd Semester and Year grades for each subject.

These grades are based on the table below:

Performance Indicator and Grade Descriptor	Grade
Excellent: Excellent though not flawless performance entirely corresponding to the competences required by the subject	9.0-10.0
Very good: Very good performance almost entirely corresponding to the competences required by the subject	8.0-8.5
Good: Good performance corresponding overall to the competences required by the subject	7.0-7.5
Satisfactory: Satisfactory performance corresponding to the competences required by the subject	6.0-6.5
Sufficient: Performance corresponding to the minimum of the competences required by the subject	5.0-5.5

Failed (Weak): Weak performance almost entirely failing to meet the competences required by the subject	3.0-4.5
Failed (Very weak): Very weak performance entirely failing to meet the competences required by the subject	0.0-2.5

Note that from S4 (up to S6), grades are now numerical and are awarded in increments of 0.5, for example: 7.0, 7.5 or 8.0.

Report Format

Report Period	Grades (High to Low)	Column 1 Grade	Column 2 Grade	Column 3 Grade
First Half-Semester, First Full-Semester, Second Half-Semester	10, 9.5, 9, 8.5, ... 0	A-mark	B-mark	
Second Full-Semester + Year		A-mark	B-mark	Year

OPTIONAL SUBJECTS - COURSE INFORMATION

This information is intended to help learners make the right choices. For more information, learners should contact the teacher concerned.

MATHEMATICS (4 or 6 periods/week)

Preconditions for registration

6p Mathematics

This course is intended for learners who are strong in mathematics. They may also envisage needing a solid foundation and deep understanding of the subject for later in their studies as this course aims to provide this. It is suggested to choose it only if their grade is at least a C.

4p Mathematics

This course is intended for learners who encounter difficulties in mathematics. Its purpose is to help learners to understand the scientific and technological world surrounding them with less emphasis on the theoretical aspects of mathematics. It is suggested to choose it only if their grade is at most a D.

Contents

Both Mathematics courses continue to build up knowledge and skills acquired previously and prepare learners 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 learned in the 6p Maths course.

Objectives

- Communication: Presenting reasoning and results using mathematical terminology and notation.
- Methods: Carrying out mathematical processes.
- Knowledge and comprehension: Demonstrating knowledge and understanding of mathematical terms, symbols and principles.
- Interpretation: Drawing conclusions from information, evaluating reasonableness of results and recognising own errors.
- Problem solving: Translating problems into mathematical symbols and reasons to a result, making and using connections between different parts of the programme.
- Digital competence: Uses technology appropriately and creatively.

Assessment

Assessing knowledge is done by written questions the learner has to respond to, whereas competences such as constructing explanations and mathematical communication are assessed by using open questions or other ways of assessing.

Guidelines for choice of S4-5 Mathematics Course

Unless the learner wants to maintain a broad spread of subjects (e.g. including Latin and L4) from S4 onwards (and then choosing 6p Maths takes them above the maximum 35 periods/week), the sole criterion for choosing this course is having strong competencies in Maths, even if other commitments mean they have a busy timetable (even up to 35 periods/week). The reason for this is that stronger learners can aim to be challenged by its rigour and will be frustrated by the slower pace of the 4p Maths course.

ECONOMICS (4 periods/week)

Economics will be offered in L2 or, if not enough learners are interested, in French or English.

Preconditions for registration

The Economics course is open to all S4 learners. It is a course for beginners in the subject. Those learners who want to take the Economics option in S6-7 must have taken the course in S4-5.

Content

In S4, learners start by studying basic concepts in economics, starting with resource allocation, scarcity, factors of production, as well as consumer and producer behaviour. The financing and legal structure of firms are also addressed. Later in the year, the concepts of demand, supply and market mechanism are looked at. S5 starts with market failures, the functions and creation of money and the role of the banks. In the second half of the year, the concepts of unemployment, price stability, economic growth and international trade are introduced.

Methodological and cognitive objectives

Economics in S4-5 emphasises the role and importance of economic issues in modern societies and has the principal objective of providing the learners with the basis for an understanding of the society in which they live, with a particular focus on the European Union. The learners develop an awareness of economic concepts and discover how to describe, interpret and apply these. They are given the necessary tools to cope with the concepts of economic change and the impacts on growth, development and the environment.

LANGUAGE 4 (4 periods/week)

Preconditions for registration

The Language 4 (L4) courses are open to all S4 learners. They are courses for beginners. Those learners who want to take the L4 option in S6-7 must have taken the course in S4-5.

Objectives

- Understand familiar words and very common expressions about oneself, one's family and one's environment, when the language is spoken slowly and distinctly.
- Read and understand short and simple texts, common documents.
- Take part in a simple conversation and formulate simple questions and answers on familiar and practical topics.
- Use simple phrases and phrases to describe people and things belonging to one's familiar surroundings.
- Write short, simple texts on familiar topics and fill out forms.
- Show a basic understanding of the cultural areas covered by the target language.
- Relate elements of one's cultural areas with some elements relating to the cultural areas of the target language.
- Discuss and implement basic strategies for language learning.
- Implement basic skills and tools for learning the target language.
- Know the culture related to the language that is being learned.
- Affirm the cultural identity of learners as European citizens open to other cultures.
- Strengthen the spirit of tolerance, cooperation and dialogue among all constituents of the school community.

By the end of S5 the learner should have acquired:

- A basic knowledge of pronunciation, intonation and spelling.
- A basic knowledge of vocabulary and common turns.
- A basic knowledge of morphology and grammatical structures.
- Use dictionaries and other learning tools, including ICT.
- A certain familiarity with the cultural area related to the target language.
- An approach to language learning strategies, including one's own approach.

Learning objectives are standardised with reference to the level of the Common European Framework for Languages (CEFR).

At the end of the S5, the level reached in L4 is A1. At the end of the S7, the level reached in L4 is A2+.

LATIN (4 periods/week)

The vehicular language will be French, ~~but this has not yet been decided.~~

Preconditions for registration

The course can only be chosen if the learner has studied Latin in S3. Those learners who want to take the Latin option in S6-7 must have taken the course in S4-5.

Objectives

- Develop knowledge of how a language works through declination and enrich language learning strategies.
- Develop a spirit of analysis and logic to translate long and complex sentences.
- Develop a knowledge of the history and culture of this first great European empire and raise awareness of the Greco-Roman heritage of our respective cultures.
- Bring the learner into close contact with the first masterpieces of Western literature.

Content

- Translation of various literary and non-literary texts (historians such as Caesar and Livy, poets like Ovid and Catullus and prose writers such as Cicero and Pliny).
- Study grammar and vocabulary to be able to translate a Latin text of medium difficulty and develop a better knowledge of Romance languages through etymology.
- Study the masterpieces of Latin literature and ancient art (architecture, statues and paintings) as well as the later creations they inspired up to our time (mythology inspires many contemporary artists).
- The methods of study are intended to be as interdisciplinary as possible.

The Latinum Europaeum

At the end of the S5, learners take the Latinum Europaeum assessment, which consists of a written examination of an unstudied text (that takes place simultaneously in all European schools) and an oral examination on the texts studied in S5.

A diploma attesting to four years of Latin studies is awarded to the learner who passes the exam. The Latinum Europaeum will be the first experience of an oral exam for a learner since it takes place under the same conditions as the European Bacculaureate.

ART (2 periods/week)

Art will be offered in L2 or, if not enough people are interested, in French.

Preconditions for registration

The art course is open to all S4 learners. Those learners who want to take the Art option in S6-7 must have taken the course in S4-5. It is suggested to choose it only if their grade is at least a C.

Content/program

S4: Offers a dynamic and diverse contemporary program in two semester themes:

1. From the real to the abstract: Transition from the vision of art as a means of faithful representation of reality, to an ideal of art as a form of communication of emotions and mood, intended to express the feeling of the artist and involve the sensitivity of the observer. Interdisciplinary approach: art and science, art and music.
2. Design: Product design/scenography/fashion/illustration and graphic design/photography.

S5: Offers structured themes, linked with contemporary art and architecture in two semester themes:

1. Land art, street art, installation
2. Architectural project

Methodological and didactic approach

In S4-5 it is assumed that learners have acquired the know-how to use basic graphic and pictorial techniques. They can therefore enjoy greater freedom to experiment, discover and develop their own solutions under the less prescriptive supervision of the teacher. They must learn to document and present the process of developing their work. This approach promotes the acquisition of learner autonomy, allowing them to reach the highest level required by the needs of the Baccalaureate. The purpose, objectives and criteria of each project will be explained from the start. Several examples will be chosen from several expressive means and presented, for learners to develop the possibility of using techniques other than conventional ones and to offer them new sources of inspiration. The theory will be incorporated into practice.

Learners will be encouraged to use a personal sketchbook to develop their own research and discoveries. It will be seen as an essential tool to make learners interested in different areas of exploration. It will contain visual and written information, sketches, photos and experiences showing their creative journey.

For practical implementation, projects will use conventional graphic and pictorial media, books and magazines, photographs, digital images, printers, scanners, projections, photocopies and so forth.

Assessment

The assessment of learners is based on their ability to:

- Use the elements of the artistic language and apply them appropriately and experimentally;
- Present their works in a personal and expressive way;
- Apply theoretical knowledge to practical work;
- Solve complex and abstract problems
- Reflect on their work and those of other learners using formal analytical methods.

INFORMATION COMMUNICATION TECHNOLOGY (2 periods/week)

ICT will be offered in L2 or, if not enough people are interested, in English.

Preconditions for registration

This course is open to all S4 learners. Those who want to take the ICT option in S6-7 must have taken the course in S4-5.

Objectives

- Interpretation and problem-solving: Have understanding of a problem and translate it into a clear and suitable solution.
- Linking and applying: Make connections between different parts of the syllabus and apply competences for solving problems including in unfamiliar areas.
- Awareness: Have awareness of ethics, safety and security within ICT.

Content

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

- Spreadsheets: Formatting, calculations, charts and logical functions.
- Text editing: Templates, styles, mailings.
- Programming: Playful introduction in programming with visual tools.
- Web design: Creating webpages / websites with editing tools.
- Computer graphics: Working with graphical software, editing photos.
- ICT and society: Awareness of security and ethical issues as well as copyright and privacy regulations.

Assessment

The assessment is by means of teacher observation of the necessary skills to take part in our modern, digitalised society. The learners will acquire an awareness of their level and progress throughout the course.

LUXEMBOURGISH (2 periods/week)

Preconditions for registration

The course can only be chosen if the learner already has good language skills. In other words, this option is for learners who already understand and speak the Luxembourgish and it is suggested to choose it only if their grade is at least a D. Those who want to take the Luxembourgish option in S6-7 must have taken the course in S4-5.

Objectives

- Demonstrate an in-depth knowledge of Luxembourgish culture, including society, current events, literature, history and the history of Luxembourgish media.
- Develop knowledge of heritage and collective memory, public institutions and other cultural institutions.
- Be able to search, collect and process information from a wide range of paper media and electronic resources to develop language skills as well as general knowledge.
- Read and write Luxembourgish correctly, improve their oral presentations.

Content

- Luxembourgish literature (authors and texts)
- Luxembourgish culture (museums, theatres, music, ...)
- News
- History and geography
- History of film and media
- Spelling
- Politics

Assessment

The assessment of learners is based on their overall knowledge of the cultural, historical and linguistic aspects discussed. The final job is to make a presentation on one or more of the elements dealt with during the course.

MUSIC (2 periods/week)

Music will be offered in L2 or, if not enough learners are interested, in French or English.

Preconditions for registration

The music course is open to all S4 learners. Those learners who want to take the Music option in S6-7 must have taken the course in S4-5. ~~It is important that the learners who choose this option are motivated to study it.~~

Content

During the two years course, learners will study five themes from the list below, with final work that will extend over the second trimester of S5: the content, form and organization of this work will be discussed with each learner.

Film Music/Contemporary Music Cultures and Styles/Dance Music/Music for Special Occasions/The Musical/European Folk Traditions/Music and Voice/Program Music in the 19th Century/Composition of the Last 100 Years.

Methodological and cognitive objectives

The program for S4-5 is thematic and is based on the understanding, capabilities and knowledge developed in S1-3. Learners are asked to enrich their understanding, skills and knowledge in the context of an in-depth study of a series of musical traditions, genres and styles.

To acquire meaningful musical knowledge, learners must pay attention to its contexts, history and possible future evolution; reflect on the variety of music found in the world while placing a particular emphasis on the extent of European musical diversity.

The emphasis will be on musical practice to experiment with the concepts covered in music history. Based on the skills acquired in S1-S3 (mastery of keyboard chords, practice on small percussions in particular), learners will be invited to progress in this direction in order to be able to present individual or group instrumental performances. One of the goals is also to develop compositional skills (with the use of digital applications and/or vocal or instrumental work, as the learner chooses).

Assessment

Final work: a set of presentations demonstrating a range of personal musical skills.

The final work will be chosen by the learner, personalised and particularly focused on their interests, aspirations and musical strengths. It will bring together the understanding, abilities and musical knowledge developed in S4-5.

It will have the form of a musical interpretation, a composition, a multimedia presentation or a combination of these, individually or in a group.