



Schola Europaea

Office of the Secretary-General

Pedagogical Development Unit

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Annex I: Proposal of the 'Organisation of studies in the secondary cycle' Working Group

Budgetary Committee

Meeting on 5 and 6 November 2013 - Brussels

1.1 Proposed new organisation in S1, S2 and S3

1.1.1 General outline of the proposed structure for the observation cycle of the secondary school (S1-2-3)

- S1: identical compulsory education for all students, with introduction of L3 and offer of options governed by specific rules (ONL: MT, FI, GA). The 'Learning to Learn' approach which justified the sixth L1 period will be organised as part of the teaching of each subject.

- S2: continuation of the same courses and offer of a first option: 2-period Latin.

- S3: continuation of the same courses, introduction of Human Sciences (HUMSCI) teaching in L2; continuation of the 2-period Latin option and offer of a new option: 2-period ICT.

1.1.2 Overview of courses and periods: S1 to S3

	Number of periods per week		
	S1	S2	S3
L1	5	5	4
MAT	4	4	4
L2	5	4	4
L3	2	3	3
EP	3	3	3
REL/MOR*	2	2	2
SCH	3	3	3
SCI	4	4	4
LAT		2	2
ART	2	2	2
MUS	2	2	2
ICT	1	1	2
GRO	2	2	2
ONL	2	2	2
TOTAL*	33 or 35	33 or 35	31 or 33

* No of periods per week

Optional subjects

The GRO and ONL courses, which are not intended for all students, are organised in accordance with the rules specific to those subjects.

S1 No optional courses.

S2 Optional LAT.

GLOSSARY	
ART	Art
EP	Physical Education
GRO	Ancient Greek for students with EL as L1
HCL	Host Country Language
ICT	ICT
L1	Language 1
L2	Language 2
L3	Language 3
LAT	Latin
MAT	Mathematics
MOR	Non-confessional Ethics
MUS	Music
ONL	Other National Language
REL	Religion
SCH	Human Sciences
SCI	Integrated Science

1.1.3 Use of languages

Subjects	S1 – Use of languages		S2 – Use of languages		S3 – Use of languages	
	Language of tuition	Other possibilities	Language of tuition	Other possibilities	Language of tuition	Other possibilities
L1	L1		L1		L1	
L2	L2		L2		L2	
L3	L3		L3		L3	
Maths	L1		L1		L1	
SCH	L1		L1		L2	
SCI	L1		L1		L1	
Art	Groups with several languages: courses taught in EN,FR,DE,HCL		Groups with several languages: courses taught in EN,FR,DE,HCL		Groups with several languages: courses taught in EN,FR,DE,HCL	
Music	Groups with several languages: courses taught in EN,FR,DE,HCL		Groups with several languages: courses taught in EN,FR,DE,HCL		Groups with several languages: courses taught in EN,FR,DE,HCL	
PE	Groups with several languages: courses taught in EN,FR,DE,HCL		Groups with several languages: courses taught in EN,FR,DE,HCL		Groups with several languages: courses taught in EN,FR,DE,HCL	
Rel. /Non-conf. Ethics	L1	L2, L3, HCL	L1	L2, L3, HCL	L2	L3, HCL, L1 ¹
ICT	Groups with several languages: courses taught in EN,FR,DE,HCL		Groups with several languages: courses taught in EN,FR,DE,HCL		Groups with several languages: courses taught in EN,FR,DE,HCL	
Ancient Greek	EL		EL		EL	
ONL	ONL		ONL		ONL	
Latin			L1	L2, L3, HCL	L1	L2, L3, HCL

Key: OTHER POSSIBILITIES: If the course in L1/L2 has fewer than 7 students, the school will study the possibility of another solution and the students will be able to take the course in L2, L3 or HCL/L3 *respectively* (the best solution for the student).

¹A relatively small group of students from different countries but of the same religious confession taught in Language 2 may be supplemented by students of the same religious confession even where the Language 2 corresponds to their Language 1. Where a group of the same religious confession consists solely of students having their Language 1 in common, the course will be taught in that language.

1.2 Proposed new organisation in S4 and S5

1.2.1 General outline of the proposed structure for the pre-specialisation cycle of the secondary school (S4 and S5)

Two sets of core courses in secondary years 4 and 5:

- 27 periods in S4 and S5 for compulsory courses.
 - The subjects MAT, BIO, CHI (chemistry) and PHY are taught in Language 1.
 - The courses in scientific subjects are based on MAT (basic mathematics) knowledge.
- 4 to 8 periods of **option courses** as pre-specialisation leading on to the different specific courses of study in S6 and S7:
 - The possibility of advanced teaching of Mathematics is offered in the form of a 3-period option and add-on course (Mat+). This option would be compulsory for students aiming to take the Mat6 course in S5.
 - 2 sets of alternative options are offered:
 - for ECO or GRE in the form of 4 optional periods,
 - for L4/ONL or LAT in the form of 4 optional periods,
 - for MUS or ICT,
 - for ART, in the form of 2 optional periods as an alternative to MAT+.
- Students would be able to design their own curriculum according to their preference for the different specific courses of study in S6 and S7.
- The total number of periods cannot be lower than 31 and higher than 35.

1.2.2 Overview of courses and periods in S4

S4		
Periods	Courses	
1-4	L1	
5-7	L2	
8-9	EP	
10	REL/MOR	
11-14	MAT	
15-16	GEO	
17-18	HIS	
19-20	BIO	
21-22	CHI	
23-24	PHY	
25-27	L3	
COMMON CORE		
28	ECO	GRE/GRO
29	ECO	GRE/GRO
30	ECO	GRE
31	ECO	GRE
32	L4/ONL	LAT
33	L4/ONL	LAT
34	L4/ONL	LAT
35	L4/ONL	LAT
36	MUS*	ICT
37	MUS	ICT
38	ART*	MAT+
39	ART	MAT+
40		MAT+
OPTIONS		

GLOSSARY

ART	Art
BIO	Biology
CHI	Chemistry
ECO	Economics
EP	Physical Education
GEO	Geography
GRE	Ancient Greek
GRO	Ancient Greek for students with EL as L1
HCL	Host Country Language
HIS	History
ICT	ICT
L1	Language 1
L2	Language 2
L3	Language 3
L4	Language 4
LAT	Latin
MAT+	Advanced Mathematics
MAT	Mathematics
MOR	Non-confessional Ethics
MUS	Music
ONL	Other National Languages
PHY	Physics
REL	Religion

S4 27 periods of common core courses. Minimum 31 periods, maximum 35 periods.

*The order of these 2 options can be reversed according to the choices made by students.

1.2.3 Overview of courses and periods in S5

The mathematics courses would be organised separately: a MAT4 course and a MAT6 course.

The advantage would be that students who had already taken the MAT+ course for a year in S4 would be able to register for the MAT6 course and would no longer be associated with the MAT course with all the other students (more homogeneous groups).

S5			
1-4	L1		COMMON CORE
5-7	L2		
8-9	EP		
10	REL/MOR		
11-14	MAT4/MAT6		
15-16	HIST		
17-18	GEO		
19-20	PHY		
21-22	CHI		
23-24	BIO		
25-27	L3		
28-29	MAT6		ADD-ON
30	ECO	GRE/GRO	OPTIONS
31	ECO	GRE/GRO	
32	ECO	GRE	
33	ECO	GRE	
34	L4/ONL	LAT	
35	L4/ONL	LAT	
36	L4/ONL	LAT	
37	L4/ONL	LAT	
38	MUSIC	ICT	
35	MUSIC	ICT	
36	ART		
37	ART		

GLOSSARY

ART	Art
BIO	Biology
CHI	Chemistry
ECO	Economics
EP	Physical Education
GEO	Geography
GRE	Ancient Greek
GRO	Ancient Greek for students with EL as L1
HIST	History
ICT	ICT
L1	Language 1
L2	Language 2
L3	Language 3
L4	Language 4
LAT	Latin
MAT4	Mathematics 4 periods
MAT6	Mathematics 6 periods
MOR	Non-confessional Ethics
MUS	Music
ONL	Other National Language
PHY	Physics
REL	Religion

27 periods of compulsory common core curriculum.

The MAT4 and MAT6 courses would be taught in L1, the only condition being that there were at least 7 students. Otherwise, the students would be able to take the course in their L2, L3 or HCL.

Minimum of 31 periods, maximum of 35 periods.

1.2.4 Use of languages in S4 and S5

Subjects	Language of tuition	Other possibilities
L1	L1	
L2	L2	
L3	L3	
L4/ONL	L4/ONL	
Mat (S4)	L1	
Mat+ (S4)	L1	
Mat4 (S5)	L1	
Mat6 (S5)	L1	
Hist	L2	
Geo	L2	
Economics	L2	
Chemistry	L1	
Physics	L1	
Biology	L1	
Art	Groups with several languages: courses taught in EN,FR,DE,HCL	
Music	Groups with several languages: courses taught in EN,FR,DE,HCL	
PE	Groups with several languages: courses taught in EN,FR,DE,HCL	
Latin	L1	L2, L3, HCL
Rel./Non- conf. Ethics	L2 ²	L3, HCL
ICT	Groups with several languages: courses taught in EN,FR,DE,HCL	
Ancient Greek	L1	L2, L3, HCL

Key:

OTHER POSSIBILITIES: If the course in L1/L2 has fewer than 7 students, the school will study the possibility of another solution and the students will be able to take the course in their L2, L3 or HCL/L3 **respectively** (the best solution for the student).

² A relatively small group of students from different countries but of the same religious confession taught in Language 2 may be supplemented by students of the same religious confession even where the Language 2 corresponds to their Language 1. Where a group of the same religious confession consists solely of students having their Language 1 in common, the course will be taught in that language.

1.3 Proposed new organisation in S6 and S7

1.3.1 General outline of the proposed structure for the specialisation cycle of the secondary school (S6-S7)

- Offer three specialisation courses of study: SCIENCE, ECONOMICS, HUMANITIES/LANGUGES/ARTS.
- Four blocks of courses available:
 - 14 periods constitute the **common core**: all students take these courses. One course is new: CCP (see point 1.5.1).
 - 3 to 5 periods constitute a compulsory **add-on** according to the specialisation chosen:
 - Possibility of intensifying the mathematics teaching offered to all students (MAT5). This option is compulsory for all students choosing Physics as an option.
An add-on module to be chosen, according to the specialisation chosen, from the two modules offered:
 - Basic competences in science and technology: compulsory science course for students not taking scientific options (see point 1.5.2).
 - Social and civic competences: compulsory human sciences course for students not taking geography, history or philosophy courses (see point 1.5.2).
 - 4 series of **options** are offered to students according to the specialisation that they have chosen:
 - Scientific specialisation: BIO, CHI or ICT or ONL, PHY or GE4 or LAT, L3 or GRE.
 - Economics specialisation: ECO, HI4 or ICT or ONL, GE4 or PHY or LAT, L3 or GRE.
 - Humanities/Languages/Arts specialisation: MUS or PH4, HI4 or L4 or ONL, ART or GE4 or LAT, L3 or GRE

1 possibility of an additional **advanced (APPRO) course** is offered to all students, who will be able to add one of the following three subjects to their curriculum: L1 *appro* or L2 *appro* or MATH *appro* (if MAT5 has been chosen).
- Each specialisation entails forced choices as a corollary:
 - Science: obligation to take at least two options from BIO, CHI (chemistry), ICT, PHY and GE4.
 - Economics: obligation to take the ECO and HI4 options.
 - Humanities: obligation to take at least one option from HI4 and PH4.
- The total number of weekly periods may not fall below 29 periods and may not exceed 35 periods.
- Students have to choose a minimum of three options. If chosen by the student, the advanced course is in addition to the three options.

1.3.2 Overviews of courses and periods in S6

S6			
	SCIENCE	ECONOMICS	HUMANITIES
1	L1	L1	L1
2	L1	L1	L1
3	L1	L1	L1
4	L1	L1	L1
5	L2	L2	L2
6	L2	L2	L2
7	L2	L2	L2
8	EP	EP	EP
9	EP	EP	EP
10	CCP	CCP	CCP
11	REL&MOR	REL&MOR	REL&MOR
12	MAT5/MAT3	MAT5/MAT3	MAT5/MAT3
13	MAT5/MAT3	MAT5/MAT3	MAT5/MAT3
14	MAT5/MAT3	MAT5/MAT3	MAT5/MAT3
15	MAT5 ³	MAT5 ³	MAT5
16	MAT5	MAT5	MAT5
17	HUMSCI	GENSCI	GENSCI
18	HUMSCI	GENSCI	GENSCI
19	HUMSCI	GENSCI	GENSCI
20	BIO	ECO	MUS/PH4
21	BIO	ECO	MUS/PH4
22	BIO	ECO	MUS/PH4
23	BIO	ECO	MUS/PH4
24	CHI/ICT/ONL	HI4/ICT/ONL	HI4/L4/ONL
25	CHI/ICT/ONL	HI4/ICT/ONL	HI4/L4/ONL
26	CHI/ICT/ONL	HI4/ICT/ONL	HI4/L4/ONL
27	CHI/ICT/ONL	HI4/ICT/ONL	HI4/L4/ONL
28	PHY/GE4/LAT	GE4/PHY/LAT	ART/GE4/LAT
29	PHY/GE4/LAT	GE4/PHY/LAT	ART/GE4/LAT
30	PHY/GE4/LAT	GE4/PHY/LAT	ART/GE4/LAT
31	PHY/GE4/LAT	GE4/PHY/LAT	ART/GE4/LAT
32	GRE/L3		
33	GRE/L3		
34	GRE/L3		
35	GRE/L3		
36	L1 <i>appro</i> /L2 <i>appro</i> /MATH <i>appro</i>		
37	L1 <i>appro</i> /L2 <i>appro</i> /MATH <i>appro</i>		
38	L1 <i>appro</i> /L2 <i>appro</i> /MATH <i>appro</i>		

GLOSSARY	
ART	Art
BIO	Biology
CHI	Chemistry
CCP	Cross-Curricular Project
ECO	Economics
EP	Physical Education
GE4	Geography
GRE	Ancient Greek
HI4	History
HUMSCI	Human Sciences
ICT	ICT
L1	Language 1
L1 APPRO	Advanced Language 1
L2	Language 2
L2 APPRO	Advanced Language 2
L3	Language 3
L4	Language 4
LAT	Latin
MAT3	Mathematics 3 periods
MAT5	Mathematics 5 periods
MATH APPRO	Advanced Mathematics
MUS	Music
ONL	Other National Languages
PH4	Philosophy
PHY	Physics
REL&MOR	Ethics and Religions Studies
GENSCI	Science

GRE/L3 The GRE course being a course with a small number of students, the school will make arrangements to ensure that as far as possible, it is organised in students' timetables, without it competing with the L3 courses.

The compulsory add-on courses for a specialisation are printed in red.

CCP: Cross-Curricular Project done in S6.

HUMSCI: Social and civic competences: compulsory human sciences course for students not taking history or philosophy courses.

GENSCI: Basic competences in science and technology: compulsory science course for students not taking scientific options.

1 advanced course possible depending on student's choice.

Minimum 29 periods, maximum 35 periods.

Scientific specialisation: at least 2 compulsory scientific options from BIO, CHI, ICT and PHY.

Economics specialisation: obligation to take ECO and at least one option from HI4 and GE4.

Humanities specialisation: obligation to take at least one option from HI4 and PH4.

A student may ask to take an option which exists but does not belong to his/her specialisation. He/She will be regarded as an independent candidate (Article 13 of the Arrangements for implementing the Regulations for the European Baccalaureate).

³ MAT5 compulsory for students wishing to choose Physics.

1.3.3 Overviews of courses and periods in S7

S7			
	SCIENCE	ECONOMICS	HUMANITIES
1	L1	L1	L1
2	L1	L1	L1
3	L1	L1	L1
4	L1	L1	L1
5	L2	L2	L2
6	L2	L2	L2
7	L2	L2	L2
8	EP	EP	EP
9	EP	EP	EP
10	REL&MOR	REL&MOR	REL&MOR
11	REL&MOR	REL&MOR	REL&MOR
12	MAT5/MAT3	MAT5/MAT3	MAT5/MAT3
13	MAT5/MAT3	MAT5/MAT3	MAT5/MAT3
14	MAT5/MAT3	MAT5/MAT3	MAT5/MAT3
COMMON CORE			
15	MAT5 ⁴	MAT5 ⁴	MAT5
16	MAT5	MAT5	MAT5
ADD-ON			
17	HUMSCI	GENSCI	GENSCI
18	HUMSCI	GENSCI	GENSCI
19	HUMSCI	GENSCI	GENSCI
OPTIONS			
20	BIO	ECO	MUS/PH4
21	BIO	ECO	MUS/PH4
22	BIO	ECO	MUS/PH4
23	BIO	ECO	MUS/PH4
24	CHI/ICT/ONL	HI4/ICT/ONL	HI4/L4/ONL
25	CHI/ICT/ONL	HI4/ICT/ONL	HI4/L4/ONL
26	CHI/ICT/ONL	HI4/ICT/ONL	HI4/L4/ONL
27	CHI/ICT/ONL	HI4/ICT/ONL	HI4/L4/ONL
28	PHY/GE4/LAT	GE4/PHY/LAT	ART/GE4/LAT
29	PHY/GE4/LAT	GE4/PHY/LAT	ART/GE4/LAT
30	PHY/GE4/LAT	GE4/PHY/LAT	ART/GE4/LAT
31	PHY/GE4/LAT	GE4/PHY/LAT	ART/GE4/LAT
32	GRE/L3		
33	GRE/L3		
34	GRE/L3		
35	GRE/L3		
ADV.			
36	L1 <i>appro</i> /L2 <i>appro</i> /MATH <i>appro</i>		
37	L1 <i>appro</i> /L2 <i>appro</i> /MATH <i>appro</i>		
38	L1 <i>appro</i> /L2 <i>appro</i> /MATH <i>appro</i>		

GLOSSARY	
ART	Art
BIO	Biology
CHI	Chemistry
ECO	Economics
EP	Physical Education
GE4	Geography
GRE	Ancient Greek
HI4	History
HUMSCI	Human Sciences
ICT	ICT
L1	Language 1
L1 APPRO	Advanced Language 1
L2	Language 2
L2 APPRO	Advanced Language 2
L3	Language 3
L4	Language 4
LAT	Latin
MAT3	Mathematics 3 periods
MAT5	Mathematics 5 periods
MATH APPRO	Advanced Mathematics
MUS	Music
ONL	Other National Languages
PH4	Philosophy
PHY	Physics
REL&MOR	Ethics and Religions Studies
GENSCI	Science

GRE/L3 The GRE course being a course with a small number of students, the school will make arrangements to ensure that as far as possible, it is organised in students' timetables, without it competing with the L3 courses

⁴ MAT5 compulsory for students wishing to choose Physics.

1.3.4 Use of languages in S6 and S7

Subjects	Language of tuition	Other possibilities
L1	L1	
L2	L2	
L3	L3	
L4/ONL	L4/ONL	
Adv. L1	L1	
Adv. L2	L2	
Maths 5	L1	L2, L3, HCL
Maths 3	L1	L2, L3, HCL
Adv. Maths	L1	L2, L3, HCL
Hist 4	L2	L3,HCL
Geo 4	L2	L3,HCL
Philo 4	L1	L2, L3, HCL
Economics	L2	L3, HCL
Hum Sci	L2	L3,HCL
Gen Sci	L1	L2, L3,HCL
Chemistry	L1	L2, L3, HCL
Physics	L1	L2, L3, HCL
Biology	L1	L2, L3, HCL
Art	Groups with several languages: courses taught in EN,FR,DE,HCL	
Music	Groups with several languages: courses taught in EN,FR,DE,HCL	
PE	Groups with several languages: courses taught in EN,FR,DE,HCL	
Latin	L1	L2, L3, HCL
Rel.&Ethics	L2 ⁵	L3, HCL
ICT	L1	L2, L3, HCL
Ancient Greek	L1	L2, L3, HCL

Key:

OTHER POSSIBILITIES: If the course in L1/L2 has fewer than 5 students, the school will study the possibility of another solution and the students will be able to take the course in their L2, L3 or HCL/L3 or HCL **respectively** (the best solution for the student).

⁵ A relatively small group of students from different countries but of the same religious confession taught in Language 2 may be supplemented by students of the same religious confession even where the Language 2 corresponds to their Language 1. Where a group of the same religious confession consists solely of students having their Language 1 in common, the course will be taught in that language.

1.4 Technical aspects for the design of the slots in the timetable in each school

All lesson periods are 45 minutes (actual teaching time) in length. Intervals of at least five minutes between lessons are built into the timetable to allow proper organisation of teaching.

1.4.1 Organisation of choices in S1-2-3

During year P5, students express their choices for a L3 in S1.

During year S1, students state whether or not they intend to take the Latin course in S2. This course is not compulsory. It is created only if at least 7 students so request.

During year S2, students who have not chosen Latin in S2 state whether or not they intend to take the ICT course in S3. These courses are not compulsory, it is not possible to take both of them and they are created only if at least 7 students so request.

1.4.2 Organisation of choices in S4 and S5

In S3, each student will be invited to choose courses to make up his or her curriculum. The specific courses of study offered in S6 and S7 should be explained to parents and students, so that their choices of option subjects in S4 and S5 do not prove to be an obstacle when they subsequently wish to access the desired course of study:

- Students who are aiming for the ECONOMICS specialisation should choose ECO.
- Students who are aiming for the HUMANITIES/LANGUAGES/ARTS specialisation could choose the corresponding options.

Students who have not taken an option in S4 and/or S5 but wish to take it in S6 and S7 should be required to pass an examination before going into S6. The examination will focus on the necessary prerequisites to keep up successfully with the desired course in S6-S7.

Courses in compulsory subjects are always created. Courses in option subjects are created in accordance with the rules laid down (2011-01-D-33) to that end. Where necessary, students who have chosen courses which might not be created will be invited to choose a subject corresponding to the courses created.

Each school is free to timetable compulsory courses as it wishes. Students take compulsory courses on a collective basis; in other words, all students with the same L1 will take the L1 course at the same time.

Options will appear at the same level in the timetable slots. Once all the options have been created, a maximum of 58 periods will be allocated to cover the different options. To ensure that all courses are offered in a maximum of 40 weekly periods (27 periods of which are for compulsory courses), option courses will be divided into two blocks of 4 periods and two blocks of 2⁶ periods). Example: the MUS and ICT courses are timetabled at the same time, meaning that a student cannot choose both of these courses.

⁶ Three periods for MAT+

1.4.3 Organisation of courses in S6 and S7

During year S5, each student is invited to make choices from amongst the different possibilities presented below:

- Choice between MAT3 and MAT5, the courses being organised separately.
- Choice of a specialisation: SCIENCE, ECONOMICS or HUMANITIES/LANGUAGES/ARTS.
- Choice from amongst the options offered in the specialisation selected.
- Possible choice of a subject in which an advanced course will be taken.

Each student of the European Schools and of Accredited Schools has the same initial choice possibilities.

The school analyses the students' wishes, abiding by the rules laid down by the regulations (2011-01-D-33). The common core courses and the add-on courses are automatically created. If it turns out that an option cannot be created because there is not the required minimum number of applicants (5 students), the school then informs the students concerned of their obligation to make a second choice from amongst the options whose creation is guaranteed. Once all the students have expressed their definitive wishes, the school may prepare the timetables and arrange for the creation of courses.

Each school organises as it wishes the timetable for the common core courses and the add-on courses. Students take common core courses together. For example: the L1 course is scheduled for an entire group sharing the same L1, irrespective of the specialisation options which have been chosen.

Options and advanced courses are placed in parallel in the slots in timetables. These different proposals represent a maximum of 79 periods if they are all created. So that all these courses can be fitted into a reduced timetable (a maximum of 40 periods, including 17 to 19 periods taken up by the common core and the add-on courses, meaning that 21 to 23 periods remain available in students' timetable), these option courses and advanced subjects are placed in 4 blocks of 4 periods and 1 block of 3 periods. Example: the BIO, ECO, MUS and PH4 courses are timetabled at the same time, meaning that a student cannot choose two of those courses at the same time.

1.5 Points calling for adaptation of the current curricula

1.5.1 Cross-Curricular Project (CCP):

Recommendation 2.5.3 of the report of the University of Cambridge – International Examinations on the European Baccalaureate (ref.: 1312-D-2008) states: "The introduction of an activity based on the TPE or Extended Essay model might be a valuable and certificated outcome within the European Baccalaureate. Consideration could be given to whether this might itself build on the European identity of the schools themselves."

Taking into account of the cross-curricular key competences which are not yet all formally assessed by our European Baccalaureate: digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression.

Proposal that this subject be incorporated into the S6 and S7 syllabus for one period a week under the responsibility of a teacher-tutor, as part of his or her timetable and of the timetable of the group of students for which he or she is responsible.

1.5.2 Science (GENSCI) and Human Sciences (HUMSCI)

These are two add-on courses which are compulsory according to students' specialisation choices.

A student of a European School or of an Accredited School must receive a full education up to European Baccalaureate level. As part of the ideal education with which all European citizens should be provided, it is essential to continue structured reflection up to Baccalaureate level on questions pertaining to scientific and environmental phenomena, as well as the historical-geographical and philosophical aspects of the operation of modern societies. The complexity of those questions makes it impossible to tackle certain aspects before the end of the complete course of secondary studies.

Practical organisation: the 3 periods available cover a variety of subjects (BIO, CHI (chemistry), PHY for the GENSCI course; HIS, PHI for the HUMSCI course), meaning that it is possible that several teachers will need to be involved in teaching the students according to each teacher's speciality. Details of the syllabuses and of the practical organisation of these two courses still have to be developed. The modular operation of the syllabus for *the MATH APPRO (ADVANCED MATHS)* course might be used as an example.

1.5.3 Information and Communication Technologies (ICT)

This option does not exist in S6 and S7 at present but its creation is a response to growing demand for in-depth competences in the ICT and computer studies field.

1.5.4 Mat and Mat+ in S4

The syllabuses for these courses can be derived from adaptation of the current syllabuses for the MAT4 and MAT6 courses in S4.

1.5.5 Ethics and Religions Studies

A mini working group was charged with addressing the question of the teaching of non-confessional ethics and confessional religions courses in the secondary cycle and of their organisation.

The Representatives of the Religious Authorities were invited to make observations which are favourably disposed on the whole to the proposals for changes formulated by the mini working group.

The new scheme comprises a three-phase programme from S1-S7.

		Subject	Language
Phase I	S1	Non-confessional ethics and confessional religions	L1
	S2		
Phase II	S3	Non-confessional ethics and confessional religions	L2
	S4		
	S5		
Phase III	S6	Ethics and Religions Studies	L2
	S7		

Phase I (S1 and S2)

Continuation of the present teaching of the subjects non-confessional ethics and religions, subdivided by confession, taught in Language 1, by both seconded teachers (mainly non-confessional ethics) or by locally recruited teachers.

Phase II (S3 to S5)

Transitional phase between phases I and III in which the non-confessional ethics and religions, subdivided by confession, are taught in L2.

Phase III (S6 and S7)

The course becomes a non-confessional one, grouping together the old ethics and religion courses. The syllabus for this course will have to be determined and it will be taught by seconded or locally recruited teachers with the required competences.

The course will be taught in Language 2 and will group together students of various confessions. Students will be awarded an A mark and a B mark. The mark will count towards the final mark in the European Baccalaureate.

This reorganisation of the teaching of ethics and religions is expected to result in an improvement in the quality of education, in the sense that it will contribute in future to enhancement of students' academic and personal competences.

The content of this new course is meant to be non-confessional and will cover the subjects, methods and objectives of ethics as well as of religions. It will deal with the fundamental questions of human existence, which include the origin of ethics and religions, their historical developments, their current forms and their reception in the history of peoples.