EUROPA SCHOOL UK

# *CHOICES S6-S7 for 2019-21*

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# EUROPA SCHOOL UK SUBJECT CHOICES FORM FOR YEARS 6 & 7

Overview form - students will receive their own individual spreadsheet to fill in.

https://docs.google.com/spreadsheets/d/10E4w6rb1PIbX30Eyr0a3scgbBWEABcZ9Goejoeol_g8/edit?usp=sharing

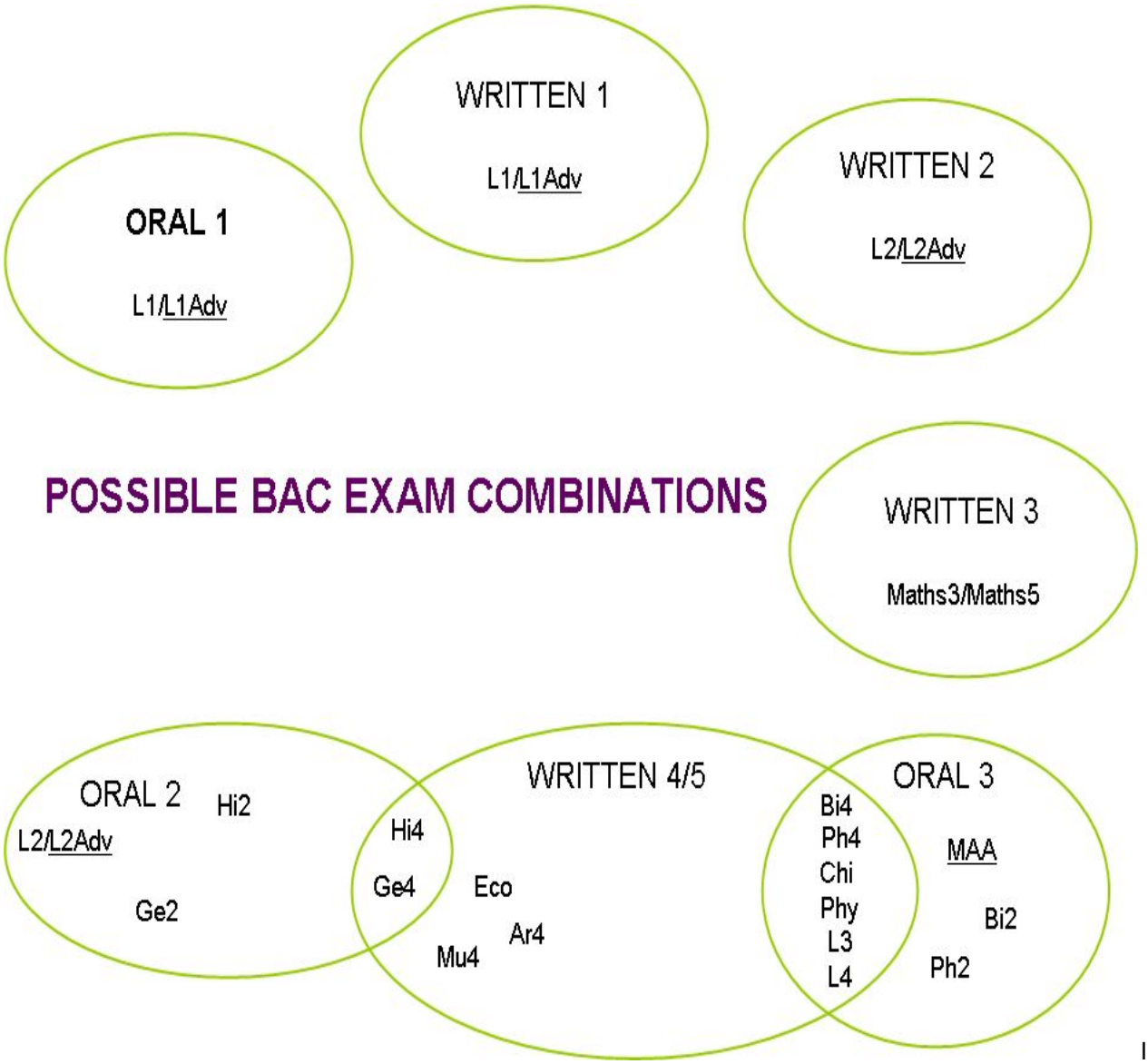
| | Subject | Language (please fill in) | Please X where chosen | No. of Periods, please fill in where selected. | Comments |
|---|---|---|---|---|---|
| Compulsory Subjects | Language 1 (L1) | | | 4 | |
| | Language 2 (L2) | | | 3 | |
| | PE | English | | 2 | |
| Choose either | Religion | English | | | |
| | Ethics | English | | | |
| Choose either | Maths 3 | English | | | |
| | Maths 5 | English | | | |
| Options<br><br>Choose at least 2 from these 4-period options Threshold for opening option courses is 7 students. | Latin 4 | English | | | |
| | Philosophy 4 | English | | | |
| | Economics 4 (b) | English | | | Started in Year 4 |
| | Language 3 (4p) | | | | Started in Year 2 |
| | Language 4 (4p) | | | | From L3 to L4 (not beginner level). |
| | History 4 | L2 | | | |
| | Geography 4 | L2 | | | |
| | Physics 4 | English | | | |
| | Chemistry 4 | English | | | |
| | Biology 4 | English | | | |
| | Art 4 | English | | | |
| | Music 4 | English | | | |
| If you have not chosen His4/Geo4/Phi4 above, you must choose the 2-period course. History, Geography and Philosophy are compulsory. | History 2 | L2 | | | |
| | Geography 2 | L2 | | | |
| | Philosophy 2 | English | | | |
| If you have not chosen Bio4/Phy/Che above you must choose Bio2 | Biology 2 | English | | | |

| | | | | | |
|---|---|---|---|---|---|
| Advanced Courses (3-periods per week) | Adv Language 1 | English | | | |
| | Adv Language 2 | | | | |
| | Advanced Maths | English | | | |
| **SUBTOTAL COMPULSORY SUBJECTS AND OPTIONS (Minimum 29)** | | | | 9 | |

| **Complementary Subjects** | **Subject** | **Language** | **X where chosen** | **No. of periods** | |
|---|---|---|---|---|---|
| Art, Music may not be chosen if you have chosen them as 4-period options. Language 5 is for beginners only. The threshold for opening a complementary subject is **10 Students**. Art and Music may be combined with the 4-period option. | Lab Biology/Chemistry | English | | | |
| | Art | English | | | |
| | Music | English | | | |
| | Sociology | English | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | Grand Total (MIN 31, MAX 35) | | | 9 | |

| **General Remarks** |
|---|
| |
| (a) Students must choose at least two 4-period options. |
| |
| (b) A student cannot choose an option or a complementary subject in the 6th Year if his/her results show that he/she has not been following this subject satisfactorily in the 4th and 5th Years. |
| |
| (c) The Advanced Courses are, as the name implies, in-depth studies of the subject. They should only be chosen by students with a particular interest and ability in the subject. |
| |
| (d) Courses for optional subjects can normally be organised only if there are at least 7 students requesting the course. The threshold for Complementary Subjects is 10 students. |
| |
| (e) For timetable reasons, it will not be possible to offer every combination of options and/or complementary subjects, because a number of subjects will be taught simultaneously. |

| |
|---|
| |
| (f) In consultation with the Principal of Europa School UK, a change of L1 is possible: |
| Those with L1 French or German in S5 may retain their L1 as SWALS within the English Section or |
| Those with L1 French or German in S5 may switch to the standard English Section with their previous L1 becoming their L2, subject to a command of English commensurate with L1, which will be assessed. |
| Existing SWALS arrangements in the English Section from S5 will continue and those in the standard English Section in S5 will retain English as L1 |
| There can normally be no other change in language choices for students entering Year 6. However, in specific circumstances the following changes are possible: |
| A change from a lower to a higher level (eg L3 to L2) is allowed subject to the decision of the Principal regarding administrative feasibility and the passing of an attainment test; |
| A change from a higher to a lower level (eg L3 to L4) must be approved by the Principal in the light of the student's attainment; |
| When a change of L2 is approved on entry to Year 6, the former L2 remains the working language for History/Geography; |
| |
| (g) Students are strongly advised to liaise with the relevant teachers before making their final choices. Students who perform badly in subjects they were advised by teachers not to take as a main option will not be allowed to modify their choice at the end of the 6th Year. |
| |
| (h) Students will not normally be allowed to make changes to their options. However, written requests will be considered if they are handed in within the first two weeks of S6. |
| **Students may not give up a course at the beginning of the 6th Year which has been organized for the minimum number of students.** |
| |
| (i) It will not normally be possible to change the choice of Options and Complementary Subjects after the final choice has been made. In certain cases it may be possible to make a change between S6 and S7, e.g. Philosophy 4 to Philosophy 2, History 4 to History 2, and also Maths 5 to Maths 3. If towards the end of the 6th Year a student feels s/he has made a wrong choice in the level or in the language, it may be possible to rectify this provided there will still be two 4-period main options, 29 periods in columns 1-4 and at least 31 periods in total. Such requests must be made in writing by parents and the final decision rests with the Principal, on advice from the relevant teachers. |
| |
| (k) In Year 7 it is not possible to replace an option/complementary course with another option/complementary course. |


WRITTEN 1
L1/L1Adv
WRITTEN 2
L2/L2Adv
ORAL 1
L1/L1Adv
POSSIBLE BAC EXAM COMBINATIONS
WRITTEN 3
Maths3/Maths5
ORAL 2
Hi2
L2/L2Adv
Ge2
WRITTEN 4/5
Hi4
Ge4
Eco
Ar4
Mu4
ORAL 3
Bi4
Ph4
Chi
Phy
L3
L4
MAA
Bi2
Ph2

In

# COMPULSORY COURSES

## L1 (First Language)

## ENGLISH

English Language 1 involves the detailed study of four set texts based around a theme. In addition, students study a variety of poetry and non-fiction texts in preparation for the unseen element of the final examination. Additional reading and independent study are encouraged to widen students' understanding of genre and theme.

Next year's theme is: **THE POWER OF LOVE**
The set texts are as follows:
*Testament of Youth* by Vera Brittain (non-fiction)
*Othello* by William Shakespeare (drama)
*Pride and Prejudice* by Jane Austen (prose)
*Selected Poems* by W.B. Yeats

**The EB written examination**

The written examination assesses the candidate's ability to comprehend, interpret and make a personal response to texts, using specific literary knowledge and understanding, and to use fluent and precise written expression when presenting complex ideas. The examination duration is **240 minutes**; there are **three** compulsory questions:

1. Question 1 requires the candidate to write a critical commentary on one or two previously ***unprepared* poems**, responding to content and style. 30 marks are allocated to this question.

2. Question 2 requires the candidate to write a critical commentary on one or two previously ***unprepared* passages of non-fiction**, responding to content and style. 30 marks are allocated to this question.

T*he poems and passages used in Questions 1 and 2 are not theme based*; *if there is one poem in Question 1, comparison of two passages will normally be required in Question 2; if candidates are required to compare two poems in Question 1, a single prose passage will normally be set in Question 2.*

3. Question 3 offers the candidate a choice of *one from two* essays on the **set theme**, requiring detailed reference to *at least two* texts studied during S6–S7. 40 marks are allocated to this question. One question will normally be based on a quotation.

This examination assesses both reading and writing. Marks are awarded for correct spelling, punctuation and grammar and for cogency and coherence in the structure of written answers, as well as for the candidate's literary knowledge and critical understanding shown in response to the set texts and theme.

**The Oral Examination**

The oral examination assesses the candidate's ability to talk coherently and in detail about a passage chosen at ran
dom from one of the set texts studied in class. Candidates are expected to communicate an analytical and personal response to the passage, incorporating appropriate knowledge and understanding (e.g. of its linguistic and literary features, and of any relevant social, cultural and historical background). They will also be asked to talk about texts they have encountered during the course, both in school and in their personal reading, where these can be related to aspects of the examination text.

# MATHS 5

Mathematics is offered at three levels in year 6 and 7; there are three courses of three, five and eight periods per week. The eight-period course is made up by combining the five-period course with an extra advanced course of three periods per week. The advanced course will only run if there are a sufficient number of students who request this option.

<table>
<tr><td colspan="2">SUBJECT: MATHS 5</td><td colspan="2">LANGUAGE: EN</td></tr>
<tr><td colspan="2">PERIODS PER WEEK: 5</td><td colspan="2">BACCALAUREATE</td></tr>
<tr><td colspan="2" rowspan="4">MORE INFORMATION FROM:<br>Andrew Rushton<br>(a.rushton@europaschool.uk)</td><td>X</td><td>COMPULSORY WRITTEN</td></tr>
<tr><td></td><td>OPTIONAL WRITTEN</td></tr>
<tr><td></td><td>COMPULSORY ORAL</td></tr>
<tr><td></td><td>OPTIONAL ORAL</td></tr>
</table>

## INTRODUCTION

This course is for students who will benefit from having a solid mathematical foundation and is appropriate for those who intend studying mathematics or subjects requiring an extensive knowledge of mathematics such as engineering, natural sciences or some economics courses. It is the expected follow on course for those students who took the 6-period mathematics course in year 4 and 5. The objective is to provide students with a rigorous understanding of the concepts underpinning advanced mathematics and places a strong emphasis on problem solving, mathematical reasoning and communication. A fundamental aspect of this course is the systematic use of a graphical calculator with CAS software.

The content and level of difficulty of this course is equivalent to elements of GCE A level and beyond. A student who achieves a good pass in this course has sufficient knowledge and ability to follow university courses requiring significant mathematical content.

## CONTENT AND STRUCTURE

- 36% - Analysis – function, calculus, sequences
- 27% - Analytical geometry in three dimensions
- 27% - Probability; distributions and modelling
- 10% - Complex numbers

## ASSESSMENT

### Year 6

- Regular class tests which contribute towards the A mark.
- Two examinations (Christmas and June) each contributing 50% to the B mark- Each exam comprises of two-part exams: Part A (45 minutes) without the calculator and Part B (2 hours 15 minutes) with the calculator.

**Year 7**

- Regular class tests which contribute towards the A mark.
- Two examinations, Prebac and Baccalaureate contributing 46 % and 54 % respectively to the B mark for the subject. Each exam comprises of two-part exams: Part A with a weighting of 30% (1 hour without the calculator) and Part B with a weighting of 70% (3 hours with the calculator).

# MATHS 3

| | | |
|---|---|---|
| **SUBJECT: MATHS 3** | **LANGUAGE: EN** | |
| **PERIODS PER WEEK: 3** | **BACCALAUREATE** | |
| **MORE INFORMATION FROM:**<br>V Smith (v.smith @europaschool.uk) | **X** | **COMPULSORY WRITTEN** |
| | | **OPTIONAL WRITTEN** |
| | | **COMPULSORY ORAL** |
| | | **OPTIONAL ORAL** |

**INTRODUCTION**

This course is suitable for students of all abilities who do not intend to go on to further study or choose a career requiring an extensive knowledge of mathematics. It is the expected follow on course for those students who took the four-period mathematics course in years 4 and 5. The objective is to provide students with a good understanding of applying advanced mathematical concepts through extensive use of a graphical calculator with CAS software.

The content and level of difficulty of this course contains elements equivalent to GCE A2 and AS level

**CONTENT AND STRUCTURE**

- 50% Analysis – functions (including exponential and logarithmic), sequences, basic calculus
- 25% probability and distributions
- 25% Statistics – one variable and bivariate

**ASSESSMENT**

**Year 6**

- Regular class tests which contribute towards the A mark.
- Two examinations in December and June each contributing 50% towards the B mark - Each exam comprises of two-part exams: Part A (45 minutes) without the calculator and Part B (1 hour 30 minutes) with the calculator.

**Year 7**

- Regular class tests which contribute towards the A mark.
- Two examinations, Prebac and Baccalaureate contributing 46 % and 54 % respectively to the B mark for the subject. Each exam comprises of two-part exams: Part A with a weighting of 40% (1 hour without the calculator) and Part B with a weighting of 60% (2 hours with the calculator).

# OPTIONAL COURSES 4P ONLY

## *ART*

| | | |
|---|---|---|
| **SUBJECT: ART** | **LANGUAGE: EN** | |
| **PERIODS PER WEEK: 4** | **BACCALAUREATE** | |
| **MORE INFORMATION FROM:**<br>Jessica Linsley<br>(j.linsley@europaschool.uk) | | **COMPULSORY WRITTEN** |
| | **X** | **OPTIONAL WRITTEN** |
| | | **COMPULSORY ORAL** |
| | | **OPTIONAL ORAL** |

**INTRODUCTION**

In Art we teach our students to look and be aware of the world around them. There is a strong emphasis on drawing skills, but students get the chance to work in a range of materials in both 2 and 3 dimensions. We have close links with local art schools and connections with the contemporary art world which we draw on to keep students up to date with current developments. Art history is taught on a regular basis, with the main focus on the nineteenth century to the present day. Nowadays, there is a wide range of professional activities linked to the world of visual creation and communication, such as architecture, product design, cinema/video production and web design. A huge range of artistic activities using digital imagery exists alongside careers linked to more traditional arts such as painting, sculpture and photography, while there are many other careers in which art is either a pre-requisite or useful, such as art therapy, museums studies or anthropology.

This is a demanding course and requires not only skill but dedication. It is therefore expected that those students choosing to opt for the 4-period Art course will have already studied art during years 4 & 5 and have a special interest in the subject. Students who have not done so and still wish to undertake the course may present a portfolio of their work to the Art Department who will then judge whether they feel the student is capable of studying art at this level.

**CONTENT AND STRUCTURE**

During Y6 the students work on their drawing, painting and making skills, following a foundation-style course which is made up of a set of compulsory projects aimed at giving them the general skills and understanding needed to underpin the individual projects they begin to develop during Y7. A general history of Western Art is taught.

During Y7 students follow a year theme common to all European schools; the final exam is based on this topic and determined each year by the experts and inspectors responsible for this subject. Under guidance, the students work on individual projects connected to the theme developing their own ideas, strengths and interests. The students study the art and artists specified by the theme. As well as preparing our students for this examination we aim to give them specialist knowledge and insight as a basis for further studies in art and/or to enhance their future life experiences and enjoyment.

## ASSESSMENT

**Year 6**
Continual assessment and biannual end of semester examinations.

**Year 7**
Continual assessment, pre-bac and final baccalaureate examination.

# MUSIC

| | | |
|---|---|---|
| **SUBJECT: MUSIC** | **LANGUAGE: EN** | |
| **PERIODS PER WEEK: 4** | **BACCALAUREATE** | |
| **MORE INFORMATION FROM:**<br>Mandy Morris<br>(m.morris@europaschool.uk) | | **COMPULSORY WRITTEN** |
| | **X** | **OPTIONAL WRITTEN** |
| | | **COMPULSORY ORAL** |
| | | **OPTIONAL ORAL** |

**INTRODUCTION**
The framework and rationale for the Music Baccalaureate programme and examination reflects and builds upon the work covered in Years 1- 5. You will extend your learning as performers, composers and discerning and critical listeners throughout Years 6-7.

You are provided with opportunities to engage with a wide range of music from folk, jazz, popular and classical traditions, and of western and non-western origin. Throughout the course you are encouraged to develop skills in using music technology and to draw upon knowledge from other subject areas where appropriate.

As a student you bring your own musical identity to the course of study which you then need to build upon, develop and extend.

This course should allow you to take the form of further study at university, college or conservatoire, entry into the music industry or simply a life-long engagement with music.

**PRIOR LEARNING/ATTAINMENT REQUIREMENTS**
The essential prerequisite knowledge, skills and understanding are those acquired through engaging with music as performer, composer and discerning and enquiring listener. These should be at a level of attainment, which equates to that needed for successful completion of the Years 4-5 programme of study in Music. However, an appropriate foundation may equally have been laid down within the context of other national systems.

**PROGRAMME YEARS 6-7**
The curriculum for Years 6-7 promotes and supports students' continuing development as composers, performers and listeners. It adopts an approach which encourages independent learning including research, focuses on individual needs and aspirations, and lays the foundation for long-life engagement with music.

The curriculum and examination will focus on students' achievements in the core areas of:

Performing / Composing / Listening and Responding

and the extent to which these are informed by:
ability to apply musical knowledge in a critical and discerning way , aural awareness and score reading , analytical skills, knowledge and understanding of musical styles, genres and traditions,  appropriate and relevant knowledge and understanding of music theory.

**PROGRAMME AND EXAMINATION STRUCTURE**
The Baccalaureate in music will maintain the present structure of a Part A, pre-Baccalaureate Examination assessed by teachers (40%) and an externally assessed Part B (60%).

Both examinations will be contextualised within the production of a portfolio which will provide evidence of a student's musical achievement and learning throughout the course and for which half of the marks for Part B are allocated. You can choose to major in performing or composing; although you will complete elements of both.

# L3

## L3 DEUTSCH

| | | |
|---|---|---|
| **SUBJECT: L3 DEUTSCH** | **LANGUAGE: DE** | |
| **PERIODS PER WEEK: 4** | **BACCALAUREATE** | |
| **MORE INFORMATION FROM:**<br>Christiane Gehron<br>(c.gehron@europaschool.uk) | | **COMPULSORY WRITTEN** |
| | **X** | **OPTIONAL WRITTEN** |
| | | **COMPULSORY ORAL** |
| | **X** | **OPTIONAL ORAL** |

**INTRODUCTION**
**Neuer, harmonisierter Lehrplan (ab Sept. 2013): 2010-D-49-de-3**
**(EN: 2010-D-49-en-3 usw.)**

**Fachspezifische Lernziele für Lernstufe 3 (S6- S7)**

**SPRACHE**
1. wesentliche Aussagen in gesprochenen Texten zu Themen von allgemeinem Interesse und zu aktuellen Ereignissen verstehen, wenn komplexere, jedoch klare Standardsprache verwendet wird;
2. literarische und nicht-literarische Texte lesen, verstehen und analysieren;
3. sich an Gesprächen zu Themen allgemeinen Interesses und über aktuelle Ereignisse beteiligen und die persönliche Meinung angemessen, spontan und fließend ausdrücken;
4. zu einer Vielzahl von Themen klare und detaillierte Aussagen machen sowie Standpunkte und Vorhaben erläutern und begründen;
5. zu einer Vielfalt von Themen klare und detaillierte Texte, einschließlich Briefe, Erörterungen und Berichte, schreiben und dabei unterschiedliche Standpunkte darlegen oder persönliche Eindrücke wiedergeben;
6. fundiertes Wissen über die Kultur der Zielsprache nachweisen und vertieftes Verständnis für sie zeigen; dabei stehen gesellschaftliche Aspekte, aktuelle Ereignisse, Literatur und deren Kontext sowie künstlerisches Schaffen im Allgemeinen im Mittelpunkt;
7. eine breite Palette von Kommunikationsregeln zu beherrschen, um auf interkulturelle Stereotype reagieren zu können;
8. zunehmend in Eigenverantwortung den Spracherwerb gestalten;
9. verfügbare Quellen kritisch bewerten und die auswählen, die dem bestimmten Zweck und den jeweiligen Adressaten am besten entsprechen.

**INHALTE**

- Kenntnis unterschiedlicher Sprachregister für verschiedene Sprechsituationen
- breiten Wortschatz, der auch Abstrakta einschließt
- breites Spektrum komplexer Grammatikstrukturen
- selbständige Anwendung unterschiedlicher Mittel zur Informationsbeschaffung einschließlich IKT
- vertiefte Einsicht in den Kulturraum der Zielsprache einschließlich der Auseinandersetzung mit ihrer Literatur
- eigenständige Anwendung von Lernstrategien und die Fähigkeit zur Selbstbewertung des Spracherwerbs

**FORMATIVE LERNERFOLGSÜBERPRÜFUNG**

Die Lernerfolgsüberprüfung sollte überwiegend formativ sein. Mit Hilfe eines Einstufungstests, von Beobachtung durch den Lehrer, schriftlichen Überprüfungen und Selbstkontrolle erwerben die Schüler ein Bewusstsein für ihr Lernniveau und ihren Fortschritt im Unterricht. Die Grundlage der Beurteilung bilden die Lernziele der Lernstufe. Die Raster zur Selbstbeurteilung des GERS und des Europäischen Sprachenportfolios können genutzt werden. Das Zielniveau für den Kurs entspricht der Stufe **B1(+)**

**ABSCHLUSSPRÜFUNG**

Am Ende der Lernstufe finden eine schriftliche und eine mündliche Prüfung statt, die die Fertigkeitsbereiche Hören, Lesen, Teilnehmen an Gesprächen, zusammenhängend Sprechen und Schreiben überprüft.

# L3 ESPAÑOL

<table>
<tr><td colspan="2">MATERIA: ESPAÑOL LENGUA 3</td><td colspan="2">IDIOMA: ESPAÑOL</td></tr>
<tr><td colspan="2">PERIODS PER WEEK: 4</td><td colspan="2">BACCALAUREATE</td></tr>
<tr><td colspan="2" rowspan="4">MORE INFORMATION FROM:<br>Sara Ferri Moncho<br>s.ferri-moncho@europaschool.uk</td><td></td><td>COMPULSORY WRITTEN</td></tr>
<tr><td>X</td><td>OPTIONAL WRITTEN</td></tr>
<tr><td></td><td>COMPULSORY ORAL</td></tr>
<tr><td>X</td><td>OPTIONAL ORAL</td></tr>
</table>

**INTRODUCCIÓN**

**ORGANIZACIÓN**
Número de años de enseñanza previos: (2+2)
Número de sesiones impartidas semanalmente: 4 x 45 minutos.

**MATERIALES**
- Libro de texto *Pasaporte*, Nivel B2, Edelsa.

**CONTENIDO**
Supone una profundización en el dominio y actualización del español actual y un conocimiento más profundo de los aspectos culturales del mundo hispánico.
Este perfeccionamiento se encamina a desarrollar la competencia lingüística de los alumnos y sus capacidades de comunicación en Español en un proceso integrado que combina a la vez:
a) La adquisición de la lengua en sus niveles fonéticos, morfo-sintácticos y léxico-semánticos, muy especialmente en los aspectos que favorecen y enriquecen la comprensión y la expresión.
b) El desarrollo de las capacidades de comprensión y expresión oral y escrita, de análisis e interpretación de textos.
c) La adquisición de conocimientos sobre la sociedad y la cultura de los países de habla hispana.

**METODOLOGÍA**
Se parte del Programa de Español Lengua III de las Escuelas Europeas cuyos Contenidos gramaticales, Socioculturales y de léxico están en relación con el Marco Común de referencia Europeo.

**EVALUACIÓN**
Los criterios de evaluación **están armonizados con las otras Escuelas.**
Nivel de competencia exigido al final de este ciclo de orientación: ***B1+ (como mínimo)***

1) **Pronunciación y lectura**. Lee textos variados con una entonación y pronunciación adecuadas aunque aunque se perciban particularidades entonativas propias de su lengua de origen.
2) **Comunicación oral**. Mantiene conversaciones amplias y coherentes, aportando su opinión argumentada y respetando los elementos del diálogo.
3) **Comunicación escrita**.
   Redacta textos variados con una extensión mínima de trescientas palabras, con la corrección y propiedad del ciclo y respetando la estructura propia del texto.
**4) Gramática.** Usa con corrección y variedad estructuras morfosintácticas complejas en la elaboración de enunciados propios del nivel.
   .
5) **Léxico.** Emplea con precisión y riqueza el léxico correspondiente al nivel.
6) **Contenidos culturales.**
   Muestra un conocimiento general de la vida y la civilización hispánicas.

**EXÁMENES**
Para la obtención de la **nota B** existe la siguiente planificación de exámenes.
**Ciclo de orientación.**

| Curso | Pruebas al año | Duración | Distribución |
|---|---|---|---|
| 6º | 2 | 3 periodos | 1 por semestre. Diciembre y junio. |
| 7º | 1 ó 2 si se elige español en el BAC | Escrito 3 h.<br>Oral 20 minutos | 1 por semestre.<br>El 2º examen puede ser oral o escrito. |

**CONTENIDOS DE S6 Y S7**
- Los medios de comunicación.
- La salud.
- Tecnologías.
- Educación.
- El mundo hispano.
- La justicia.
- El medio ambiente.
- Igualdad de géneros.
- Competencias culturales: geografía, gastronomía, educación…

## L3 ITALIAN

| | | |
|---|---|---|
| **MATIERE: L3 IT** | **LANGUAGE: IT** | |
| **PERIODS PAR SEMAINE: 4** | **BACCALAUREAT** | |
| **PLUS INFORMATION DE:**<br>**Emanuela Bonardi**<br>e.bonardi@europaschool.uk | | **ECRIT OBLIGATOIRE** |
| | **X** | **ECRIT AU CHOIX** |
| | | **ORAL OBLIGATOIRE** |
| | **X** | **ORAL AU CHOIX** |

**OBIETTIVI**

1. Esprimersi in diversi contesti comunicativi correttamente su argomenti di carattere generale.
2. Sviluppare il senso critico e la capacità di interpretazione. Conoscere i piu' importanti autori italiani classici. Descrivere persone o fatti, esprimere ipotesi, sentimenti, opinioni, rispondere ad un interlocutore, leggere e capire un testo letterario o giornalistico adeguato al livello di studio.

**CONTENUTI**

1. Ripasso e consolidamento delle regole grammaticali e del lessico già acquisiti con approfondimenti.
2. Lettura e interpretazione di testi letterari e documenti contemporanei
3. Studio e sviluppo di uno o più tematiche specifiche sulla civiltà e società italiane (storia, economia, arte, gastronomia ...)

**STRUMENTI**

1. Manuale in adozione, testo di narrativa contemporanea (racconti o breve romanzo). 2. Materiale audiovisivo, giornali, uso di internet su argomenti che suscitino conversazione, dibattito e scambio di idee.
3. Esercizi con schematizzazioni e analisi di diversi tipi di testo, giochi linguistici ed interattivi (cruciverba, testi di canzoni) produzioni manuali, artistiche e tecnologiche ( ricette di piatti tipici, cartelloni, video, presentazioni in PowerPoint, blog, fumetti, karaoke, scenette teatrali). Film muti da un minuto.

# L4

## L4 FRANÇAIS

| | | |
|---|---|---|
| **MATIERE: L4 FRANÇAIS** | **LANGUAGE: FR** | |
| **PERIODS PAR SEMAINE: 4** | **BACCALAUREAT** | |
| **PLUS INFORMATION DE:**<br>Bénédicte Dubois<br>(b.dubois@europaschool.uk) | | **ECRIT OBLIGATOIRE** |
| | **X** | **ECRIT AU CHOIX** |
| | | **ORAL OBLIGATOIRE** |
| | **X** | **ORAL AU CHOIX** |

**ORGANISATION**
Il s'agit de cours de 4 périodes par semaine. On y continue l 'apprentissage de la langue commencé en classe de S2 pour la L3 et en S4 pour la L4. Cette matière peut être choisie à L'écrit ou à l'oral du baccalauréat dans le cadre des options à 4 périodes.

**CONTENU**
Ces options s'adressent aux élèves qui désirent disposer d'un atout supplémentaire pour leur orientation universitaire (études de lettres, de langues, de droit, de sciences humaines, d'art) Mais elles permettent évidemment aussi un enrichissement personnel en assurant une bonne maîtrise de la langue et de la culture françaises. Deux œuvres littéraires sont retenues par l'inspecteur. Les professeurs veillent à aborder des sujets de réflexion en lien étroit avec les problèmes de la société contemporaine, française et européenne. Pour cela, ils travaillent à la fois à partir de textes contemporains: littérature, presse écrite et audiovisuelle, documentaires et à partir de films ou de pièces de théâtre. Ils mènent conjointement l'étude de la langue, de l'expression écrite et orale. Des sujets de recherche, des exposés, des situations de communication orale et écrite variées permettent ainsi aux élèves de parfaire leur maîtrise de la langue et assurent une bonne connaissance de la culture française.
Cette option est ouverte à tous les élèves pour peu qu'ils aient acquis une bonne base en langue française les années précédentes.

**EVALUATION**
**Année 6**
Examen écrit de fin de semestre et examen final.
**Année 7**
Pré-Bac en janvier et Bac en juin oral ou écrit au choix.

# L4 ESPAÑOL

| MATERIA: ESPAÑOL LENGUA 4 | IDIOMA: ESPAÑOL | |
|---|---|---|
| PERIODS PER WEEK: 4 | BACCALAUREATE | |
| MORE INFORMATION FROM:<br>Sara Ferri Moncho<br>s.ferri-moncho@europaschool.uk | | COMPULSORY WRITTEN |
| | X | OPTIONAL WRITTEN |
| | | COMPULSORY ORAL |
| | X | OPTIONAL ORAL |

**INTRODUCCIÓN**
Número de años de enseñanza: 2
Número de horas impartidas semanalmente: 4

**CONDICIONES DE ADMISIÓN**
El Español Lengua IV es una materia opcional para alumnos que han estudiado esta asignatura en 4º y 5º cursos o queriéndola estudiar como opción a partir de 6º han realizado un examen de nivel.

**CONTENIDO**
Supone una profundización en el dominio y actualización del español actual y un conocimiento más profundo de los aspectos culturales del mundo hispánico.
Este perfeccionamiento se encamina a desarrollar la competencia lingüística de los alumnos y sus capacidades de comunicación en Español en un proceso integrado que combina a la vez:

a) La adquisición de la lengua en sus niveles fonéticos, morfo-sintácticos y léxico-semánticos, muy especialmente en los aspectos que favorecen y enriquecen la comprensión y la expresión.
b) El desarrollo de las capacidades de comprensión y expresión oral y escrita, de análisis e interpretación de textos.
c) La adquisición de conocimientos sobre la sociedad y la cultura de los países de habla hispana.

**METODOLOGÍA**
Se parte del Programa de Español Lengua IV de las Escuelas Europeas cuyos Contenidos Socioculturales vertebran el trabajo realizado por los alumnos a través de comentarios de textos, exposiciones orales, producción de textos escritos, debates, etc.

## EVALUACIÓN

### CRITERIOS DE EVALUACIÓN

Nivel de competencia exigido al final de este ciclo, siguiendo los niveles establecidos en el *Marco de referencia europeo para el aprendizaje, la enseñanza y evaluación de las lenguas: A2 +*

### PRONUNCIACIÓN Y LECTURA.

1) Lee textos variados, de diferente grado de complejidad formal y de contenido, con una pronunciación de los sonidos y una entonación que, aun manteniendo algunos rasgos de la lengua propia o de origen, se pueden considerar correctos.
2) Lee textos de prensa y pequeños ensayos adaptados.

### COMUNICACIÓN ORAL.

1) El alumno es capaz de comunicar en situaciones de la vida cotidiana tales como en medios de transporte, restaurantes, pedir y dar información. Hablar de su estado de ánimo, etc..
2) Expresa con cierta fluidez y sin impaciencia en el interlocutor su opinión y puntos de vista de diversos temas.

### COMUNICACIÓN ESCRITA

1) Entiende la información esencial de diferentes y variados tipos de texto (divulgativos, administrativos, periodísticos, literarios, diccionarios monolingües), adecuados a sus necesidades y a su nivel de enseñanza.
2) Escribe y comenta con corrección y coherencia textos de diferente tipo (narrativos, descriptivos, dialogados, expositivos, argumentativos) que tienen una cierta complejidad lingüística.

### GRAMÁTICA

1) Utiliza correctamente en situaciones de comunicación muy variadas todas las clases o categorías de palabras, incluidos los usos de términos y formas de especial dificultad (*se*, *que*, subjuntivo), así como las diferentes estructuras oracionales coordinadas.
2) Uso con corrección de presentes de indicativo y subjuntivo y pasados de indicativo.

### LÉXICO Y VOCABULARIO.

1) Utiliza con precisión el léxico correspondiente al nivel.
2) Redacta textos variados con una extensión mínima de doscientas cincuenta palabras, con la corrección y el vocabulario correspondiente al nivel.

### CONTENIDOS SOCIOCULTURALES.

1) Conoce las principales características de la sociedad española actual, así como sus usos y costumbres, sus gustos y manifestaciones culturales.
2) Identifica los acontecimientos y los personajes más relevantes de la Historia de España, así como su incidencia en la historia de otros países y en la cultura universal.
3) Valora la importancia creciente de la lengua española y su proyección cultural en Europa y en el mundo.

# L4 ITALIAN

| | | |
|---|---|---|
| **SUBJECT: L4 IT** | **LANGUAGE: IT** | |
| **PERIODS PER WEEK: 4** | **BACCALAUREATE** | |
| **MORE INFORMATION FROM:**<br>**Emanuela Bonardi**<br>e.bonardi@europaschool.uk | | **COMPULSORY WRITTEN** |
| | **X** | **OPTIONAL WRITTEN** |
| | | **COMPULSORY ORAL** |
| | **X** | **OPTIONAL ORAL** |

**ORGANIZZAZIONE del CORSO**
Si tratta di un corso di 4 periodi di 45 minuti ciascuno a settimana. Vi si continua l' apprendimento della lingua cominciato negli anni precedenti. Questa materia puo` essere scelta allo scritto o all' orale per il baccalaureato nel quadro delle opzioni di 4 periodi.

**CONTENUTI**
Queste opzioni si indirizzano agli alunni che desiderano avere un bagaglio supplementare per il loro orientamento universitario (studio delle lettere classiche o moderne, di scienze umane, di diritto o di arte) Esse permettono altresi` un arricchimento personale assicurando una padronanza della lingua e della cultura italiana.

Non esiste un programma codificato dei professori della Scuola Europea e tuttavia l' insegnante si fa garante della qualita` dell' insegnamento.

Tematiche e libri vengono programmati e scelti dall' insegnante di classe; essi vertono su argomenti e problemi presenti nella societa` contemporanea, italiana ed europea.
A questo fine il lavoro si basa, di volta in volta, da testi di letteratura contemporanea, stampa scritta e audiovisuale; viene inoltre preso in considerazione anche il mondo dell' arte ed in particolare del teatro.

Materie di ricerca e situazioni di comunicazione orale e scritta permettono agli allievi di perfezionare la conoscenza linguistica e quella della cultura italiana contemporanea.

Questa opzione e` aperta a tutti gli allievi che abbiano acquisito una conoscenza di base negli anni precedenti.

**VALUTAZIONE**
**Anno 6**
Esame scritto alla fine del semestre e esame finale.

**Anno 7**
Pré-Bac in gennaio e Bac in giugno, a scelta orale o scritto.

# ECONOMICS

| | | |
|---|---|---|
| **SUBJECT: ECONOMICS** | **LANGUAGE: ENGLISH** | |
| **PERIODS PER WEEK: 4** | **BACCALAUREATE** | |
| **MORE INFORMATION FROM:**<br>Ivana Santova<br>(i.santova@europaschool.uk) | | **COMPULSORY WRITTEN** |
| | **X** | **OPTIONAL WRITTEN** |
| | | **COMPULSORY ORAL** |
| | | **OPTIONAL ORAL** |

**INTRODUCTION**

This optional subject is available only to students who have followed the Economics course in years 4 and 5 and builds upon their knowledge and understanding of economic theory and its application in modern economies. Although it is a second language subject, students in the English section are also eligible to enrol. Students should be competent mathematicians but it is not essential that they follow the maths 5 course in years 6 and 7. It is also expected that prospective students will have an interest in and knowledge of current events as they relate to the economy and be prepared to build on that. In Year 6 there is an opportunity to participate in Model European Council – a political simulation organised by the European Schools.

**CONTENT AND STRUCTURE**

In Year 6, the focus is on 'micro-economics' including a deeper analysis of prices in a market economy (building on work done in year 5), consumer behaviour, market failure and the labour market. There is also an introduction to 'macro-economics' including the measurement of national income and how that relates to standard of living and an introduction to the Keynesian economic model. In Year 7, the focus is on 'macro-economics' with an emphasis on the economies of the European Union. This includes analysis of issues such as unemployment, inflation and trade. Although primarily an academic study, the students will also gain 'financial literacy' and knowledge of current events.

**ASSESSMENT**

**Year 6**

One examination of 3 periods at the end of each semester. The exams will consist of a choice of three questions out of four which cover whole course topics in more depth. The students are assessed on their knowledge and on their ability to analyse and apply economic ideas.

**Year 7**

Both the Pre-Bac and the final Baccalaureate written exams are three hours in length. From 2015 onwards, there will be three compulsory questions based on topics covered in Year 7.

# CHEMISTRY

| | | |
|---|---|---|
| **SUBJECT: CHEMISTRY** | **LANGUAGE: EN** | |
| **PERIODS PER WEEK: 4** | **BACCALAUREATE** | |
| **MORE INFORMATION FROM:**<br>Lindsey Powell/ Richard Greenwood<br>(l.powell@europaschool.uk/r.greenwood<br>@europaschool.uk) | | **COMPULSORY WRITTEN** |
| | **X** | **OPTIONAL WRITTEN** |
| | | **COMPULSORY ORAL** |
| | **X** | **OPTIONAL ORAL** |

**INTRODUCTION**

The course is designed to lay the foundations for many of the topics that will be covered in the seventh year as well as provide a breadth of knowledge of chemistry in general. It, itself, requires the students to retain their knowledge of chemistry acquired in the previous five years. It is not advisable for students who have struggled to meet the demands of the fourth and fifth year courses to take chemistry in sixth year, a final grade of eight in fifth year would be the target.

It would be a good idea for all chemistry students to also take the two period lab course but this is not obligatory.

**CONTENT AND STRUCTURE**

The course covers:

6th year

- atomic structure done in much more depth than in year four
- bonding, shapes of molecules and ions (importance in biology….)
- physical properties of elements and compounds depending on the type of bonding, including intermolecular forces
- energy changes in chemical reactions
- gas laws
- kinetics and equilibrium (Le Chatelier`s Principle)
- Organic chemistry including mechanisms for substitution, alkanes, addition, alkenes and substitution, benzene ring.
- Basic techniques for the elucidation of the structures of simple organic molecules (IR, UV and mass spectrometer)

7th year

- acids and bases, salts solutions and buffers, including a wide variety of calculations
- REDOX, balancing equations and calculations, voltaic and fuel cells.
- organic chemistry of alcohols, acids, esters, aldehydes, ketones, carbohydrates and fats including mechanisms of certain reactions as well as nitrogen containing compounds such as amines, amino acids and proteins.

## ASSESSMENT

**Year 6**

- `A` tests given at the end of each topic or part of a topic (every month to six weeks approximately).
- Exams in December and June

**Year 7**

- Similar to 6th year.

# PHYSICS

| | | |
|---|---|---|
| **SUBJECT: PHYSICS** | **LANGUAGE: EN** | |
| **PERIODS PER WEEK: 4** | **BACCALAUREATE** | |
| **MORE INFORMATION FROM:**<br>Frances Down<br>(f.down@europaschool.uk) | | **COMPULSORY WRITTEN** |
| | **X** | **OPTIONAL WRITTEN** |
| | | **COMPULSORY ORAL** |
| | **X** | **OPTIONAL ORAL** |

Why Study Physics? Expand your … Knowledge Thinking Skills Horizons …
"Physics is about how everything around you works."
Unlike the other sciences, physics has no limits – everything in your life, on this planet, other planets, to the far reaches of universe and beyond is in physics' job description.

You will already have come across some of the concepts of Physics: - forces, energy, waves, radioactivity, electricity and magnetism. At Bac level you will start to see how these ideas work together, and begin to grasp the universal principles that apply to everything from the smallest atoms to the largest galaxies.

A physics student usually possesses excellent analytical, quantitative and problem solving skills. They have the ability to synthesize and analyse large quantities of data and present their analysis in an easily understandable form. When faced with a particular problem they are taught to systematically identify all factors contributing to the problem and work out how those factors interact in order to solve the problem. These are valuable skills that can be applied in a range of careers. It is essential to those wanting to study any form of engineering. More importantly an increasing number of employers are starting to realize this fact and are looking to hire physics graduates.

Perhaps the greatest skill a physics student develops is a sense of wonder about how things work.

To do well you need to have good grades from year 4 and 5. There's no doubt that Bac physics can be a bit mathematical at times, and so it is best to take 5 period maths. Maths is the language through which you do physics!

**Year 6** looks at Forces and motion (including circular motion and oscillations), Electric, Magnetic and gravitational fields and forms the foundation for Year 7. You are also introduced to practical skills, important for any scientific study.

**(Comments from year 6 students – "we have shot monkeys, fired cannons and made bombs in the space of a few weeks – Physics is fun!")**

**Year 7** covers 7 main topics, Standing and progressive waves; Interference and Diffraction (in light); Gravitation; Particles in Electric and Magnetic fields; Photoelectric effect; Atomic Structure; Nuclear Physics.

**In Year 6,** the course is assessed by written exams in December and in June. There is also the A mark which takes into account classwork, practical skills, discussions etc.

**In Year 7** the course is assessed by a pre-Bac in January and a final exam (*written exam strongly recommended*) consisting of 4 compulsory questions based on all the topics studied in Year 7.

# OPTIONAL COURSES 4P & 2P

## *PHILOSOPHY*

### PHILOSOPHY 4 Periods

| | | |
|---|---|---|
| **SUBJECT: PHILOSOPHY 4** | **LANGUAGE: ENGLISH** | |
| **PERIODS PER WEEK: 4** | **BACCALAUREATE** | |
| **MORE INFORMATION FROM:**<br>Duncan McFarland<br>(d.mcfarland@europaschool.uk) | | **COMPULSORY WRITTEN** |
| | **X** | **OPTIONAL WRITTEN** |
| | | **COMPULSORY ORAL** |
| | **X** | **OPTIONAL ORAL** |

**INTRODUCTION**
Philosophy is a compulsory subject for students in years 6 and 7. It can be studied either as a *basic* subject for two periods per week, or as an optional *advanced* course for four periods per week. For both courses the aim is not simply to learn about the subject matter and history of Philosophy, it is also to lead students on to reflecting and discussing the **major questions of life** and **the problems of contemporary society**.

**CONTENT AND STRUCTURE**
The content of the syllabus is grouped into so-called 'analytic fields', here are some of the issues we will be discussing: **values**, **perception, knowledge** and **truth, society** and **state, law** and **politics**: these headings involve some of the following questions: 'what is it to be human?'; 'What do we mean by the words *right* and *wrong, good* and *bad,* do these words have any meaning at all*?'*; 'Are we responsible for what we do?'; 'What do I know/what can I know? How much of the external world is real and how much our creation?'; 'In what sense are human beings able to be *free*/what does *freedom* mean?'; 'Should religion be more rational/can it be?'; 'Why obey the law/what justifies the state? ';'The extent and basis of human rights'. We will also be looking at the history of philosophy, particularly some ideas from the following philosophers: Plato, Aristotle, Bentham, Mill, Kant, Hobbes, Locke, Rousseau, Rawls, Nozick, Hume, Sartre, Nietzsche…and others)

There will be a lot of discussion, reading of some short texts and trying to understand some key ideas of both classical and contemporary philosophers. You will enjoy this class if you enjoy ideas and discussion about ideas. Students must expect to learn to do philosophy for themselves, rather than soaking up pre-digested philosophical ideas from their teacher.

**ASSESSMENT**
The 4-period advanced course is examined by written examinations at the end of each semester and by either a written paper in the final baccalaureate exam or the final oral exam.

## PHILOSOPHY 2 Periods

| | | |
|---|---|---|
| **SUBJECT: PHILOSOPHY 2** | **LANGUAGE: EN** | |
| **PERIODS PER WEEK: 2** | **BACCALAUREATE** | |
| **MORE INFORMATION FROM:**<br>Duncan McFarland<br>(d.mcfarland@europaschool.uk) | | **COMPULSORY WRITTEN** |
| | | **OPTIONAL WRITTEN** |
| | | **COMPULSORY ORAL** |
| | **X** | **OPTIONAL ORAL** |

**INTRODUCTION**
Philosophy is a compulsory subject for students in years 6 and 7. It can be studied either as a *basic* subject for two periods per week, or as an optional *advanced* course for four periods per week. For both courses the aim is not simply to learn about the subject matter and history of Philosophy, it is also to lead students on to reflecting and discussing the **major questions of life** and **the problems of contemporary society**.

**CONTENT AND STRUCTURE**
The content of the syllabus is grouped into so-called 'analytic fields', here are some of the issues we will be discussing: **values**, **perception, knowledge** and **truth, society** and **state, law** and **politics**: these headings involve some of the following questions: 'what is it to be human?'; 'What do we mean by the words *right* and *wrong, good* and *bad,* do these words have any meaning at all*?'*; 'Are we responsible for what we do?'; 'What do I know/what can I know? How much of the external world is real and how much our creation?'; 'In what sense are human beings able to be *free*/what does *freedom* mean?'; 'Should religion be more rational/can it be?'; 'Why obey the law/what justifies the state? ';'The extent and basis of human rights'. We will also be looking at the history of philosophy, particularly some ideas from the following philosophers: Plato, Aristotle, Bentham, Mill, Kant, Hobbes, Locke, Rousseau, Rawls, Nozick, Hume, Sartre, Nietzsche…and others)

There will be a lot of discussion, reading of some short texts and trying to understand some key ideas of both classical and contemporary philosophers. You will enjoy this class if you enjoy ideas and discussion about ideas. Students must expect to learn to do philosophy for themselves, rather than soaking up pre-digested philosophical ideas from their teacher.

**ASSESSMENT**
Examinations and tests: The **2-period basic course** is examined by written exams at the end of each semester and an optional oral exam for the Baccalaureate examinations.

# BIOLOGY 4 Periods

| | | |
|---|---|---|
| **SUBJECT: BIOLOGY 4** | **LANGUAGE: EN** | |
| **PERIODS PER WEEK: 4** | **BACCALAUREATE** | |
| **MORE INFORMATION FROM:**<br>Paul Spiring<br>(p.spiring@europaschool.uk) | | **COMPULSORY WRITTEN** |
| | **X** | **OPTIONAL WRITTEN** |
| | | **COMPULSORY ORAL** |
| | **X** | **OPTIONAL ORAL** |

**INTRODUCTION**

This course emphasises the application of the scientific method to the study of biological processes and it also seeks to stress the importance of biological concepts in everyday life. This course aims to equip students with the necessary skills, knowledge and understanding to pursue future studies in:

- Biological Sciences; Biochemistry, Biotechnology, Genetics, Microbiology, Marine Biology, etc.
- Medical Sciences; Medicine, Pharmacology, Physiotherapy, Veterinary Science, Dentistry, etc.
- Environmental Sciences; Agriculture, Ecology, Forestry, etc.

This course will also provide a useful background to those students wishing to study Psychology, Journalism or Environmental Law at university.

**ASSESSMENT**

- Observation of pupils who are engaged in experimental work, and evaluation of its quality.
- Marking of experimental reports and of problems tackled in class and outside.
- Monitoring of the quality of pupils' oral contributions to class discussion.
- Presentations and class tests (normally two per semester).
- One formal examination per semester (2 x 2.5 hours in S6 and 2 x 3 hours in S7).

**CONTENT AND STRUCTURE**

**Year 6**

- Cytology: physical/chemical nature of the cell, enzymes, excitable cells and muscle action.
- Internal regulation: nervous and hormonal regulation and immunology.
- Human and animal behaviour.

**Year 7**

- Cytology: transport of substances and the biochemistry of respiration and photosynthesis.
- Genetics: classical genetics, molecular genetics and Human genetics.
- Evolution: evidence of evolution, evolutionary theories, population genetics & Human evolution.

# BIOLOGY 2 Periods

| | | |
|---|---|---|
| **SUBJECT: BIOLOGY 2** | **LANGUAGE: EN** | |
| **PERIODS PER WEEK: 2** | **BACCALAUREATE** | |
| **MORE INFORMATION FROM:**<br>Paul Spiring<br>(p.spiring@europaschool.uk) | | **COMPULSORY WRITTEN** |
| | | **OPTIONAL WRITTEN** |
| | | **COMPULSORY ORAL** |
| | **X** | **OPTIONAL ORAL** |

**INTRODUCTION**
This course will address the following five aims:

- To put biology into a social context: integrating ethical, cultural and technological issues.
- To stimulate a respect for the environment and highlight our responsibility for the environment.
- To instil an awareness of the importance of the scientific method.
- To develop objectivity and critical analysis.
- To prepare students for future studies which require Biological ideas i.e. Psychology.

**CONTENT AND STRUCTURE**

**ASSESSMENT**
- Observation of pupils who are engaged in experimental work, and evaluation of its quality.
- Marking of experimental reports and of problems tackled in class and outside.
- Monitoring of the quality of pupils' oral contributions to class discussion.
- Presentations and class tests (normally two per semester).
- One formal exam per semester (1 x 1.5 hours in both S6 and S7).

**YEAR 6**
- Nutrition: composition and role of nutrients, diets and food preservation.
- Health: diseases, transmission and defence.
- Coordination and Control: nerves, hormones, behaviour, action of medicines and drugs.
- The impact of man on nature: waste management, biodiversity and pollution.

**YEAR 7**
- The Cell: evolution and structure.
- Genetics: classical genetics, molecular genetics and Human genetics.
- Evolution: evolutionary theories, evidence for evolution and Human evolution.

# GEOGRAPHY

## GEOGRAPHY 2 DE

| SUBJECT: GEOGRAPHY 2 | LANGUAGE: DE | |
|---|---|---|
| PERIODS PER WEEK: 2 | BACCALAUREATE | |
| MORE INFORMATION FROM:<br>Constance Ireland<br>(c.ireland@europaschool.uk) | | VERPFLICHTEND SCHRIFTLICH |
| | | WAHLWEISE SCHRIFTLICH |
| | | VERPFLICHTEND MÜNDLICH |
| | X | MÖGLICHE MÜNDLICHE PRÜFUNG |

**EINFÜHRUNG**

Alle Schüler müssen mindestens zwei Wochenstunden Geographie in den beiden Jahrgangsstufen 6 und 7 belegen. Sie können aber auch einen vertiefenden Kurs belegen, der vier Wochenstunden umfasst. Die Schüler werden die Vielfalt des Faches in anthropogenen, wirtschaftlichen und physikalischen Zusammenhängen entdecken. Analyse, Recherche und die Fähigkeit über Sachverhalte zu diskutieren, wird durch individuelles Lernen, Gruppenarbeit oder im Klassenverband gefördert. Die Schüler werden so befähigt Theorien mit lebenspraktischen Situationen zu vergleichen.

**INHALT UND STRUKTUR**

**JAHRGANGSSTUFE 6**

Hier werden fünf Themen angeboten:

- Was bedeutet Entwicklung?
- Ressourcen der Erde nachhaltig verwenden
- Umwelt in Gefahr
- Globalisierung – Gefahr oder Chance?
- Projektarbeit

In diesem Kurs wird das Verständnis für die Komplexität der aktuellen globalen Verhältnisse geschult. Es werden dazu Fallstudien diskutiert, sowie Statistiken und Berichte analysiert. Vertiefend wird dazu beigetragen, dass die SchülerInnen in Debatten gut informiert auftreten können und ihre Meinung und Grundhaltung dort verteidigen können.

**JAHRGANGSSTUFE 7**

Dieser Kurs hat ausschließlich Europa im Blickpunkt.
Es werden die folgenden fünf Themen mit unterschiedlicher Gewichtung behandelt:

- Europa und insbesondere die Europäische Union
- Eine natürliche Umgebung, die immer mehr vom Menschen verändert wird- Landschaft, Ressourcen und Gefahren
- Europäer – Städte, Demographie und Migration

- Der wirtschaftliche Strukturwandel – Landwirtschaft, Probleme der De-Industrialisierung und Lösungsansätzen, der tertiäre Sektor (Transport und Tourismus), regionale Politik, die EU und weltweit

**BENOTUNG**

**JAHRGANGSSTUFE 6**

Die A-Note wird aus allen Bewertungen der Beiträge im Unterricht und den Hausarbeiten zusammengesetzt.
Es werden vier B-Tests unter Examensbedingungen in den regulären Unterrichtsstunden geschrieben. Es wird Wissen abgeprüft, das Verständnis und die Fähigkeit Ideen zu formulieren.

**JAHRGANGSSTUFE 7**

Die A-Note wird wie oben angegeben erstellt.
Es werden vier B-Tests geschrieben. Eine mündliche Prüfung in möglich.

# GEOGRAPHY 4 EN & GEOGRAPHY 2 EN

| SUBJECT: GEOGRAPHY 4 | LANGUAGE: EN | |
|---|---|---|
| PERIODS PER WEEK: 4 | BACCALAUREATE | |
| MORE INFORMATION FROM:<br>Tanya Simpson<br>(t.simpson@europaschool.uk) | | COMPULSORY WRITTEN |
| | X | OPTIONAL WRITTEN |
| | | COMPULSORY ORAL |
| | X | OPTIONAL ORAL |

| SUBJECT: GEOGRAPHY 2 | LANGUAGE: EN | |
|---|---|---|
| PERIODS PER WEEK: 2 | BACCALAUREATE | |
| MORE INFORMATION FROM:<br>Tanya Simpson<br>(t.simpson@europaschool.uk) | | COMPULSORY WRITTEN |
| | | OPTIONAL WRITTEN |
| | | COMPULSORY ORAL |
| | X | OPTIONAL ORAL |

**INTRODUCTION**

All students must study at least two periods of Geography in the Sixth and Seventh Year, but students may choose to do the more advanced four period course. Students studying geography will discover the diversity of the subject in human, economic, social and physical terms. A varied approach to learning is encouraged where students will develop analytical, research and discussion skills, working as a class, in groups or individually. This should enable students to relate theoretical ideas to practical real-world situations.

**FOUR PERIOD COURSE**

The more advanced geography course is suited to students who have a real curiosity about the world in which we live, its problems and diversity, and the impact of humans on the environment. Students choosing this course will benefit from an enquiry-based approach and will develop a range of skills in the analysis of maps, satellite images, photographs, statistics etc.

**CONTENT AND STRUCTURE**

**Sixth Year**

- Physical geography and human activity (landscapes and natural hazards): including a detailed case study of one non-European landscape (geology, processes shaping the land, human interaction) and one natural hazard (location, characteristics, management of risk)
- Natural resources: including a study of one renewable and one non-renewable resource and the issue of conflict over resources
- The complexity of a global world:
    - Development: a world with inequalities (measuring development, problems, possible solutions and an individual country study)

    - Globalisation: definitions, positive and negative consequences, case study of a multinational and alternatives to globalisation)
- Fieldwork: Aims, hypotheses, selecting and collecting data, analyse and presentation of results, conclusions.

**Year 7**

This year is focused on Europe and the European Union in particular.

- The Natural Environment: a general overview, plate movements, a case study of the Alps, European climates and the impact of climatic variations on human activities
- Population: factors influencing distribution and density, population structure, internal and external migration
- Economy of Europe: agriculture, industry and services
- European Union: Issues and challenges: defining the EU and its aims, sustainability (particularly in terms of agriculture and energy), widening and deepening the EU

**ASSESSMENT (4 period course)**

**YEAR 6**

Students will have one three period examination per semester, for which the B mark will be awarded. A marks are given twice a year according to a student's performance in all aspects of work and class participation.

**YEAR 7**

Students will have one three hour written exam as part of the Pre-Bac and they can choose to do an oral examination or a written examination as part of their final set of Baccalaureate examinations. The final written exam (if chosen) will include questions focussing on document interpretation, skills, analysis and essay writing.

# GEOGRAPHY 4 FR & GEOGRAPHY 2 FR

| SUBJECT: GEOGRAPHY 4 | LANGUAGE: FR | |
|---|---|---|
| PERIODS PER WEEK: 4 | BACCALAUREATE | |
| MORE INFORMATION FROM:<br>Sandrine Philippot-Gasc<br>(s.philippot-gasc@europaschool.uk) | | COMPULSORY WRITTEN |
| | X | OPTIONAL WRITTEN |
| | | COMPULSORY ORAL |
| | X | OPTIONAL ORAL |

| SUBJECT: GEOGRAPHY 2 | LANGUAGE: FR | |
|---|---|---|
| PERIODS PER WEEK: 2 | BACCALAUREATE | |
| MORE INFORMATION FROM:<br>Sandrine Philippot-Gasc<br>(s.philippot-gasc@europaschool.uk) | | COMPULSORY WRITTEN |
| | | OPTIONAL WRITTEN |
| | | COMPULSORY ORAL |
| | X | OPTIONAL ORAL |

## COURS DE GÉOGRAPHIE 4 ET 2 PÉRIODES

Tous les élèves doivent avoir au moins deux périodes de géographie en classe de 6° et 7° années ; certains peuvent choisir le cours d'approfondissement à 4 périodes. Avec la géographie, les élèves découvriront la diversité humaine, économique et sociale. Les stratégies d'enseignement sont variées pour permettre aux élèves d'acquérir des savoir-faire spécifiques comme par exemple l'analyse, la recherche, développer un esprit critique (au sein de la classe, en groupe ou individuellement), et faire le lien entre la théorie et les applications pratiques.

## COURS D'APPROFONDISSEMENT 4 PÉRIODES

Le cours d'approfondissement de Géographie convient à des élèves qui ont une réelle curiosité pour le monde dans lequel ils vivent, pour ses problèmes, sa diversité et pour les conséquences des activités humaines sur l'environnement. Les élèves qui choisissent ce cours bénéficieront d'un apprentissage adapté et pourront acquérir des savoir-faire spécifiques (étude de cartes, images satellitales, photographies, statistiques…).

En 6ème et 7ème année, si le groupe d'élèves ayant choisi l'option Histoire 4 périodes est inférieur à 5, le cours sera ouvert selon les modalités suivantes :

2 périodes par semaine : cours commun aux histoire 2 et 4périodes.

2 périodes par semaine : cours spécifique pour les élèves d'histoire 4 périodes.

Cette organisation, prévue par les textes des écoles européennes, est en place depuis de nombreuses années et fonctionne de façon satisfaisante particulièrement pour l'histoire en français et en allemand.

**Programme en 6ème année (cours d'approfondissement 4 périodes) :**

L'accent est mis sur les relations entre les phénomènes de géographie humaine et physique. Les thèmes

Le programme s'articule autour de 4 thèmes principaux :

Les interactions entre les milieux naturels et les sociétés humaines : études de cas choisies dans différentes régions de la planète.

Enjeux géographiques liés aux ressources naturelles dans le monde

Les questions liées au développement : croissance, inégalités, modèles de développement.

Les changements engendrés par la mondialisation

**Programme en septième année (cours d'approfondissement : 4 périodes)**

L'Europe et l'Union européenne : définitions et questions autour des limites de l'Europe.

L'Europe, un environnement naturel de plus en plus anthropisé : Variété des paysages naturels, ressources naturelles et gestion des risques.

Les Européens : répartition, grandes tendances démographiques, flux migratoires, mutations des villes.

Les mutations économiques fondamentales dans l'UE (agriculture, industries, services) et leur impact régional.

L'ouverture de l'UE sur le monde : enjeux et défis

## COURS À 2 PÉRIODES

Tous les étudiants sont encouragés à être actifs dans les leçons.

**Programme en sixième (cours de 2 périodes)**

- Développement économique : notion de développement, critères et indicateurs, pays en voie de développement, projets de développement

Comment gérer des ressources limitées (pétrole, eau, matières 1ère ) dans un monde aux besoins croissants ?

Enjeux environnementaux : comment gérer les risques naturels et mettre en place un développement durable ?

La mondialisation : une chance ou un risque ?

**Programme en septième (cours de 2 périodes) :**

Les thèmes au programme sont identiques à ceux du cours de géographie 4 périodes

## EVALUATION

**Classe de sixième et septième 4 périodes**

- une note B composée d'un examen écrit de 3 périodes par semestre en classe de sixième et un pré-bac obligatoire de 3 heures en classe de septième.
- une note A par semestre (travail en classe, participation, exposés …)
- Baccalauréat (7eme) en juin : les élèves peuvent choisir entre un examen oral (20 minutes de préparation et 20 minutes de présentation) ou un examen écrit de 3 heures (étude de documents)

**Classe de sixième et septième 2 périodes**

- une note B composée de deux tests B écrits de 45 minutes par semestre
- une note A par semestre (travail en classe, participation, exposés… )
- Baccalauréat (7eme) en juin : les élèves peuvent choisir un examen oral ( 20 minutes de préparation et 20 minutes de présentation).

# HISTORY

## HISTORY 4 DE

| | | |
|---|---|---|
| **SUBJECT: HISTORY 4** | **LANGUAGE: DE** | |
| **PERIODS PER WEEK: 4** | **BACCALAUREATE** | |
| **MORE INFORMATION FROM:**<br>Christiane Gehron<br>(c.gehron@europaschool.uk) | | **COMPULSORY WRITTEN** |
| | **X** | **OPTIONAL WRITTEN** |
| | | **COMPULSORY ORAL** |
| | **X** | **OPTIONAL ORAL** |

**EINLEITUNG**

Schüler, die sich mit dem Fach Geschichte befassen, lernen zu verstehen, dass Geschichtskenntnisse keine absolut gültige Wahrheit beanspruchen. Jede Generation produziert nämlich ein eigenes Geschichtsbewusstsein, das ihre eigenen Überzeugungen und neu vorhandene Erkenntnisse wiedergibt. Das Fach Geschichte bietet daher vielfach Möglichkeiten sich auf andersartige Situationen einzulassen, aber auch die Fähigkeit zur kritischen Distanz zu entwickeln. Es verlangt von Schülern, Vergleiche zwischen ähnlichen und unterschiedlichen Lösungen allgemeiner menschlicher Situationen anzustellen, ob sie nun politischer, ökonomischer, sozialer oder kultureller Natur sind. Dabei sollen Vergleiche und Beurteilungen von verschiedenen Kulturen, politischen Systemen und nationalen Traditionen angestellt werden, aber auch Vorurteile über sie abgebaut werden.

**FACHSPEZIFISCHELERNZIELE**

- ein besseres Verständnis von Europa, der Welt und der Vergangenheit
- Toleranz und Offenheit gegenüber verschiendenen Blickwinkeln entwickeln – Europäische und andere nationale Perspektiven gegenüber der Geschichte sehen
- die Hauptereignisse und geschichtlichen Entwicklungen der jüngsten Zeit in einer der Arbeitssprachen kennen lernen
- wichtige geschichtliche Konzepte verstehen
- analytische und fachspezifische Fähigkeiten entwickeln
- das Fach Geschichte in schriftlicher und mündlicher Form präsentieren

## UNTERRICHTSMETHODEN FÜR KLASSE 6 UND 7 (AUSWAHL)

- Geschriebene Übungen während des Schuljahrs
  Aufsätze
  Quellenarbeit
  Recherche (Computer, Bibliothek)
- Hausaufgaben – mündlich und schriftlich
- Teilnahme an Diskussionen und Aktivitäten im Unterricht
- Präsentationen
- Computer (Blogs, Foren, Wikis, andere Hilfsmittel virtuellen Lernens, Podcasts, Webquests, interaktive Whiteboards, digitale Filme etc.)
- Feldforschung
- Gruppenarbeit
- Rollenspiele
- Projekte
- Fächerübergreifende Arbeiten
- Selbstbewertung und Bewertung der Mitschüler

## GESCHICHTE VIERSTÜNDIG

Dieser Kurs ist für Schüler bestimmt, die ein besonderes Interesse daran haben, Geschichte zu lernen und Sozialwissenschaften an der Universität zu studieren. Ein sehr gutes Niveau auch in der schriftlichen Beherrschung der zweiten Sprache (L2) muss vorausgesetzt werden.
In Jahr 6 werden die Schüler an einem eigenen Forschungsvorhaben arbeiten, das sie zusammen mit dem Lehrer aussuchen und absprechen. Dies ist eine gute Gelegenheit mit der fachspezifischen Forschungs-Methodik vertraut zu werden und fungiert zugleich als Propädeutik für universitäre Studien.

## BEWERTUNG

## FORMATIVE BEWERTUNG (A-NOTE)

Die formative Bewertung basiert auf der Evaluation einer Vielfalt der in den didaktischen Prinzipien ausgeführten Lehrmethoden sowie

- Mitarbeit und Pünktlichkeit
- der Arbeitshaltung des Schülers
- schriftliche Überprüfung

Zusätzlich ist im 4-stündigen Kurs in Klasse 6 die persönliche Forschungsarbeit ein **verpflichtendes Element** der Beurteilung, entweder im ersten oder zweiten Semester. Diese Arbeit soll mit bis zu 25% in die A-Note eines Semesters eingehen.

## SUMMATIVE BEWERTUNG (B-NOTE)

### KLASSE 6
Die B-Note wird bestimmt durch zwei Examen, eines pro Semester, jeweils mit einer Dauer von 2 Stunden und 15 Minuten. Die Fragestellungen dieser Prüfungen folgen der Struktur der Fragestellungen der schriftlichen Abiturprüfung.

### KLASSE 7
Die B-Note wird bestimmt durch ein 3-stündiges Examen am Ende des ersten Semesters. Die Fragestellung dieser Prüfung folgt der Struktur der Fragestellungen der schriftlichen Abiturprüfung.

### ABITURPRÜFUNG
Die Prüfungen erstrecken sich grundsätzlich auf den Lehrplan der 7. Klasse, wobei jedoch die früher, insbesondere in der 6. Klasse, erworbenen Kenntnisse vorausgesetzt werden.

### SCHRIFTLICHE ABITURPRÜFUNG
Die Abiturprüfung basiert auf dem verbindlichen Kernbereich über Europa (Europa 4,5,6,7) und den Pflichtmodulen aus Klasse 7 (Module 7.4A, 7.4B, 7.4C). Die Prüfung dauert insgesamt 3 Zeitstunden und ist in zwei Teile unterteilt, wobei auf jeden Teil ungefähr 90 Minuten Arbeitszeit entfallen sollten. Der erste Teil besteht aus unbekannten Quellentexten, der zweite Teil ist ein strukturiertes Essay.

### TEIL 1 – QUELLENARBEIT
Teil 1 erfordert Quellenarbeit anhand von 4 Fragen auf der Basis von 4-5 unbekannten Quellen, die jedes Jahr wechseln. Die vierte Frage ist eine synoptische Frage auf der Grundlage einer der zehn Unterfragen aus dem verbindlichen Kernbereich Europa (Europa 4,5,6,7) und erfordert Synthese, Auswertung von unbekannten Quellen und Kontextwissen.
Teil 1 beinhaltet 4-5 Dokumente, von denen mindestens eines, höchstens zwei, nicht schriftliche Dokumente wie Karikaturen, Statistiken, Photos oder Karten sein sollen. Es sollen sowohl primäre als auch sekundäre Quellen gegeben werden. Die Quellentexte sollen insgesamt eine Wortanzahl von ungefähr 1000 Wörtern nicht überschreiten.

### TEIL 2 – STRUKTURIERTES ESSAY
Das strukturierte Essay besteht aus 3 Fragen, die sich auf zwei oder drei der Pflichtmodule in Klasse 7 beziehen.
Die erste Frage erfordert einfache Beschreibung eines Sachverhalts und prüft die Kompetenz der Rekonstruktion und Auswahl von relevantem historischem Wissen. Das erforderliche Wissen für diese Frage orientiert sich an den Schlüsselbegriffen der einzelnen Module. Wenn die Frage eher auf Definitionen abzielt, können bis zu zwei Unterfragen gestellt werden. Die zweite Frage zielt auf Erklärung, die dritte Frage auf Erklärung und Bewertung eines historischen Zusammenhangs.

## DIE MÜNDLICHE ABITURPRÜFUNG

Die mündliche Abiturprüfung besteht aus 20 Minuten Vorbereitungszeit für den Prüfling und 20 Minuten Prüfung, einschließlich der Notenfindung. Die mündliche Prüfung besteht aus einer Aufgabe mit Quellen und Unterfragen aus dem verbindlichen Kernbereich oder den unterrichteten Modulen der 7. Klasse, kann aber auch Wissen und Kompetenzen aus Klasse 6 voraussetzen. Pro Aufgabe sollten nicht mehr als 3 Quellen verwendet werden. Die Prüflinge wählen 20 Minuten vor Beginn der Prüfung eine Aufgabe per Los. Weitere Informationen zur Struktur der Aufgabe finden sich in einem Lehrerbegleitdokument zur Vorbereitung von mündlichen Abituraufgaben.

In der mündlichen Prüfung werden Wissen und Verständnis, Konzepte und Kompetenzen beurteilt. Der Schwerpunkt liegt auf der Breite des Wissens, dem Niveau der Bewertung und dem Verständnis von Konzepten sowie der Erklärung und Interpretation von Quellen, wobei Inhalt, Sinn, Bedeutung und Kontext berücksichtigt werden müssen. In mündlichen Prüfungen sollten sprachliche Fehler nur dann berücksichtigt werden, wenn sie die Kommunikation der historischen Fakten und Ideen beeinträchtigen. Die Aufgaben des 4-stündigen Kurses zielen stärker auf Kompetenzen als auf Wissensdarstellung, insbesondere höherwertige Kompetenzen, wie den Vergleich, die Kontextualisierung, die Bewertung von Zuverlässigkeit und Nützlichkeit und die Synthese. Im Bewertungsmaßstab für die mündliche Abiturprüfung werden diese Kompetenzen genauer ausgeführt. Der Bewertungsmaßstab muss allen Lehrern bekannt sein und zur Verfügung stehen, und er muss verwendet werden, um Schüler in der mündlichen Prüfung zu beurteilen.

# HISTORY 2 DE

| SUBJECT:HISTORY 2 | LANGUAGE: DE | |
|---|---|---|
| PERIODS PER WEEK: 2 | BACCALAUREATE | |
| MORE INFORMATION FROM:<br>Christiane Gehron<br>(c.gehron@europaschool.uk) | | COMPULSORY WRITTEN |
| | | OPTIONAL WRITTEN |
| | | COMPULSORY ORAL |
| | X | OPTIONAL ORAL |

**EINLEITUNG**

Schüler, die sich mit dem Fach Geschichte befassen, lernen zu verstehen, dass Geschichtskenntnisse keine absolut gültige Wahrheit beanspruchen. Jede Generation produziert nämlich ein eigenes Geschichtsbewusstsein, das ihre eigenen Überzeugungen und neu vorhandene Erkenntnisse wiedergibt. Das Fach Geschichte bietet daher vielfach Möglichkeiten sich auf andersartige Situationen einzulassen, aber auch die Fähigkeit zur kritischen Distanz zu entwickeln. Es verlangt von Schülern, Vergleiche zwischen ähnlichen und unterschiedlichen Lösungen allgemeiner menschlicher Situationen anzustellen, ob sie nun politischer, ökonomischer, sozialer oder kultureller Natur sind. Dabei sollen Vergleiche und Beurteilungen von verschiedenen Kulturen, politischen Systemen und nationalen Traditionen angestellt werden, aber auch Vorurteile über sie abgebaut werden.

**FACHSPEZIFISCHELERNZIELE**

- ein besseres Verständnis von Europa, der Welt und der Vergangenheit
- Toleranz und Offenheit gegenüber verschiendenen Blickwinkeln entwickeln – Europäische und andere nationale Perspektiven gegenüber der Geschichte sehen
- die Hauptereignisse und geschichtlichen Entwicklungen der jüngsten Zeit in einer der Arbeitssprachen kennen lernen
- wichtige geschichtliche Konzepte verstehen
- analytische und fachspezifische Fähigkeiten entwickeln
- das Fach Geschichte in schriftlicher und mündlicher Form präsentieren

**UNTERRICHTSMETHODEN FÜR KLASSE 6 UND 7 (AUSWAHL)**

- Geschriebene Übungen während des Schuljahrs
  Aufsätze
  Quellenarbeit
  Recherche (Computer, Bibliothek)
- Hausaufgaben – mündlich und schriftlich
- Teilnahme an Diskussionen und Aktivitäten im Unterricht
- Präsentationen
- Computer (Blogs, Foren, Wikis, andere Hilfsmittel virtuellen Lernens, Podcasts, Webquests, interaktive Whiteboards, digitale Filme etc.)
- Feldforschung
- Gruppenarbeit
- Rollenspiele
- Projekte
- Fächerübergreifende Arbeiten
- Selbstbewertung und Bewertung der Mitschüler

**BEWERTUNG**

**FORMATIVE BEWERTUNG (A-NOTE)**
Die formative Bewertung basiert auf der Evaluation einer Vielfalt der in den didaktischen Prinzipien ausgeführten Lehrmethoden sowie

- Mitarbeit und Pünktlichkeit
- der Arbeitshaltung des Schülers
- schriftliche Überprüfung

**SUMMATIVE BEWERTUNG (B-NOTE)**

**KLASSE 6 & 7**
Die B-Note wird bestimmt durch 2 Tests pro Semester, jeweils von 45 Minuten Dauer, d.h. 4 Tests im gesamten Schuljahr. Diese Tests basieren auf der Arbeit mit Quellendokumenten und sollen die in den Lernzielen genannten Kompetenzen prüfen.

**ABITURPRÜFUNG**
Die Prüfungen erstrecken sich grundsätzlich auf den Lehrplan der 7. Klasse, wobei jedoch die früher, insbesondere in der 6. Klasse, erworbenen Kenntnisse vorausgesetzt werden.

**DIE MÜNDLICHE ABITURPRÜFUNG**
Die mündliche Abiturprüfung besteht aus 20 Minuten Vorbereitungszeit für den Prüfling und 20 Minuten Prüfung, einschließlich der Notenfindung. Die mündliche Prüfung besteht aus einer Aufgabe mit Quellen und Unterfragen aus dem verbindlichen Kernbereich oder den unterrichteten Modulen der 7. Klasse, kann aber auch Wissen und Kompetenzen aus Klasse 6 voraussetzen. Pro Aufgabe sollten nicht mehr als 3 Quellen verwendet werden. Die Prüflinge wählen 20 Minuten vor Beginn der Prüfung eine Aufgabe per Los. Weitere Informationen zur

Struktur der Aufgabe finden sich in einem Lehrerbegleitdokument zur Vorbereitung von mündlichen Abituraufgaben.
In der mündlichen Prüfung werden Wissen und Verständnis, Konzepte und Kompetenzen beurteilt. Der Schwerpunkt liegt auf der Breite des Wissens, dem Niveau der Bewertung und dem Verständnis von Konzepten sowie der Erklärung und Interpretation von Quellen, wobei Inhalt, Sinn, Bedeutung und Kontext berücksichtigt werden müssen. In mündlichen Prüfungen sollten sprachliche Fehler nur dann berücksichtigt werden, wenn sie die Kommunikation der historischen Fakten und Ideen beeinträchtigen. Die Aufgaben des 4-stündigen Kurses zielen stärker auf Kompetenzen als auf Wissensdarstellung, insbesondere höherwertige Kompetenzen, wie den Vergleich, die Kontextualisierung, die Bewertung von Zuverlässigkeit und Nützlichkeit und die Synthese. Im Bewertungsmaßstab für die mündliche Abiturprüfung werden diese Kompetenzen genauer ausgeführt. Der Bewertungsmaßstab muss allen Lehrern bekannt sein und zur Verfügung stehen, und er muss verwendet werden, um Schüler in der mündlichen Prüfung zu beurteilen.

# HISTORY 4 EN & HISTORY 2 EN

| | | |
|---|---|---|
| **SUBJECT: HISTORY 4** | **LANGUAGE: EN** | |
| **PERIODS PER WEEK: 4** | **BACCALAUREATE** | |
| **MORE INFORMATION FROM:**<br>Antje Lakin<br>(a.lakin@europaschool.uk) | | **COMPULSORY WRITTEN** |
| | X | **OPTIONALWRITTEN** |
| | | **COMPULSORY ORAL** |
| | X | **OPTIONAL ORAL** |

| | | |
|---|---|---|
| **SUBJECT: HISTORY 2** | **LANGUAGE: EN** | |
| **PERIODS PER WEEK: 2** | **BACCALAUREATE** | |
| **MORE INFORMATION FROM:**<br>Antje Lakin<br>(a.lakin@europaschool.uk) | | **COMPULSORY WRITTEN** |
| | | **OPTIONALWRITTEN** |
| | | **COMPULSORY ORAL** |
| | X | **OPTIONAL ORAL** |

**SPECIFIC OBJECTIVES OF THE SUBJECT**

A better understanding of Europe, the world and the past.

Have a tolerance and openness to different points of view through a European perspective and the comparison of different national approaches to history.

Know the main events and recent historical developments in a working language.

Understand important concepts in history.

Develop the student's historical and analytical skills.

Present the subject history in the written and oral form.

**FOUR HOUR HISTORY**

advanced course. The course is intended for motivated students who show a particular interest in studying history and in particular for students intending to study social science or arts at university. The students need to have a good level of second language. In the 4 period course, written work will be an important element. It is good preparation for tertiary studies.

In year 6 and 7, if the group of students in history 4 periods is lower than 5, the course will open with the following organisation :

2 periods per week: joint class with history 2 + 4

2 periods per week: specific lessons for the History 4 students

This organisation is in line with the ES regulations and has been implemented in Culham for several years especially for history in French and in German.

**YEAR 6 SYLLABUS**

**Europe 1914 -1945**

Compulsory topics:

1) Europe transformed by the First World War
2) Dictatorship and democracy: Europe in the interwar years (1918-39)
3) Europe and Europeans in the Second World War

| **2 Period course** | **4 period course** |
|---|---|
| The USA 1898 to 1945 | The USA since 1898 |
| Culture and Society before 1945 | Culture and Society before 1945 |
| European colonialism and imperialism from the end of the 19th century to 1945 | European colonialism and imperialism from the end of the 19th century to 1945 |
| Warfare in the 20th century | Warfare in the 20th century |
| Women in the 20th century | Women in the 20th century |
| Russia and the USSR 1917 to 1953 | Russia and the USSR 1917 to 1953 |
| Genocide in the 20th century | Genocide in the 20th century |

## YEAR 7 SYLLABUS

Compulsory topics:

Post-war Europe (1945-1949)
Eastern Europe, Western Europe (1949-1973)
Europe from dictatorship to democracy (1974 - 1995)
Europe in the making (1945 to today)

| **2 period course : the teacher will choose to cover some of the following topics** | **4 period course** |
|---|---|
| Cold War | Cold War and international relations since 1945 |
| China since 1949 | China since 1949 |
| Decolonisation after 1945 | Decolonisation and independence since 1945 |
| Arab-Israeli conflict since 1947 | |
| The USA after 1945 | |
| The United Nations | |
| Mass media, popular culture and authority since1945. | |

## EVALUATION

**6th Year Four Hour:**

- B mark based on a three period written exam at the end of each semester
- A mark (tests, work in class, participation …..)

**7th year Four Hour**

- B mark based on a three hour written exam *at the end of the first semester*
- A mark (tests, work in class, participation…..)
- Baccalaureate in June: a twenty minute oral test (twenty minutes for preparation and twenty minutes for presentation) based on the 7th year programme or a three hour written test made up of two parts: a study of documents and a second part based on a structured essay.

**6th and 7th Year Two Hour:**

- B mark based on two 45 minute written B tests each semester (harmonised across the language sections)

- A mark (tests, work in class, participation…..)

- Baccalaureate (7th yr) in June: the students may choose to do a twenty minute oral test (twenty minutes for preparation and twenty minutes for presentation)

# HISTORY 4 FR & HISTORY 2 FR

| | | |
|---|---|---|
| **MATIÈRE : HISTOIRE 4** | **LANGUE: FR** | |
| **PÉRIODES PAR SEMAINE: 4** | **BACCALAUREAT** | |
| **PLUS D'INFORMATION:**<br>Sandrine Philippot-Gasc<br>(s.philippot-gasc@europaschool.uk) | | **ÉCRIT OBLIGATOIRE** |
| | X | **ÉCRIT AU CHOIX** |
| | | **ORAL OBLIGATOIRE** |
| | X | **ORAL AU CHOIX** |

| | | |
|---|---|---|
| **MATIÈRE : HISTOIRE 2** | **LANGUE: FR** | |
| **PÉRIODES PAR SEMAINE: 2** | **BACCALAUREAT** | |
| **PLUS D'INFORMATION:**<br>Sandrine Philippot-Gasc<br>(s.philippot-gasc@europaschool.uk) | | **ÉCRIT OBLIGATOIRE** |
| | | **ÉCRIT AU CHOIX** |
| | | **ORAL OBLIGATOIRE** |
| | X | **ORAL AU CHOIX** |

## OBJECTIFS SPÉCIFIQUES À LA MATIÈRE

Une meilleure compréhension de l'Europe, du monde et du passé dans une langue véhiculaire.

Tolérance et ouverture à des points de vue différents par une approche européenne de l'histoire et la mise en perspective des approches nationales de l'histoire

Comprendre les concepts historiques importants

Développer les aptitudes historiques et l'esprit critique des élèves

Présenter oralement et par écrit des sujets historiques

## COURS DE QUATRE PÉRIODES

**Programme approfondi :** Ce cours est destiné aux élèves motivés, qui manifestent un goût particulier pour l'étude de l'Histoire et se destinent particulièrement à des études universitaires dans le domaine des Sciences humaines ou des Lettres. Les élèves doivent avoir aussi un niveau de langue II solide. Cependant la langue n'intervient pas dans la notation. Dans le cours de 4 périodes l'accent sera mis sur le travail écrit ce qui est très utile pour se préparer aux études supérieures.

En 6ème et 7ème année, si le groupe d'élèves ayant choisi l'option Histoire 4 périodes est inférieur à 5, le cours sera ouvert selon les modalités suivantes :

2 périodes par semaine : cours commun aux histoire 2 et 4périodes.

2 périodes par semaine : cours spécifique pour les élèves d'histoire 4 périodes.

**Programme en 6ème année** :

**L'EUROPE ET LE MONDE DE LA FIN DU XIX° SIÈCLE JUSQU'À NOS JOURS :**

**L'Europe de 1914 à 1945**

1) L'Europe transformée par la Première Guerre mondiale
2) L'Europe entre les deux guerres mondiales : dictatures et démocraties (1918-39)
3) L'Europe et les Européens dans la Seconde Guerre mondiale

Les thèmes optionnels : le professeur choisira librement de traiter certains de ces thèmes en tant que tels ou en liaison avec les thèmes obligatoires

| **Cours d'histoire 2 périodes** | **Cours d'histoire 4 périodes** |
|---|---|
| Les États-Unis d'Amérique de 1898 à 1945 | Les États-Unis d'Amérique depuis 1898 |
| Culture et société avant 1945 | Culture et société avant 1945 |
| La colonisation et l'impérialisme européen de la fin du XIXe siècle à 1945 | La colonisation et l'impérialisme européen de la fin du XIXe siècle à 1945 |
| La guerre au XXe siècle | La guerre au XXe siècle |
| Les femmes au XXe siècle | Les femmes au XXe siècle |
| Russie et U.R.S.S. de 1917 à 1953 | Russie et U.R.S.S. de 1917 à 1953 |
| Les génocides au XXe siècle | Les génocides au XXe siècle |

**Programme de 7ème année :**

**Thèmes obligatoires :**

L'Europe depuis la Seconde Guerre mondiale
L'Europe au lendemain de la Seconde Guerre mondiale (1945-1949)
Europe de l'Est, Europe de l'Ouest (1949-1973)
L'Europe de la dictature à la démocratie (1974 - 1995)
La construction européenne de 1945 à nos jours

| **Cours 2 périodes : le professeur choisira librement de traiter certains de ces thèmes** | **Cours 4 périodes : ces 3 thèmes sont obligatoires** |
|---|---|
| La Guerre froide | Guerre froide et relations internationales depuis 1945 |
| La Chine depuis 1949 | La Chine depuis 1949 |
| La décolonisation après 1945 | Décolonisation et indépendances depuis 1945 |
| Le conflit israélo-arabe depuis 1947 | |
| Les États-Unis d'Amérique depuis 1945 | |
| L'Organisation des Nations Unies | |
| Médias de masse, cultures populaires et pouvoir politique depuis 1945. | |

**Evaluation :**

**Classe de 6ème quatre périodes :**

- une note B composée d‟un examen écrit de trois périodes à la fin de chaque semestre
- une note A ( tests, travail en classe, participation, travail de recherche… )

**Classe de 7ème quatre périodes :**

- une note B composée d‟un examen écrit de trois heures *à la fin du premier semestre*
- une note A ( tests, travail en classe, participation … )

- Baccalauréat en juin : une épreuve orale de 20 minutes ( 20 minutes de préparation et 20 minutes de présentation ) basée sur le programme de septième **ou** une épreuve écrite de trois heures composée de deux parties : une étude de documents et une dissertation la rédaction de réponses organisées dans la 2ème partie.)

**Classe de 6ème et de 7ème 2 périodes :**

- une note B composée de deux tests B écrits de 45 minutes par semestre harmonisées pour les différentes sections linguistiques.
- une note A (tests, travail en classe, participation … )

Baccalauréat (7ème) en juin : les élèves peuvent choisir une épreuve orale de 20 minutes ( 20 minutes de préparation et 20 minutes de présentation )

# 3P ADVANCED COURSES

## *ADV L1 ENGLISH*

| | | |
|---|---|---|
| **SUBJECT: ADV L1 EN** | **LANGUAGE: L1 ENGLISH** | |
| **PERIODS PER WEEK: 3** | **BACCALAUREATE** | |
| **MORE INFORMATION FROM:**<br>Bethany Doe (b.doe@europaschool.uk) | **X** | **COMPULSORY WRITTEN** |
| | | **OPTIONAL WRITTEN** |
| | **X** | **COMPULSORY ORAL** |
| | | **OPTIONAL ORAL** |

**The syllabus in English Language I Advanced is aimed at students who are interested in, and wish to develop and deepen their understanding of, aspects of literature and other published writings that broaden the scope of the main Language I syllabus. It is likely to be of particular interest to those students who wish to pursue literary and/or linguistic and/or media studies beyond Baccalaureate level. Candidates will need to enjoy reading and analysing a wide range of texts and will show the ability to express complex ideas concisely and persuasively both orally and in writing.**

The Advanced syllabus develops the same seven competences as the LI syllabus and addresses them also in part through a variety of set and unseen texts, but takes a different approach. For the written terminal examination, thetexts set for study in the Language I syllabus are chosen differently to the theme-based approach in LI: one text is nominated for detailed study within a broader social, cultural or historical context of supporting texts; four additional texts, are paired by genre in ways that invite an imaginative range of comparative study. The five texts cover between them the three genres of poetry, prose and drama. The other component of the written examination is an unseen non-literary/non-fiction text, in response to which candidates are required to identify lines of thought or argument and the success with which, as well as the techniques through which, the author conveys them to her or his readership. The oral examination, as in the Language I syllabus, draws on passages from the set texts that are used as a springboard for candidates to articulate their understanding of a writer's methods as well as the relationship of the presented text to the candidate's wider reading and interests and the sharp critical awareness that has been encouraged by the Advanced course.

The main distinguishing feature of class-based study for English Language I Advanced is the requirement for students to produce **two individual projects,** one in S6 and one in S7. In S6, students may choose from a range of negotiated tasks across areas such as language study, media study, textual adaptation or creative writing; the S7 project must be an extended critical study, but again is negotiated according to the student's interest, and may therefore be genre- or author-based.

**The set texts for next year are as follows:**

*1. Great Expectations by Charles Dickens + I Know Why The Caged Bird Sings by Maya Angelou*

*2. The Canterbury Tales (selected tales) + Travelling Songs by Simon Armitage*

*3. King Lear by William Shakespeare and the Theme of Madness*

# 2P COMPLEMENTARY COURSES

## *ART*

| | | |
|---|---|---|
| **SUBJECT: ART** | **LANGUAGE: EN** | |
| **PERIODS PER WEEK: 2** | **BACCALAUREATE** | |
| **MORE INFORMATION FROM:**<br>Jessica Linsley<br>(j.linsley@europaschool.uk) | | **COMPULSORY WRITTEN** |
| | | **OPTIONAL WRITTEN** |
| | | **COMPULSORY ORAL** |
| | | **OPTIONAL ORAL** |

**INTRODUCTION**

In Art we teach our students to look and be aware of the world around them. There is a strong emphasis on drawing skills but students get the chance to work in a range of materials in both 2 and 3 dimensions. We have close links with local art schools and connections with the contemporary art world which we draw on to keep students up to date with current developments. As well as visits to art exhibitions we organise a painting trip to St. Ives at the end of Y6 to enable our students to experience a prolonged period of working in a community famous for its beauty and art. Art history is taught on a regular basis, with the greatest focus being on the nineteenth century to the present day. Today, there is a wide range of professional activities linked to the world of visual creation and communication, such as architecture, product design, cinema/video production and web design. A huge range of artistic activities dealing with the transformation of digital imagery exists alongside careers linked to more traditional arts such as painting, sculpture and photography, while there are many other careers in which art is either a pre-requisite or useful, such as art therapy, museums studies or anthropology.

**CONTENT AND STRUCTURE**

During Y6 the students work on their drawing, painting and making skills, following a foundation-style course which is made up of a set of compulsory projects aimed at giving them the general skills and understanding needed to underpin the individual projects they begin to develop during Y7. A general history of Western Art is taught.

During Y7 students pursue personal projects working in their preferred fields of interest. Work is monitored and aided by the teacher and negotiated with the student in order to develop their individual strengths, abilities and skills. Practical work is placed within an art historical context and students are expected to research in their own time to extend the breadth of their knowledge and understanding.

**ASSESSMENT**

Those students choosing to study Art as a 2 period course will follow a shortened version of the main course with greater individual flexibility and be assessed by biannual short written exams.

# LAB BIO/LAB CHEM

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|---|---|---|
| **SUBJECT: LAB BIO/CHEM** | **LANGUAGE: EN** | |
| **PERIODS PER WEEK: 2** | **BACCALAUREATE** | |
| **MORE INFORMATION FROM:**<br>Paul Spiring (Bio)<br>(p.spiring@europaschool.uk or<br>r.greenwood@europaschool.uk | | **COMPULSORY WRITTEN** |
| | | **OPTIONAL WRITTEN** |
| | | **COMPULSORY ORAL** |
| | | **OPTIONAL ORAL** |

**INTRODUCTION**

This course seeks to extend the practical skills of those students that elect to study the other Biology and/or Chemistry courses available in Year 6. The principle aims of this course are as follows:

- To develop a student's ability to respond appropriately to both oral and written instructions.
- To enable students to make precise observations and to accurately record, manipulate and present data.
- To enable students to write a critical, objective and analytical laboratory report.
- To teach students to work in both a safe and ethical manner within the laboratory environment.
- To extend a student's familiarity with the operation of scientific equipment for problem-solving, experimental and investigative work.

This course will be of particular relevance to students wishing to pursue future studies in:

• Chemistry, Chemical Engineering; Biochemistry, Biotechnology, Genetics, Microbiology, etc.
• Medical Sciences; Medicine, Pharmacology, Physiotherapy, Veterinary Science, Dentistry, etc.

**CONTENT AND STRUCTURE**

**ASSESSMENT**

- Observation of pupils who are engaged in practical work, and evaluation of its quality.
- Marking of laboratory reports.
- Monitoring of the quality of pupils' oral contributions to class discussion.
- Conduct in formal tests and/or laboratory investigations.
- Compilation of data tables and graphical presentation of results.

**YEAR 6**

- Biology: Microscopy, Microbiology, Taxonomy, Neurology & Animal Behaviour.
- Chemistry: Analytical Methods (Titration, Low Pressure Filtration etc.) & Compound Analysis.

**YEAR 7**

- Biology: Cellular Membranes, Osmoregulation, Population Genetics & Classical Genetics.
- Chemistry: Organic Compound Analysis and Preparation & Analysis of Aspirin.