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# S4-S5 SUBJECTS CHOICE

## 2026-2028

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## Disclaimer

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This booklet is a summary of some of the key regulations governing the organisation of studies in years 4 and 5 and provides advice to help parents and pupils in making the choice of subjects. In the event of a discrepancy, the official texts shall prevail. You can consult the official texts on the website of the Office of the Secretary General of the European Schools.

<https://www.eursec.eu/en/Office/official-texts/basic-texts/en>

- General Rules of the European Schools (2014-03-D-14-en-15)
- The European School Curriculum: Structure and Organisation of studies and courses in the European Schools (2019-04-D-13-en-10)
- Language policy of the European Schools (2019-01-D-35-en-9)
- Summative assessment from s4 to s6 in the European Schools: Pedagogical and organisational arrangements (2022-12-D-19-en-5)
- Arrangements for Implementing the Regulations for the European Baccalaureate (AIREB) (2015-05-D-12-en-50)

## Introduction

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Dear pupil,  
Dear parent,

This booklet is intended to help you in making the choice of subjects for years 4 and 5. You will find information about the subject choice process, the organisation of studies, the assessment policy and the range of courses offered.

Together with this booklet you will receive the form for the choice of subjects, please return the form to your class teacher by **Friday, January 9, 2026**.

Mr ALCAZAR coordinates the choices for years 4 and 5. You are very welcome to contact him if you have any questions: [daniel.alcazar@eursc.eu](mailto:daniel.alcazar@eursc.eu)

Martin WEDEL  
Headmaster

## 1. Important dates

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<b>During the week of Monday 01/12/2025</b>	❖ Parents receive an email with the invitation to the information evening
<b>Tuesday 09/12/2025</b>	❖ Information evening (17:30 - 19:00)
<b>Friday 09/01/2026</b>	<ul style="list-style-type: none"><li>❖ Deadline to return the subjects choice form to the class teacher.</li><li>❖ Deadline for submitting the language change form.</li></ul>
<b>March 2026</b>	❖ Language level tests. Detailed information on the date and organisation of the test will be communicated to the pupils concerned in due time.
<b>Monday 22/06/2026 - Sunday 05/07/2026</b>	❖ Window for requesting a change to the initial choice of subjects. No positive reply is guaranteed, please read below for further details on requesting changes to the initial choice.

## 2. Curriculum in S4-S5

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In the 4<sup>th</sup> and 5<sup>th</sup> years, pupils will study the following compulsory subjects:<sup>1</sup>

Compulsory subjects	Periods <sup>2</sup>
Language 1 (L1) (dominant language)	4
Language 2 (L2) (second language)	3
Language 3 (L3) (third language)	3
History	2
Geography	2
Biology	2
Chemistry	2
Physics	2
Physical Education	2
Ethics or Religion	1
	<b>23</b>
Mathematics	4 or 6
	<b>27 or 29</b>

In addition to the compulsory subjects, pupils must select from the following optional subjects such that the total number of weekly periods lies between a **minimum of 31 and a maximum of 35** for those who have chosen **4-period Mathematics** and a **minimum of 33 and maximum of 35 periods** for those who have opted for the **6-period Mathematics** course.

Optional subjects	Periods
Ancient Greek	4
Economics	4
Latin	4
Language 4 (L4) (fourth language)	4
Other National Languages (ONL)	4
Art	2
ICT	2
Music	2

The curriculum allows a **maximum of 35 periods** to enable some pupils to take two 4-period options. However, 35 periods should be the exception rather than the rule, experience has shown the risks of an overloaded timetable.

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<sup>1</sup> The European School Curriculum: Structure and Organisation of studies and courses in the European Schools (2019-04-D-13-en-10)

<sup>2</sup> Weekly periods, 1 period = 45 minutes

Apart from ONL, **the creation of optional courses requires a minimum of 7 pupils.**<sup>3</sup> If an optional course does not have the minimum number of pupils at the start of the school year, the course shall be cancelled. When this happens, parents are contacted to review the choice.

Ethics and religion courses also require a minimum of 7 pupils. If the threshold cannot be met, even after combining different groups vertically and horizontally, and the consequence would be that courses cannot be offered, it is within the autonomy of the school to find alternative solutions to facilitate the organisation of these courses.

Only category I and category II pupils are entitled to the teaching of ONL, which can take place from nursery up to S7. Category III pupils may join existing courses, but courses cannot run exclusively for category III pupils.

The creation of ONL courses is subject to teacher availability. In principle, the school offers the following ONL courses:

- For pupils of Finnish origin, Swedish/Finnish ONL can be requested regardless of the language section the pupil is enrolled in.
- For pupils of Irish origin, Irish ONL can be requested regardless of the language section the pupil is enrolled in.
- For pupils of Maltese origin, Maltese ONL can be requested, regardless of the language section the pupil is enrolled in.
- For pupils of Spanish origin, Catalan can be requested, regardless of the language section the pupil is enrolled in.

When the number of pupils is very small, ONL courses can be taught in joined groups of consecutive years. **Please be aware that these are not beginners' courses and follow on from the ONL courses in previous years.** Pupils choosing ONL cannot choose Language 4.<sup>4</sup>

As some of the options may have to be timetabled in parallel, it might not be possible to provide all possible combinations of optional subjects. When this happens, parents are contacted to review the choice. In any case, it is desirable that the choice of options helps to form a coherent group of subjects for study. Within the limitations of the timetable, the school will try its best to satisfy the greatest possible number of demands.

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<sup>3</sup> The European School Curriculum: Structure and Organisation of studies and courses in the European Schools (2019-04-D-13-en-10)

<sup>4</sup> Language Policy of the European Schools (2019-01-D-35-en-9)

### 3. Language of instruction

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The following table shows the use of languages in years 4 and 5.<sup>5</sup>

Compulsory subjects	Language of instruction	Other possibilities
L1	Language 1	
L2	Language 2	
L3	Language 3	
History	Language 2	
Geography	Language 2	
Biology	Language 1	
Chemistry	Language 1	
Physics	Language 1	
Physical Education	Courses taught to mixed groups of pupils from different language sections in any language in the pupil's curriculum	
Ethics or Religion	Language 2	Language 3, Host Country Language
Mathematics 4 or 6	Language 1	
<b>Optional subjects</b>		
Ancient Greek	Language 1	Language 2, Language 3, Host Country Language
Economics	Language 2	Host Country Language, Language 1
Latin	Language 1	Language 2, Language 3, Host Country Language
Language 4 (L4)	Language 4	
ONL	Other National Language	
Art	Courses taught to mixed groups of pupils from different language sections in any language in the pupil's curriculum	
ICT		
Music		

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<sup>5</sup> Language Policy of the European Schools (2019-01-D-35-en-9)



From secondary year 4 onwards, History, Geography and Economics courses must be taught in Language 2 (English, French or German) and may not be taught in Language 1. Special rules are established regarding the Language of tuition for Economics.

Art, Music, ICT and physical education are taught to mixed groups of pupils from different language sections in any language of the pupil's curriculum. Art, Music, ICT and physical education courses will normally be given in the language(s) of the teachers available. For some pupils this may therefore be in their mother tongue, for others in one of the working languages (not necessarily that of the pupil).

In year 4, L4 is a beginners' course. Any of the official languages of the countries of the European Union may in principle be chosen as L4 provided there are sufficient pupils to create the course and within the organisational possibilities of the school.<sup>6</sup>

### Minimum language proficiency level at the end of the different sub-cycles

The definitions of the basic proficiency level were agreed in all modern languages according to the levels of the Common European Framework of Reference for Languages. It must be specified that these levels correspond to the 'basic proficiency level' and that higher performance levels can be achieved.

	<b>Nursery</b>	<b>Primary</b>	<b>S3</b>	<b>S5</b>	<b>S7</b>
<b>L2</b>		A2	B1	B2	C1
<b>L3</b>			A1+	A2+	B1+
<b>L4</b>				A1	A2+
<b>L5</b>					A1
<b>ONL</b>	A1.1 oral	A1.2	A2	B1	B2

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<sup>6</sup> Language Policy of the European Schools (2019-01-D-35-en-9)

## 4. Changing languages<sup>7</sup>

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Determination of L1 at the time of the pupil's enrolment is, in principle, definitive. Requests to change Language 1 will be dealt with in accordance with the arrangements laid down in Article 47(e) of the General Rules. **A change of Language 1 may only be authorised by the Director for compelling pedagogical reasons, duly established by the Class Council and on the initiative of one of its members.** In principle, changes in L2, L3 and L4 are not envisaged, except on entry to year 6, when the following changes are possible:

1. Pupils may request a L2 different from DE, EN, FR or HCL if offered by the school for secondary years 6 and 7. This may be accepted subject to the conditions below and to the rules governing the creation of groups. The new L2 may be any official language of the EU.
2. For a given language, change from a lower to a higher level. (E.g.: change from L4 to L3).
3. For a given language, change from a higher to a lower level. (E.g.: from L2 to L3) in justified cases.

Should a change of language at any age or level be requested, the decision lies with the Director, subject to the following conditions:

- The existence of a reasoned written request from the parents, guardians or from the pupils themselves if over the age of 18.
- Deliberation and judgement by the Class Council on the request.
- Clear evidence established by the School of the pupil's ability to follow the course requested. The School may require the pupil to pass a proficiency (written and oral) test at the required level.
- The absence of significant administrative obstacles to the change requested, such as the compliance with the rules for the creation of groups.

In the case of a change of L2, careful consideration must be given to the role of L2 as a medium for teaching other subjects. When a change of L2 is approved before year s6, the new L2 becomes the medium for the teaching of History, Geography and Economics. When a change of L2 is approved on entry to year s6, the previous L2 remains the medium of teaching for History, Geography and Economics. The applicants will be notified of the decision and the reasons for it.

When a change of language, other than L1, is desired on entry to year 4, a special request form<sup>8</sup> must be handed in together with the choice of subjects form. For L1 changes, please contact the coordinator ([daniel.alcazar@eursc.eu](mailto:daniel.alcazar@eursc.eu)).

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<sup>7</sup> Language Policy of the European Schools (2019-01-D-35-en-9)

<sup>8</sup> <https://www.euroschool.lu/site/secondary-choice-of-subjects/#1>

## 5. Assessment policy in S4-S5

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The assessment policy establishes two types of assessment, namely **formative assessment** and **summative assessment**. Formative assessment focuses on the process of learning. Summative assessment is used to evaluate pupils' learning at the end of a defined instructional period, i.e., at the end of a semester or school year. Summative assessment is generally evaluative; it serves to determine learning progress and level of attainment in relation to the descriptors established in the syllabus of a subject.<sup>9</sup>

The semester mark shall comprise two numerical components: **A mark** and **B mark**.

The A mark focuses on the process of learning, as formative assessment. It reflects the ongoing observations of the pupil's competences (knowledge, skills and attitude) and performance gained within the subject, which are not taken into account in the B mark of the subject. The B mark represents summative assessment.

The **final mark** in a given subject shall reflect all the observations and results available to the teacher. It provides the basis to judge the progress and level of attainment of the pupil. 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, or higher than the highest.<sup>10</sup>

There are three possible assessment modalities to determine the B-mark depending on the year and subject, namely a **B-test**, an **Alternative Summative Assessment Task (ASAT)** or an **Harmonised Examination**. In s4 there are no written examinations. In s5, harmonised examinations take place at the end of the second semester. The plan of assessment modalities is reviewed every school year. The plan of assessment modalities, the calendar of B-tests and ASAT deadlines is communicated during the months of September/October.

<https://www.euroschool.lu/site/secondary-exams-schedules/>

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<sup>9</sup> Summative assessment from s4 to s6 in the European Schools: Pedagogical and organisational arrangements (2022-12-D-19-en-5)

<sup>10</sup> General Rules of the European Schools, Article 59 (2014-03-D-14-en-15)

## 6. Curriculum in S6-S7

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It is highly recommended to have a global view of the curriculum leading to the Baccalaureate to understand the possibilities and constraints on choices for S6-S7 due to the choices in S4-S5 made in year 3.

Before making their choices, parents and pupils wishing to inform themselves about the possibilities open to them in the 6<sup>th</sup> and 7<sup>th</sup> years are invited to consult the relevant information available on the school website:

<http://www.euroschool.lu/site/secondary-choice-of-subjects/>

Information on career guidance and the contact details of our guidance teachers according to nationality can be found on the school website:

<http://www.euroschool.lu/site/secondary-careers-guidance/>

It is strongly recommended that pupils wishing to pursue Mathematics 5 in S6-S7 take Mathematics 6 in S4-S5. In some language sections, it is considered that the choice of Physics and Chemistry options in years 6 and 7 shall be taken in conjunction with the 5-period Mathematics course.

**With the exception of ONL, an optional course taken in S5 can be continued in S6 only if the number of pupils is sufficient to create the course; a minimum of 5 pupils under the current regulations, and in some cases, this may be in groups of mixed language.**

## 7. Changes to the initial choice of subjects

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At the end of S3, there will be a window of two weeks for requesting a change to the initial choice, please see “Important dates”. Parents will be informed in due time when requests can be introduced. The school will try its best to accommodate the requests, but no positive reply is guaranteed.

The choice of optional subjects is binding for S4 and S5: no changes of optional subjects are allowed as from the start of the 4th year. However, a pupil can change from 6-period Mathematics to 4-period Mathematics

- at the end of the 1<sup>st</sup> semester in the 4<sup>th</sup> year and
- at the end of the 4<sup>th</sup> year.

The reverse change (from 4 to 6-period Mathematics) is also possible. Parents will be informed in due time when requests can be introduced.

## 8. Subject descriptions

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### Mathematics

#### 4-period optional subjects

- Ancient Greek
- Economics
- Latin
- Language 4 (L4)
- ONL (Other National Language)

#### 2-period optional subjects

- Art
- ICT
- Music

## MATHEMATICS

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**4 periods/week (MA4)**

**6 periods/week (MA6)**

### **MATHS 4 (BASE LEVEL)**

This course is intended for pupils who don't consider continuing with studies where Mathematics plays an important role. Its purpose is to help pupils to understand the scientific and technological world surrounding them without putting too much emphasis on theoretical aspects of Mathematics.

### **MATHS 6 (STANDARD LEVEL)**

This course is intended for pupils who need Mathematics for their higher-level studies, and because of this, can benefit from a solid foundation and a good general knowledge of Mathematics.

### **WHAT SHOULD BE CONSIDERED WHEN CHOOSING BETWEEN MATHS 4 AND MATHS 6 PERIODS?**

#### **Pupil's motivation**

Regular work is required in both Maths 4 and Maths 6 but the Maths 6 course is much more demanding than Maths 4. The workload of 6 weekly periods is high, and motivated students will find it easier to overcome the difficulties they may encounter.

#### **Pupil's skills**

Pupils choosing Maths 6 course are supposed to be skilled in Mathematics and with a good knowledge of topics covered in the previous cycle. They should have achieved a good level of autonomy as well as methods to carry out their work in an organized way. The final result in S3, as well as the teacher's advice should play an important role in the choice.

#### **Academic choices after secondary education**

If strong mathematical skills are required in higher education studies, pupils should choose the Maths 6 course, but only if they are capable to do it.

#### **Workload**

The choice of Mathematics course may influence the choice of other subjects. Choosing Maths 6 may have as a consequence that pupils can't apply for other courses they may be interested in, as they can't have more than 35 weekly periods. Furthermore, only pupils with high capacities should have a week-workload of 35 periods. Experience has shown the dangers of overburdening pupils in the final cycle.

For further information on Mathematics provision in years 4 to 7, please consult the syllabus available at the website of the Office of the Secretary-General of the European Schools:

<https://www.eursc.eu/en/European-Schools/studies/syllabuses>

An example of the topics covered in each of the two levels of Mathematics is shown below for year 4.

#### TABLE OF CONTENTS FOR THE TWO CHOICES OF MATHS IN YEAR 4

TOPIC	MATHS 4	MATHS 6
Basic calculations in N, Z and Q.	X	X
Towards a new set of numbers: R	X	X
Squared roots and powers.	X	X
Proportionality	X	X
Linear models	X	X
Simultaneous linear equations.	X	X
Polynomials	X	X
Right-angled triangles	X	X
Properties of the circle and connections with right-angled triangles		X
Enlargement	X	X
Congruent and similar triangles	X	X
Numbers and points on a plane: coordinate and vectors		X
Vectors and transformations		X
Data collection and organise data		
Data set characteristics	X	X
Graphical representations		
Probability	X	X



# ANCIENT GREEK

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4 periods/week

## Objectives

- To raise awareness of Ancient Greek as a cultural language, as the founding culture of Europe and of its influence on philosophical, political and cultural thought today.
- To bring the student into close contact with the first masterpieces of Western literature.
- To develop a knowledge of the principles of an inflected language. Unlike most modern languages, the endings of Greek words change depending on their function in the sentence.
- To develop analytical skills to interpret long and complicated sentences.

## Content

- Translation of texts from writers such as Homer, Herodotos, Plato, Thucydides, Xenophon, Euripides and more.
- Study of grammar and vocabulary to be able to translate an ancient Greek text of medium difficulty and to develop a better knowledge of modern language by etymology.
- Study the masterpieces of ancient Greek literature and ancient art (architecture, sculpture and painting) as well as the later creations they have inspired up to our time (mythology inspires many contemporary artists).
- A 5-day study excursion to an ancient heritage cultural site is provided.



μῆνιν ἄειδε θεὰ Πηληϊάδεω Ἀχιλῆος  
οὐλομένην, ἣ μυρὶ Ἀχαιοῖς ἄλγε' ἔθηκε,  
πολλὰς δ' ἰφθίμους ψυχὰς Ἄϊδι προΐαψεν  
ἡρώων, αὐτοὺς δὲ ἐλώρια τεῦχε κύνεσσιν  
οἴωνοῖσί τε πᾶσι, Διὸς δ' ἐτελείετο βουλή,  
ἐξ οὗ δὴ τὰ πρῶτα διαστήτην ἐρίσαντε  
Ἄτρεϊδης τε ἄναξ ἀνδρῶν καὶ δῖος Ἀχιλλεύς.

## Contacts

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# ECONOMICS

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4 periods/week

## Objectives

- Develop economic understanding and financial literacy as lifelong skills.
- Introduce the principles and mindset of entrepreneurship.
- Build a basic understanding of national and international economic relations.
- Strengthen the ability to critically analyse texts, statistics, graphs, and images.
- Improve the ability to communicate using correct economic terminology.

## Content

- 4<sup>th</sup> Year** Introduction to the fundamentals of economic life: nature of the economy, household consumption, budget, markets, production, organisation of work, markets and price determination, distribution of goods.
- 5<sup>th</sup> Year** Introduction to money and credit. This course is intended to provide students with an understanding of the nature of the economy, household consumption, budget, markets, production, organisation of work, markets and price determination, distribution of goods, and the national economy (circuit, national aggregates), economic growth, international trade, and international organisations.
- 6<sup>th</sup> Year** Theoretical and practical studies on supply and demand (basics of microeconomics). The economic cycle and an introduction to macroeconomic models. The role of the state and economic policies.
- 7<sup>th</sup> Year** European Union and the economy. The possibilities of economic and financial intervention by national authorities, the influence of central banks on monetary value and European institutions on the labour market. Employment and unemployment and factors of economic growth. Analyses of foreign trade and theories of international trade.

## Contacts

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(German) Constanze Koch [constanze.koch@teacher.eursc.eu](mailto:constanze.koch@teacher.eursc.eu)

# LATIN

4 periods/week

## Objectives

- Expanding knowledge of the Latin language in order to understand more complex sentence constructions.
- Developing linguistic strategies to translate these constructions into one's own language.
- Discovering Latin as a language of culture in Europe, the language of science, philosophy and the Church.
- Bringing pupils into contact with early European literary masterpieces.

## Content

- Translation of texts from historians such as Caesar and Livy, from poets such as Ovid and Catullus and from prose writers such as Cicero and Pliny.
- Study of grammar and vocabulary to be able to translate a Latin text of medium difficulty and to develop a better knowledge of Romance languages by etymology.
- Study the masterpieces of Latin literature and ancient art (architecture, sculpture and painting) as well as the later creations they have inspired up to our time.
- Recognise the impact of ancient writings, buildings and works of art on European culture.
- In addition to the rich cultural content, a 5-day trip is provided. The students can witness with their own eyes the Roman heritage in Rome and beyond (e.g. the Provence, England or another "Roman" destination).



O tempora, o mores! senatus haec intellegit, consul videt;  
hic tamen vivit. vivit? Immo vero etiam in senatum venit,  
fit publici consilii particeps, notat et designat oculis ad  
caedem unum quemque nostrum. nos autem fortes viri  
satis facere rei publicae videmur, si Istius furorem ac tela vitamus.  
ad mortem te, Catilina, ducti iussu consulis iam pridem oportebat,  
in te conferri pestem quam tu in nos omnis iam diu machinaris.

## Latinum Europaeum

At the end of the 5th year, students sit the *Latinum Europaeum*, which consists of a written exam on a text they have not studied (the exam is held simultaneously in all the European Schools) and an oral exam on the texts studied in 5th year. A diploma certifying 4 years of Latin studies is awarded to students who pass the exam.

The *Latinum* exam is the first experience of an oral exam, as it takes place under the same conditions as the Baccalaureate oral.

The diploma obtained may be important for entry to certain universities (e.g. the Netherlands and Germany).

## **Contacts**

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## L4 (Language 4)

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4 periods/week

### Objectives

By the end of year 5, the student should be able to:

- understand familiar words and everyday phrases relating to oneself, one's family and one's environment, when spoken slowly and clearly
- read and understand short, simple everyday texts
- communicate at a basic level and ask and answer simple questions related to everyday situations and very familiar topics, such as going shopping, telling the time, presenting themselves, talking about hobbies, the weather and holidays
- use simple phrases and sentences to describe people and things in his/her familiar environment
- write short, simple texts on familiar topics relevant to the learners' environment and fill in forms
- demonstrate a basic understanding of cultural features in the target language countries.
- relate elements of acquired cultural awareness to elements of the culture of the target language countries.
- become aware of and use basic language learning strategies
- use basic learning methods and tools to learn the target language

Studying a 4<sup>th</sup> Language also contributes to:

- Emphasize the pupil's cultural identity as European citizens who are open to other cultures.
- Reinforce the spirit of tolerance, cooperation and dialogue between all the members of the school community.

Pupils will discover the language not only from a textbook but also by listening to songs, watching a movie, working on the Internet, reading short stories, etc. If they continue the language in years 6 and 7, they will discover more about the countries where the L4 language is spoken through press articles and contemporary literature.

### Content

- Basic knowledge of pronunciation, sentence intonation and spelling
- Knowledge of basic vocabulary and simple idioms
- Knowledge of simple morphological and grammatical structures
- Knowledge of how to use the dictionary and other tools including ICT
- Awareness of the culture of the target language
- Knowledge of language acquisition strategies, including awareness of own learning progress

## Contacts

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For other languages, please contact the cycle coordinator: [daniel.alcazar@eursc.eu](mailto:daniel.alcazar@eursc.eu)

## ONL (Other National Language)

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### 4 periods/week

In principle, the school offers Catalan, Finnish, Irish, Maltese and Swedish as ONL courses. Please see section 2. *Curriculum in S4-S5* for further information on ONL courses.

### Objectives

By the end of year 5 pupils should reach language level B1. Pupils should:

- understand everyday oral language and grasp the overall picture of news and other media content,
- read and understand both fictional and non-fictional texts,
- share information about common subjects, describe their own experiences and cultural objects,
- write texts about everyday subjects, experiences and opinions,
- understand the dynamics of culture, society, history and literature in different contexts,
- know cultural codes,
- know strategies for language learning and
- know how to use different sources to develop their linguistic skills.

If pupils continue the language in years 6 and 7, they will also have a possibility to take the baccalaureate exam in the language, which can be useful when applying to higher studies.

### Content

- Deeper understanding of pronunciation, sentence intonation and spelling
- Enrichment of vocabulary and idioms
- Enrichment of morphological and grammatical structures
- Projects where pupils need to plan, interact, search and present information, use dictionaries and other ICT tools
- Awareness of culture, history and literature of the target language
- Knowledge of language acquisition strategies, including awareness of own learning progress

### Contacts

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# ART

2 periods/week

## Objectives

The subject Art in the European schools means *The Visual Arts*. Visual arts contain the complex process of *perception*, *reflection* and *interpretation* of the world around us and result in the *creation* of images. This *process* and the *resulting products* are the main working areas of the subject art.

In S4 and S5 it is assumed that the students have acquired these skills and can now be given more room to *experiment*, *explore* and *develop* their own solutions with less guidance from the teacher. They must learn how to *document* and *present* this development process as part of their solution. This approach requires more personal responsibility and autonomy of the students and enables them to achieve their full potential.



## Content

In years 4 and 5 the acquired competences from S1 to S3 are developed and applied by more conceptual and personal projects.

The projects are organised by themes such as: Figurative and Abstraction, Observation and Imagination, Landscape, Communication, City, Objects and Still life, Movement, Patterns in Nature, Faces and Portraiture, Architecture, Colourful Sculpture, Identity, Creative Drawing, Inside/Outside, Art and Science, Self- Identity, Man and Nature.



Major movements of art history are presented within the context of the practical projects and the students apply the vocabulary of image description and analysis.

## Contact

For further information please contact your Art teacher or the Art coordinator, Christos Koutsoukis: [christos.koutsoukis@teacher.eursc.eu](mailto:christos.koutsoukis@teacher.eursc.eu)



# ICT

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2 periods/week

## Objectives

- I. Understanding, analysing and solving problems based on logical and abstract thinking, algorithmic thinking and ways of representing information.
- II. Programming and solving problems using a computer and other digital devices: creating and programming algorithms, organizing, searching and sharing information, using computer applications.
- III. Using a computer, digital devices and computer networks, including: knowledge of the principles of operation of digital devices and computer networks as well as performing calculations and programs.
- IV. Developing social competences, such as: communication and cooperation in a group, including in virtual environments, participation in team projects and project management.
- V. Compliance with the law and safety rules. Respecting information privacy and data protection, intellectual property rights, etiquette in communication and standards of social coexistence, assessment of risks related to technology and their consideration for the safety of yourself and others.

## Content

ICT courses are organized in a modular fashion. In years 4 and 5, the following modules shall be covered:

- Spreadsheets
- Word processing
- Introduction to PYTHON programming
- Databases
- Computer graphics
- ICT and Society

3D modelling In years 4 and 5 students go deeper into the topics, which were taught in years 1-3, and will use more advanced features of applications. Also, there are some new topics like databases, and computer graphics. They will understand more and more the connections between those applications and how they can learn things by themselves using ICT.

At this stage it is very important to make the students aware of things like data security and copyright, that they can take the right decisions when they use modern technologies in everyday life.

## Examples of student projects made in ICT classes



In the photos you will see the database design, the graphic design of the mug and file security.



The following photos show Python programming, as well as graphic designs made during ICT lessons.

## Contact

Tomasz Prokop (subject coordinator): [tomasz.prokop@teacher.eurisc.eu](mailto:tomasz.prokop@teacher.eurisc.eu)

# MUSIC

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2 periods/week

## Objectives

The curriculum in years S4 and S5 is themed and builds on the skills and knowledge that pupils have acquired in previous years. It takes into account various aspects and learning objectives, in particular the fact that musical learning: composing and improvising:

- making music
- composing
- as well as listening to and analysing music

## Content

Over the course of the two years, the students should deal with five of the topics listed below. At the end, there is a final project in the second half of year 5 (Portfolio). The content, design and organisation of the project should be discussed individually with each student in order to take into account their different interests.

List of choice for study topics:

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

Theory, focused listening, and analysis of music from many different places, periods and styles round off this broad and ongoing exploration and provide a good platform for the Bac option in music, should this be chosen.

Depending on the interests of the course participants, a two- to three-day excursion will be organised.

## Contact

For further information, please contact your Music teacher or the Music coordinator, Britta Schwarte-Straube-Kögler: [britta.schwarte-straube-kogler@teacher.eurasc.eu](mailto:britta.schwarte-straube-kogler@teacher.eurasc.eu).