

**Pre-orientation cycle
Secondary 4 and 5
(2024 – 2026)**

Tallinn European School

Pre-orientation cycle – subject choices

At the end of the Observation Cycle (S1-S3), European Schools' pupils must choose some subjects for the Pre-Orientation Cycle (S4-S5).

Choices will depend in part on the options taken during S3 and will also determine the range of subjects that will be allowed to be chosen in the Orientation Cycle (S6-S7).

Compulsory subjects

	S4	S5
Subject	<i>Lessons per week</i>	
Language 1 (L1)	4	4
Language 2 (L2)	3	3
Language 3 (L3)	3	3
Mathematics	4 (6)	4 (6)
Biology	2	2
Chemistry	2	2
Physics	2	2
Geography (in L2)	2	2
History (in L2)	2	2
Physical Education	2	2
Ethics	1	1

Optional subjects

	S4	S5
Subject	<i>Lessons per week</i>	
Music	2	2
Art	2	2
ICT	2	2
Latin	4	4
Economics (in L2)	4	4
Language (L4)	4	4

Latin can be chosen only if it was studied in S3. Leads to the *Latinum Europaeum* at the end of S5.

Pupils who wish to take Art 4 periods during the Orientation Cycle (S6-S7) and subsequently at the EB must choose the corresponding 2p option already in S4/S5.

Pupils who wish to take Music 4 periods during the Orientation Cycle (S6-S7) and subsequently at the EB must choose the corresponding 2p option already in S4/S5.

ICT is available even to the pupils who did not have it in S3.

The choice of languages for L4 may vary from year to year. The L4 course is specifically designed for beginners. For the pre-orientation cycle 2024-2026 the language choices for L4 are: Estonian, Finnish, Spanish, Italian and Greek.

As per the General Rules of the European Schools, an optional course can be opened if a minimum number of 5 students sign up for the course and if a qualified teacher is available.

As some of the options must be timetabled concurrently, it will not be possible to provide all combinations. Within the limitations of the timetable, the school will try its best to satisfy the greatest possible number of requests made.

It is not possible to make any further changes once the school year has begun or change or drop a subject between S4 and S5.

The total number of periods must be from 31 to 35. Exceptionally, it is possible to take 36 or 37 lessons with the permission and agreement of the Director of the school.

Grading system in S4-S6

Whole and half-numerical marks are used from S4 onwards.

	Secondary S4 – S6	Performance indicator
Excellent though not flawless performance entirely corresponding to the competences required by the subject	10 9.0 – 9.5	Excellent
Very good performance almost entirely corresponding to the competences required by the subject	8.0 – 8.5	Very good
Good performance corresponding overall to the competences required by the subject	7.0 – 7.5	Good
Satisfactory performance corresponding to the competences required by the subject	6.0 – 6.5	Satisfactory
Performance corresponding to the minimum of the competences required by the subject	5.0 – 5.5	Sufficient
Weak performance almost entirely failing to meet the competences required by the subject	3.0 – 4.5	Failed (weak)
Very weak performance entirely failing to meet the competences required by the subject	0 – 2.5	Failed (very weak)

In years S4-S6, the semester mark comprises of two numerical components: A mark and B mark.

The A mark focuses on the process of learning, as formative assessment. It reflects the ongoing observations of the pupil's competences (knowledge, skills, and attitude) and performance gained within the subject, which are not taken into account in the B mark of the subject.

The B mark represents summative assessment. It is based on the marks obtained in B-tests (year S4) or examinations (years S5-S7) or through other forms of summative assessment prescribed in the syllabuses. It covers the pupils' competencies acquired during an extensive period of time in certain subjects.

The B mark corresponds:

- in year S4, for each of the semester reports, to the mark obtained in one B-test or alternatively in any other kind of summative assessment task prescribed in the syllabus of a subject.
- in year S5, for the first semester report, to the mark obtained in the first semester examination and for the second semester report, to the mark obtained in the second semester examination.

Tests and examinations

Secondary 4

B-tests

One B-test or alternatively any other kind of summative assessment task per semester prescribed in the syllabus of a subject (except in Music, PE, and Ethics); organized by the teacher concerned and leading to the B-mark.

Secondary 5

Two series of written examinations will be organized (the first series for the first semester and the second series for the second semester).

Each series will be concerned with examinations in compulsory subjects (exam format used) and optional subjects (B-test format used). Special regulations are applied for Latin and the *Latinum Europaeum*.

B-TESTS

One test per semester (organized by the teacher concerned and leading to the B marks) for the following subjects:

L4, Economics (in L2), Music, ICT (time allowed 1 period), and Art (time allowed 2 periods).

EXAMINATIONS

Semester 1:

The first series of written examinations will be organized by the school and will be held during 5 school days in December. They will concern the following subjects:

Language 1, Language 2, Language 3, Mathematics (4 or 6 periods), Biology, Chemistry, Physics, History (in L2), Geography (in L2), Latin.

The examinations will be assessed by the teacher who teaches the class and leads to the B-mark of the 1st semester.

Semester 2:

The second series of written examinations will be organized at the end of the 2nd semester (June) and concern the same examinable subjects as during Semester 1. The exams are harmonized for each subject in each school. The examinations will be assessed by the teacher who teaches the class and leads to the B-mark of the 2nd semester.

Choosing your subjects

Please fill in a subject choice form **in MySchool by February 9.**

If you have any questions, please do not hesitate to turn to:

Your subject teachers

Educational Adviser – Liina Junolaine

Baccalaureate Coordinator – Tom Flowers

Deputy Director – Susanna Aija

Course descriptions

Mathematics 4p

DESCRIPTION

In the S4-S5 4P math curriculum, tailored for students not pursuing STEM subjects, we prioritize building a robust mathematical foundation. The S4 4P course expands on prior coursework, emphasizing Algebra, Geometry, and introducing Probability. Transitioning to S5, the 4P course delves into applied models, functional analysis, unit circles, 3D geometry, statistics, and probability. This hands-on approach enhances comprehension and boasts cross-curricular applications in science, economics, and geography. S4 lays the groundwork, while S5 hones skills with real-world models, fostering a comprehensive understanding for lifelong learning. It's imperative for S4-S5 students considering the S6 5P course to discern the nuances between the 4P and 6P offerings in S5.

TOPICS COVERED

Functions and function analysis: Gaining familiarity with standard functions such as polynomials (especially linear and quadratic), exponential, logarithmic, and trigonometric functions.

Trigonometry: Solving right- and non-right-angled triangles, using the unit circle, modeling with sine and cosine functions

Probability: Probability space, probability diagrams, conditional probability, basic probability distributions

Statistics: Gathering and interpreting data.

USEFUL FOR / INTEREST

Considering your future career? Whether envisioning arts, HR, PR, or a medical path as a doctor, nurse, or dentist, or exploring creative fields like jewelry artistry or cinematography, this course is designed to meet diverse aspirations.

If the thought of math in S3 felt like navigating a labyrinth, the 4P math might be your solution. Focus on four key topics over two years for a balanced academic experience, providing essential skills without overwhelming complexity.

However, for those enticed by STEM or research with a dash of math, data analysis, or coding, the 6P math course awaits your challenge. It demands dedication but promises a rewarding journey.

Navigating the academic landscape and undecided on your path? Opting for 4P might seem like a smoother ride, but it's crucial to recognize potential future implications. It's not like 4P Math is the weaker sibling; it's about aligning your academic choices with your long-term goals. Consider the strategic implications wisely. Always exercise caution and check the entrance requirements of the university or course you wish to attend, as these can vary and play a significant role in their selective process.

And here's a heads-up: while medical universities may claim not to focus on math, they often attract stellar applicants with exceptional records in Chemistry, Biology, and Physics. So, if you're eyeing a medical career, scoring 100% in 4P math might look good, but if another applicant flaunts a perfect record in 6P math, they might have a competitive edge.

Similarly, even in fields where math is not a dominant requirement, top-notch universities tend to attract high-caliber applicants, and your math course choice could play a role in their decision-making process.

Mathematics 6p

DESCRIPTION

6P Math in S4-S5 focuses on introducing students to a comprehensive set of mathematical skills, building on what is taught in P1-S3. Learning **how** to approach problems is just as important as the actual topics, and students are pushed to think in a structured, logical manner. The subjects taught in these years are primarily those that students will need to know if they want to pursue STEM subjects in higher education.

TOPICS COVERED

Functions and function analysis: Gaining familiarity with standard functions such as polynomials (especially linear and quadratic), exponential, logarithmic, and trigonometric functions.

USEFUL FOR / INTEREST

6P Math is necessary for students interested in STEM fields, and useful for students who want to study other topics that heavily rely on logic and reasoning - including law, medicine, or economics.

Music

DESCRIPTION

In S4-S5 Music course students explore music in a hands-on and practical manner. The aim is to delve deeper into the art of music writing and learn the intricacies of forming and managing your band. More specifically we will learn about the instruments needed for a band and practice songs of our own and from others. We will also learn about music in cinema by exploring the fascinating world of film scoring by looking into creating musical masterpieces that enhance the visual storytelling experience on the big screen – learning how music is written for films and how to do it. As part of the course, we will also immerse ourselves in the rich tapestry of European folk traditions - from ancient melodies to modern interpretations and explore the roots of musical culture that have shaped generations. Similarly, we will delve into the ever-evolving landscape of contemporary popular music styles and cultures - understanding the trends, influences, and techniques that define today's music scene.

TOPICS COVERED

- 1) Music for film
- 2) Music writing
- 3) Creating a band
- 4) Production
- 5) European folk traditions
- 6) Contemporary popular music styles and cultures

USEFUL FOR / INTEREST

This course is beneficial for whoever would like to continue learning and experiencing music practically by engaging in hands-on experiences and tasks. We will write and play music, and dive into discussions about the vibrant music culture of today.

At the end of this course, you will be creating a project of your own choice, showcasing the skills you've honed throughout S4-S5. Whether it's a composition, performance, or an in-depth exploration of a musical topic.

Art

DESCRIPTION

In years S4 and S5 students continue learning about all art areas practically and theoretically. Students not only explore various art forms but also learn to apply art elements and methods with finesse. From drawing to painting and 3D sculpture, students are equipped to tackle complex and abstract challenges with increasing autonomy, fostering a sense of artistic independence.

Students will acquire knowledge of major art movements and integrate them into their work. They will also be able to do formal analysis and explain concepts and ideas within their work and that of others.

The S4-S5 Art curriculum extends beyond traditional mediums. Students can immerse themselves in a myriad of artistic expressions, including printmaking, photography, digital image manipulation, and film production.

TOPICS COVERED

- Drawing
- Painting
- 3D / sculpture

The projects should include a variety of other media such as

- Printmaking (stencils, block printing, engraving...)
- Photography
- Digital image manipulation
- Film (short movies, animation...)
- Design for a purpose (object, fashion...)

The projects can be organized by a spectrum of themes such as:

Figurative and Abstraction, Observation and Imagination, Landscape, Communication, City, Objects and Still life, Movement, Patterns in Nature, Faces and Portraiture, Architecture, Colourful Sculpture, Identity, Creative Drawing, Inside/Outside, Art and Science, Self-Identity, Human and Nature.

IMPORTANT

The Art Diary is an essential part of the Art course in S4 and S5. A student will have the same Sketchbook for two years which will allow for tracking their progress and evolution.

Assessments in S4 and S5 will be a blend of coursework, workbooks, and practical B-tests.

A mark: coursework, workbook

B mark: one practical B-test per semester of two consecutive periods (a portfolio mark with the average of the marks from the results of the practical work can be taken in account)

ICT

DESCRIPTION

In S4 and S5, students refine essential Microsoft Office skills, enhancing their proficiency for everyday tasks. The curriculum also introduces image editing, covering tools like Photoshop, and empowering students to craft digital artwork. Coding instruction provides foundational

knowledge and logic skills. Tailored project objectives consider individual coding experience, ensuring a personalized learning journey. This holistic approach equips students with practical skills for diverse applications, fostering a well-rounded educational experience.

TOPICS COVERED

Multimedia:
Photoshop/Pixlr

Office 365:
Word, PowerPoint, Excel (Intermediate)

Coding:
HTML, CSS, Python

USEFUL FOR / INTEREST

Embracing essential IT/ICT skills is crucial in today's world. Our curriculum serves as a friendly introduction, emphasizing optional exploration.

Over two years, the focus spans foundational coding, followed by immersive image editing (2-3 Terms) and Office 365 (1 Term).

Perfect for those keen on basic-level coding and delving into image editing beyond memes and simple filters. No prior coding experience is necessary, but comfort with desktop apps and a curiosity for Math and Science are beneficial.

However, if you aim for advanced coding concepts like Machine Learning or Full-Stack, consider more extensive online platforms.

This course is not suitable if you lack genuine interest for ICT/coding, or if you plan to attend it due to external pressure, rather than personal enthusiasm.

OTHER INFORMATION

The assessment is mainly formative. By means of teacher's observation, tests, and self-assessment the students acquire an awareness of their level and their progress throughout the course. The basis of the assessment are the learning objectives of the cycle.

Latin

DESCRIPTION

In S4/S5 Latin, students get to use the knowledge they accomplished in S2/S3 (grammar, vocabulary, syntax, cultural background), while "meeting" some of the world's most influential authors and poets (Vergil, Ovid, Horace, Catullus, etc), who helped shape literature as we know it. Texts are now more extended and challenging, offering students a chance to sharpen their skills and take on bigger challenges as they are preparing for the *Latinum Europaeum* exam that takes place at the end of S5.

TOPICS COVERED

Roman history: Julius Caesar's assassination, Octavian Augustus and *pax Romana*, the circle of Maecenas and propaganda, Roman empire outside Rome (Egypt and other territories etc. **Grammar and syntax:** conjunctive and imperative moods, pronouns, subordinate clauses.

USEFUL FOR / INTEREST

Latin is a course that can prove useful to everyone. Being the ancestor of Romance languages, Latin can help students strengthen their language skills (grammar, syntax, vocabulary (via etymology)) in languages such as English, French, German, and Spanish, by offering an understanding of their function. Moreover, Latin is an international language of culture: it encourages the perception of the convergences and points of comparison between cultures; it invites pupils to explore the foundation texts which have nourished, and which continue to nourish the culture, the imagination and the arts of Europe and the world, yesterday and today.

NB! This course can be chosen only if it was studied in S2-S3.

Economics (in L2)

DESCRIPTION

Economics encompasses the study of how resources are allocated for the creation and distribution of income and wealth. It elevates the significance of economic matters within contemporary society, aiming to foster a fundamental understanding of economic principles. This knowledge empowers individuals to participate actively and responsibly in the dynamics of their community.

This course provides a comprehensive view of the interactions between the different economic agents related to production, resource allocation, and distribution of goods and services within our current economic system. It also gives the students an overview of the current economic growth challenges in our society. Economics also gives some tools to analyse the evolution of the different economic systems in the history of Europe.

TOPICS COVERED

S4

- Nature and principles of economics
- Consumption of goods and services
- Production of goods and services
- Markets and price-determination

S5

- Payments of goods and services
- National economy
- International trade

USEFUL FOR / INTEREST

This course is highly recommended for students aspiring to delve into international trade, accounting, and engineering sciences at the faculty level.

OTHER INFORMATION

The subject Economics focusses mainly on macro- and microeconomic aspects but also includes many references to other social sciences such as history and geography.

Language 4 (L4)

DESCRIPTION

Language 4 is an optional subject for secondary students from years 4 to 7. The course is divided into two parts:

- Secondary 4 - Secondary 5: L4 is studied 4 periods a week and by the end of it, students reach A1 level. At the end of S5, it is optional for students to continue with the subject.
- Secondary 6 - Secondary 7: L4 is studied 4 periods a week and students reach A2+ level. In S7, students can choose an oral or written BACC examination in L4.

Only students who have started with L4 in Secondary 4, can continue with the course in S6 and S7.

TOPICS COVERED

- Knowledge of basic pronunciation, intonation, and spelling rules.
- Knowledge of basic/ extended range of vocabulary and expressions.

- A1 level: polite expressions, numbers, weeks, months, countries, nationalities, colours, foods, vegetables, fruits, school, hobbies, places, clothes, weather, family, likes/dislikes, adjectives etc.
- A2 level: house and rooms, activities at home, describing oneself, activities during a day, traveling, animals, professions, health etc.
- Knowledge of basic/ extended range of morphology and basic grammatical structures.
- An awareness of the culture of target language countries (and some exposure to literary texts).
- An awareness of language learning strategies and their own progress/ tools to evaluate their own learning.

IMPORTANT

L4 offers practical and positive value for students who, depending on their chosen language, want to understand their environment better, plan on moving to a country where the language is spoken, or are simply interested in an L4 language.

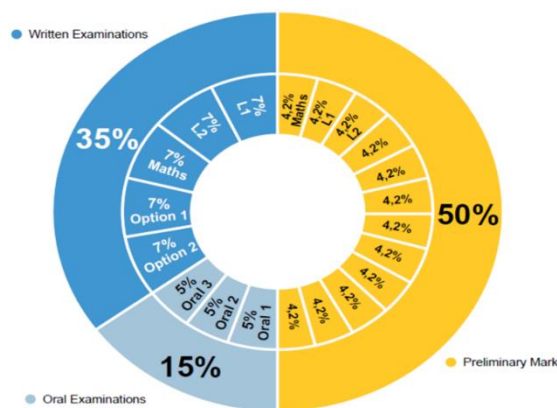
Knowing the language at A2+ level at the end of the course helps students understand everyday life better and to express oneself in simple ways. Learning the language 4 periods a week makes the level approachable for most students.

NB! For the **pre-orientation cycle 2024-2026** the language choices for L4 are: Estonian, Finnish, Spanish, Italian and Greek.

Information about the Baccalaureate Cycle

The European Baccalaureate comprises of the last two years of Secondary Education in the European schooling system that is approved by the board of governors and is recognised worldwide.

At the end of Secondary the students will receive a final mark out of 100 that comprises of a preliminary mark (given by subject teachers), written and oral examination (internally and externally marked).



It is important that the students are aware of the examination choices they could potentially choose in Secondary 7 and why some of the decisions they make now are very important.

Written examinations	Oral examinations
L1	L1
L2	L2 / History / Geography
Mathematics	Advanced mathematics / Biology / Philosophy / Chemistry / Physics / L3 / L4
Two 4p options	

University Applications

Even though university choices and applications do not have to be made for many years, it is very important that all students and parents understand:

- Popular, elite and top universities will ask for students to submit their school reports back to Secondary 4.
- Most university applications require students to submit their school reports back to Secondary 5.

A consistent report with positive comments is important for all our students and their future applications.

Bring Your Own Device (BYOD)

S4-S7 students are allowed to bring and use their own devices for school-related activities by connecting them to the TES network.

Before that, pupils must read through the BYOD policy (that can be found within the school's IT Policy, Annex 2) and sign a form given by their class teacher at the beginning of S4. Only after that are they allowed to use the following devices:

- Laptops (Chromebooks are not advised)
- Tablets
- Smartphones (only for educational purposes in class and under the supervision of a member of the educational team). Their use is limited due to the small screen size.

Within the framework of the BYOD policy, devices may be used by S4-S7 pupils in the following areas for learning purposes only:

- Library
- Study room
- Mont Blanc Lounge

- Second-floor common area (B-building).
- In the classrooms, with the permission of the teacher

Pupil's mobility and exchanges

European schools – both Type 1 and Accredited – offer the possibility of hosting other pupils as well as supporting their own pupils to visit other schools. Both can take place as real exchanges (visit and return visit) or as one-way visits. Mobility programs take place regularly within the 1st semester of S5 (Sept-Dec).

Our Activity Manager, Liis Teras is happy to answer any questions regarding the mobility program between the European Schools.

Work experience in Secondary 5

Work experience (WE) is an essential part of the curriculum in the European School System and an obligatory project during Secondary 5. Pupils need to find a place to do the work experience themselves. Once the placement is finalized, a contract between the school, the pupil's parent, and the employer will be signed.

Pupils can complete their work experience during the work experience week in June or during the school breaks. Work experience must be completed before the beginning of the new school year. Pupils should ideally work for a minimum of 2 weeks, although the absolute minimum requirement is 1 working week. In total, pupils must do 35 hours of work.

If you have any questions regarding the work experience, please turn to our Activity Manager, Liis Teras.