International Baccalaure ate



at the Athénée de Luxembourg







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

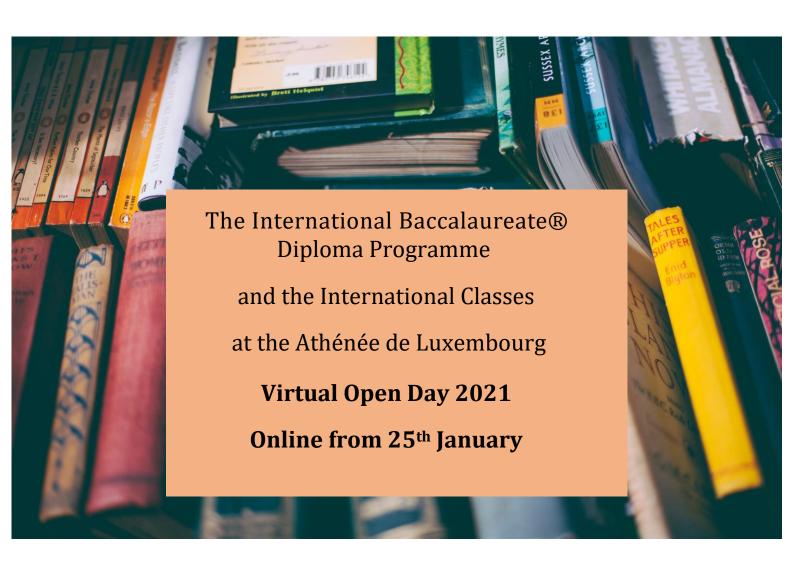
... is not just a way to learn, it's a way of life and, for more than 1,250,000 students each year, the way to a better, more peaceful world. IB students take an active part in, and contribute to, their school, their local community and their global community. It becomes a way of life for IB students 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.

© IB in Education for a better world



The Athénée has created a new 7-year international course of study which compasses three different cycles:

- ➤ Following our three preparatory years (7th to 9th grades) and our two intermediate years (10th and 11th grades) students start the actual IB Diploma Programme (12th and 13th grades)
- The Athénée officially acquired the status of IB World School in February 2010: this means that we are officially authorized to offer the International Baccalaureate Diploma Programme.

You are cordially invited to attend our Virtual Open Day, online from January 25th and providing a general presentation of the International Classes and IB DP cycles as well as an insight into school facilities and contributions by teachers and students involved in the programme



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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, multicultural, 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

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 (7^{th} to 9^{th} grades) and the two intermediate years (10^{th} and 11^{th} grades), students will start the actual IB DP (12^{th} and 13^{th} 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 / French A (Language and Literature) 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 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 proced

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 May respectively. The application procedure opens November 15th 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,	5	4
	Chemistry,		
	Physics		
Mathematics	Mathematics (core)*	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, Mathematics 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)* Luxembourgish	4 3	4 3
Individuals and society	History	2	2
Experimental sciences	Biology, Chemistry, Physics	6	4
Mathematics	Mathematics (core)*	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, Mathematics 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,	6	4
	Chemistry,		
	Physics		
Mathematics	Mathematics(core)*	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, Mathematics 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)* German	4 4	4 3
Individuals and society	History Geography	2 2	2 2
Experimental sciences	Biology, Chemistry, Physics	5	4
Mathematics	Mathematics (core)*	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, Mathematics 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)* German	4 4	4 3
Individuals and society	History Economics	2 3	2 3
Experimental sciences	Biology, Chemistry, Physics	6	4
Mathematics	Mathematics(core)*	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, Mathematics 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 $1-5^1$, and as their 6^{th} , 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:

Unit 1: Introduction to economics

- 1.1. What is economics?
- 1.2 How do economists approach the

world?

Unit 2: Microeconomics

- 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

Unit 3: Macroeconomics

- 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

Unit 4: The global economy

- 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

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	-The study of one prescribed subject: Rights and Protest -The study of two world history topics: Independence Movements (1800-2000), The Cold War: Superpower Tensions and Rivalries -An independent historical investigation	-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: History of the Americas -An independent historical investigation
Assessment	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	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 inside 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 on 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

- Animal physiology

Options: - 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

MechanicsThermal physicsOscillations and wavesElectricity and MagnetismCircular motion and gravitation

- 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

ImagingAstrophysics

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.

<u>Investigation Workbooks</u> 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.

<u>Studio Work</u> 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. 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.





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Association des Parents d'Elèves de l'Atheneé de Luxembourg (A.P.E.A.L.) a.s.b.l.

Who are we?

In 1974, a group of students' parents of the Athénée created the A.P.E.A.L. (Association des Parents d'Elèves de l'Athénée de Luxembourg).

The association aims to foster dialogues and exchanges between the students' parents and the school management, teaching staff and student representatives.

The A.P.E.A.L. is also present in different organisations linked to the school, such as the Educational Counsel, the "Amis de l'Athénée", the "Anciens de l'Athénée", and 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.

You wish to support us? Then become a member of our association by transferring €15,- to our account

CCPL LU77 1111 0007 2647 0000

Mentioning "APEAL membership 2020-2021" and stating your nationality (for the RCS).

You wish to do more? Become a member of the A.P.E.A.L. Committee by submitting your candidature at comparapeal@gmail.com!



A.P.E.A.L.

24, boulevard Pierre Dupong

L-1430 Luxembourg

<u>comparapeal@gmail.com</u>/ www.apeal.lu

For information and registrations, please contact:

Athénée de Luxembourg International Classes Secretary 24, Bd. Pierre Dupong L-1430 LUXEMBOURG

Secretary: ib@al.lu

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

Fax: +352 440249 6114

Joanne Goebbels

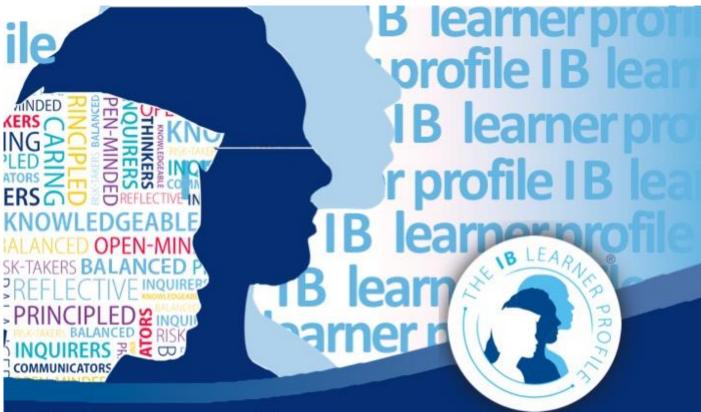
Deputy Headmistress & International Classes Coordinator (Grades 7 to 11)

E-Mail: joanne.goebbels@education.lu

Thomas Halsdorf

IB DP Coordinator (Grades 12 & 13)

E-Mail: thomas.halsdorf@education.lu



IB leamer 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 World Schools. Webelieve these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

