

International Baccalaureate



at the Athénée
de Luxembourg



Kolléisch

IB's mission and philosophy

At the centre of an International Baccalaureate (IB) education are students with unique learning styles, strengths and challenges. The IB focuses on each student as a whole person. Thus, IB programmes address not only cognitive development but social, emotional and physical well-being. ***The aim is to develop inquiring, knowledgeable and caring young people with adaptable skills to tackle society's complex challenges and who will help to make it a better, more peaceful world.***

Validating the efficacy of the IB's programmes are *research* and more than 50 years of practical experience. IB programmes emphasize learning how to learn and teaching students to value learning as an essential, integral part of their everyday lives. The IB promotes the development of schools that:

- inspire students to ask questions, pursue personal aspirations, set challenging goals and develop the persistence to achieve those goals
- develop knowledgeable students who make reasoned ethical judgments and acquire the flexibility, perseverance and confidence they need in order to bring about meaningful change
- encourage healthy relationships, individual and shared responsibility and effective teamwork.

Measuring Outcomes

To measure what students have learned and to monitor their progress, IB teachers use a range of assessment strategies including formative assessments that provide ongoing feed-back that can be used by instructors to develop their teaching and by students to identify their strengths and weaknesses, and target areas that need improvement. Teachers use summative assessments which are internationally benchmarked for older students, and are criterion-referenced. This means students are measured against a set of agreed upon learning outcomes rather than graded on a "bell curve" as in norm-referenced assessments.

The IB experience

... is not just a way to learn, it's a way of life and, for more than 1,250,000 students each year, the way to a better, more peaceful world. IB students take an active part in, and contribute to, their school, their local community and their global community. It becomes a way of life for IB students to feel loyal to their immediate surroundings but to also think beyond them. (...)

We practise what we teach, too. We are committed to making good education accessible to everybody. Geography, finance and resources can make this difficult but, ever since the IB was founded, we have worked tirelessly to overcome these barriers to create a better and more peaceful world through education.

That is why, today, more than half of IB World Schools are state funded and why the organization has a bursary fund to promote access (...).

In recognition of how the IB can contribute to developing future generations, the governments of Australia, Ecuador, Japan, Malaysia, Spain, Canada and the United States are supporting the IB Diploma Programme in many more state schools. It is an important part of government policy to raise educational standards where possible.

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Introduction:

Claude Meisch: The International Baccalaureate® in Luxembourg



Since 2008 the Athénée de Luxembourg offers students from all backgrounds the opportunity to attend international classes and obtain the International Baccalaureate Diploma. The I.B. is a secondary education diploma program taught in 2000 institutions from 125 countries throughout the world. Its diploma is equivalent to the Luxembourgish Diplôme de fin d'études secondaires and is recognised by a majority of universities.

The implementation of this program is part of a policy of differentiation within the national public school offer. Besides the Athénée de Luxembourg, where the study course is in English, the IB program is also offered in French at the Lycée Technique du Centre in Luxembourg-city.

In the context of an on-growing globalization movement it has proven essential to offer young residents a multilingual curriculum allowing them to integrate and participate in local life as well as pursue further studies or launch their professional career in a country of their choice. Taken from this perspective, it is clear that the approach to languages has to be adapted to the students' needs and expectations.

In the past, some voiced their concern that multilingualism might be an obstacle to successful studies. Today, though, nobody can deny that linguistic diversity is a precious resource not solely for the individual but also on a societal level.

Multilingualism facilitates international exchange in very diverse domains, as for example in research and science, which are international and multilingual as they are based on the knowledge and the skills of the best researchers worldwide, irrespective of their mother tongue. The importance of multilingualism is rapidly intensifying and comes into view as both a chance and a challenge for the individual as well as for society as a whole.

This is all the more the case in a modern society which appears increasingly internationalized and globalized.

We should keep in mind that multilingualism is a tradition in Luxembourg and that for a long time our students have benefitted from the instruction of a vast array of languages in our secondary schools, which is not the case in many other countries.

On the one hand, it is essential to allow for our young natives to perfect their skills when acquiring foreign languages, in particular English which is to become the language of world communication.

On the other hand, our country is subject to substantial migration fluxes and our educational system also has to provide young expats with the best possible chances to acquire academic expertise which will pave their way to further studies and a successful professional and personal life.

For these reasons, Luxembourg's offer in educational and teaching programs is kept as vast as possible and the international classes preparing for the International Baccalaureate Diploma at the Athénée de Luxembourg are just one of our many offers.

I thus wish those students, who have decided to take this path, a lot of success and the necessary interest and diligence to pursue their quest for academic proficiency which will pave their way to a bright future that lies ahead.

Claude Meisch / Minister of Education, Children and Youth

**Claude Heiser: The International IB curriculum –
another road to success**



Organising international classes in a traditional secondary school like the Athénée certainly reflects the changes our country has already experienced for some decades, as it now offers an attractive job market and appealing living conditions; the Grand Duchy of Luxembourg welcomes a growing number of people from all over the world and, over the years, has succeeded in creating a multinational, multi-cultural, multilingual and open-minded society. It was in this context that in 2006, the government asked the management at the Athénée to implement an "international IB curriculum" with the aim of diversifying the public school offer. Launched by the director Émile Haag and developed by his successor, Joseph Salentiny, as well as by various IB coordinators, the project was a real success. The first 5th Grade International class was launched in 2007. In 2010, the Athénée was officially accredited as an "IB World School" and in 2012, the Athénée awarded diplomas to its first graduates of the IB Diploma Programme. Since the 2017-2018 academic year, our school has been welcoming and teaching international students at all levels, from Year 7 to Year 13.

Integrating the international system into a public school in Luxembourg is in line with the humanist values that we have taught, followed and defended at the Athénée for four hundred years. The fact that the course is free allows each pupil to study, irrespective of their background, thereby promoting equal opportunities for young people. Our school has always taken the right to an education – irrefutably a fundamental basic right – very seriously, as our teachers strive body and soul to deliver a very high level of education. The International Programme is now an integral part of the broad and diverse selection of studies existing at the Athénée as it offers a further unit in addition to the departments of art, business, literature and science. Even though its holistic approach differs from the traditional Luxembourgish system, it follows it by emphasising the analytical thought process, creativity and autonomy of students, and surpasses it by supplementing the traditional curriculum with social and cultural activities. In light of this, the International Programme meets the requirements of a humanist school not only in teaching disciplinary knowledge, but also by developing the transversal skills and general culture of young people.

Meanwhile, our international classes have become successfully integrated into our everyday school life, and pupils and parents have come to feel that we are indeed one and the same homogenous school community with the same rights and benefits for all. The pupils of the international classes thus fully share both our educational facilities and extracurricular activities with the pupils of the classes of the national system, which is entirely in line with the CAS (creativity, activity, service) experiences of the IB Diploma Programme. IB students have thus, over the years, become full members of the school community, participating in our well-known KIC (Kolléisch in Concert), becoming members of the school's students' committee ("Schülercomité") or helping raise money through different activities for our school's NGO "Athénée – action humanitaire", for example.

The international classes have consequently greatly enriched both the school's syllabus and the Athénée's scholastic community, which is distinguished by the desire to push oneself and learn, as well as its multicultural and open-minded character. As we begin this new school year, I would like to thank everyone involved in the school community for their tireless commitment to the teaching and education of young people. I also wish all our students a year full of satisfaction and success on both an academic and personal level.

Claude Heiser
Headmaster

I. The International Baccalaureate® Diploma Programme (IB DP) at the Athénée:

Overview

This programme enables students with an excellent command of English to follow academically challenging and balanced secondary studies in English focusing on languages and sciences, which prepares them thoroughly for further studies at university and life beyond.

IB World School

The Athénée acquired the status of **IB World School** in February 2010, which means that we are authorized to offer the IB study programme and to host the two final diploma years since September 2010. The IB offered at the Athénée is recognized by the legislator as equivalent to the Luxembourgish school-leaving certificate (*Diplôme de fin d'études secondaires*).

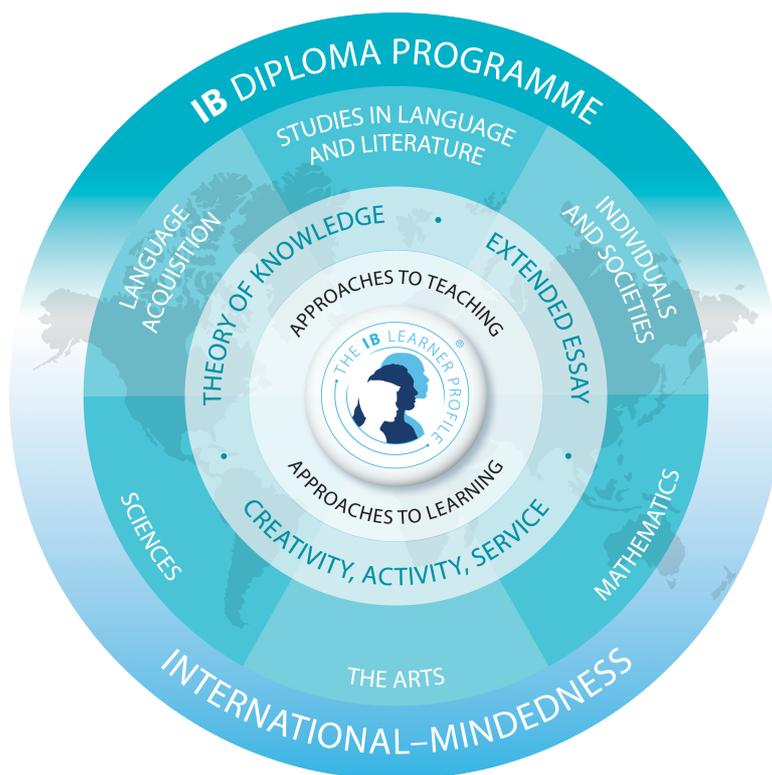


Organization

The Athénée offers a 7-year study programme, which encompasses three different levels: Following the three preparatory years (7th to 9th grades) and the two intermediate years (10th and 11th grades), students will start the actual IB DP (12th and 13th grades). Although students may join the programme in any grade (**depending on spaces available**), we advise students coming from the regular Luxembourgish system to join the programme in grade 10.

The **IB DP** is a highly demanding two-year international programme that meets the needs of highly motivated students and leads to a qualification recognized by leading universities around the world. To obtain an IB diploma, students take a challenging liberal arts course and pass examinations in six academic subjects.

Additionally, students have to take the Theory of Knowledge (**TOK**) course that investigates the nature of knowledge in various disciplines, to participate on a regular basis in experiences and projects of Creativity, Activity, Service (**CAS**), undertake original research and write an Extended Essay (**EE**) of 4,000 words.



Subjects taught in the IB Diploma Programme at the Athénée

Group 1: Studies in Language and Literature: **English A Literature** HL and SL

Group 2: Language Acquisition: **French B** HL and SL

Group 3: Individuals and Societies (**Economics** HL and SL / **History** HL and SL)

Group 4: Sciences (**Biology** HL and SL / **Chemistry** HL and SL / **Physics** HL and SL)

Group 5: Mathematics: **Mathematics Analysis and Approaches** HL and SL

Group 6: The Arts (**Visual Arts** SL, **German B** HL and SL, **French A** or **German A** as a self-taught language on SL or another subject from groups 3 or 4)

NB: The school reserves the right to cancel a subject if there are insufficient numbers to make up a group.

General entry requirements/admission process

To be admitted into one of the grades offered, students need an excellent command of English and fulfil the age requirements. In addition, each applicant needs to submit a complete portfolio and attend a preliminary interview in order to establish the candidate's suitability for the programme. Upon successful completion of the interview, the applicant will be invited to sit our admission tests (English and Mathematics for grades 7 and 8; English, French and Mathematics for grades 9 and 10; English, French, Experimental sciences and Mathematics for grades 11 and 12). All applications are treated individually, on the basis of each student's portfolio. The interviews and tests take place at the Athénée de Luxembourg, in March and end of April respectively. The application procedure opens October 1st and applications for the next school year are accepted until March 1st. Application forms are downloadable from <http://www.al.lu>, where further information can also be found.

7th grade (7IEC) – Preparatory year 1

Academic area (IB)	Subjects	Number of lessons	Weighting
First language	English (core)*	4	4
Second language	French (core)*	4	4
	Luxembourgish	3	3
Individuals and society	History	2	2
Experimental sciences	Biology, Chemistry, Physics	5	4
Mathematics	Mathematics	4	4
ICT	ICT	2	2
The Arts	Visual arts, Music	3	2
Sports	Sports	3	1
		Total: 30	Total: 26

Except for French and Luxembourgish, all subjects are taught in English.

Admission criteria

- ▶ Students need to have successfully completed their Primary education and be 11 years old by August 31st.
- ▶ Applicants need to sit an interview and upon qualification, pass entrance exams in English and Mathematics devised by the Athénée.

Evaluation and conditions for passing

Evaluation criteria and conditions for passing are the same as those of the Luxembourgish school system for that level (“cycle inférieur de l’enseignement secondaire”). Students who obtain an insufficient mark in one of the core subjects English and French will have to mandatorily pass a resit or they fail the year.

8th grade (6IEC) – Preparatory year 2

Academic area (IB)	Subjects	Number of lessons	Weighting
First language	English (core)*	4	4
Second language	French (core)*	4	4
	Luxembourgish	3	3
Individuals and society	History	2	2
Experimental sciences	Biology, Chemistry, Physics	6	4
Mathematics	Mathematics	4	4
ICT	ICT	2	2
The Arts	Visual arts, Music	3	2
Sports	Sports	3	1
		Total: 31	Total: 26

Except for French and Luxembourgish, all subjects are taught in English.

Admission criteria

- ▶ Students need to have passed the 7IEC (7th grade) or the 7th grade of the Luxembourgish school system (either “septième de l’enseignement secondaire”, or “septième de l’enseignement secondaire général” with a yearly average grade of at least 45). Equivalent certificates that have been approved by the Luxembourgish government may also be accepted.
- ▶ New applicants need to sit an interview and upon qualification, pass entrance exams in English and Mathematics devised by the Athénée.

Evaluation and conditions for passing

Evaluation criteria and conditions for passing are the same as those of the Luxembourgish school system for that level (“cycle inférieur de l’enseignement secondaire”). Students who obtain an insufficient mark in one of the core subjects English and French will have to mandatorily pass a resit or they fail the year.

9th grade (5IEC) – Preparatory year 3

Academic area (IB)	Subjects	Number of lessons	Weighting
First language	English (core)*	4	4
Second language	French (core)*	4	4
	Luxembourgish	2	2
Individuals and society	History	2	2
	Geography	2	2
Experimental sciences	Biology, Chemistry, Physics	6	4
Mathematics	Mathematics	4	4
The Arts	Visual arts, Music	3	2
Sports	Sports	3	1
		Total: 30	Total: 25

Except for French and Luxembourgish, all subjects are taught in English.

Admission criteria

- ▶ Students need to have passed the 6IEC (8th grade) or the 8th grade of the Luxembourgish school system (either “sixième de l’enseignement secondaire”, or “huitième de l’enseignement secondaire général” with a yearly average grade of at least 45). Equivalent certificates that have been approved by the Luxembourgish government may also be accepted.
- ▶ New applicants need to sit an interview and upon qualification, pass entrance exams in English, French and Mathematics devised by the Athénée.

Evaluation and conditions for passing

Evaluation criteria and conditions for passing are the same as those of the Luxembourgish school system for that level (“cycle inférieur de l’enseignement secondaire”). Students who obtain an insufficient mark in one of the core subjects English and French will have to mandatorily pass a resit or they fail the year.

10th grade (4IEC) – Intermediate year 1

Academic area (IB)	Subjects	Number of lessons	Weighting
First language	English (core)*	5	4
Second language	French (core)*	4	4
	German	4	3
Individuals and society	History	2	2
	Geography	2	2
Experimental sciences	Biology, Chemistry, Physics	5	4
Mathematics	Mathematics	4	4
The Arts	Visual arts, Music	2	2
Sports	Sports	2	2
		Total: 30	Total: 27

Except for French and German, all subjects are taught in English.

Admission criteria

- ▶ Students need to have passed the 5IEC (9th grade) or the 9th grade of the Luxembourgish school system (either “cinquième de l’enseignement secondaire” or “neuvième de l’enseignement secondaire général” with a yearly average grade of at least 45). Equivalent certificates that have been approved by the Luxembourgish government may also be accepted.
- ▶ New applicants need to sit an interview and upon qualification, pass entrance exams in English, Mathematics and French devised by the Athénée.

Evaluation and conditions for passing

Evaluation criteria and conditions for passing are the same as those of the Luxembourgish school system for that level (“cycle supérieur de l’enseignement secondaire”). Students who obtain an insufficient mark in one of the core subjects English and French will have to mandatorily pass a resit or they fail the year.

11th grade (3IEC) – Intermediate year 2

Academic area (IB)	Subjects	Number of lessons	Weighting
First language	English (core)*	5	4
Second language	French (core)*	4	4
	German	4	3
Individuals and society	History	2	2
	Economics	3	3
Experimental sciences	Biology, Chemistry, Physics	6	4
Mathematics	Mathematics	4	4
The Arts	Visual arts	1	2
Sports	Sports	1	1
		Total: 30	Total: 27

Except for French and German, all subjects are taught in English.

Admission criteria

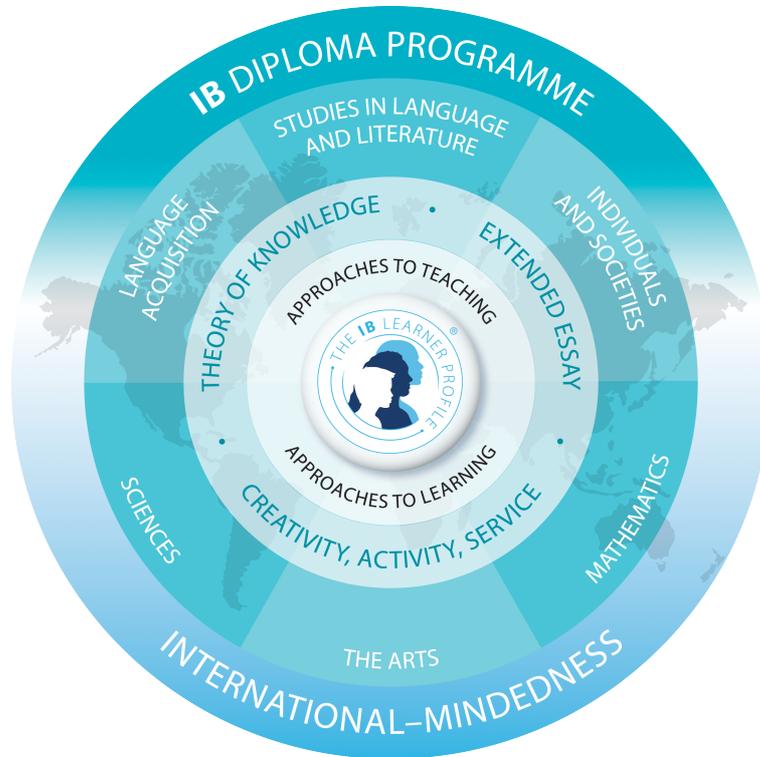
- ▶ Students need to have passed the 4IEC (10th grade) or the 10th grade of the Luxembourgish school system (either “quatrième de l’enseignement secondaire” or “dixième de l’enseignement secondaire général” with a yearly average grade of at least 45). Equivalent certificates that have been approved by the Luxembourgish government may also be accepted.
- ▶ New applicants are required to sit an interview and upon qualification, pass an entrance exam in English, Mathematics, Experimental Sciences (Chemistry, Physics, Biology) and French devised by the Athénée.

Evaluation and conditions for passing

Evaluation criteria and conditions for passing are the same as those of the Luxembourgish school system for that level (“cycle supérieur de l’enseignement secondaire”). Students who obtain an insufficient mark in one of the core subjects English and French will have to mandatorily pass a resit or they fail the year.

12th and 13th grade – IB DP: Years 1 and 2

The curriculum is modelled on a circle with six academic areas surrounding the three core requirements.



Over the course of the two-year programme, students will have to:

- ▶ Study six subjects chosen from the six subject groups
- ▶ Complete an extended essay (EE)
- ▶ Follow a theory of knowledge course (TOK)
- ▶ Participate in creativity, activity, service (CAS)

Normally:

- ▶ Three of the six subjects are studied at Higher Level (courses representing 240 teaching hours/288 lessons of 50 minutes; 5 lessons per week over the two years)
- ▶ The remaining three subjects are studied at standard level (courses representing 150 teaching hours/180 lessons of 50 minutes; 3 lessons per week over the two years)

Choice of subjects

All IB students are required to take six subjects, one each from groups 1 – 5¹, and as their 6th, they may choose Visual Arts, German B, French A / German A as self-taught or another subject from groups 3 or 4. Three subjects must be taken at Higher Level (HL) and three at Standard Level (SL).

Each subject is graded on a scale of 1 (minimum) to 7 (maximum): the awarding of the Diploma requires a minimum of 24 points and satisfactory completion of three additional tasks: the Extended Essay of 4,000 words, an independent research paper; completion of Theory of Knowledge (TOK), a course which analyzes knowledge acquired within and beyond the classroom; compulsory participation in creative, active and service-oriented projects and experiences (CAS). Bonus points may be awarded for an exceptional essay or performance in TOK. A maximum of 45 points may be obtained.

Further education plans

The choice of subjects is narrowly linked to the student's further education plans. Before deciding on subjects, she/he reads the information about University recognition on the IB website² carefully and consults the admissions office of any university in which she/he is particularly interested. IB students can be admitted to the best universities in the world, most of which have IB DP recognition policies.

Admission criteria

- ▶ Students need to have passed the 3IEC (11th grade) or the 11th grade of the Luxembourgish school system (either “troisième de l'enseignement secondaire” or “onzième de l'enseignement secondaire général” with a yearly average grade of at least 45). Equivalent certificates that have been approved by the Luxembourgish government may also be accepted.
- ▶ New applicants need to sit an interview and upon qualification, pass entrance exams in English, Mathematics, Experimental Sciences (Chemistry, Biology and Physics*) and French devised by the Athénée de Luxembourg.
*depending on their subject choice
- ▶ A certificate delivered by the Goethe-Institut or another Institute concerning the level of German (4 years of German or the level A2, Common European Framework of Reference for Languages) is requested by the Ministry of Education in Luxembourg. This certificate can be submitted with the portfolio but must be provided at the latest in April of the second year of the IB DP.

Evaluation and conditions for passing

Evaluation criteria and conditions for passing are those of the IB:

<https://www.ibo.org/programmes/diploma-programme/assessment-and-exams>

¹ See “Proposed IB Diploma Programme subjects at the Athénée” on the next page.

² <http://www.ibo.org/country/> and <http://www.ibo.org/diploma/recognition/directory/index.cfm>

The DP curriculum at the Athénée

Group 1: Studies in Language and Literature

ENGLISH A – LITERATURE

Literature in English is a mandatory element either at Higher or Standard Level. The IB DP is dynamic, exciting and challenging, so that English A: Literature is more demanding than the A-stream in the national Luxembourgish system or the British A-level system.

The study of literature, as well as the development of the relevant skills, is divided into three areas of exploration—the exploration of the nature of the interactions between **readers, writers and texts**; the exploration of how texts interact with **time and space**; and the exploration of **intertextuality** and how texts connect with each other. Although these three areas seem to offer an ordered approach to progression through the course, they are inherently overlapping, iterative or circular and allow for flexibility in course design.

In the language A: literature course, students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of literature, such as:

- the creativity of writers and readers
- the nature of the interaction with the writers' and readers' respective contexts and with literary tradition
- the ways in which language can give rise to meaning and/or effect
- the performative and transformative potential of literary creation and response.

Through close analysis of literary texts in a number of forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others. In turn, this will encourage the exploration of how viewpoints are shaped by cultural belief systems and how meanings are negotiated within them. Students will be involved in processes of critical response and creative production, which will help shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts. With its focus on literature, this course is particularly concerned with developing sensitivity to aesthetic uses of language and empowering students to consider the ways in which literature represents and constructs the world and social and cultural identities.

Course requirements

At standard level (SL), at least 9 works must be studied across the three areas of exploration while at higher level (HL), at least 13 works must be studied. All in all, the programme covers a wide range of genres and periods. Candidates are marked against specific, published and largely balanced criteria or rubrics such as

- a) knowledge of works,
- b) personal response,
- c) presentation/structure,
- d) language (accuracy and variety)
- e) awareness of literary features (more important at Higher Level)

In addition, students need to establish a learner portfolio, which is a mandatory and central element of the course. It is an individual collection of student work compiled during the two years of the course and forms the basis of assessment preparation whilst providing evidence of work and reflection. Though not formally assessed, schools may be required to submit these portfolios.

Assessment overview

External assessment	Total	SL 70% HL 80%
Paper 1: Guided literary analysis (SL 1 hour 15 mins HL 2 hours 15 mins)		SL 35% HL 35%
The paper consists of two literary passages, from two different literary forms, each accompanied by a guiding question. SL students choose one of the two passages; HL students write an analysis of each of the passages. (40 marks)		
Paper 2: Comparative essay (SL & HL 1 hour 45 minutes)		SL 35% HL 25%
The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)		
Higher level essay (HL only)		HL 20%
Students submit an essay on one literary text or work studied during the course. (20 marks) The essay must be 1,200–1,500 words in length.		
Internal assessment	Total	SL 30 % HL 20%
This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.		
Individual oral (15 minutes) (SL & HL)		
Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: ‘Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied’. (40 marks)		

The entire pursuit of studies in language and literature is tied to core elements of the DP and to the overarching principles of IB learning, theory of knowledge (TOK), creativity, activity, service (CAS), the extended essay, the approaches to teaching and approaches to learning, and international-mindedness.

The general focus of the course is to:

- Provide opportunities for developing a highly personal and communicative approach towards major, carefully crafted, literary works of all genres through close reading and autonomous appraisal and response.
- Enhance student oral competence to analyse, discuss, criticise and present literary subjects of any genre according to the standard academic conventions,
- Empower students to collect data, describe and interpret research and any other available reference material,
- Coach students to be patient in their research and look for the best possible material and acquire disciplined work habits (note-taking, revision, time-management).
- Combine a methodological approach that conveys a sense of literature as thematically and also chronologically organised in its socio-cultural/historical context,
- Develop student awareness that literary texts of all genres, analysed systematically and in depth, foster tolerance, flexibility and broadmindedness,
- Improve their overall written competence, especially in the field of essay writing and unseen text commentary, train them to handle register and other academically appropriate techniques in a large variety of domains,
- Enhancement of the techniques involved in literary criticism,
- Promotion of a permanent enjoyment of literatures in English (British, American, Post-Colonial, as well as Works in Translation),
- Development of student capacity for independent learning and recognizing their tendencies for bias,
- Encouraging student debating and discussion skills.
- Develop their ability to construct clear and well-supported arguments using an analytical and critical approach.

Group 2: Language Acquisition

FRENCH B AND GERMAN B

Language B at Standard and Higher Level is a two-year programme whose main focus is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. These language skills will be developed through the study and use of a range of written and spoken material. Students will acquire the necessary skills to interact with native-speaking people in a variety of situations. They will learn to understand the language in announcements, on the radio, on TV, as well as to read and understand a variety of texts, such as brochures, advertisements, newspapers, magazines and literary texts. In order to do so, vocabulary and grammatical structures will be taught with regard to the particular role or activity the student is engaged in.

Understanding ideas, and expressing them clearly and convincingly, demands an awareness of the cultural characteristics of the audience. This is why, besides language, the culture, customs and traditions of the target- languages will of course be part of the lessons.

Aims and objectives

The major goals are:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

Distinction between SL and HL

At both levels of Language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. The distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills.

Group 3: Individuals and societies

ECONOMICS

Following the DP guide, all students, whether from the 3e - I at the Athénée or new, need not have any “particular background in terms of specific subjects for national or international qualifications ... and no prior knowledge of economics is necessary for students to undertake a course of study based on this specification. However, a familiarity with economic concepts is an advantage.”

The Athénée offers the subject at both Higher (HL) and Standard Level (SL), with core topics common to both, and extension material required for Higher Level.

The common themes are:

<p>Unit 1: Introduction to economics</p> <ul style="list-style-type: none"> 1.1. What is economics? 1.2 How do economists approach the world? <p>Unit 2: Microeconomics</p> <ul style="list-style-type: none"> 2.1 Demand 2.2 Supply 2.3 Competitive market equilibrium 2.4 Critique of the maximising behaviour of consumers and producers 2.5 Elasticity of demand 2.6 Elasticity of supply 2.7 Role of the government in microeconomics 2.8 Market failure 2.9 The market’s inability to achieve equity 	<p>Unit 3: Macroeconomics</p> <ul style="list-style-type: none"> 3.1 Measuring economic activity and illustrating its variations 3.2 Variations in economic activity 3.3 Macroeconomic objectives 3.4 Economics and inequality 3.5 Demand management – monetary policy 3.6 Demand management – fiscal policy 3.7 Supply-side policies <p>Unit 4: The global economy</p> <ul style="list-style-type: none"> 4.1 Benefits of international trade 4.2 Types of trade protectionism 4.3 Arguments for and against trade control/protection 4.4 Economic integration 4.5 Exchange rates 4.6 Balance of payments 4.7 Sustainable development 4.8 Measuring development 4.9 Barriers to economic growth 4.10 Economic growth and/or economic development
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Following the IBO instructions, the **internal assessment** will be based on three commentaries on recent media articles. The students have to show that they have the appropriate economic knowledge to comment the articles, with particular emphasis on international issues.

External assessment will be organised by the IBO, three papers for HL (extended response paper, data response paper, essay) and two papers for SL (extended response paper, data response paper).

Non-IB monitoring will be based on homework and on class work. The oral and/or written presentations of these assignments will enable students to develop their oral and written competences. Reading of “quality” press, newspapers, magazines and journals, is also strongly recommended.

HISTORY

Among Group 3 – “Individuals and Societies” – subjects, the IB Diploma Programme at the Athénée offers History at Standard Level (SL) and High Level (HL).

The syllabus takes an alternately thematic and chronological approach to History: major developments, changes and continuities in various fields of human activity over the specified period are addressed, analysed and compared.

The IB Diploma Programme (DP) History course is a world History course based on a comparative and multiperspective approach to history. It involves the study of a variety of types of History, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of History. In this way, the course involves a challenging and demanding critical exploration of the past.

There are six key concepts that have prominence throughout the DP History course: Change, Continuity, Causation, Consequence, Significance, Perspectives.

The Athénée’s offer of subjects of study and investigation has been compiled with special attention to regional variety and opportunity for a comparative approach. In fact, all the world regions as defined by the IBO will be covered in class sessions during the Diploma Programme.

In addition to the exam papers (see table below), each student is required to produce a 2,200-words independent historical investigation in an area of research determined and developed by themselves. Past subjects of historical investigations include: The social consequences of the Great Leap Forward in China (1958-1961); The contribution of US foreign policy to Human Rights violations in Guatemala from 1982 to 1983; The German-Herero War of 1904-1908 in German-Southwest Africa; Post-war Japanese Cinema and the atomic bombs; The differences between moderates and radicals during the German Vormärz (1815-1848); The impact of the Islamic Revolution on women’s rights in Iran.

Distinction between SL and HL

Students at standard level (SL) and higher level (HL) are presented with a syllabus that has a common core consisting of prescribed subjects and topics in world history. In addition, students at HL are also required to undertake an in-depth study of three sections from one of the HL regional options. While many of the skills of studying History are common to both SL and HL, the difference in recommended teaching hours at SL and HL signals a clear distinction between the demands made on students, with the greater depth of study required for HL.

The difference between the History course at SL and the course at HL can be summarized as follows.

	SL (3 periods per week)	HL (5 periods per week)
Syllabus	<ul style="list-style-type: none"> -The study of one prescribed subject: <i>Rights and Protest</i> -The study of two world history topics: <i>Independence Movements (1800-2000), The Cold War: Superpower Tensions and Rivalries</i> -An independent historical investigation 	<ul style="list-style-type: none"> -The study of one prescribed subject (same as SL) -The study of two world history topics (same as SL) -The study of three sections from one regional option: <i>History of the Americas</i> -An independent historical investigation
Assessment	<ul style="list-style-type: none"> Paper 1: a source-based paper set on the prescribed subject Paper 2: an essay-based paper on the world history topics Internal Assessment (IA): a historical investigation 	<ul style="list-style-type: none"> Paper 1: a source-based paper on the prescribed subject Paper 2: an essay-based paper on the world history topics Paper 3: an essay-based paper on the regional option Internal Assessment (IA): a historical investigation

Group 4: Sciences

Studying science is an essential part of an open-minded and responsible education preparing students for a world in which technology and global networking play an ever-increasing role.

At the Athénée students choose biology, chemistry or physics in the experimental sciences group (group 4) of the Diploma Programme. They may choose a second science course as their subject in group 6.

All students participate in the **Group 4** project. The aim is to encourage students taking different science courses to work together on an interdisciplinary subject and to share ideas and perceptions. It involves research and practical investigations on a topic chosen in a common accord with the student and science teacher community.

BIOLOGY

Both Higher Level and Standard Level courses in Biology share the same thematic approach by dealing with the four main biological concepts. These are Equilibria in Nature, Evolution of Organisms, Structure and Function of living beings and the comparison of Universality and Diversity in the living world.

The courses are regularly updated to include up-to-date science and to address current issues. They are composed of compulsory “core” material and a range of options, one of which will be chosen by the class. The core parts of the Higher and Standard Level courses are taught together. This has the additional advantage that pupils from different scientific domains can share approaches and ideas on the different topics. As the biology course may be one of the sole sources to come into contact with experimental sciences, the Standard level course is designed to give a deeper insight into scientific issues protruding into the everyday life of every citizen. Topics ranging from environmental questions, such as greenhouse effect and ozone layer, over modern biological technologies, such as genetic engineering and bio-molecular modeling, to ethical issues, such as therapeutic stem cell use and application of GMOs, will be dealt with, enabling the students to understand the scientific workings behind these issues and to make choices as informed citizens. The Higher Level course is additionally intended to prepare students for a university course in one of the biological subjects, from biochemistry and molecular biology, over medical and veterinary sciences to environmental biology and genetics.

Both levels include a high degree of hands-on practical laboratory work, as well as the design as on the research part of this. The included statistical analysis units enable students to deal with the data analysis of their practical work in a competent manner. Additionally, this improves their handling of statistical data in everyday life. Each student has to work on an individual investigation which will contribute 20% to the final assessment in the course. This work enables students to pursue their personal interests and demonstrate the application of their skills and knowledge.

Core topics (SL) are:

- Cell Biology
- Molecular Biology
- Genetics
- Ecology
- Evolution and biodiversity
- Human physiology

Additional high level (HL) topics are:

- Nucleic acids
- Metabolism, cell respiration and photosynthesis
- Plant biology
- Genetics and evolution

Options:

- Animal physiology
- Neurobiology and behavior
- Biotechnology and bioinformatics
- Ecology and conservation
- Human physiology

CHEMISTRY

Chemistry is regularly offered at Higher Level and at Standard Level. The core material offers a description of the main subjects such as atomic structure and bonding, the behaviour of chemical reactions; description of different types of reactions such as oxidation, reactions with acids, and organic chemistry; additionally options cover subjects related to material, medicines, biochemistry and energy.

Chemistry can help students to understand other sciences such as biology and physics since it uses a lot of concepts seen in these sciences such as electrostatic attraction. Chemistry prepares students for all kind of university courses that include sciences such as medical and veterinary sciences, engineering sciences, biology, chemistry and many others.

In year one, about one third of teaching hours is used for practical work. The students must get accustomed to working practically, finding solutions with the help of different chemical reactions in practice. Students take part in an practical lab option to get used working practically, this is for two hours every second week. Lab work is also part of internal assessment, contributing 20% to the final mark. The students should work out one experiment of a duration of about 10h and write an essay about this experiment.

In the group 4 project students complete a presentation together with physics and/or biology for which they need 10 hours of preparation.

The IB DP exam in chemistry consists in three examination papers (multiple-choice questions, short-answer questions for the core and the option, one extended-response question) all of which contribute to 80% of the final mark.

PHYSICS

Physics is about investigating and understanding the natural laws and phenomena that make up our world; yet it is often seen as far removed from daily concerns. The teaching of the IB Programme at the Athénée is intended to give students the opportunity to learn about scientific method and creativity and to recognize the role and impact of physics in society and in interdisciplinary studies.

The students attending the international classes at the Athénée originate from very different social, educational and national backgrounds. Their approach to problems differs and is enriching for discussions in class and group work where students learn to analyse problems critically, to design, perform and evaluate scientific experiments and to appreciate scientific honesty.

The Athénée has a dedicated physics laboratory with excellent facilities including ICT and on line teaching.

Standard level physics is intended for students interested in the principles of physics and its role in chemistry and biology. It teaches them to communicate ideas and to make more informed decisions about questions involving the environment and technological advances. The mathematical requirements are basic. The course gives insight into theoretical and practical work. It is a plus for students intending to study medicine.

Higher Level physics is both a demanding and challenging course. Students should be at ease with more mathematical approaches; many questions involve more complex calculations demonstrating the essential role of mathematics in physics. Fluency in algebra and trigonometry is required. It is intended for students who want to study engineering, pure physics or physics related courses like astrophysics or biophysics and it is very often a course requirement for university studies in human medicine, veterinary medicine and chemistry.

High Level physics is a well-respected subject also for students who do not choose a scientific career. Many employers appreciate their excellent abilities in analytical thinking, research approach, problem solving techniques and communication.

The core subjects common to standard and high level offer a broad view of classical and modern physics and include topical subjects such as quantum physics, nuclear physics, climate change and energy problems.

High Level physics covers the same topics in more depth.

In addition to the compulsory courses students choose one optional courses.

Core topics (SL) are:

- Measurements and uncertainties
- Mechanics
- Thermal physics
- Oscillations and waves
- Electricity and Magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production

Additional higher level (HL) topics are:

- Wave phenomena
- Motion in fields (gravitational, electromagnetic)
- Electromagnetic induction
- Quantum physics and nuclear physics

Options:

- Relativity
- Engineering physics
- Imaging
- Astrophysics

Group 5: Mathematics

MATHEMATICS

The Athénée offers the Analysis and Approaches Mathematics course at both Higher (HL) and Standard Level (SL). Some of the core topics treated are the same for both levels (SL & HL) but, the classes are separate as these topics are treated in more depth in the HL, and not much time is spent on revision of known topics. The common themes are: Numbers and Algebra, Vectors, Geometry, Trigonometry, Calculus, Statistics and Probability.

Internal assessment:

Following the IBO instructions, the internal assessment will be based on a "Mathematical Exploration" accounting for 20% of the final grade.

External assessment:

The external assessment is organised by the IB. The exam consists of three papers for HL; one two-hour paper without a graphics calculator (GDC), one two-hour paper with GDC and one one-hour paper on the option. The SL exam consists of two papers; one paper with and one without the GDC, each one lasting ninety minutes.

Non-IB monitoring:

The non-IB monitoring will be based on homework and on class work. Regular mock exams are scheduled throughout the two-year program to ensure adequate progression of the students' knowledge and skills

Group 6: The Arts

VISUAL ARTS

Art is perhaps the most complex and direct form of communication. It combines awareness of broad cultural ideals with purely personal concerns, enables the individual to find a place within the constantly shifting social patterns by exploring and expressing his uniqueness. Art is both sensual and cerebral, allowing for delightful manual manipulation of materials and intellectual pursuit of ideas, of which Art History is an integral part at every level. Studying arts at any level allows students the time and space to develop creativity; to learn to trust their own decisions and find out about themselves. Art is all but essential for anyone thinking of a career in any visual-based industry, from advertising, architecture and film to fashion. In short Visual Arts fascinates those who enjoy art practice and independent work.

The course encourages an active exploration of visual arts within the students' own and other contexts, provides students with the opportunity to develop a critical and personal view of themselves in relationship to the world. The course enables students to engage in both practical exploration and artistic production and in independent, contextual, visual and critical investigation. Students are encouraged to pursue quality through training, individual experimentation, creative thinking and problem-solving.

Artistic understanding and expression may be taught through various media from drawing to computer graphics, from painting and sculpture to conceptual art.

There are three areas of focus:

- 1) The theoretical practice (**comparative study**)
- 2) The art-making practice (**process portfolio** and **studio work**)
- 3) The curatorial practice (**exhibition**)

Students will study the relationship between form, meaning and content in various visual arts and use this knowledge in their own works and investigations. Personal investigations about the history of arts, the relationship between ancient art, contemporary art and their own practical works will be documented with written comments, drawings and pictures in the investigation workbook. Student's workbooks document art and design history that is relevant to the candidate's exploration of ideas and will also contain notes, sketches, photographs, mind-maps and pictures of inspiration, development and final works. This documented visual and written work in the investigation workbook and the practical activities will be assessed regularly. Throughout the course, students learn how to develop the skills and techniques of visual and written investigation and relate art to its cultural and historical contexts.

The course content for HL and SL is similar. However, students at HL will have more time and opportunity to develop ideas and skills, to produce a larger body of work, and to work in greater depth.

Investigation Workbooks are the independent contextual, visual and critical investigations which support and inform the studio work and document all artistic activity and ideas. They include substantial elements of written analysis, evaluation, discussion and reflection. They contribute significantly to students **process portfolio** (PP), as well as to their **comparative study** (CS). The **comparative study** is theoretical practice, an independent critical and contextual investigation in which students explore artworks from differing cultural contexts. Both SL and HL students compare different artworks, by different artists in a visual and written presentation. In addition, HL students reflect on how their own artwork and practices have been influenced by any of the art/artists examined.

Studio Work is practical exploration and artistic production. This can be done through a broad range of media and techniques, determined by the interests and skills of the student. It has its outcome in an **exhibition**, where students learn to select and present their own work effectively, articulate their intentions and the connections between their artworks.

The course is designed for students who wish to concentrate on studio practice. Students complete a minimum of one thematic or technical investigation, which culminates in a piece of work, every 2-3 weeks. Workbook research occurs daily, contributing to the development and refinement of studio work.

IV DP Curriculum - Core Requirements

The core of the curriculum model consists of three different components: Students are required to undertake original research and write an **Extended Essay** of 4,000 words; take the **Theory of Knowledge (TOK)** course that investigates the nature of knowledge in various disciplines; participate in approximately 150 hours of **Creativity, Action, Service (CAS)**.

THE EXTENDED ESSAY (EE)

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects— one of the student's six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing (up to 4000 words), in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. Completion of the written essay is accompanied by a document charting student reflection throughout the creation process and followed by a compulsory short, concluding interview, or viva voce, with the supervisor.³ The Athénée has entrusted the organisation of this element of the curriculum to an EE coordinator who:

- collaborates with the supervisors to set up schedules and deadlines who monitor the writing process of all candidates.
- Sets up an efficient 'road-map', helps students overcome the tricky job of choosing an appropriate topic as well as coping with pressure of deadlines.
- Both the coordinator and the supervisor coach students to work out an individualised and efficient method - geared to their own working style and type of intelligence - of getting through the different stages of their writing process.
- At the outset of the 'roadmap' he explains the philosophy, the nature and the key facts about the EE to the students.
- He insists that writing an EE is not a chore, but a unique opportunity to 'broaden one's horizon'.
- He emphasizes that students select a topic within a field of interest, possibly interdisciplinary
- He distributes a booklet containing crucial information / facts / deadlines.
- He sets up an EE 'network' (organisational chart) within the context of the school (meeting the students on a regular basis, at fixed weekly periods).
- He familiarises the students with the conventions of essay writing and the IB criteria in regard to assessment and evaluation by supplying background material or previous examples of EEs.
- In-between he liaises with the subject teachers (supervisors) to maximise regular expert feedback.
- As deadlines approach, he maintains regular contact to encourage, motivate, provide inspiring comments or put pressure on the less dedicated students to finish on time.
- He insists on conscientious proofreading to maximise the quality of the finished product.
- He stresses the importance of consistent EE work so that other subjects are not neglected.
- He is responsible for the implementation of the EE concept at all levels (grades 10-13), which includes essay writing preparation during the two years preceding the IB Diploma Programme and all the requirements of the Extended Essay in grades 12 and 13
- He provides office consultation or at the teacher's conference, spontaneously).

³ Source : IBO Extended essay guide first examinations 2009, p. 3.

THEORY OF KNOWLEDGE (TOK)

His priority did not seem to be to teach them what he knew, but rather to impress upon them that nothing, not even... knowledge, was foolproof.

J. K. Rowling, Harry Potter and the Order of the Phoenix

A common metaphor in education is that students are empty vessels that should get filled with knowledge, truths, certainties and facts. In most classrooms this is exactly what happens. The teachers share their subject-specific knowledge and expect learners to reiterate it in test papers and exams. In the TOK course, however, knowledge claims are ruthlessly scrutinized. The aim is to raise students' awareness about how knowledge claims are generated and promulgated. Sense perception, reason and language but also emotion and intuition are the main ways through which we gain and spread knowledge. But none of these *ways of knowing* guarantees absolute certainty. Our senses can be very deceptive, language is value-laden and even reason is not infallible.

In the TOK course the students analyse how these ways of knowing interact in the different areas of knowledge. It soon becomes clear that what we have assumed to be indisputable facts are often value-laden knowledge claims which need to be evaluated critically. This insight does not mean that we cannot know anything and that education and research are meaningless. It merely reminds us that we should be aware of the limitations of knowledge. So the overall aim of the TOK course is to entice students to challenge their preconceptions about knowledge and to cast a reflective gaze upon the knowledge claims they encounter in education as well as in everyday life. Three main questions are at the core of this endeavour:

'Who knows?'

'How do I know?'

'What do I know?'

The very nature of the course helps students develop their analytic and critical thinking skills. Moreover, they learn to formulate and defend their well-informed personal opinions while demonstrating awareness of multiple perspectives on a given knowledge issue.

CREATIVITY, ACTIVITY, SERVICE (CAS)

In addition to their academic studies, every student is required to complete a CAS programme. CAS is at the heart of the Diploma Programme and is organized around three strands of **creativity, activity** and **service** defined as follows:

- **Creativity** – exploring and extending ideas leading to an original or interpretive product or performance
- **Activity** – physical exertion contributing to a healthy lifestyle
- **Service** – collaborative and reciprocal engagement with the community in response to an authentic need.

As a shining beacon of the IBO values, CAS enables students to demonstrate attributes of the IB Learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment and enjoyment**.

A successful completion is one of the requirements for obtaining the diploma.

SCHOOL POLICIES

Language policy – Athénée de Luxembourg

Context, particularities, challenges

Luxembourg is in a particular situation as the nation has three official languages (Luxembourgish, French, German) and much documentation is also issued in English and Portuguese due to the large immigrant population. The school's language policy is based on the language policy of our country, which offers bi- or even trilingual education, with the use of the vehicular language clearly defined for each course, but with French and German very much at the forefront within education and Luxembourgish the main language of communication outside the classroom – the latter being picked up rather than taught as there are only few lessons dedicated to Luxembourgish and only in some grades. Unfortunately, this policy is not very well suited to young people who immigrate to our country at an age when they no longer have time to catch up in languages with their peers who have been educated in our country from the beginning.

Objectives

Our language policy has as its main objective to alleviate the injustices caused by the often poor national language skills of our students as well as facilitating integration into the school and wider community. It is also with this in mind that the IB DP was adopted in our school system and that it perfectly complements the national school offer. A central objective of the Ministry of Education was to address a glaring hole in the national education offer by providing a secondary school degree in English for immigrants not fluent in the official languages as well as interested locals, as the demand for this was high and is still growing rapidly.

Implementation and evolution

The IB DP does not require the learning of a third language, but Luxembourg legislation imposes it on our pupils: "In addition to the two languages referred to in 1) a), the pupil must, in a third language, either have completed a four-year course of study during his or her schooling, or be able to demonstrate competences equivalent to level A2 as determined by the Common Framework of Reference for Languages established by the Council of Europe." So our international students need to choose a third language to be in line with the Grand-Ducal Regulation of 7 December 2010 amending the Grand-Ducal Regulation of 9 May 2008, laying down the procedures for recognising the equivalence of the International Baccalaureate with the Luxembourg secondary school leaving certificate.

In the DP, we offer three language courses at both SL and HL: English and French are compulsory for all the students (English being the main language and Group 1 language, French being the second language and the language offered in Group 2) and students can also opt for German B. When implementing the IB DP at the Athénée de Luxembourg, it was obvious to choose English as the lingua franca and the first language, as it is the language that the foreign students of our target group master best upon arrival in Luxembourg.

As French is one of our three administrative languages, every student who wants to join a class preparing for the IB DP must take an admission test in French, regardless of his or her general average. For students coming from the national system, B level French, even at HL, is not that difficult, but since it is mandatory for our students in order to receive an equivalence with the Luxembourgish leaving certificate, we comply to the requirements. However, for many of our students coming from abroad, mastering French after only a couple of years of teaching is not always easy, but the immersion in a francophone country helps them to catch up and obtain a fair level at the end of their IB DP.

For English A, we offer both HL and SL classes due to the fact that although our students are not all native English speakers, they are students for whom English is their main language of education and in general communication with peers. Therefore, we also opted for the more advanced literature rather than the language and literature course to deliver the IB policy of mother-tongue entitlement.

The situation with German is a bit more complicated. Since we have to offer three languages, it is clear that we are obliged to integrate German into group 6, once more, in order to be in line with the requirements of the Ministry of Education. German B is mostly taken by students joining from the national system and wishing to pursue their university studies in a German-speaking university. They are usually required to take a Goethe test in addition to the DP diploma. Students who joined the international programme earlier might not take German B if they have already fulfilled the four-year requirement/A2 level before the DP.

As far as the valorisation of the mother tongue of our students is concerned, the question is more delicate. On the one hand, this would be impossible for students from over 20 different countries, except perhaps as a self-taught subject, but since we cannot assure to find tutors in all the languages that students might master as their mother tongue, we decided not to pursue this option. Until now, we have never had any problems, as our students have always been well prepared to follow our English A course in the IB DP. Another important fact that needs to be pointed out is the particularity of the national language situation. Due to the fact that Luxembourg has three official languages, we believe it wise to focus on the official languages and on English.

For students joining our international programme in the preliminary years (grades 7 to 9), upon demand from the Ministry, we have included Luxembourgish language classes in the curriculum.

Dissemination

Our language policy is communicated in our leaflets and on our website. Since the language policy of the international classes differs from the national policy in terms of the weighting of the different languages and is mainly aimed at students who have recently arrived in the country, it is important to communicate it in all strategic places accessible to foreigners and in the school environment.

Support

All students on the programme have needed to pass admission tests in English and French to ensure that they have the required levels of proficiency to follow the courses. We also accept students who are close to the demanded level and who we feel have sufficient potential and engagement to catch up in a short period of time, with the right support.

For students who still have weaknesses, either with their general language skills or more specific problem areas, free support is offered by the school in all languages and at all levels. This ranges from advanced students teaching their peers, often as part of CAS, to teachers giving remedial lessons in the lunch breaks and after class and one-to-one tuition upon demand and appointment.

The school's strategy to support all teachers in their contribution to the language development of students is ingrained in our school-wide 'projet de développement scolaire' (educational development project) which targets biliteracy and vehicular language implementation. In this context, continuous vocational training workshops were organized last year and are scheduled for next year as well. Then, new reference literature is at teachers' disposition in the school library.

Flexibility

In the event that the linguistic situation of our students changes, we should also adapt our language policy. However, at the moment this is highly unlikely as the current demand is growing exponentially due to constant immigration and the post-Brexit situation. It is conceivable that if the demand arises, other languages could be proposed such as Spanish, Italian or Chinese, as the school offers these choices in the national system. So far, there has been scant interest for such a development among our clientele though.

Assessment Policy

In Luxembourg public schools, student evaluation is regulated by law (Grand-ducal Regulation of the 14th of July 2005, modified by the GDR of the 1st of September 2006, by the GDR of the 3rd of August 2010 and by the new law of the 27th of August 2017 concerning the lower cycle classes).

In Luxembourg, marks go from 01 to 60; for a passing grade a student needs a total of 30 marks. Progress to the next grade is regulated according to rigorous and clearly defined promotion criteria. A student can pass, pass by compensation (by fulfilling certain clearly defined conditions and having a certain overall mark average), get a resit (under certain conditions) or fail. In the latter case, the student may be authorised to retake the year, or be oriented toward a more appropriate educational path.

Evaluation is formative and summative, according to the Ministerial Direction of 6th June 2008: Formative evaluation informs the teacher and student upon the learning attained and the degree of success in achieving the fixed objectives, as well as student auto-evaluation and regulation of learning. Summative evaluation controls the knowledge, know-how and soft skills taught according to the existing programme. It serves as reference point for the report marks and promotion decisions. Tests and assignments result in scores which determine the marks. The organisation, number, form and content as well as the marking criteria are also clearly defined by the same Direction.

Our preparation years (7th to 11th grade) are not IB classes per se and, as far as evaluation and promotion are concerned, fall entirely under Luxembourg legislation, even though the programmes are different from those of the Luxembourgish system. In these classes, evaluation and promotion is conducted in accordance with the existing regulations governing secondary education, with the exception of determining key subjects (which are English and French).

For the DP years (grades 12 and 13), the situation is more complex as these classes are organised in a public school, so they are simultaneously under Luxembourg legislation and the directive of the IBO. For these classes, we satisfy all the conditions as to the number of lessons, the programme and internal assessment and we supervise our students regarding their external assessment. The Ministry of Education allows us to use IB grades (1-7) in the DP years rather than the national 01-60 system, and these are also recorded on the report cards. The IB Diploma is granted equivalency with that of the national final exams, under the condition that students take French B.

From 12th grade, we exclusively use IBO marking grids and grade descriptors for all papers and assessments and mark according to the 'meaningful, fair and reliable' principle and in alignment with the programme covered so far. Students are briefed on the new summative marking system and its particularities during 11th grade and again at the start of grade 12, in general and subject-specific and have access to the detailed assessment criteria so they understand them and can consult them in order to identify the criterion or area that needs improvement, for example. Marks are determined according to internal grade boundaries per subject, where the percentages separating/defining grades are influenced by those of the last 3 or 4 years in the DP May session exams, although we generally keep them a little stricter by a percentage point or two as we think this is to the students' advantage in the exams and avoids teachers being too lenient in their assessment. Summative assessment is complemented by formative assessment which can take various forms such as individual and personalised teacher feedback, oral and written, student self-evaluation supported by the teacher, peer evaluation mediated by the teacher.

Although students receive semesterly report cards, which inform them and their parents upon their learning so far and which they also often need for university applications, our philosophy is that these are in essence also formative tools (assessment for learning) in that students know clearly where they stand in relation to the objectives and demands of the programme and where and how they need to adjust or improve their learning. Unlike the national system, the DP is a developmental process.

In this sense, we also organise two sessions of mock exams based on the model of the real DP May session, one around Easter of DP year one and one before Xmas in DP year two, which are taken into account for the respective semester reports (semesters 2 and 3). Teachers are required to schedule a minimum amount of summative assessment with feedback per semester (3 for SL, 4 for HL), as well as constant and ongoing formative assessment. Our report cards are supplemented by our accompanying 'annexe au bulletin' for every

student which contains detailed teacher comments on student performance, approach to study, subject ability attainments and action points to be taken, this for every subject as well as the Core (TOK, CAS, EE).

Student predicted grades are issued based on their assessment performances as well as the subject teacher's professional judgement of student ability, engagement and development potential.

There is no access barrier between DP year one and DP year two, so even underperforming students will be promoted. However, the teachers' council, including the DP Coordinator and Deputy Head, gives recommendations based on student performance and marks at the end of the second semester/year one, where it may be suggested that students would be better off repeating year one if they are not judged prepared enough for the final year. The final decision is taken by the individual student (and their parents) though.

Nevertheless, if a student has poor marks and misses internal deadlines for subjects, CAS and the EE, the DP Coordinator, in collaboration with the Deputy Head and the teachers' council, can decide not to register a student for the final exams and put them back into year one. This decision is taken at the beginning of DP year two.

Academic Honesty Policy

Academic honesty and integrity play a central role in national evaluation and assessment policy. Luxembourg legislation demands that every attempt at fraud be sanctioned:

During tests, the teacher and/or invigilator ensure strict invigilation and monitoring to avoid fraud. Should a fraud be witnessed, the teacher decides, upon judging the unlawful benefit the student attempted to obtain for themselves, to rate the entire test or a section of the test as 0 (or 01 in the non-DP international classes).

All fraud brings about disciplinary measures laid down by the current disciplinary regulations, as per Ministerial Direction of 6th June 2008. The new law on secondary education that came into effect on 28th August 2017 moreover adds forgery of documents to the catalogue of offenses susceptible to leading to a student's definitive expulsion:

Art. 43. La mesure disciplinaire du renvoi

Le conseil de discipline peut prononcer la sanction du renvoi à l'encontre d'un élève. Au cas où le conseil de discipline ne prononcerait pas le renvoi, il peut décider une des mesures éducatives prévues à l'article 42. Lors de cette décision, il est tenu compte de la gravité du manquement, de l'âge de l'élève, de sa maturité, de son comportement général ainsi que, le cas échéant, de la récidive des faits reprochés.

Le conseil de discipline peut prononcer la sanction du renvoi pour les faits suivants :

.....

10° le faux en écriture, la falsification de documents ;

.....

La décision du conseil de discipline est motivée et arrêtée par écrit. Elle est notifiée à l'élève majeur ou aux parents de l'élève mineur ainsi que, le cas échéant, au patron formateur et aux chambres professionnelles concernées, par lettre recommandée. La décision du renvoi mentionne les voies de recours.

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Academic honesty being one of our core values at the Athénée, we inform and react from the lower level classes onward concerning fraud and plagiarism and maintain a zero-tolerance policy. The students are clear about the rules pertaining to academic honesty and intellectual integrity and that any attempt at cheating is severely punished. Parents are informed of any such violation of the rules. This is true for the DP and international classes, but of course also the Luxembourgish system, as the policy and the attached values are school-wide – although there is less need for emphasis in the latter as these students do much less independent and research-based work.

In the international section and DP classes, we adhere not only to national law but also the IBO guidelines. The IB defines student academic misconduct as

‘deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.

Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen’ (*Diploma Programme Assessment Procedures 2020*, p 24).

Such academic fraud and/or misconduct includes:

Plagiarism:

‘the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment’. (*Diploma Programme Assessment Procedures 2020*, p 24).

Collusion:

‘candidates are expected to present assessments in their own words and acknowledge the words or ideas of others where collaboration has occurred. While group working is a key element in certain subjects, for example, sciences, collusion occurs when this goes beyond collaboration, for example, when a single (or very similar) version of a report is presented by a number of candidates as their own individual work.’ (*Diploma Programme Assessment Procedures 2020*, p 24).

Other forms of academic misconduct, which include:

- duplicating work to meet the requirements of more than one assessment component
- falsification or inventing fictitious data for an assignment
- taking unauthorized material into an examination room
- disruption of an examination by an act of misconduct, such as distracting another candidate or creating a disturbance
- exchanging, supporting, or attempting to support, the passing on of information that is or could be related to the examination
- failing to comply with the instructions of the invigilator or other member of the school’s staff responsible for the conduct of the examination
- impersonating another candidate
- theft of examination papers
- obtaining or seeking to obtain, disclosing, sharing or discussing the content of an examination paper with a person outside the immediate school community either at any time before the start of an examination or within 24 hours after the examination has ended
- use of essay-writing services (ghost-written or purchased essays) offering assistance in writing essays or other assessment materials. (*Diploma Programme Assessment Procedures 2020*, p 24-25).

Teachers and IA and EE supervisors are all well aware of the guidelines (of the IBO and the school) and their responsibilities concerning academic honesty and brief students on the importance of acknowledging all sources and motivate them to produce authentic work, as well as leading by example. They also use their personal experience to form their own strategies of control and detection of eventual attempts at dishonesty. Teachers and the DP Coordinator are always in support if students need advice or are unsure about this.

All our international classes/DP students are also required to sign our code of conduct (please see appendix 2 below) which contains all school rules and expected behaviour, including those related to academic honesty and which they thereby pledge to uphold. In addition, DP candidates also sign the ‘Declaration of Compliance with IB Regulations on Malpractice’ (please refer to appendix 1 below).

At the start of the DP, students attend an in-house presentation for the EE where again attention is raised concerning plagiarism and the importance of correct and complete referencing. Furthermore, all students are issued with a copy of the IB effective citing and referencing guide as well as attending a workshop on research and referencing and bibliographical skills in a variety of media that includes audio/visual material, written text, graphs, images and/or data published in print or electronic sources.

Notably, we link academic honesty to the IB Learner Profile and this is explained to students: they need to strive to be *principled* by conducting their research with integrity and honesty, respectful of the work done by others and taking responsibility for the authenticity of their own work, by aiming to be *knowledgeable* and true *inquirers* who want to acquire their own knowledge and understanding and be curious, thus developing their own skills and being enthusiastic and honest about personal achievement. This also ties in with being *thinkers*, using and developing their own creative and critical thinking skills as well as making ethical decisions which is also integral to academic honesty. In the same vein, the tenet of being *caring* is relevant, in the respect of research done by other people which should be duly acknowledged, as well as being *reflective* by evaluating different points of view and growing from this rather than simply stealing others' work without acknowledgement, understanding or reflection.

As we have smaller research projects in 10th and 11th grade, students are already briefed by the English teacher and/or form teacher about academic honesty in detail here, and the respective student guides also contain information about this. This information is also included in our EE student guide. At every level, students are told about forms of malpractice and warned about the consequences.

The academic honesty policy can also be found on our website to ensure dissemination among current and prospective students as well as parents.

Examples of cases of student policy breaches within the school:

In terms of this preventive approach, we identified a case of blatant plagiarism in a candidate for the May 2021 session's Chemistry IA final version and awarded an 'F'. We also refuse to register the candidate for any future session in this subject at our school.

Similarly, students guilty of collusion on a Maths IA first draft in 2020 were disciplined in the form of detention and had to redo the assignment in question.

In 2017, a student who falsified a parental signature on an excuse of absence she had written herself received detention for every lesson missed without permission.

Appendix 1:

DECLARATION OF COMPLIANCE WITH IB REGULATIONS ON MALPRACTICE

All pupils taking the IB Diploma are subject to the **Diploma Programme General Regulations**, which state:

Article 9: Responsible and ethical behaviour

Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and examinations. In particular candidates must avoid any form of malpractice.

The definition of malpractice appears in article 24:

The IBO defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice includes:

(a) **Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own

(b) **Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another

The consequence of malpractice is presented in article 25, item 5:

If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No diploma will be awarded to the candidate. (**Vade Mecum, 2003**)

Plagiarism is recognized worldwide as a serious academic offense. Ignorance of the working definition of plagiarism is not a valid excuse for lapses and does not prevent a penalty from being applied to work submitted as original. In order to prevent any misunderstandings about what constitutes plagiarism, information is being provided to you that not only defines plagiarism, but also outlines strategies to prevent it.

Please read the following statements and, if you agree, write your name, sign and date in the spaces provided.

I certify that ALL of the following are true:

- o I have read and fully understand the definition and consequences of malpractice as presented in this document.
- o I fully understand the definition of plagiarism and fabrication and recognise specifically that it includes copying of assignments, paraphrasing, reusing other students' work and related acts.
- o If I am unsure about whether something constitutes plagiarism I will consult my teacher **before** I turn in the assignment.

Policy on inclusion / learning support needs

Pupils with special educational needs

Since Luxembourg legislation (Law of 15 July 2011 on access to educational and professional qualifications for pupils with special educational needs) is very explicit on this subject and follows the IBO guidelines perfectly, we do not need to develop a specific policy for these classes. Moreover, the Grand Duchy of Luxembourg also signed the Convention on the Rights of Persons with Disabilities in 2011 and every teacher is obliged to respect and apply it (<http://www.sante.public.lu/fr/publications/c/convention-droits-personnes-handicap-protocole-fr-de-en/index.html>).

The legislation concerning inclusion in the school environment has just been completed (Law of 29 August 2017) and now provides for a "school inclusion unit" (CIS- Commission d'inclusion scolaire) in each secondary school, constituted of members of the management, the teaching staff, the support service and the school medical service. At the Athénée, the current setup is as below. In Mrs Goebbels, Mr Gloden and Mrs Kayser, three members are directly involved with the DP.

Commission d'inclusion scolaire de l'Athénée de Luxembourg (AL)

Membre de la direction	Joanne GOEBBELS
Psychologue	Ylenia GAMBUTO
Membre du personnel enseignant ou socio-éducatif du lycée, secrétaire	Olivier GLODEN
Assistant social du lycée ou, à défaut, membre du service psycho-social et d'accompagnement scolaire	Cindy ARENDT
Médecin scolaire ou délégué	Valérie BLEY-NOULLEZ Carole BRANDENBURGER Monique EWEN Sandra VAN WISSEN
Enseignant 1	Pia HEINRICY
Enseignant 2	Anne KAYSER
Représentant d'un centre de compétences	Thierry METZ

At the beginning of the school year, parents must fill in a form in which they mention any disabilities their child may have. These forms are sent to the CIS, which organises the individual supervision of the pupils concerned by drawing up an "individual training plan". The latter is communicated to the teachers, the supervisory staff and the management. Obviously, this information is strictly confidential. When the pupils in question move to a new school, these forms are forwarded to the new school by the CIS. It should be noted that specialised equipment (visual aids, software, etc.) and human resources can be made available to the schools. Pupils can benefit from "reasonable adjustments": these are determined and, if necessary, adapted or suspended by the Head of the school, on the proposal of the reference person (Art. 3).

By "reasonable adjustments", the legislator means (Art. 4):- the exemption from part of the compulsory tests scheduled for a term or semester;- the replacement of part of the scheduled tests by a single test at the end of the term or semester;- the consideration, for the annual results, of the academic results relating only to one or two terms or to a semester.

Other adjustments can be made as well (Art. 5)

1. an increase in time for tests and integrated projects;
2. additional breaks during the tests;
3. the spreading of the tests of the final examination over two sessions;
4. the relocation of the tests outside the school, at home or in a specialised institution;
5. the use of technological and human aids to compensate for particular deficiencies;
6. the use of a spell checker;
7. exemptions from oral, practical or physical tests or from a module;
8. temporary stay, for the learning of certain subjects or for all subjects, in a class other than the home class;
9. medical examination before access to certain training courses;
10. transfer of the file to the national medico-psycho-pedagogical Commission.

Certificates and diplomas are identical for all pupils who have passed the tests (Art. 15).

The supplements to the diplomas, the supplements to the certificates and the report cards mention the following reasonable accommodations (Art. 16):

- the systematic use of a spellchecker;
- the use of a vehicular language, German or French, other than that provided for in the syllabus;- exemptions from oral, practical or physical tests or from a module;
- accommodations concerning a fundamental branch of the final class or the final integrated project. Teachers will find all this information in the "Teacher's Guide" which is distributed to them at the beginning of the school year. Teachers are informed of any changes in legislation during the year by the school management by e-mail or in a plenary conference.

Specific training for teachers on this subject is offered by IFEN (Institut de formations des enseignants). At present, these requirements mainly concern pupils with mobility, vision or hearing problems, as well as pupils with dyslexia, DHS, ADHS, Asperger's syndrome or glass bone disease. For many years now, the school has been accessible to physically disabled persons, who are of course entitled to use the lifts and the toilets for the disabled. In addition to the official arrangements, people with disabilities are spontaneously supported by all members of the school community, as our school has always seen itself as a place open to everybody and since our school's mission statement is based on mutual respect, it reflects our belief that we are all co-responsible for an inclusive school policy and culture.

Learning support

As far as learning support needs are concerned, our school offers a wide range of weekly support classes, especially for the lower grades. Students in the upper grades find help more individually from their teachers and classmates, or from students in other grades. During lunch breaks on Mondays, Wednesdays and Fridays, students who are not attending classes can either go to the supervised study sessions, where they can do their homework under the supervision of a teacher who can help them from time to time, or attend tutoring lessons in different subjects (like mathematics, English, French, and other subjects). A one-to-one tutoring offer has also been made available to students who need a more focused help from one of our teachers who have received special training in tutoring.

Our school also offers the possibility to organize tutoring offered by other students (a project called SOSPoints where older students help younger students in different subjects).

At the SePAS (Service psycho-social et d'accompagnement scolaires), the guidance teachers are also available to students who are looking for occasional help in one subject or another. Our psychologists provide psychological support for students with difficulties at home and at school, relationship problems, unhappiness linked to puberty or adolescence, personal problems, health problems, academic difficulties (lack of concentration, fear of class work, need for learning methods, etc.). They provide individual advice to students, their parents and teachers and ensure the social follow-up of students (family, financial, administrative difficulties, health problems, violence, absenteeism, discrimination, conflicts, etc.). They manage requests for financial aid (e.g. school subsidies, etc.) and help pupils of legal age to find accommodation. They work in a network with specialised services in the social, legal, psychological and medical fields and offer all kinds of preventive actions in collaboration with external services. Students and teachers are well informed of the existence of all these possibilities and do not hesitate to take advantage of them. In each class council and at each parents-teachers meeting, a member of the SePAS is present to ensure that a student in need of help is taken care of quickly.



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**Comité des Parents d'Elèves –
Association des Parents d'Elèves
de l'Athénée de Luxembourg
(A.P.E.A.L) a.s.b.l.**

24, bd Pierre Dupong
L-1430 Luxembourg
www.apeal.lu
info@apeal.lu

Who are we?

In 1972, a group of students' parents of the Athénée created the A.P.E.A.L. (**A**ssociation des **P**arents d'**E**lèves de l'**A**thénée de **L**uxembourg). Since 2017, the Board of the A.P.E.A.L. acts as the Parents' Committee.

The association mainly aims to foster dialogue and exchange between the students' parents and the school management, teaching staff and student representatives.

The association is also represented in different bodies linked to the school, such as the Educational Council, the "Amis de l'Athénée", the "Anciens de l'Athénée", or the NGO "Athénée-Action humanitaire a.s.b.l.", permitting us to act at different levels, ensuring that parents' voices are heard in the various groups and meetings.

The A.P.E.A.L also supports the social and cultural activities of the Athénée's community.

Since 2018, the legally required Parents' Committee and the A.P.E.A.L. constitute the parents' listening group.

Examples of our activities

- Regular meetings with the parents' committees of the various high schools on the Geesseknäppchen campus
- Joint interventions with the Ministry of National Education, the Ministry of the Environment and the City of Luxembourg
- Meetings with Athénée's Directorate
- Meetings of the committee
- Organisation of working groups: education council, discipline council, international classes, etc.
- Work with the National Parents' Representation
- Organisation of the event on universities
- Setting up of conversation tables with the Athénée
- Regular online information for parents on our website www.apeal.lu
- Attendance at the school's open days and various events
- Drafting of opinions within the framework of COVID-19 for the Directorate and the Ministry of Education
- Issuance of our newsletter

You wish to support us? Become a member of our association by paying your annual membership fees of €15,- (account CCPL LU77 1111 0007 2647 0000 mentioning APEAL membership 2022-2023)



**Wish to do more? Become a member of the A.P.E.A.L. Committee
by submitting your interest to info@apeal.lu**

For information and registrations,
please contact:

Athénée de Luxembourg
International Classes Secretary :
ib@al.lu

Tel.: +352 440249 6110 (8.30-14.30)

Fax: +352 440249 6114

Joanne Goebbels
Deputy Headmistress &
International Classes Coordinator (Grades 7 to 11)
E-Mail: joanne.goebbels@education.lu

Thomas Halsdorf
IB DP Coordinator (Grades 12 & 13)
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IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB WorldSchools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.