



Ecole Européenne Bruxelles II
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INFORMATION S4-S5

Options and choices for the 4th and 5th year

2025-2027

(English version)

Options and choices for the 4th and 5th year 2025-2027

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

All pupils have to study the following subjects:

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

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

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

Annotations

- a) **The choices for years s4 and s5 should be made very carefully.** The pupils' capacity and their workload because of possibly additional working hours, new languages etc. should be considered. **All the subjects** (with the exception of Religion/Ethics) **are promotion subjects!**
- b) **The choice of a subject commits a pupil for two years (for s4 and s5): (s)he cannot change, drop or add any subject as from the start of the 4th year.** However, a special rule applies for Mathematics: a pupil who has chosen the 6-hour Maths course can change to the 4-hour Maths course:
- i) in the 4th year, at the end of the 1st semester or
 - ii) at the end of the 4th year.
- Always subject to approval by the class Council (and on condition that (s)he will still have a minimum of 31 periods per week. The two periods dropped cannot be compensated by another course).
- The deadlines for the written requests of change have to be respected:** for a change at the end of the 1st semester of the 4th year, requests have to be handed in before the beginning of the Christmas holidays. For a change at the end of the 4th year, requests must be made in May of the 4th year. Or as a last chance and exceptionally, in S5 before the second week of September.
- c) With the exception of ONL, an optional course can only be organised if it is chosen by a sufficient number of candidates (**a minimum of 7 pupils**).
- d) With the exception of ONL, an optional subject started in the 4th year can be continued in years 6 and 7 up to the bac exam only if there are sufficient pupils (in S6 and S7, the minimum is 5 pupils).
- e) **Under normal circumstances, a subject not chosen as an option in years 4 and 5 cannot then be taken up in year 6.**
- f) As some of the options have to be timetabled concurrently, it will not be possible to provide all combinations, e.g. timetabling constraints make it impossible for a pupil to choose both Latin and Economics, or both L IV and ONL.
- g) The History and Geography courses are taught in the three working languages, in Language II (English, French, German), just as the Religion/Ethics and Economics courses (if chosen by a sufficient number of candidates). A pupil must follow this course in his/her 2nd second language.
- h) The Art, Music, ICT and Physical Education courses are taught to mixed language groups in one of the three working languages (English, French, German). For some pupils this may therefore be in their mother tongue, for others in one of the working languages, but not necessarily in the pupil's Language II.
- i) Any of the official languages of the European Union may be chosen, subject to having sufficient pupils to create the course and provided that the school has a suitably qualified teacher.

- j) ONL options run in Irish, Finnish and Swedish. They are not beginners' courses, but follow on from the ONL courses in years 1-2-3. There is no minimum number of pupils for the creation of these courses, which are protected for category I and II pupils of Irish and Finnish nationalities.
- ONL Irish: for Irish pupils in the English section.
 - ONL Finnish: for Finnish pupils in the Swedish section.
 - ONL Swedish: for Finnish pupils in the Finnish section.
- k) **General rule: If the school is obliged to organise a course with less than seven pupils, this will be done according to the official regulations**, in the best interest of the pupils and of the school organisation (e.g. by regrouping courses, by reducing teaching time etc.).
- l) **No request for change will be accepted after 8th May 2025!**

European School Brussels II

Name:

Class:

Choice of subjects for the 4th and 5th year

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

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

↓

(Subtotal
27 or 29)

+

↓

(Subtotal must be
between 4 and 8)

=

(Grand total must
be between 31
and 35)

Having read the document "Options and choices for the 4th and 5th year", I understand that the above choice is binding for years 4 and 5. **No request for change will be accepted after 8th May 2025.**

Brussels,
(Date)

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

Written tests

4th year

B tests: one test of 45 minutes for each subject per semester; organised by the teacher concerned leading to the B-mark.

5th year

Two series of written examinations will be organised: the first series for the first semester (the so-called B-Tests) and the second series for the second semester (the so-called exams). The assessments will include both, compulsory subjects and the optional subjects chosen by students. Please note that special rules apply for Latin and the "*Latinum Europaeum*".

a) B tests (1st semester):

One test per semester (organised by the teacher concerned and leading to the B marks) for all the subjects (compulsory and optional).

b) B tests (2nd semester):

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

- L 4, Economics, Music, ICT, Art, ONL, Ancient Greek

c) Exams (2nd semester):

The second series of written examinations will be organised at the end of the 2nd semester (June). They are **harmonised** for each subject in each school. The examinations will be assessed by the teacher concerned and lead to the B2 marks (2nd semester B marks).

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

Definition of harmonisation of the examinations

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

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

Mathematics

4th year S4

4 periods per week

This course is designed for students who have already encountered some difficulties in previous years, either in algebra or geometry. Several basic concepts are covered, and progress is slower than in the 5-period course. Nonetheless, the knowledge acquired should enable students to follow the physics course, so sufficient work is required if they are to benefit from this course. Technological support is an integral part of the course. Its use will enable students to go further and free them from certain tedious calculations.

The program includes the following points:

- a) Geometry:
 - figure construction
 - the triangle (remarkable straight lines)
 - right-angled triangle, Pythagoras
 - the circle, inscribed angles, angles at the center - tangent to the circle
 - Homotheties, similar triangles, Thales' theorem.
 - sections of solids through a plane

- b) Algebra:
 - basic techniques
 - real numbers, calculations
 - calculations on square roots
 - equations of the first degree
 - first-degree systems with 2 unknowns
 - first-degree functions, line representation
 - polynomials

- c) Statistics:
 - one-variable statistics: organization,
 - representation and analysis of data

Assessment of knowledge:

Tests will be organized with or without the use of technology. In addition to the tests organized by the teacher in his/her class, one B test is organized by the school each semester, the date being the same for all 4th year mathematics courses within the same language section. The mark for the B test will be the B mark for the semester in the report card.

Course with 6 periods per week

This course is designed for pupils who have **not experienced difficulties in previous years** and who show **an interest in the subject**. Some basic concepts are covered quickly. There are many more concepts to be covered, so you need to be motivated to follow the course and to do the work required regularly. If the student feels that the level of the course is too high, he or she can repeat the course at 4 periods, but only at the end of the first semester. It should be noted that it is difficult to do the 4th and 5th year in math4 and then ask to go on to 6th year math5, as this requires passing an exam to judge the student's aptitude. The technological support is an integral part of the course. Using it will enable students to go further and free them from certain tedious calculations.

The program includes the following points:

- a) Algebra:
 - basic techniques
 - rational numbers
 - square root and real numbers
 - polynomials, remarkable products
 - first-degree and second-degree equations
 - first-degree and second-degree functions
 - systems of first-degree equations with 2 unknowns
 - systems of first-degree inequalities with 2 unknowns
 - linear progression
 - powers and algebraic expressions

- b) Geometry:
 - Circles
 - Homotheties
 - Similar triangles and Thales' theorem

- c) Trigonometry:
 - trigonometric ratios
 - right-angled triangles, Pythagorean theorem
 - geometry in space: calculating lengths and areas (sections)

- d) Vector calculus:
 - vectors and translations
 - operations on vectors
 - use of vector calculus
 - vectors and coordinates

- e) Statistics:
 - one-variable statistics
 - organization, representation and analysis of data

Assessment of knowledge:

Tests will be organized with or without the use of technology.

In addition to the tests organized by the teacher in his/her class, one B test is organized by the school each term, the date being the same for all 4th year mathematics courses within the same language section. The mark for the B test will be the B mark for the semester in the report card.

5th year S5

4 periods per week

This course follows on from the 4th year course. The technological support is an integral part of the course.

The program includes the following points:

- a) Geometry:
 - trigonometric circle
 - trigonometric ratios
 - trigonometry formulae, applications to length and angle calculations
 - angles
 - geometry of solids, usual solids, calculations of lengths, areas, volumes, angles

- b) Algebra:
 - powers, formulae
 - scientific writing
 - exponential notation
 - second-degree equations
 - first-degree and second-degree functions
 - homographic function
- c) Probability:
 - relative frequencies
 - Random experiments and events
 - Calculation of probabilities (formulae + trees + Venn diagrams)
- d) Statistics:
 - variance and standard deviation of a statistical series
 - comparison of statistical series

6-period-per-week course

This course is a continuation of the 4th year course. The technological support is an integral part of the course.

The program includes the following points:

- a) Algebra:
 - calculations on real numbers, operations, absolute values
 - powers and roots, exponential growth
 - first-degree systems of several equations with several unknowns
 - polynomials, zeros, factoring, sign
 - second-degree equations and inequalities, related equations
 - second-degree problems
 - functions: third degree, square root, trigonometric, homographic, defined by pieces
- b) Geometry:
 - homotheties
 - similarities
 - study of configurations using transformations
- c) Trigonometry:
 - oriented angles and the trigonometric circle
 - the radian and unit conversion
 - trigonometric numbers of an oriented angle
 - trigonometric numbers of associated angles
 - formulae: sum or difference, double angle
 - applications of trigonometry to any triangles
 - sine and cosine rule
- d) Vector calculus:
 - operations on vectors
 - components of a vector
 - parametric and Cartesian equations of lines
 - scalar product, calculation and applications (parallelism, distance, etc.)
 - analytical calculations in an orthonormal frame of reference
 - equation of a circle
 - relative positions of a point (a line) and a circle.

- e) Probability: - random experiments and events
 - calculating probabilities (formulae + trees + Venn diagrams)
 - relative frequency
 - draws without replacement
- f) Statistics: - variance and standard deviation of a statistical series
 - comparison of statistical series

Assessment of knowledge:

Tests will be organized with or without the use of technology. In addition to the tests organized by the teacher in his or her class, a B test is organized by the school in the first semester, which takes the form of an exam in the second semester (June). All 5th years have their mathematics exam at the same time. In the first term, each teacher can set a subject for his or her class, whereas in the second term, the test is harmonized: the subject is common to all language sections and is only translated from one language into another. The wording is the result of a discussion between the various maths teachers teaching these classes. Tests will consist of two parts: one without any technology and one with technology.

Art

The art course in 4th and 5th year will build on those skills and processes developed during the first three years. It is primarily for those students who have a keen interest in art and who wish to deepen their knowledge in the world of art, photography, architecture and design. The essential goal remains the same: to develop the creativity and sensitivity of each student through practical work and research.

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

Practical work

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

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

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

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

Theoretical work: research and reflection

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

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

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

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

Latin

Latin in years 4 and 5

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

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

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

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

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

- It provides a strong linguistic framework for the study of other languages, not only the romance languages but also inflected languages such as German.
- It improves a pupil's understanding of their mother tongue *and* their other languages through an appreciation of the roots of words derived directly or indirectly from Latin.
- It helps students to understand the importance of precision in sentence structure and selection of the right shade of meaning for different contexts.
- It increases verbal and scientific accuracy through the strong attention to detail required in linguistic and literary analysis.
- Improves students' ability to deal with complex data of different types simultaneously: linguistic, literary, cultural, and historical.
- Finally, Latin increases the chances of entry to good universities by as much as 20%.

Course Aims and Objectives

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

Scheme of Study

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

Ancient Greek

Course objectives and content

- 1) Discovering civilisation and literature: the great myths, heroes and heroines.
- 2) Language learning: learn to decipher and write the Greek alphabet. Master the rudiments of syntax: the principle of an inflected language, verb endings. The aim is to enable students to read and translate a simple text in Ancient Greek.

Dutch - Language IV

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

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

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

Material to be used:

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

English - Language IV

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

Finnish - Language IV

The Finnish language is a member of the Finno-Ugrian language family, which is quite different from the Indo-European family of languages, to which e.g. English, French, German and Russian languages belong. It is clear that a proper learning of Finnish vocabulary requires an effort. The learners will be introduced to the most important structural features typical of Finnish. A number of dialogues followed by grammatical notes will be practiced in order to learn written and spoken Finnish.

Spanish - Language IV

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

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

The specific objectives are:

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

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

German - Language IV

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

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

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

Listening and reading comprehension will be encouraged by listening to authentic recordings and by reading various texts. Thus, the learners will improve their pronunciation and develop both oral and written skills to answer questions about stories they have listened to or texts they have read. Last but not least they will learn how to express their own opinion on various topics. All in all, the pupils will get to know the language that is most people's mother tongue in Europe. Apart from that, the knowledge of German will be an undeniable career opportunity later in life.

Swedish - Language IV

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

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

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

French - Language IV

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

Irish - Language IV

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

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

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

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

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

Portuguese - Language IV

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

Organisation: This is an option for the 4th and 5th, four hours per week.

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

At the end of the 5th, the students should be able of:

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

Methodology to be used

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

Texts, books, magazines, public notice, video films and photo film, reading a complete book as a minimum

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

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

Italian – Language IV

This is a beginners' course for those who have no previous knowledge of the language (although «false beginners» sometimes make up an element of the class).

For the students, the aim of the course is to achieve the acquisition of the four language competences (listening, speaking, reading and writing) at a simple level, but effective to communicate without difficulty, in this language, in the most common circumstances.

Teachers use an Italian language school manual for foreigners, as well as other teaching aids such as:

- Articles from magazines and newspapers and, from the 5th year, stories and simple novels;
- Audio-visual documents on DVD;
- Debates, individual and group presentations, role plays.

Learning a language also means learning its culture and civilization.

Economics

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

The course introduces students to Economics and lays down the basis for more detailed study in S6 and S7. The student will learn to use simple statistics, charts and graphs as economic tools.

In the fourth year the student will study the basic economic problem of scarce resources and unlimited wants. They will look at the economy from the point of view of the individual, households and firms. Students also learn about markets and how prices are determined by the forces of demand and supply.

The fifth year begins by looking at money and banking. They will then be introduced to macroeconomics; international trade, exchange rates, standards of living, national income, inflation and unemployment.

Throughout the course, students will be encouraged to use the internet to conduct research and get up-to-date information. Real world events are used by teachers to illustrate the economic concepts and theories that make up the syllabus. Studying economics helps students to develop their analysis and problem-solving skills. It also helps students to make sense of the world!

To study the four-period option in S6 and S7, students should take Economics in S4 and S5.

Music

The curriculum for Years 4-5 is topic-based and builds upon the skills, knowledge and understanding that pupils have developed in Years 1-3.

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

Five topics and a final project

- *Over the course of the two years students will study five topics from the list below (approximately one per term).*
 - *Music for film*
 - *Contemporary musical styles and cultures*
 - *Music for dance*
 - *Music for particular occasions*
 - *Musical theatre*
 - *European folk traditions*
 - *Music and voice*
 - *Programme music in the 19th Century*
 - *Composing during the last 100 years*
- *In addition there is a final project (approximately 25 hours of study time) which takes place in the second semester of Year 5.*
- *The content, form and organisation of this project should be chosen by the student, personalised and focus particularly on individual students' musical interests, aspirations and strengths.*
- *It should bring together the musical knowledge, skills and understanding developed during Years 4 and 5.*
- *Where appropriate, the final project may serve as means of enabling effective transition from Year 5 to Years 6-7.*

- *The project may take form of preparing an individual or group performance, composition, multi-media presentation or a combination of these.*

Information and Communication Technology (ICT)

Organization

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

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

The do's and don'ts of ICT lessons

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

General structure:

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

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

A basic module includes the following elements:

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