

S4/S5 SUBJECT CHOICE

for 26/27 & 27/28

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L4 Italienisch

Ciao, Ragazzi!



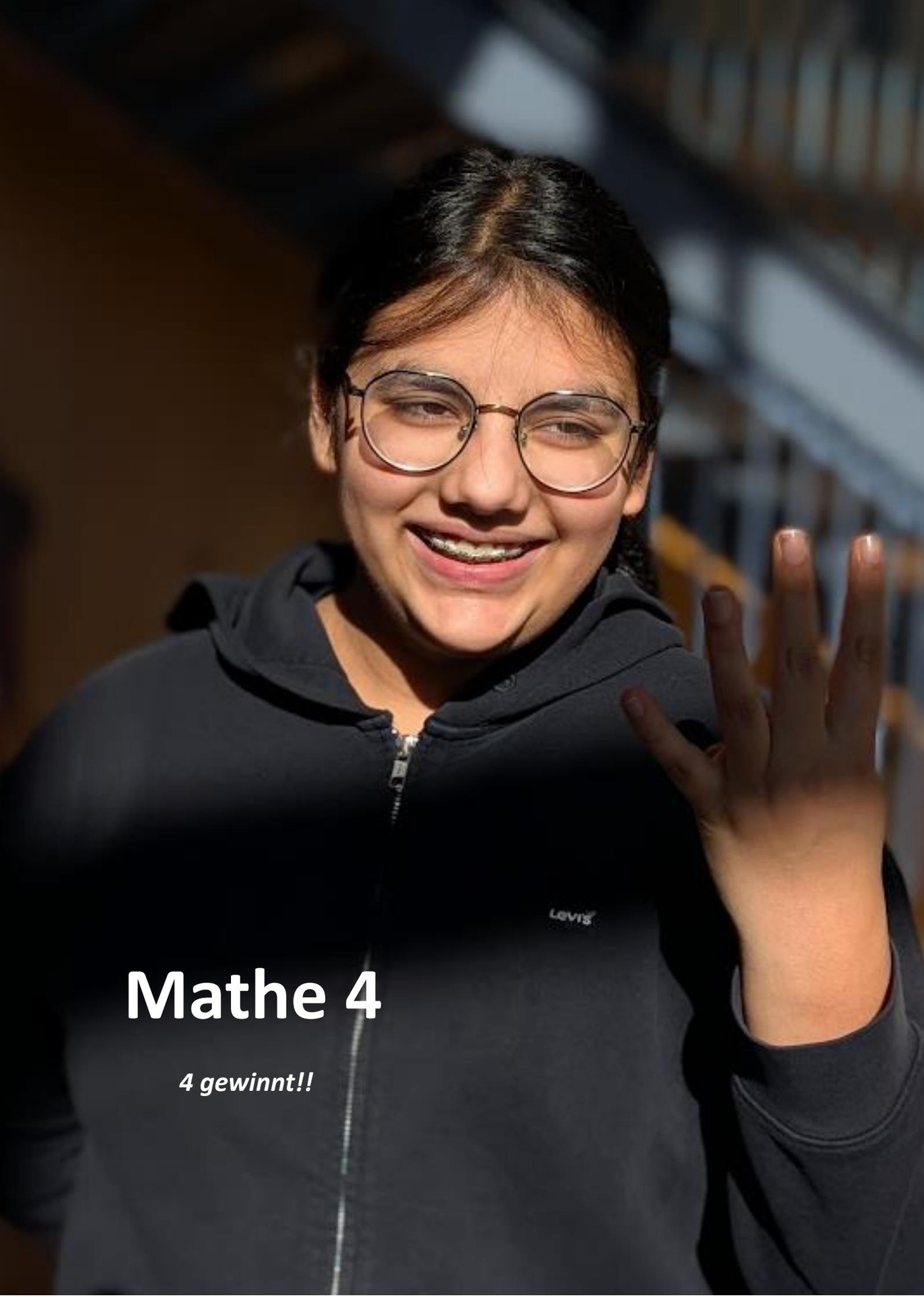
Mathe 6

6, 7!



ECO 6

Money, Money, Money!



Mathe 4

4 gewinnt!!

LA-LA-LAND
MUSIC



Check du Kunst?

ART

A man with short, graying hair and glasses is smiling and waving his right hand. He is wearing a dark blue puffer jacket over a red sweater. The background is a bright, sunny outdoor setting with blurred trees and buildings.

Altgriechisch

Γεια!

Note

This booklet summarises some of the most important rules for organising lessons in classes S4 and S5 and contains tips to help parents and pupils choose subjects. In the event of deviations, the official texts are authoritative. The official texts can be consulted on the website of the General Secretariat of the European Schools.

<https://www.eursec.eu/de/Office/official-texts/basic-texts/de>

1. General School Regulations of the European Schools (2014-03-D-14-en-15)
2. The Curriculum of the European Schools: Structure and Organisation of Studies and Courses in the European Schools (2019-04-D-13-en-10)
3. Language policy of the European Schools (2019-01-D-35-en-9)
4. Summative assessment from s4 to s6 in the European Schools: Pedagogical and organisational arrangements (2022-12-D-19-en-5)
5. Implementing Regulations for the European Baccalaureate Examination Regulations (applicable from the 2026 Abitur examination session) (2015-05-D-12-en-50)
6. School Regulations of the European School Saarland
7. European Schools grading system: guidelines for application (2017-05-D-29-en-9)

The brochure was created by Christian Habermann in cooperation with Marie Kullmann and the subject teachers who are responsible for the content of the individual subjects.

The pictures in the testimonial part were created with assistance and used in consultation with the depicted.

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Christian Habermann
Marie Kullmann

ESS | February 2026

Introduction

Dear student, dear parents,

This brochure is intended to help you choose the subjects for grades 4 and 5. Here you will find information about the procedure for selecting elective subjects, the organization of studies, the evaluation policy and the courses offered.

Together with this brochure you will receive the form for the choice of subjects, which should be **returned to your class teacher** by Friday, March 13, 2026.

Mr. HABERMANN (DE) and Mrs. KULLMANN (EN) coordinate the election for grades 4 and 5. If you have any questions, please feel free to contact them: c.habermann@schule.saarland, m.kullmann@schule.saarland

Hubert Jung
Director ESS

1. Important dates / procedure of the election

CW 7	<ul style="list-style-type: none">• Parents' e-mail with the invitation to the information evening
CW 9 Friday, 27.02.2026	<ul style="list-style-type: none">• Information evening (16:30 - 18:30)• Start of the subject selection S4/S5• Provision of the ballot forms
CW 11 Friday, 13.03.2026	<ul style="list-style-type: none">• End of the choice of subjects = Last deadline for handing in the ballot papers to the class teacher

2. Curriculum in S4-S5 and Subject Tableau¹

The students of the 4th and 5th grades will take the following compulsory subjects:²

Compulsory Subjects	Weekly Hours ³
1. Language (L1) (main language)	4
2. Language (L2) (second language)	3
3. Language (L3) (third language)	3
History	2
Geography	2
Biology	2
Chemistry	2
Physics	2
Sports	2
Ethics or Religion	1
	23
Mathematics	4 or 6
	27 or 29

In addition to the **compulsory subjects**, each student must choose subjects from the following **electives**. The weekly number of hours must be between **a minimum of 31 and a maximum of 35** hours for pupils who have chosen mathematics for four hours, **and a minimum of 33 and a maximum of 35 hours per week** for those who **have chosen mathematics for six hours**.

Elective Courses	Weekly Hours
Ancient Greek	4
Economics	4
3. Foreign Language (L4)	4
Art	2
I.K.T. / ICT	2
Music	2

The curriculum allows **a maximum of 35 hours per week** to allow certain students to choose two four-hour electives. However, the choice of 35 hours per week should be the exception rather than the rule. It would not make sense to overload the students.

¹ See School Regulations of the European School Saarland, Annex I

² The Curriculum of the European Schools: Structure and Organisation of Studies and Courses in the European Schools (2019-04-D-13-en-10)

³ Weekly hours, 1 school hour = 45 minutes

A **minimum number of 7 students generally applies to the creation of compulsory elective courses.**⁴ In addition, the set-up of the courses depends on the personalization and the space available at the ESS. The final decision on the creation of a course is up to the school management.

Since some of the electives have to be taught in parallel, it may not be possible to offer all possible combinations of electives. If this is the case, parents will be contacted to verify the choice. Within the limits of the timetable, the school will do its best to meet the largest possible number of requests.

⁴ The Curriculum of the European Schools: Structure and Organisation of Studies and Courses in the European Schools (2019-04-D-13-en-10)

3. Language of instruction

The following table shows the use of the languages in classes S4 and S5.⁵

Compulsory Subjects	Language of instruction	Other possibilities
L1	1st Language	
L2	2nd Language	
L3	3rd Language	
History	2nd Language	
Geography	2nd Language	
Biology	1st Language	
Chemistry	1st Language	
Physics	1st Language	
Sports	Courses for mixed groups of students from different language sections in all languages provided for in the student's curriculum	
Ethics or Religion	2nd Language	3. Language, language of the host country
Mathematics 4 or 6	1st Language	
Electives		
Ancient Greek	1st Language	2. Language, 3. Language, Language of the host country
Economics	2nd Language	Language of the host country, 1st language
Latin	1st Language	2. Language, 3. Language, Language of the host country
4. Language (L4)	4th Language	
ONL	Other national language	
Art	Courses for mixed groups of students from different language sections in all languages provided for in the student's curriculum	
ICT		
Music		

⁵ Language policy of the European Schools (2019-01-D-35-en-9)

From the 4th grade of secondary education, the subjects of history, geography and economics must be taught in language 2 (English, French or German) and may not be taught in language 1. However, special rules apply to the language of instruction of the subject of economics.

Art, Music, ICT and Sports are taught in mixed groups of students from different language departments in any language of the student's curriculum. Art, music, ICT and physical education classes are usually given in the language(s) of the available teachers. For some students, this may be their native language, for others it may be one of the working languages (not necessarily the student's).

L4 in the 4th grade is a beginner's course. In principle, any of the official languages of the countries of the European Union can be chosen as L4, provided that there are enough students to set up the course and within the limits of the school's organisational possibilities. ⁶ For the 26/27 school year, the languages Italian, Spanish and French are available at ESS.

Minimum level of language competence at the end of the different cycles

The definitions of the basic level of competence have been agreed in all modern languages according to the template of the Common European Framework of Reference for Languages.

Students should have the following levels in the following languages after the end of each cycle.

	Kindergarten	Primary education	S3	S5	S7
L2		A2	B1	B2	C1
L3			A1+	A2+	B1+
L4				A1	A2+
L5					A1

⁶ Language policy of the European Schools (2019-01-D-35-en-9)

4. Change of language⁷

The first language determined at the time of enrolment is in principle final. In general, no change in the language selection L2, L3, or L4 is permitted. In justified exceptional cases that make a language change seem sensible and compelling, the school management must be contacted. The conditions and prerequisites for a change of language in such a case can be found in the document "Language Policy of the European Schools".

5. Assessment in S4 and S5

The evaluation policy provides for two types of evaluation, namely **formative appraisal** and **summative appraisal**. Formative assessment focuses on the process of learning. Summative assessments are used to evaluate the learning process of the pupils at the end of a defined period, i.e. at the end of a half-year or school year. A summative assessment is generally evaluative. It is used to determine learning progress and achievement levels in relation to descriptors set in a subject's curriculum.⁸

The semester grade is made up of two numerical components: **A-grade** and **BNote**.

The **A grade** focuses on the process of learning as a formative assessment. It reflects the observations of the student's competences (knowledge, skills and attitude) and the performance achieved in the subject, which are not taken into account in the **B grade** for the subject. The grade B stands for the summative assessment.

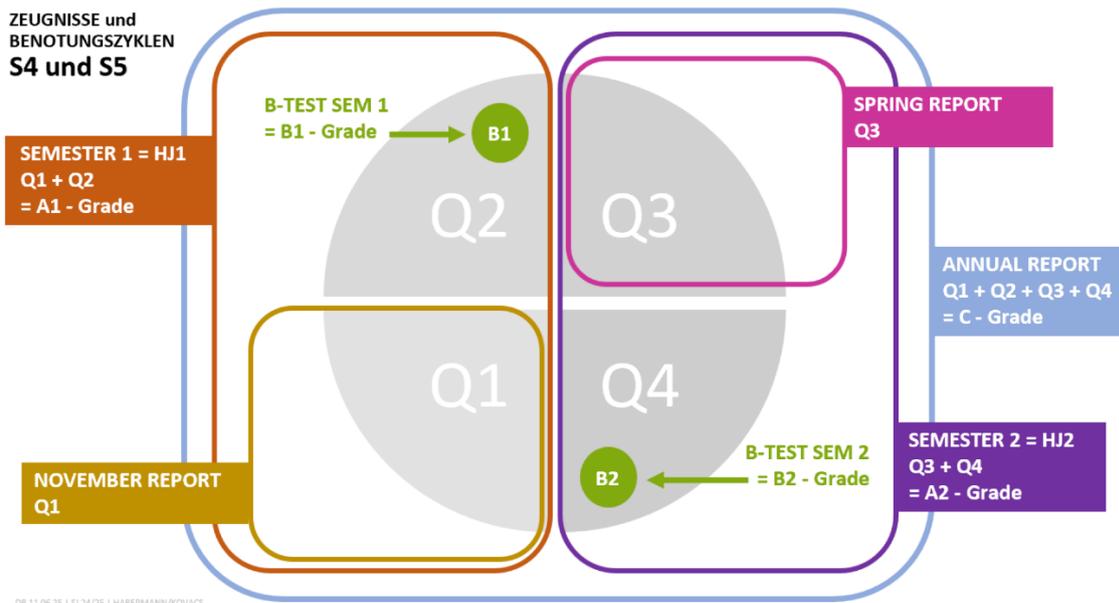
The **final grade (C-grade)** in each subject is intended to reflect all observations and results available to the teacher. It forms the basis for assessing the student's learning progress and achievement level. It is not necessarily an arithmetic average of the half-year grades (two A grades and two B grades), but it cannot be lower than the lowest and not higher than the highest of these grades.⁹

Depending on the grade and subject, there are three possible assessment modalities for the B grade, namely a **B test** or an **ASAT (Alternative Summative Assessment Task)** or the **Harmonised Examination**. B-tests take place in the two semesters of S4 and the 1st semester of S5, the harmonized exam at the end of the 2nd semester of grade S5. The schedule of testing modalities and the calendar of the B-test/exams and ASAT dates will be announced at the beginning of the school year, during the month of September/October.

⁷ Language policy of the European Schools (2019-01-D-35-en-9)

⁸ Summative assessment in S4 to S6 at the European Schools: Pedagogical and organisational aspects (2022-12-D-19-en-5)

⁹ General School Regulations of the European Schools (2014-03-D-14-en-15)



6. Grading System / Grading Scale

Grading System – Grading Scale					
	Letter Grade (S1-S3)	Numeric Grade: 0.5 steps (S4-S6)	Numerical Grade 1 decimal place (S7 Preliminary Grade)	Numerical Grade 2 decimal places (S7 overall Grade)	Performance
Awarded with at most minor shortcomings, overall fully corresponding to the skills required for the subject.	A	10 9.0 - 9.5	9.0 - 10	9.00 - 10	Excellent
Very good performance; almost fully in line with the skills required for the subject.	B	8.0 - 8.5	8.0 - 8.9	8.00 - 8.99	Very good
Good performance; by and large in line with the skills required for the subject.	C	7.0 - 7.5	7.0 - 7.9	7.00 - 7.99	Good
Satisfying performance ; by and large according to the skills required for the subject.	D	6.0 - 6.5	6.0 - 6.9	6.00 - 6.99	Satisfactory
Performance corresponding to the minimum level of skills required for the subject.	E	5.0 - 5.5	5.0 - 5.9	5.00 - 5.99	Sufficient
Poor performance; almost completely not corresponding to the skills required for the subject.	F	3.0 - 4.5	3.0 - 4.9	3.00 - 4.99	Failed (Weak)
Very poor performance; not at all in line with the skills required for the subject.	FX	0 - 2.5	0 - 2.9	0.00 - 2.99	Failed (Very weak)

In grades S4 and S5, numerical grades are awarded in 0.5 steps from 0 to 10. The numerical grades are to be seen as an expression of an achievement – not as percentages achieved. ¹⁰

¹⁰ European Schools Grading System: Guidelines for Applikation (2017-05-D-29-en-9)

7. Curriculum and Choice of Subjects in S6 / S7

It is recommended to have an overall view of the curriculum up to the Abitur in order to understand the S6-S7 choices and limitations due to the subject choices made for S4-S5 in the 3rd year.

Parents and pupils who wish to find out about the opportunities available to them in grades 6 and 7 before making their choice are asked to ask the orientation teachers for the relevant information. Corresponding information will also be given at the information event on the election.

It is highly recommended that students **who want to take Math 5 in S6/S7 take Math 6 in S4/S5**.

Students who **want to take** art or music in S6 and S7 **are also recommended to choose the subject in S4/S5**. Admission to the respective subject for S6 is only possible after consultation with the respective music or art teacher.

8. Changes to the original choice of subjects for S4¹¹

The choice of elective subjects is binding for S4 and S5.

However, a student can switch from 6-hour math class to 4-hour math class, namely:

- at the end of the first half of the 4th grade, and
- at the end of the 4th grade.

after application by the legal guardians and after approval by the class conference.

The reverse change (from 4 to 6 hours of mathematics) is also possible after a positive consultation with the subject teacher and confirmation by the class conference.

¹¹ Organisation of Studies. (<https://www.eursec.eu/en/european-schools/studies/studies-organisation/#:~:text=In%20years%20S4%20and%20S5,Orientation%20or%20European%20Baccalaureate%20Cycle>) zuletzt eingesehen am 27.02.26

9. Subject descriptions

Mathematics

4-hour electives

1. Ancient Greek
2. Economics
3. Language 4 (L4)

2-hour electives

4. Art
5. ICT
6. Music

MATHEMATICS

4 hours per week (MA4)

6 hours per week (MA6)

Decision support: MATHEMATICS 4 or 6 hours?

	4 hours	6 hours
THEMES- SCOPE 	<ul style="list-style-type: none"> • Focus on basic content • Less deepening • More application-oriented • Reduced theoretical content 	<ul style="list-style-type: none"> • Expanded and in-depth content • more complex problems • More proofs and derivations • Additional topics
LOGIC THINKING & ABSTRACTION LEVEL 	<ul style="list-style-type: none"> • Solid basic understanding sufficient • Focus on comprehensible solutions • Less complex links 	<ul style="list-style-type: none"> • Analytical thinking required • Ability to abstract helpful • Confident handling of complex relationships • Developing solution strategies
MATHEMATICAL NOTATIONS 	<ul style="list-style-type: none"> • Correct basic notations • Focus on comprehensible presentation 	<ul style="list-style-type: none"> • Very precise technical notations • Structured, formally correct representations
METHOD OF OPERATION & LEARNING ATTITUDE 	<ul style="list-style-type: none"> • Continuous learning is important • Solid cooperation important • Own practice phases during 2 study time hours very important 	<ul style="list-style-type: none"> • High self-motivation • Endurance in demanding tasks • Willingness to undergo intensive preparation and follow-up • Regular, independent practice

	4 hours	6 hours
<p>FUTURE SIGNIFICANCE & STUDY ORIENTATION</p> 	<ul style="list-style-type: none"> • Good basis for many courses of study without a strongly in-depth mathematics component • Solid mathematical basis for everyday life and work • From S6 onwards, mathematics is chosen for 3, 5 or 8 hours (university level): In general, the 3-hour course is recommended. 	<ul style="list-style-type: none"> • Good basic education for mathematics courses of study (e.g. engineering, computer science, natural sciences, economics) • Better basis for international degree programmes in the European system • From S6 onwards, mathematics is chosen for 3, 5 or 8 hours (university level): In general, the 5-hour course is recommended.

Contacts DE/EN

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ANCIENT GREEK

4 hours per week

Learning Objectives / Competencies

Mother Tongue Competence (in ancient Greek lessons)

Ability to read, understand, translate and linguistically analyse ancient Greek texts. This includes the recognition of text structure, stylistic devices, syntax and word meanings as well as the reflected translation into the students own language.

Foreign language competence

Ability to acquire Ancient Greek as a foreign language, to use grammatical structures, to use vocabulary and to develop communicative and interpretive skills in order to make texts meaningfully accessible and to discuss content.



μηνιν ἄειδε θεὰ Πηληϊάδεω Ἀχιλῆος
οὐλομένην, ἣ μυρὶ Ἀχαιοῖς ἄλγε' ἔθηκε,
πολλὰς δ' ἰφθίμους ψυχὰς Ἄϊδι προΐαψεν
ἡρώων, αὐτοὺς δὲ ἐλώρια τεῦχε κύνεσσιν
οἰωνοῖσι τε πᾶσι, Διὸς δ' ἔτελείετο βουλή,
ἐξ οὗ δὴ τὰ πρῶτα διαστήτην ἐρίσαντε
Ἄτρεΐδης τε ἄναξ ἀνδρῶν καὶ δῖος Ἀχιλλεύς.

Mathematical and Scientific Competence

Ability to apply logical and analytical thinking, for example in parsing complex syntax, analyzing metrical structures (verse metrics), or evaluating rhetorical arguments. Knowledge of ancient numerical, temporal, and measurement systems is contextualized historically.

Computer Competence (Digital Competence)

Ability to use digital tools for studying Ancient Greek texts, such as online dictionaries, text databases, OCR tools for manuscripts, digital commentaries, and translation aids, while critically evaluating sources.

Learning Competence

Ability to organize one's own learning process, systematically review grammar, vocabulary, and text interpretations, adapt learning strategies, and transfer knowledge from Ancient Greek to other subjects and contexts.

Social and Civic Competence

Ability to collaborate in pair or group work, discuss text interpretations, understand cultural differences of the ancient world, and reflect on historical perspectives as contributions to contemporary social awareness.

Initiative and Entrepreneurial Competence

Ability to independently develop research questions, e.g., on text interpretation or historical context, plan projects (presentations, digital editions), and create innovative approaches to ancient sources.

European Competence

Ability to recognize the significance of the Greek language and culture for European intellectual history, establish interdisciplinary connections (literature, philosophy, politics), and critically reflect on the continuity of ancient traditions in Europe

Learning content

- Translation of texts by writers such as Homer, Herodotus, Plato, Thucydides, Xenophon, Euripides and others.
- Study of grammar and vocabulary to be able to translate a moderately difficult ancient Greek text and develop a better knowledge of the modern language through etymology.
- Study of the masterpieces of ancient Greek literature and ancient art (architecture, sculpture and painting) as well as the later works that have inspired them up to our time (mythology still influences many contemporary artists).

Contacts

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ECONOMY

4 hours per week

Why economics?

The subject of **Economics** at the **European Schools** helps pupils to understand how the economy works in everyday life. It is about questions such as: Why are some things expensive? How do people, companies and states make decisions? And how are economy and society connected?

Economics is exciting because it has a lot **to do with real life**. It helps to understand how money, work and consumption are related and why economic decisions are important. Those who learn economics can have a better say, understand the world around them and prepare for the future.



Learning Objectives / Competencies

In Economics, students learn:

- Understand basic economic concepts
- Analyze simple economic problems
- to think logically and to justify one's own opinions

S4 is about the basics:

1. Needs, scarcity and resources
1. Supply and demand
1. Economic cycle
1. Roles of households, companies and the state
1. Markets and Pricing
1. Distribution of goods

In S5, the topics are expanded:

1. Money and credit
1. Taxes and government intervention
1. Economic policy
1. Globalization and the International Economy
1. Current problems such as inflation or unemployment

Assessment:

Performance will be assessed through **tests** and **alternative assessments**. These include, for example, presentations, projects, statistical analyses or group work.

Contacts

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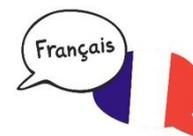
L4 (Sprache 4): ITALIAN, FRENCH or SPANISCH

4 Stunden pro Woche

What are the Romance languages? | AbroadLink

Students acquire basic knowledge of Italian, French or Spanish. They

- understand simple, slowly spoken everyday language,
- What are the Romance languages?
- have simple conversations (e.g. introduction, shopping, hobbies, weather),
- write short texts and fill out simple forms,
- What are the Romance languages?
- apply basic learning strategies and tools (e.g. dictionary, digital media).



Interdisciplinary significance:

Learning a Romance language strengthens cultural openness, tolerance and the ability to engage in dialogue.

Lessons and content:

Basics of pronunciation, vocabulary and grammar as well as insights into culture and everyday life are taught. In addition to the textbook, authentic materials such as music, films and current media are used.

Everyday communication: Conversations about family, hobbies, school, travel.

Regional Studies: Traditions, music, food and festivals.

Media relations: Videos, songs, short texts and digital learning methods.

Project work: Role plays, presentations, creative tasks

In foreign language lessons, you should not be afraid **to speak**, because our greatest goal is oral **exchange**. This can also replace written work. The most important thing when learning a language is that you learn **vocabulary regularly**. You should keep this in mind when making your choice.

Contacts

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ART

2 hours per week

In art lessons in grades S4 and S5, you have the opportunity to develop your **own visual language** and creatively deal with topics that move you and our world. Building on the foundations from previous years, **we deepen design techniques** and expand our artistic repertoire.

We work with a **wide variety of media: drawing, painting, printmaking, photography, mixed media and sculptural design**. In doing so, we combine practical work (deepening known and exploring new artistic techniques) with the examination of **important artists** from Pablo Picasso to Banksy and **central art epochs** from Impressionism to contemporary art.



The focus is on **your own creative idea**: You will learn **to plan projects independently, create sketchbooks, dare to experiment and reflect on and present your work**. In doing so, we promote not only technical skills, but also critical thinking, expressiveness and cultural understanding – skills that are valuable far beyond the subject of art.

A special part of the course is **museum and exhibition visits**. Together we explore current exhibitions and important collections – in the region and beyond. Standing in front of original works opens up a completely different perspective than any illustration in the book: you experience art directly, analyze works in dialogue and gather inspiration for your own projects.

The course is also **multilingual** – we work and discuss in different languages, as is a matter of course for the European School. At the same time, there is a special working atmosphere - due to the predominantly practical work - relaxed, open and respectful - but also challenging. Creative freedom in an art course does not mean arbitrariness: you will be challenged to develop your ideas further, to work consciously and carefully and to justify your artistic decisions in a well-founded way

The art course offers you space for individuality, exchange and inspiration. If you enjoy working in an artistic way, if you are curious about new perspectives and want to develop your creativity, Art in S4 and S5 is just the right choice for you.

The choice of art in S4 and S5 is important in order to be able to take the subject in S6 and S7 as well, as content and learned skills build on each other.

Contact

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ICT

2 hours per week

Lernziele

In the I.C.T. lessons of the S4 you will learn:

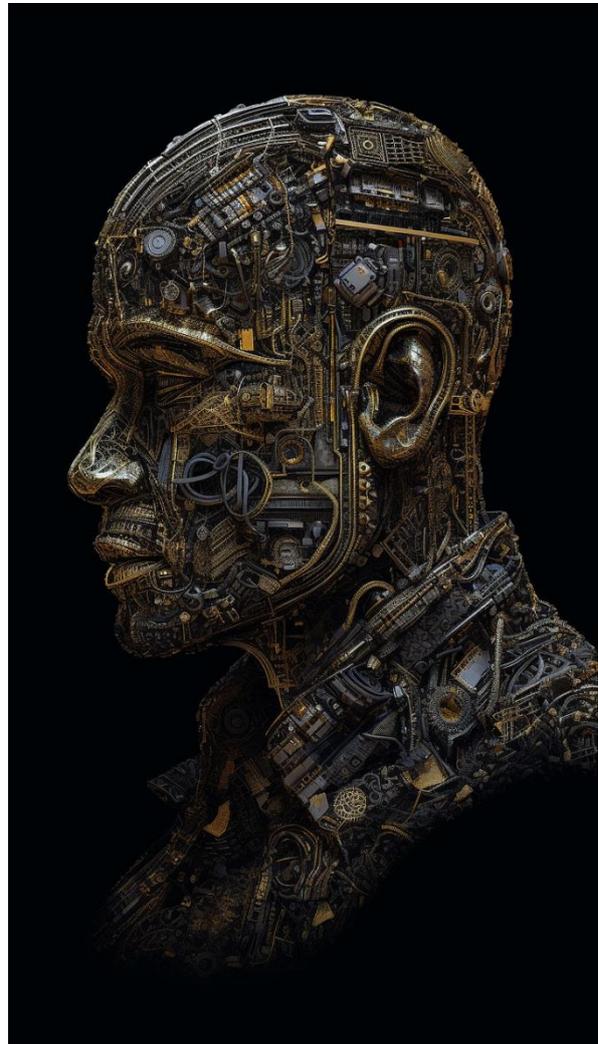
- I. Understanding, analyzing, and solving problems based on logical and abstract thinking, algorithmic thinking, and ways of presenting information
- II. Understand the basics of programming and develop simple programs yourself.
- III. Organize, evaluate and present data clearly.
- IV. use digital tools in a targeted and efficient manner.
- v. use digital media responsibly (data protection, security, copyright).
- vi. The course promotes analytical thinking, accuracy and independent work.

Content in S4

S4 covers the following topics:

- Spreadsheets
 - Performing calculations, evaluate data, and creating charts
- Word Processing
 - Creating structured and professionally formatted documents
- Introduction to Python Programming
 - Basic programming concepts (variables, conditions, loops)
 - Developing of simple programs
- Databases
 - Structure, store and retrieve data in a targeted manner
- Computer Graphics
 - Fundamentals of digital image editing and design
- I.K.T. and Society
 - Data Protection, Data Security, Copyright and Impact of Digital Technologies

Students not only learn how to use individual applications, but also understand how digital systems are connected and how they interact.



Teaching Approach and Assessment

Lessons include:

- Structured introduction to new topics
- Practise exercises
- small projects
- group work
- presentations
- written assessment (B-tests)

Importance of the subject

The course develops computational thinking and problem-solving skills that are transferable to many subjects. Digital competences are essential in almost all fields of study and careers – from science and technology to business and creative disciplines.

I.C.T. helps you work confidently with digital tools and solve complex problems in a systematic way.

Kontakt

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MUSIC

2 hours per week

How is the lesson structured?

The music lessons in grades S4 and S5 build on the content of previous years. The work is topic-oriented and practical. Music is experienced from different perspectives:

- by making music and trying things out,
- through creative design and invention, and
- and by consciously listening to and describing music.



The aim is not only to experience music practically, but also to understand it in its cultural, historical and social context.

What are the contents of the course?

The focus is on in-depth insights into different musical styles, genres and traditions from different times and regions with a special focus on the diversity of European music.

Over the course of the two years, five topics (about one per semester) are selected and dealt with more intensively.

Possible topics:

1. Music in Film
2. Current music styles and youth cultures
3. Music and dance
4. Music for special occasions
5. Musical theatre (opera, musical)
6. European folk traditions
7. Music and voice
8. Programme music in the 19th century
9. Composing in the last 100 years

The final project

In the second half of S5, students work on a personal final project (approx. 25 hours of work). They can largely choose the theme and form themselves. The project should tie in with their own musical interests and build on the skills they have acquired.

Why Music in S4?

Music lessons strengthen creativity and cooperation. At the same time, they promote concentration and expressiveness – skills that are valuable both at school and in everyday life.

Contact

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10. Important information about the ELECTION in brief

Please note the following important information when choosing the courses:

- a. **Languages I, II and III** are the languages that have been learned since grade S1; **it is in general not possible to change them.**
- b. **The choice of a subject is binding for two years (S4 and S5):** the pupil cannot change, abandon or add a subject from the beginning of the S4 class. After submitting this form, no more change requests will be accepted.
- c. The selection of subjects for classes S4 and S5 must be carried out very carefully. **All subjects will be taken into account when moving to the next class!**
- d. Students **who choose Math 4** must choose **between 4 and 8 hours of electives.** The **minimum number of hours per week** is **31 hours.**
- e. Students **who choose Math 6** must choose **between 4 and 6 hours of electives.** The **minimum number of hours per week** is **33 hours.**
- f. The **maximum number of lessons per week** for a student is **35.**
- g. An elective subject is generally only established if it is chosen by a sufficient number of pupils (**at least 7 pupils**). In addition, the set-up of the courses depends on the personalization and the space available at the ESS. The final decision on the creation of a course is up to the school management.
- h. Not all combinations of electives (optional) can be offered (e.g. you cannot choose Latin and economics at the same time).
- i. **Electives that were not chosen in S4 and S5 (Economics, Language IV, ...) cannot be started in S6.** Since some electives have to be taught in the same time blocks, not all combinations of electives can be offered. These time constraints make it impossible, for example, for a student to choose Latin and economics at the same time.
- j. The courses **History, Geography and Religion / Ethics** are **taught in Language II.**
- k. **Economics** is offered in either Language 2 or Host Country Language (German). The decision on this is up to the school management.
- l. **Art, Music, ICT** and **Sports courses** are offered for **mixed language groups** in at least one of the three lingua franca.
- m. **Latin can only be chosen if it was taken in S2 and S3.**