International Baccalaureate

at the Athénée de Luxembourg

Kolléisch

IB's mission and philosophy

At the centre of an International Baccalaureate (IB) education are students aged 3 to 19 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 four programmes are *research* and more than 45 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 International Baccalaureate® Diploma Programme

and the International Classes

at the Athénée de Luxembourg :

Open Day 2020

Saturday 8th February

10:00 - 12:30 am

The Athénée has created a new 7-year international course of study which encompasses two 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.

Please feel welcome to attend our Open Day on February 8th starting with a general presentation at 10.00 a.m. followed by a visit of the school and its facilities. Talk to the teachers involved as well as current and former IB students.

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I. 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 school year of 2017-2018, 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 part of the very 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 Luxembourg 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 to teach disciplinary knowledge, but also to develop the transversal skills and general culture of young people.

Meanwhile, our international classes have become more 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

II. The International Baccalaureate® Diploma Programme (IBDP) 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 grade) students will start the actual IB DP (12th and 13th grades). Although students may join the programme in whatever grade (depending on spaces availablke), 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.

Entry requirements

To be admitted in one of the grades offered, students need an excellent command of English. In addition, each applicant sits an admission test (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 tests take place at the Athénée de Luxembourg either in July or in September. Each candidate is entitled to participate in the two different sessions. Application forms are downloadable (http://www.al.lu).

The application procedure usually starts in January, but applications for the next school year are accepted until August.

7th grade (7IEC) – Preparatory year 1

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	5	4
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 passed successfully their Primary education and be 11 by August 31st.
- New applicants need to pass an entrance exam in English and Maths as 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 pass a resit or 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

- New applicants need to pass an entrance exam in English and Maths as devised by the Athénée.
- 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

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 pass a resit or 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)* Luxembourgish	4 2	4 2
Individuals and society	History Geography	2 2	2 2
Experimental sciences	Biology, Chemistry, Physics	6	4
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 pass an entrance exam in English, French and Maths as 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 pass a resit or 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 pass an entrance exam in English, Maths and French as 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 pass a resit or 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 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 pass a resit or 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
- 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 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

[1] See "Proposed IB Diploma Programme subjects at the Athénée" on the next page.

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 IBO website[2] 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 must pass an entrance exam in English, Mathematics, Experimental Sciences (Chemistry, Biology and Physics) and French devised by the Athénée de Luxembourg.
- 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 IBO:
http://www.ibo.org/diploma/assessment/

[2] http://www.ibo.org/country/ and http://www.ibo.org/diploma/recognition/directory/index.cfm

III. 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 IBDP is dynamic, exciting and challenging, so that English A -Literature is more demanding than the A-stream in the the national Luxembourgish system or the British A-level system.
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,
- Enhance student oral competence to analyse, discuss, 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 rather than choose the first best site,
- 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.

The specific aims for English A-literature include:

- 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

Internationalism is all-pervasive, especially as a large part of the students will not have originated from an Anglo-Saxon country, so that the three pillars of literature in English (British, American and Post-Colonial) convey a somewhat alien reality to them
All in all, autonomous learning is the key principle, both for the acquisition of writing as a process, with its successive stages from preparation to editing and finalising of the version to be handed in.
For the oral elements such as the IOC (an individual oral interview, based on subject-matter studied in class) or the IOP (an individual oral presentation based on a topic directly or indirectly related to class-work, with room for student initiative), group participation exercises are organised to make the class as dynamic as possible.

The Diploma Programme (12th and 13th Grades)

The following skills are necessary for all tasks in relation with the four parts of the programme:

- Responsive, informed independent reading, awareness of tone, inferencing of thought and feelings,
- Analytical, critical approach,
- Appropriate and detailed references to texts,
- Awareness of a large range of literary features,
- Ability to construct a clear and well-supported argument,
- Clear, concise, varied use of vocabulary, style, grammar, appropriate register,
- Disciplined work habits, note-taking, revision.

In the two final years the syllabus consists of 4 parts:

- Part I / Works in Translation (written exam: a third of all texts will be WL tests, studied in translation)
- Part II / Detailed Study (internally, partly orally tested)
- Part III / Groups of works (test written)
- Part IV / Options (internally, orally, assessed)

At least four genres, three periods and two places must be represented in the syllabus. The Standard Level requires the study of 11 works, unlike the Higher Level, which encompasses 13 (with greater emphasis on literary and stylistic analysis). The programme is flexible in its range, but Shakespeare is an integral part both at SL and HL. 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)

Additionally, the Extended Essay (to be done between the middle of 12th grade and the end of first term of 13th grade, in English) requires mastery of the language for completion of this 4000-word personal research.

In a nutshell, the DP is both rigorous in depth and international in breadth and perspective.

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 microeconomics (Demand and supply, market equilibrium, elasticity, market failures), macroeconomics (Measuring national income, macroeconomic models, macroeconomic problems: inflation and unemployment, income distribution), international economics (Reasons for trade, trade policies, economic integration, balance of payments, exchange rates) and development economics (growth/development: sources and consequences, barriers, strategies and evaluation of strategies).
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), Development and Evolution of Democratic States* - 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* - A independent historical investigation
Assessment	Paper 1: a source–based paper set on the prescribed subject Paper2: 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 Paper2: 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.
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. Since this year, 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 IBDP 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.

> 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.
>
> High 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 high 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 Mathematics 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 will be organised by the IBO. 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 GCD, each one lasting ninety minutes (I don’t know how the new courses will be assessed externally – the IA will stay however)

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 two areas of focus: The first is studio (practical work) and the second the research workbook.

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. Students in the Higher Level or the Standard Level courses spend about 60% of their time on studio work and 40% preparing their investigation workbooks. 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. 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. 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.

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, unaware of its basic facts and major difficulties – at this point.
- 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 IBO 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.

V. Student Impressions

PARIS, JE T'AIME..

Projet de la 1e-I

Après quatre longues années d'apprentissage de la langue et de la culture française, les élèves de la 1-I ont pu mettre en pratique leurs acquis lors d'un séjour culturel de trois jours dans la capitale française. L'un des élèves raconte :

Notre séjour à Paris a commencé le 27 octobre 2012 par un rendez-vous très matinal à la gare de Luxembourg. Après un voyage de deux heures en TGV, notre groupe constitué de douze personnes (professeurs inclus) est arrivé en milieu de matinée en gare de l'Est à Paris.
Il faisait très froid malgré le soleil qui brillait timidement. On a marché jusqu'à notre auberge de jeunesse qui était situé dans le quartier du Marais. Après avoir déposé nos bagages, nous sommes allés à la recherche d'un café où nous pouvions enfin prendre un petit déjeuner à une heure décente. Nous avons tous sauté sur l'occasion de commander un croissant et un café, histoire de nous plonger directement dans l'ambiance parisienne. L'humeur massacrante de notre serveur nous a effectivement tout de suite mis dans l'ambiance !
Ensuite, nous sommes allés visiter notre premier musée, l'Institut du Monde Arabe où nous avons vu une exposition consacrée à la production artistique moderne du monde arabe. Cela ne m'a pas plu car les oeuvres représentées étaient très abstraites et parce que beaucoup de ces oeuvres nécessitaient que nous lisions d'interminables explications pour tenter de les comprendre.

Puis, nous sommes allés déjeuner par petits groupes dans une rue très animée à proximité de l'Institut du Monde Arabe.
Plus tard, nous sommes allés à la Cité des sciences et à la Géode pour visionner en 360°, un documentaire sur les changements climatiques. Je dois avouer que le confort extrême des sièges, l'obscurité et la chaleur agréable m'ont fait faire une petite sieste, certainement bien méritée après les longues heures de marche que nous avions déjà effectuée. À la Cité des Sciences, nous avons visité une exposition consacrée aux galaxies et à certains phénomènes et théories scientifiques. C'était très intéressant même si j'ai dormi un peu pendant le film.
Après cette journée très intense, nous sommes rentrés à l'auberge où nous avons dîné et puis nous sommes ressortis pour aller prendre un verre.

Après cette journée très intense, nous sommes rentrés à l'auberge où nous avons dîné et puis nous sommes ressortis pour aller prendre un verre.
Le lendemain, à 8 heures, nous étions prêts pour notre seconde journée de découvertes.
Après un bon petit-déjeuner (croissants, baguettes, confiture et céréales), nous avons décidé de ne pas prendre le métro en direction de la butte Montmartre pour aller visiter le Sacré-Coeur. Comme le soleil était au rendez-vous, un vote démocratique a entraîné une longue promenade du quartier du Marais jusqu'aux hauteurs du quartier de Montmartre. Après notre arrivée en haut des marches du Sacré-Coeur, il faisait toujours beau mais assez froid et nous avons pu admirer, de l'extérieur, l'architecture élégante du Sacré-Coeur. Montmartre nous a également donné l'occasion d'avoir une vue d'ensemble de Paris. Nous avons vu la Place du Tertre où des artistes-peintres proposent aux touristes de faire leur portrait ou leur caricature. Au pied de la Butte, quelqu'un a pris une photo de notre groupe. Ensuite, nous avons déjeuné à Montmartre, dans un petit resto près de la place du Théâtre de l'Atelier.
Nous avons fait, ensuite, une promenade digestive au Jardin des Tuileries où nous avons pu admirer la Pyramide du Louvre d'un côté, et la Place de la Concorde de l'autre. Tout cela a bien entendu été fait à pieds, parce que nos professeurs semblent être de ferventes marcheuses. Au programme de cette fin de journée déjà chargée en visites, il nous restait à faire un tour en bateau-mouche. Du pont de l'Alma nous avons donc eu la chance de prendre cette attraction touristique qui nous a permis de faire le tour de Paris sur la Seine. Des guides nous ont donné de nombreuses explications sur les différents bâtiments qui longent la Seine et nous avons, en une heure et demi, fait le tour de Paris alors que la promenade à pieds avait été beaucoup plus longue.
À notre descente du bateau-mouche, comme il se faisait déjà tard, nous avons (enfin) pris le métro pour nous rendre à Odéon où nous avions prévu de dîner et d'aller au cinéma. Comme nous étions affamés, nous sommes allés déjeuner dans un excellent restaurant de cuisine française.
Nous avons eu ensuite du temps libre pendant lequel nous avons choisi d'aller au cinéma. Certains sont allés voir « Skyfall », le dernier James Bond. Mes amis et moi sommes allés voir « Ted », le nouveau film du réalisateur de « Family guy ». Le film raconte l'histoire d'un petit garçon qui voulait avoir un ami. Cet ami s'incarne dans un ours en peluche prénommé Ted. Ils sont amis pendant vingt ans et le film raconte leurs aventures communes. C'était très drôle même si c'était parfois un peu vulgaire. En sortant du cinéma, nous nous sommes hâtés de rentrer à l'hôtel car il était presque minuit. L'autre groupe est d'ailleurs arrivé juste avant que l'hôtel ne ferme les portes. Encore un peu et ils auraient passé la nuit dehors !
Le dernier jour de notre escapade parisienne nous avons fait une promenade dans le quartier latin. Avant d'entrer dans le jardin du Luxembourg, nous sommes passés devant le Panthéon, un monument où sont enterrés tous les Grands Hommes et Femmes de France, écrivains, philosophes, politiciens, scientifiques, mathématiciens... notamment, les restes

de Victor Hugo, Voltaire, Rousseau, Pierre et Marie Curie…
La Sorbonne et les autres universités du quartier latin étaient également sur notre chemin. Arrivés au Jardin du Luxembourg, nous avons fait une petite pause bien méritée et nous avons pu admirer le Sénat et sa belle architecture extérieure. Puis, nous nous sommes dirigés vers la Seine où nous avons revu le Louvre pour nous rendre ensuite vers le quartier animé des Halles qui est en pleine mutation.
Avant de visiter le Centre Pompidou, nous sommes allés déjeuner dans le quartier des Halles.
L'après-midi était réservé à la visite de l'exposition d'art contemporain permanent au Centre Pompidou. L'art ne m'intéresse pas trop et surtout pas l'art de la découvrir avec mes amis.
contemporain que je ne trouve pas très accessible. Alors, lorsque nous avions enfin un peu de temps libre, je suis sorti avec quelques amis pour admirer Paris avant de retourner au Luxembourg.
En fin d'après-midi, nous sommes rapidement rentrés à l'auberge de jeunesse pour récupérer nos bagages et nous avons rejoint la gare par le métro. En effet, comme si Paris redoutait notre départ, le ciel s'était couvert et les températures s'étaient rafraîchies. En début de soirée, après un dernier dîner dans une brasserie parisienne, nous avons pris le TGV et nous sommes arrivés à Luxembourg en fin de soirée.
Ce séjour à Paris m'a beaucoup plu. J'ai trouvé que Paris est une ville impressionnante et c'était chouette

Conor DUNN / 1-I

COOKING - WEEKEND

Last year, our class decided to organise a cooking-weekend, the aim of which was to get some experience in cooking and to spend some time together as a class since it was supposed to be our last year together. Moreover, we planned to cook and then invite our teachers for dinner.

One of our teachers reserved the scouts home "D'Géisserei" before the summer holidays. When school started in September, we had almost forgotten our plans but were reminded by our teacher. On the morning of the 22nd September, I went to buy the groceries Mme Goebbels and we headed to the scouts home. Once arrived, we started to prepare the tables and to take a look at the home. The kitchen looked very professional and well-equipped. As soon as the majority of the class had arrived, we started cooking for the evening. Our menu consisted of three meals: chicken sate and bruschetta as a starter, cannelloni and meat for the main course and finally a fruit salad with meringues for dessert. Our Italian meal was prepared by Tuomas and Alessio, who proved to be experienced in cooking.

We spent the whole afternoon cooking for the evening, and split in different groups: we were really focusing, since we did not notice how the time passed. The teachers arrived at 7 pm. Unfortunately, some of our teachers could not attend so that we only had 9 guests and there were about 30 people altogether. At first, it seemed awkward and unusual to eat with our teachers, therefore we were all segregated; the teachers on one side, the students on the other. However, during the meal the ice melted and soon the whole group were chatting and enjoying the food. During the dinner I spent some time washing dishes or helping otherwise, but I mostly served the guests. The last teachers left at about 1 am, and afterwards we cleaned the kitchen. Then we spent some time together, chatting and having a good time. Most of us did not sleep a lot. On the following day, Mme Goebbels and I went to buy ingredients for the pancakes we wanted to make for breakfast.

However, since most of the class were still asleep, we ate late. Afterwards, we all cleaned the home and left. The cooking-weekend did not really teach me how to cook, but it was interesting to observe the cooks. What I really appreciated was our teamwork, which enabled us to carry out the dinner. It was also a unique and unusual experience to cook for our teachers and to share dinner. Furthermore, we really had a good time together this weekend, and it might have triggered even stronger bonds between us, as we had to cooperate and work together. Finally, it really was a nice CAS activity.

Clarisse GEIER / 1-I

GOODBYE KOLLEISCH

Firwat sinn ech viru 4 Joer an den Athénée komm? Ganz einfach: Et gouf déi International Sektioun, wou gréisstendeels Englesch geschwat gëtt. Ouni vill Nofro an Iwwerleeungen – bal kee Franséisch a vill Englesch – sinn ech dunn am September 2009 den éischtenDag opgetaucht.
Direkt ass mir opgefall, datt ech den eenzegen Lëtzebuerger do war, mä dat war mir egal. No souvill Joer an Amerika war ech frou, fir nieft menge lëtzebuergesche Kollegen och
nach Auslänner kënnen zu mengem Frëndeskrees ze zielen. Och wann
verschiddener am Ufank „strange“ waren, si mir lo sou gutt matenee ginn, datt mir eis stänneg drun erënneren. Vu, datt den Athénée den IB gratis offréiert, waren déi meescht awer keng Snobs, déi d’Suen am Iwwerfloss hunn, mee normal Leit, déi innerhalb vun den nächste Joer enk zesumme gewuess sinn (wat och mat eise klenge Klassen ze dinn huet). Wann een nëmmen zu 10 an der Klass ass, geet dat ganz schnell.
Och bei schouleschen Aktivitéite ware mir ëmmer dobäi. War et lo, fir Kuch fir Haiti ze verkafen, beim ING Marathon ze hëllefen oder Klengegkeeten hei an do, den Athénée huet eis do vill Méiglechkeeten ugebueden, fir ze hëllefen. Och wann eis Klass oft komesch ugekuckt ginn ass, well et ausgesinn huet, wéi wa mir ni Cours hätten, sinn déi meescht awer virwëtzeg ginn a sinn no an no schnuppere komm, wéi wat wou genau leeft.
Dobäi muss ech nach soen, datt eise Stonneplang immens war! Lescht Joer konnt ech zwee Mol an der Woch méi spéit an d’Schoul kommen an dëst Joer hunn ech méindes nëmmen zwou Stonne Cours. Domat kréien ech déi aner ëmmer nees gutt opgezunn!
No deene flotte 4 Joer gëtt et lo awer sou lues Zäit, fir un d‘Zukunft ze denken. An e puer Méint, wann alles fäerdeg ass, kënne mir eis als Klass nach eng Kéier beléift maachen, andeem mir eis Vakanz scho mat engem oder méi Béier ufänken, während d’Premièren am lëtzebuergesche System hiren éischten Exame schreiwe kënnen.
Mat vill Dommheeten a Spaass, un déi mir eis bestëmmt éiweg erënnere kënnen, kënne mir lo déi nächst Etapp vum Liewen ufänken. Nach méi Dommheeten a Spaass!

Charel MARSO / 1-I

I joined this school in the IB diploma programme in 2008 after leaving the Euro school. Looking back now, I feel that joining the IB was academically speaking the best choice I have ever made. By offering the IB, this school allowed me to obtain an education that has proven immensely beneficial to me so far and I am sure that it will continue to be so in the future. I would also like to take a moment to thank the staff at the Athénée de Luxembourg for being so accommodating and helpful all these years. Their efforts have allowed not just me but all the other students who have benefited from their work to pursue their academic and life achievements. In particular I should like to mention Mme Goebbels (not related… I think…) and Mr Meder, who have both been very kind and enthusiastic all these years.

I made many new friends in this school, whom I enjoy spending time with and respect deeply. The five years here would not have been half as much fun without them. Furthermore I have always appreciated the fact that the people in my class originate from different backgrounds and cultures. Learning about their different countries and cultures made the experience of acquiring new friends a whole lot more interesting and exciting. I am glad to have had these friends over the years. They have been helpful to me in tough times and great fun in good times. Cheers, fellas!

Five years have gone by quickly in this school and I know that even later on in life I will carry these pleasant memories with me forever.

In 2008 when I joined the IB classes at the Athénée de Luxembourg I was young, naïve and nit-witted. After five years in this school I have learn a lot, especially in the past two years during the Diploma Programme. After completing the 2-year courses in economics, French, English, history, chemistry and mathematics I can safely say that I now know two things: it takes thousands of bolts to assemble an automobile, and one nut to scatter it all over the road, and, secondly, I have learnt that no snowflake in an avalanche ever feels responsible.

Besides learning these life-altering facts, I have met a bunch of people that I refer to as my classmates. At first I was not sure where or with whom I had ended up for the coming five years, but now I know that embracing what I thought were weird people was worth it since they turned out to be some of the most interesting and funny individuals I have ever met. Even some of the teachers turned out to be quite wise, and I realised you cannot stop them when they want to do something. They just do it.

My stay here in this school has been rather eventful with continuous ups and downs, but besides the wisdom mentioned above, I know that I have acquired and learnt something more important, which is that a friend is someone who thinks that you are a good egg even though he knows that you are slightly cracked. With this infinite wisdom I will embark on the journey that awaits me beyond this colourful lego castle.

It seems like ages since I joined the IB at the Athénée, even though it's only been five years. Back then everything felt easier and we thought it would never end. I remember how much fun those first few weeks were, exploring the new school and city I would be seeing every day until graduation. The first "Kleeschensdag" came as a big surprise for many of us, as we did not expect such a profusely decorated and lively school on a cold autumn morning. The following three years were just as exciting and just as much fun, although at times more or less difficult. During that time I saw a lot of friends join and leave our class and even the country. I think this might be the only negative aspect of the international class. With those who stayed, however, I managed to form long-lasting friendships despite our different cultural backgrounds. But it wasn't just the things we did in the classroom or school that I will remember the Athénée for. We had many off-campus activities which helped us all become an even more closely-knit class, such as the ING marathon, the trips to Paris or Berlin. In the end, for everyone involved these past years have been somewhat special, even for the teachers, and I hope others get to experience what we did (our class was the best, though, that's a simple fact).

With the final exams just weeks away, I am starting to feel the pressure growing. All these years will finally culminate in just under a month worth of exams. Actually, thinking about it, I should probably get back to work now.

Foreword: by no means am I endorsed or subsidised by the IB to write this.
The IB has been the most joyful and enriching experience of my life. I have thoroughly enjoyed every moment in this school ever since I joined it as the poor lost soul I was.
Thanks to our very competent and caring teachers I have managed to do things I never thought I'd be capable of doing at high school. Furthermore, thanks to my enriching and culturally diverse classmates I have learnt the true value of the opinion of people with different backgrounds.
I'm sure the IB programme has succeeded in finding the right balance between study and leisure time. By no means did I feel overwhelmed by work at any point of the 2 final years. I have always felt that in case of need, I could rely on my fantastic teachers.
Overall, I believe that having the honour of following such a programme has greatly enhanced my skills, which probably would not have been possible in any other school. I highly recommend this school and programme for anybody envisioning a bright and exciting future.
My final word of wisdom will be quoted from doctor Sheldon Cooper: "Bazinga."
One month to go and then all this will be a sheer memory of six years spent directing my life towards university. It all started with lessons taken fairly carelessly: fun, socializing and integrating into my new school life at the Kolléisch. However, with each year that crept towards the final exams, priorities changed and soon nights were turned into study sessions, friends were contacted less and sleep became a distant memory of long lost relaxation. Despite this all sounding quite gloomy and monotonous, the IB changed my way of thinking.
Before starting school at the Athénée, I was very shy and lacked the confidence to make independent choices in life. Soon, self-sufficiency was key and the faster I came to terms with this notion the more satisfied I was with how I saw the world. The school presented exciting offers during short school breaks to gain experience in traineeships and along with summer jobs and other minor events, I began to feel more at ease in my own skin.

Conor DUNN, Tuomas AHONEN, Benjamin GUTHIER-BROWN / 1-I

Take this kiss upon the brow!
And, in parting from you now,
Thus much let me avow-
You are not wrong, who deem
That my days have been a dream;
Yet if hope has flown away
In a night, or in a day,
In a vision, or in none,
Is it therefore the less gone?
All that we see or seem
Is but a dream within a dream.
(A Dream Within A Dream
- Edgar Allan Poe)
High school: Athénée de Luxembourg
When we enter our classroom,
We make no noises,
Other than scratch of pen on paper,
And secret whispers among desk neighbours.
Knotty knowledge and tough tasks keep us busy,
Our lives are anything but boring;
Arduous study and puzzling questions make us lazy,
But our ambition makes us become restless
When we open doors,
We would like to be in groups;
Either we laugh at jokes and life,
Or we play with joy and noises.
One may never find another bunch like us,
In another location or age group;
Simple yet vivid, witty yet childish,
Almost in adulthood, yet we refuse maturity

Each of us, unique as an individual,
Possesses a particular personality and desire to express;

Perhaps, it is our childishness,
Which makes us like this.
When we leave High school,
We might be lost, yet hopeful;
Reality may influence us, like a drunken artist
Spreading colourful paint on blank canvas.
If reality crushes us with its strength and cruelty;
If we lose our direction in search of our dreams;
We will always remember the years of high school,
When we were close and familiar.
If fate brings us success and prosperity….

Gemma SUSUTOGLU / 1-I

When we enter our classroom,
We make no noises,
Other than scratch of pen on paper,
And secret whispers among desk neighbours.
Knotty knowledge and tough tasks keep us busy,
Our lives are anything but boring;
Arduous study and puzzling questions make us lazy,
But our ambition makes us become restless
When we open doors,
We would like to be in groups;
Either we laugh at jokes and life,
Or we play with joy and noises.
One may never find another bunch like us,
In another location or age group;
Simple yet vivid, witty yet childish,
Almost in adulthood, yet we refuse maturity
Each of us, unique as an individual,
Possesses a particular personality and desire to express;
Perhaps, it is our childishness,
Which makes us like this.
When we leave High school,
We might be lost, yet hopeful;
Reality may influence us, like a drunken artist
Spreading colourful paint on blank canvas.
If reality crushes us with its strength and cruelty;
If we lose our direction in search of our dreams;
We will always remember the years of high school,
When we were close and familiar.
If fate brings us success and prosperity;
If we overcome our difficulties and achieve our dreams;
We will always remember the years of high school,
When we were close and familiar.

Manuel CREPIN / 1-I

This will be a sheer memory of six years spent directing my life towards university. It all started with lessons taken fairly carelessly: fun, socializing and integrating into my new school life at the Kolléisch. However, with each year that crept towards the final exams, priorities changed and soon nights were turned into study sessions, friends were contacted less and sleep became a distant memory of long lost relaxation. Despite this all sounding quite gloomy and monotonous, the IB changed my way of thinking.

Before starting school at the Athénée, I was very shy and lacked the confidence to make independent choices in life. Soon, self-sufficiency was key and the faster I came to terms with this notion the more satisfied I was with how I saw the world. The school presented exciting offers during short school breaks to gain experience in traineeships and along with summer jobs and other minor events, I began to feel more at ease in my own skin.

Bolun TANG / 1-I

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© P.Weber

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

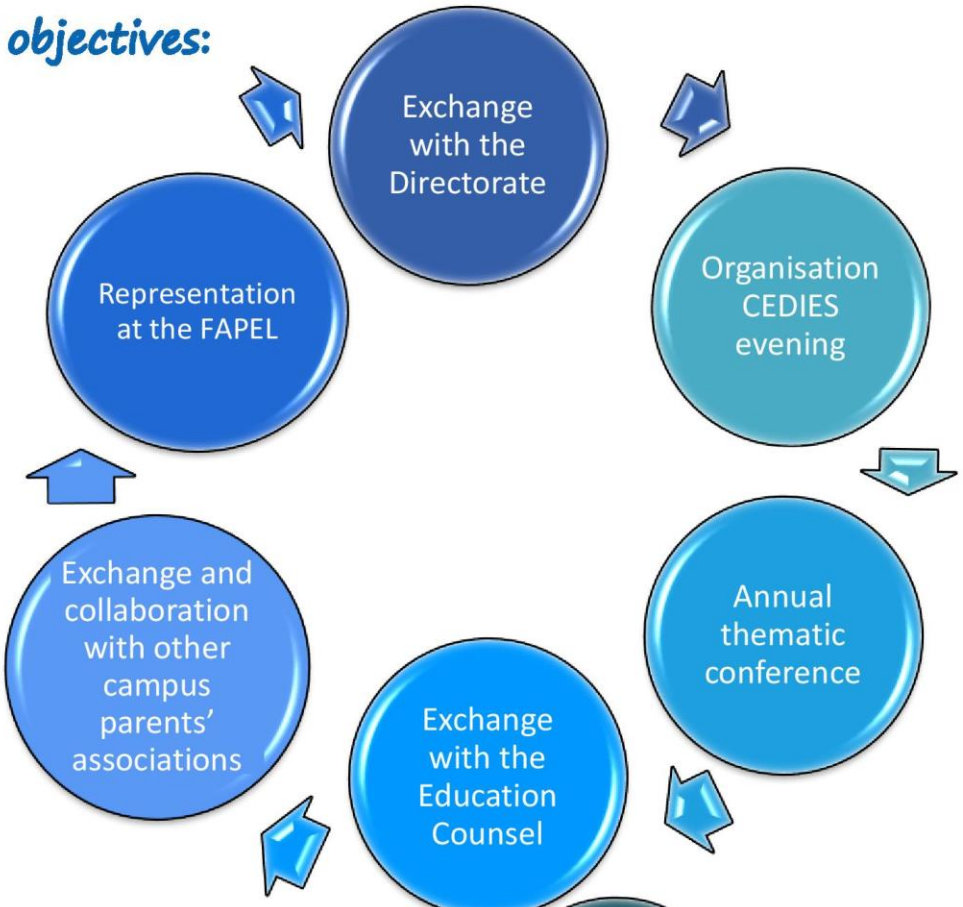
CCPL LU77 1111 0007 2647 0000

Mentioning " APEAL membership 2019-2020" 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
comparapeal@gmail.com / www.apeal.lu

Our objectives:



Our actions:

For information and registrations,
please contact:

Athénée de Luxembourg
International Classes Secretary
24, Bd. Pierre Dupong L-1430 LUXEMBOURG
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Tel.: +352 440249 6110 (8.30-14.30)
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Joanne Goebbels
Deputy Headmistress
IB DP Coordinator
E-Mail: joanne.goebbels@education.lu

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

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