

SUMMARY

OF MOTHER TONGUE COURSES

IN YEARS 6 & 7

ANGLOPHONE SECTION

BXL II

2024-26

BIOLOGY (4 periods)

The course is aimed at students who intend to go on to study the subject at university, or to study medicine or other natural sciences. Students taking this course should have done very well in Biology at S4 and S5, and should be aware that the level of the chosen course will require a more complex approach to the content of the subject itself and to the mathematical competences available.

The course builds on the skills acquired in the S3 integrated science course and the S5 ecology field trip, as well as on the knowledge and skills acquired in S4 and S5 in cell biology, physiology, evolution, Mendelian and molecular genetics.

The course is structured in a spiral structure with four levels. The first is the cellular level, consisting of biochemistry and cell metabolism. The second, the human organism, consists of the control and coordination of the vertebrate organism through the nervous system and the protection of the organism against external and internal agents through the immune system. The third is the temporal level, consisting of heredity and evolution. The fourth, the planetary level, consists of ecology.

In S6, the topics covered in S6 are taught at the basic levels, but in S7, the same topics are revisited at higher levels.

It should be recalled that pupils have the option of a two-lesson biology laboratory course.

Formal assessment in S6 consists of two written examinations at the end of each semester. In S7, pupils also have to write a written paper in three hours at the end of the first semester, after which many pupils have to sit the European Baccalaureate final exam in June for another three hours. Students also have the opportunity to take an oral exam at the end of the course.

| Class S6 | Class S7 |
|-------------------|------------------------------|
| Cytology | ATP synthesis |
| Biochemistry | Protein synthesis |
| Membranes | Gene expression |
| Enzymes | Evolution modelling |
| ATP | Immune system |
| DNA | Epidemiology |
| Nervous system | Ecosystem analysis |
| Trait inheritance | Trophic levels |
| Evolution | Material cycles |
| Ecology | Modelling at planetary level |

BIOLOGY (2 periods)

This two-lesson course is designed for students who have not opted for the four-lesson course, and can also be taken by students who have opted for chemistry or physics.

The main objective of the course is to orient students towards subject competences that will help them to become informed and responsible members of society and to make informed decisions.

The course builds on the subject knowledge and competences acquired in S4 and S5, and is not intended for pupils planning a career in science, technology, engineering or mathematics. The aim of the course is to provide scientific literacy through the study of six topics related to everyday life (food and nutrition, health, public health and epidemiology, gene manipulation, climate change and biodiversity, mind, learning, memory).

The study of biology is essential for students to understand themselves as living beings in the world. Accordingly, teachers should show human health issues - individual, social and global - where appropriate. They should also point out the links between biodiversity, conservation, sustainable development and climate change. Teachers are encouraged to combine actions with relevant extra-curricular activities such as school clubs and external resources. Finally, teachers should make use of the opportunity provided by the European Schools Science Symposium across the whole science curriculum in Years S1-S7.

This course strongly promotes an approach to science and mathematics learning called inquiry-based learning (IBL). An overview of IBL can be found in the PRIMAS Handbook of Knowledge-Based Learning. A useful and practical way of developing inquiry-based lessons is the 5E lesson plan model.

Formal assessment in S6 consists of B-Tests. In S7, all tests are harmonised and students can choose to take an oral exam in June.

| Class S6 | Class S7 |
|---------------------------------|---------------------------------|
| Food, nutrition, health | Gene manipulation |
| Personal and public health | Climate change and biodiversity |
| Brain and brain activity | Project |
| Learning, memory, consciousness | |

CHEMISTRY (4 periods)

This course is important for those students who intend to follow university courses in most science subjects. This includes the Pure Sciences (especially biology and chemistry), plus others such as environmental sciences, materials science, biochemistry, genetics, microbiology, medicine, veterinary science, dentistry, pharmacology, metallurgy and chemical engineering.

It is also suitable for students who have interest and ability in chemistry but who do not intend to pursue a scientific career. The academic rigour of the subject means that it is well regarded when applying for other competitive courses such as law and economics.

Students choosing this subject should have achieved a high standard in Year 5 Chemistry and should feel competent in all aspects of the course. Because ability in mathematics is necessary, students who have studied 6-hour maths in Year 5 are best placed to succeed. Chemistry students will be expected to use their ICT skills. In general, students will need to be enthusiastic and committed to developing a greater understanding of chemistry. They need to be independent learners.

Formal assessment in Year 6 comprises two written examinations at the end of each semester. In Year 7 there is a three-hour written paper at the end of the first semester, followed by the three-hour Bac examination for most students in June. It is also possible to be assessed by an oral examination at the end of the course. There is no practical examination, although laboratory work is an integrated part of the course.

The current syllabus was introduced in September 2004, and the following topics are covered:

| Class S6 | Class S7 |
|--|-------------------|
| Electronic structure of the atom and periodic system | Equilibrium |
| Chemical bonds | Acids and bases |
| Aggregate states and cohesion of matter | Electrochemistry |
| Thermodynamics | Organic chemistry |
| Reaction kinetics | |
| General concepts of organic chemistry | |

PHYSICS (4 periods)

Physics is the study of the physical world and the laws which govern it. It is thought by many to be the most fundamental science, which underpins other branches of science and technology. Studying physics at school is a passport to a huge range of university courses in pure and applied sciences and engineering. The academic, practical and thinking skills which it helps to develop are also invaluable for those going on to courses and careers outside science and technology and, in every case, physics is a highly-regarded component of the student's overall qualifications.

Physics graduates might work in areas as diverse as medical or biological physics, astronomy, electronics, materials or particle research or successfully apply their problem-solving approach in the financial sector. Engineering spans the whole range from ICT to construction.

The EB syllabus is rooted in just a few basic principles which are built up to form a coherent body of knowledge and understanding. These ideas can be applied to any changing situation and so material is always up-to-date. Even a question about the discovery of the Higgs-Boson, or the development of nuclear fission space rockets, is totally possible within the current syllabus.

There is a strong practical element running throughout, but there are also challenging theoretical concepts. Students will need sufficient competence to deal with the mathematics and calculations involved.

The programme is as follows:

| 6TH YEAR | 7TH YEAR |
|---|--|
| Kinematics | Gravitational fields |
| Circular motion and gravitation | Motion of charged particles in electric and magnetic fields |
| Simple harmonic motion | Waves |
| Electric and magnetic fields | Atomic physics |
| Electromagnetic induction | Nuclear physics |
| Assessment is based on regular tests and assignments and an exam each semester. | The Baccalaureate mark is based on assessment during the 7 th Year. There are regular tests and an exam of 3h at the end of each semester. An oral examination is available as an alternative to the final written paper. |

MATHEMATICS

Mathematics is compulsory for all students in Years 6 and 7.

It is offered at three levels: there are courses of **three**, **five** and **eight** periods per week - the eight-period course being made up by combining the five-period course with an extra, advanced course of three periods per week.

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

5-PERIOD MATHEMATICS

This is the mathematics course for students who are strong in mathematics and have completed the six-period course in the fourth and fifth years. They may also need a good knowledge of mathematics for university entrance onto specific courses or may just wish to keep more career options open at this stage.

SYLLABUS

The emphasis of the syllabus is mainly pure mathematics, developing students' ability to analyse functions and their graphs, including differential and integral calculus. The course also includes work on vector geometry, probability, complex numbers, sequences and series.

EXAMINATIONS

There are end-of-semester exams in year 6 (3 hours in total), and year 7 (4 hours in total). In each session, one paper involves using the CAS calculator, while the other does not.

3-PERIOD MATHEMATICS

This course, which is not as demanding as the five-period course, is aimed both at students who find the subject demanding as well as students who do not intend to continue their studies in areas where mathematics plays an important role. Whilst not attempting to cover the full breadth of the five-period course, several of its topics are covered in some depth. The four-period mathematics option in years four and five automatically leads on to this course.

Although students who found the six-period course in fourth and fifth year demanding will feel this is their first option to consider.

SYLLABUS

The emphasis of the syllabus is mainly pure mathematics, developing students' ability to analyse functions and their graphs, whilst continuing the probability work from previous years. The course also includes work on series, trigonometry and statistics.

EXAMINATIONS

There are end-of-semester exams in year 6 (2¼ hours in total) & year 7 (3 hours in total). In each session, one paper involves using the CAS calculator, while the other does not.

ADVANCED MATHEMATICS (3 periods)

(Students taking this course must also take the 5-period course.)

Students intending to go on to study science, engineering, computing, technology or mathematics itself should consider this interesting course - former students who have moved on to areas with scientific or mathematical bias have frequently remarked on its value and relevance to their university studies. It is not exclusively geared to such students, however - in recent times students have enjoyed this course before moving on to study Law, P.P.E., languages, and various other humanities subjects at university.

The course is not concerned with more *difficult* material than five-period mathematics, but rather with a *broadening* of the syllabus, introducing topics not included in that course.

SYLLABUS

There is a **compulsory** section, consisting of the study of algebraic structure, linear algebra, complex numbers, matrices, and advanced series.

The **optional** part of the syllabus is intended to allow for the requirements of different university systems. Recent topics have included: correlation and regression, differential equations, numerical analysis, kinematics, partial differentiation, Markov chains . . .

EXAMINATIONS

There are end-of-semester tests in both years 6 and 7 (1½ hours in total), with some questions involving use of the CAS calculator. In addition for the Baccalaureate there is a **compulsory oral** examination at the end of the course which assesses work studied in year 7. It lasts for twenty minutes, and takes the form of the student presenting and explaining the solution to a problem and answering follow-up questions of a related nature.

ENGLISH FIRST LANGUAGE – MAIN COURSE

This course, of 4 periods per week, is compulsory for all students in Years 6 and 7.

PROGRAMME IN YEAR 6 AND 7

The course is theme based and the theme for Bac 2023 will be: Power. A new theme will be chosen for the following 2 exam cycles along with four set texts. Students undertake a wide range of reading which is mainly, but not exclusively, literary in nature. The list of writers/text types will include:

William Shakespeare – *Julius Caesar*

Poetry collection based on the theme of power, multiple poets

Nonfiction literary text

A major work of fiction

ORAL DISCUSSION

This is used extensively in class, as a means to develop students' immediate responses and afford opportunities for the exchange of ideas. Regular and active participation is therefore very important for any student who wishes to get the maximum benefit out of the course. It is also essential practice for the oral examination (see below).

HOMEWORK

Written homework is set regularly – usually one assignment each fortnight. Its purpose is to allow the students to develop their skill and confidence in planning, setting out and justifying an argument, as well as in other forms of writing. In addition to this, students are also required to do a substantial amount of reading at home in preparation for class discussion.

ASSESSMENT

Students' oral and written work are continuously assessed during the two-year course. In addition, two end-of-semester written exams are set in Year 6, and again in Year 7. The final written examination in Year 7 is compulsory for all students except those studying the Advanced First Language course, who take their own exam instead.

Besides the written papers, an oral examination takes place at the end of Year 7, and this, too, is compulsory for all except Advanced Course students, who take their own equivalent. We recommend that students read a wide range of text types as part of their preparation for this aspect of their Baccalaureate assessment.

ENGLISH FIRST LANGUAGE – ADVANCED COURSE

Those selecting this course take it in addition to the main course. It consists of a further 3 periods per week.

This course (available in S6/7 only) is designed for pupils who at the end of year 5 show a particular interest in, and the necessary aptitude for, English and, more generally, for literary studies and reading. The courses are aimed, in the strict sense of the word, at a deepening of linguistic knowledge, skills and competence, rather than at extension into new fields of knowledge. These courses thus enhance the value of the teaching of the language as a foundation for more advanced studies. Certainly it is a recommended choice for anyone considering an English or other literature-based course in Higher Education. As the course is of a literary nature, students are expected to be enthusiastic readers and must be willing to participate actively in discussion. Students are expected to be enthusiastic, self-directed readers who are keen to pursue their own wider reading interests.

PROGRAMME IN YEAR 6 AND 7

What makes the L1A course distinctive is:

- The requirement for candidates to **study in detail one named text, and other texts linked to it by theme**, author or genre, on which a synoptic question is set in the European Baccalaureate written examination;
- The requirement for candidates to make connections, for example thematic or structural, between **paired literary texts in a range of genres**, on which a question is set in the European Baccalaureate written examination;
- The requirement for candidates to produce **two substantial pieces of individual project work** in class.

PROJECT WORK

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.

S6

The project should be between **2000 and 4000** words in length, depending on subject, content and complexity, and may consist of one long piece or several shorter, linked pieces as appropriate. The nature, scope and title of the project should be agreed by each student in consultation with his/her teacher.

Written work may be accompanied (but not as part of the required word-count) by relevant supporting materials (e.g. audio/video recordings of young children talking, photographs/drawings of stage/film sets, artwork or photographs that have inspired creative writing). These materials are not assessed in isolation but according to their relevance to/impact on the written project as a whole.

S7

An extended literary essay on a topic that involves the detailed study of several texts (e.g. a genre study, such as the development of the detective story from Conan Doyle to PD James; an author study, such as an appreciation of works in different genres by Hardy, Lawrence or Beckett; a thematic study, such as political allegory in texts by Swift, Orwell and Camus; or a study of the impact of two or more contrasting text types in translation, e.g. Prévert and Grass or Lorca and Eco).

The essay should be between **4000 and 5000** words in length. The nature, scope and title should be agreed by students in consultation with teachers.

ASSESSMENT

The project represents half the A mark for the second semester in both S6 and S7.

At the end of both semesters in Year 6, and at the end of the first semester in Year 7, students take written examinations in this subject as well as those for the main course. At the end of Year 7, an Advanced Course oral exam is taken instead of the main course equivalent. Students taking Advanced English will have a literary text to analyse in the oral.

The LIA EB written examination (2021 onwards)

The written examination lasts for 240 minutes and comprises three compulsory questions:

- Part 1 requires the candidate to write a critical commentary on a passage from the specified text studied in depth and to relate it both to the whole text and to associated works; 40 marks are allocated to this question.
- Part 2 requires the candidate to choose one of two essays on the two sets of paired texts (texts that cover the three genres not represented in Part 1). Questions are not theme-based, but will relate to a number of broad literary approaches. 40 marks are allocated to this question.
- Part 3 requires the candidate to write a critical commentary on a previously unseen passage of non-fiction/non-literary prose, responding to content and style and the author's success in proposing an argument; 20 marks are allocated to this question.

PHILOSOPHY (2 hours/4 hours)

What is Philosophy about?

It's about everything. It examines all the assumptions we make when we claim to understand ourselves and our situation as human beings. It seeks to open new ways of thinking about and engaging with the world. It is a drive towards self-awareness which sharpens our thinking skills. The subject moves from the Theory of Knowledge (Is the room still there after I left it?) to Ethics (Should I have been in the room in the first place?) to the Theory of Art (I think we could hang some pictures up); science, politics, history, psychology and sociology also come under scrutiny.

The thinkers engaged with these topics are themselves intriguing. Socrates was executed in his search for the truth, Nietzsche lost his sanity, Schopenhauer kept a nice collection of poodles, Bentham is still sat in a jar of formaldehyde in a University Library, and Marx lived and worked briefly in Belgium.

How do we do it?

The subject requires a critical examination of texts, some are accessible and talkative (e.g. Descartes) others are metaphorical and poetic (eg. Nietzsche) and some are just simply tough and complex (eg. Heidegger). These ideas need dissecting and evaluating through discussion and written work.

There are modern movie clips from the comic (*Beavis and Butthead*) to the serious (*Sophie's Choice*) to help engage with what are often highly abstract ideas, and a range of other resources too. Outside the classroom it should be possible to attend philosophy conferences, either in Brussels or London. Guest speakers are frequently organised too, from the film director Michael Wadleigh who talked about sustainability, to the Bhutanese ambassador to the EU who came to talk about happiness.

What are you going to have to do?

You will have to think. Philosophy is a rigorous subject that demands an open and flexible mind. There is real content to understand. You will complete short exercises and extended essays, you will make class presentations and engage in the class discussions.

Why do it?

Because great minds don't think alike.

Many universities and employers hold philosophy in a high regard because of the skills of analysis and judgement which it promotes.

Is there a big difference between the 2-period and the 4-period course? Yes and no. There is more space and time in the big course to explore the ideas further and to look at different

perspectives on the problems, this can help firm up your understanding, but it can also lead to further, deeper complexities. In both the 2- and 4-hour courses, the basic content remains the same.

LATIN

Why study Latin for the Baccalaureate? In what other course will you legitimately study magic and religion, gladiators and chariot racing, philosophers and emperors? Where else will you talk about the pleasures of love and sex, the perils of politics and war? Corrupt governors, mad emperors, femmes fatales, upstart ex-slaves – Latin has all this and more!

For the well-rounded student, Latin is:

- Essential for an understanding of medical and scientific terminology
- Essential for an understanding of legal terms and phrases
- Vital for students who want to study linguistics and philology
- Essential for historians of antiquity through the Renaissance and Reformation to the early 20th Century
- Essential for an understanding of medieval to modern literature

Furthermore, through Latin you will learn about the foundation and development of a variety of modern institutions and systems:

- Legal codes
- Political ideas
- Morals and ethics
- Rhetoric
- Modern languages
- History and historiography
- Art and architecture
- Medicine and Medical Procedures
- Philosophy and Religion
- Roads and communication
- Water supply and sewage

And finally, universities and employers alike recognise that a classical education indicates a capacity for:

- Quick thinking
- Accepting a challenge
- Organisation and a logical approach to difficult problems
- Careful and detailed analytical ability

- A deep comprehension of linguistic and grammatical concepts
- The ability to understand and to articulate complex ideas

The seventh-year work is based on a harmonized school 'pensum' of +/- 20 pages for the pre-Bac plus the centrally determined Bac pensum, of the same length. The written exam involves 50% unseen translation and 50% answering questions on selected set texts, including the cultural and historical background of those works.

Typical texts include Vergil's *Aeneid*, a poem which traces the founding of the Roman dynasty by the Trojan wanderer Aeneas; the speeches of Rome's finest statesman and orator, Cicero; Ovid's *Metamorphoses*, a fascinating exploration of human and divine changes in circumstance; Petronius' *Satyricon*, the lively tale of a millionaire's dinner party complete with all the extravagances that one would expect during the reign of Rome's most decadent emperor, Nero.

At the end of the course students will have achieved a much greater appreciation of the classical foundations of modern Europe. This knowledge will offer them a thorough foundation for success in their later subject and career choices.

ONL Gaeilge (Other National Language-Irish)

Tá an Ghaeilge ONL in EEB2 dírithe ar dhaltá a bhfuil cumas agus taithí acu sa teanga agus a bhfuil suim leanúint léi. I measc na dtopaicí a chlúdaítear ar an gcúrsa in S6 agus S7ú ná:

- An Dalta Féin
- Áit Cónaithe
- An Scoil agus Cursaí Oideachais
- Spórt agus Caitheamh
- Laethanta Saoire, Cairdeas
- Ceol
- Fadhbanna Sóisialta,
- Tionscalaíocht, Faisean
- Bia agus Sláinte
- An Ghaeilge in Éirinn agus sa Bheilg
- Na Meáin Chumarsáide
- Saol na hOibre agus Taisteal
- An Timpeallacht

Bainfear úsáid as téacsanna éagsúla idir próis, filíocht agus píosaí iriseoireachta. Tá dhá pháirt litríocht le deánamh de réir an tsiollabas

- Canary Wharf (Cnúsach gearrsceálta)
- Strainséirí (Úrsceál)

Is féidir scrúdú scríofa agus/nó scrúdú béil a dhéanamh don bhaitsiléireacht.

AN SCRÚDÚ BAITSILÉIREACHTA

Mairfidh an scrúdú scríofa 180 nóiméad agus tá trí chuid ann.

- I gCuid 1 den scrúdú beidh téacs nach bhfuil feicthe cheana ag an dalta. Beidh ceisteanna le freagairt ag an dalta ar seo ag leiriú go bhfuil tuiscint acu ar na coincheapanna ata sa téacs.
- I gCuid 2 den scrúdú beidh ar an dalta píosa a scríobh atá naiscithe leis an téama atá i gCuid 1. D'fhéadfadh aiste beag a scríobh (250 focal)
- I gCuid 3 caithfear ceist a roghnú idir an dhá phársa litríocht agus léirmheas chriticiúil a léiriú (400 focal)

AN SCRÚDÚ BÉIL

Tá an scrúdú beil bunaithe ar an scrúdú scríofa agus maifidh an scrúdú thart ar 20 nóiméad.

- Beidh téacs nach bhfuil feicthe cheana ag an dalta. Beidh ceisteanna le freagairt ag an dalta ar seo ag leiriú go bhfuil tuiscint acu ar na coincheapanna ata sa téacs.
- Caithfear ceist a roghnú idir an dhá phársa litríocht agus léirmheas chriticiúil a léiriú
- Beidh ar an dalta an comhrá a chur chun cinn agus a dtuairimí a roinn go cruinn ó bheál.

ONL Gaeilge (Irish as a second national language) is offered as a course of four (4) weekly classes. ONL is a voluntary subject. It is possible to start studying ONL in S6, but it requires participating in a separately arranged level test. The starting level for ONL at S6 is B1 on scale of the Common European Framework of Reference (CEFR), and the target level is B2 by the end of S7. There is no minimum size for an ONL group to take place, but groups of less than 7 people have three periods of teaching per week.

Studying ONL suits anyone who would like to develop their knowledge of the Irish language and culture. Ireland is a bilingual country and knowledge of both national languages is an advantage or (even requirement) when looking for a job, especially in the public sector. Additionally, the study of Irish at third level can offer many career opportunities from teaching to translation. In the European context, Irish speakers are widely sought after in many of the Institutions. The aim is to strengthen the students' cultural and linguistic identity.

CONTENT

- A wide vocabulary, including those related to abstract concepts
- A deep understanding of grammatical structures

- Knowledge of the different registers of the language
- Understanding of Irish society, history, dialects and various cultural phenomena such as literature and customs including celebration of national holidays (St. Patrick's Day and Seachtain na Gaeilge)
- Independent language learning skills and diverse language learning strategies

At the heart of language learning is the equal practice of all areas of language proficiency (reading, writing, speaking, and listening).

In addition to studying language and culture, a total of two pieces of literature selected according to the Bac theme are read in grades S6-S7.

ASSESSMENT

- S6: a 135-minute test at the end of both semesters
- S7: a Pre-Bac exam in January (180 minutes). The student also have the opportunity to take part in the European Baccalaureate at the end of S7 (either a written or an oral exam)

Má tá suim ag scoláire/dalta agus más maith leo níos mó eolais a fháil, is féidir teagmháil a dheánamh leis an múinteoir Gaeilge, Iníon Nic an Tuile tullyas@teacher.eurisc.eu

ENGLISH L2

The two-year course consolidates work covered in previous years and continues to focus on communication through the four skills: listening, speaking, reading and writing. Pupils are expected to rely on their language training in cycles 1 and 2. Pupils are expected to study two set texts (one novel and one dramatic text), each with its own literary themes. These works of literature in English are analysed according to the themes assigned and will be an integral part of the syllabus. A variety of additional texts across different media (print, drama, film) are studied for both critical analysis and literary appreciation. The course demands at least a B2 level of English to cover the independent reading and writing required.

The Baccalaureate examination consists of both written and oral papers. The tasks completed in the written paper include a reading comprehension exercise, a written text produced by the pupil based on the concept of writing for a purpose, and a literature essay. In the oral examination, pupils are asked to analyse an unfamiliar text on their own for 20 minutes in a separate room, and present their answers for about 3-5 minutes. This is followed by a spontaneous conversation centering on a visual stimulus (photo, diagram, cartoon, etc.) for about 10 minutes.

The cycle 3 L2 teacher cannot be the same as the previous cycle. Classes are assigned with this limitation in mind.

ENGLISH L2 (ADVANCED) (3 periods)

The L2 English (Advanced) course is a two-year course and is meant to be a complementary course for students who are very capable users of English, and keen to discuss literature at a higher level. It is a 3-period course which is in addition to the L2 normal course. Students are expected to be strong linguists, and be able and willing to present their opinions in class.

The course is a literary course, with no grammar training given. Students should not view the course as a 'support' course to improve their level of English. Students are expected to independently read novels, plays, poems and other forms of literature in English and - with guidance from the teacher - discuss them critically in person and in writing. A theme is set every year, and texts can come from the 19th century or later. As enrolment tends to be smaller than the L2 classes, a willingness to contribute and participate in class discussions is essential.

In S6, students are assigned a research project and will deliver the final presentation independently or in smaller groups. The topic of the research project is determined by the student, with the guidance of the teacher.

Students sit for the written and oral examination for the L2 (Advanced) paper, and will no longer participate in their L2 classes in the spring of the year of their Baccalaureate (after Easter holidays).

THE WRITTEN EXAM

| | | |
|--|---|--|
| <p>Part 1: Reading Comprehension (20 marks)</p> | <p>1 unseen non-literary text</p> <p>About 850-1000 words</p> | <p>4-5 closed questions which refer to:</p> <ul style="list-style-type: none"> • Main meaning of paragraphs and text • Relations between paragraphs • Language and style • Reasons/ Arguments Etc. |
| <p>Part 2 A: Written Production Textual analysis (30 marks)</p> | <p>1 unseen literary text 600 – 700 words (except poems)</p> | <p>3-4 open in-depth questions on the text requiring detailed answers</p> |

| | | |
|---|---|----------------|
| Part 2 B: Literary Essay (50 marks) | 1 essay – length of production about 1000 words | Literary essay |
|---|---|----------------|

THE ORAL EXAM

| Criterion | | Max 100 points |
|--------------------------------------|---|----------------|
| Part 1: Reading Comprehension | <ul style="list-style-type: none"> • Presentation (exploration of the main message, structure, appropriate response to the set question) • Relevant responses to examiners' detailed questions on the text | 50 |
| Part 2: Oral Interaction | <ol style="list-style-type: none"> 1. <u>Interaction:</u> <ul style="list-style-type: none"> ○ Fluent and reactive manner ○ Communicative effectiveness, spontaneous answers 2. <u>Language:</u> <ul style="list-style-type: none"> ○ Accuracy of vocabulary and grammar ○ Appropriate register 3. <u>Content:</u> <ul style="list-style-type: none"> ○ Task fulfilment ○ Justified and structured arguments, or pertinent examples | 50 |

S6

- You will follow both L2 and L2 Advanced courses and take both exams in December and June.
- You will study a variety of different texts related to a central theme chosen by the teacher.
- Teaching focuses on developing close reading and analysis skills.
- You must complete a group project on a topic of your choice. Together you will give a presentation to the class and individually you must produce a written report of around 1000 words.

S7

- You will continue to follow both the L2 and L2 Advanced courses
- In the Pre-Bac you will sit both exams
- In the Bac you will sit only the L2 Advanced exam.

- You have a choice of whether to take the oral exam. You must select either History, Geography or L2 Advanced (you cannot choose L2).

ENGLISH L3

Pupils who choose this option should normally have, as a minimum, regular marks of 8 in the fifth year. It should not be considered as an easy option. The two-year course will consist of revision and consolidation of the four skills: listening, speaking, reading and writing. This will be achieved through a variety of tasks and activities such as the study of a range of different types of texts, discussion work and writing in response to different stimuli. At least one work of English literature is studied each year, with a total of two prepared for the Baccalaureate exam.

In year 7, students **choose** either the written Bac exam or the oral Bac exam, or they choose neither and the final mark is based on term performance.

The Baccalaureate written examination consists of:

- **Two** reading comprehension passages with questions on the meaning of words and phrases, on information contained in the text and interpretation.
- **Two** written texts such as a letter, speech or dialogue, both of which also have a visual stimulus as a prompt.
- **One** literature essay based on one of the two prescribed works of literature

The oral examination consists of:

- Reading comprehension: Pupils' understanding and insight into the text is assessed by the examiners who ask questions on the main ideas, relevant details, etc. The pupils do not see these questions in advance.
- Conversation: Pupils' oral skills are assessed by a short conversation on topics of general and personal interest.
- Literary response: Pupils present their personal response to the set book of their choice. The pupils' presentation is followed by questions from the examiners referring to main ideas / characters / themes, personal opinion, etc.

ENGLISH L4 (4 periods)

Year 6 is a continuation of a course started in year 4 with students who were beginners or false beginners in the language. All four skills (listening, speaking, reading and writing) are thoroughly practised, although the emphasis is on using basic English for the purpose of communication, rather than reading works of literature or producing long written passages.

All important grammar is covered, whilst the topics discussed are those of everyday interest. On completion of the course, the student can expect to communicate with reasonable competence in an English-speaking country.

In year 7, pupils may opt for the oral or written exam in the Baccalaureate.