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Sustainability and Active Citizenship - Complementary course – s6-s7

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 on 1st of September 2024 for s7

Introduction

The European Schools recognise the importance of education for a successful green transition, as expressed by the general objective: “to provide *Education for Sustainable Development with a cross curriculum approach in line with European and international documents*” (2013). In the midst of a systemic environmental crisis, the commitment of the European Schools to foster sustainability education and lifelong learning is in line with the priorities of the European Commission¹ and the Council Recommendation on learning for the green transition and sustainable development². It is crucial to ensure learners develop competences (knowledge, skills and attitudes) to think, plan and act for our planet and for a transition to a fairer, greener economy and society. Echoing their founding inspiration, the European Schools show their innovative capacity by developing in-house projects, such as the present syllabus for a complementary course on sustainability in s6 and s7³.

This complementary course is intended for all pupils interested in understanding the transdisciplinary and global dimension of environmental issues and its relation to sustainable development. Pupils choosing this course should have a strong personal motivation to engage in a systemic approach to environmental issues.

This course is suited to all pupils. No prerequisite and associated courses are required to complete this course. The contents in sciences and humanities are affordable for all pupils as well as the references to specific literature in the field. However, at the end of the course, pupils will attain a solid background in this topic, which will be of a particular benefit for pupils who plan to study environmental issues and the green transition in post-secondary education.

The main objective of the course is to give the keys to a systemic, prospective, and collective understanding of a sustainable world. The course incorporates individual and collective responsibility to understand the necessary changes for the construction of a sustainable world. The course is spread over the two years, s6 and s7, according to a chronological and a differentiated content.

- The programme for s6 focuses on the work of training and acquiring current concepts in the contribution of science, sustainable development, the Anthropocene, humanities and social sciences. Multiple approaches to education for a sustainable world will be emphasized through individual and team activities, field trips, etc.
- The programme for s7 will focus on the completion of a final project which should mobilise all the dimensions studied in the previous year. In order to reinforce personal and civic engagement but also to support the pupils' entrepreneurial competences, the format of the final project will be left free and open. Suggestions and examples are provided in the syllabus document.

¹ European Green Deal (set of policy initiatives by the European Commission aimed at making the European Union climate neutral by 2050). https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en

² Council of the European Union (2022). *Recommendation on learning for the green transition and sustainable development*. <https://education.ec.europa.eu/document/council-recommendation-on-learning-for-the-green-transition-and-sustainable-development>

³ In the same spirit, the course has been reflected upon in a participatory manner by a broader community of green education practitioners within the Education for Climate Coalition (European Commission's community of practice) to refine the content presentation and teaching styles. The European Patent Office (EPO) also contributed.

From an organizational point of view, this complementary course may benefit from being supported and coordinated by several teachers in a choral way. The scope of the themes studied requires the mobilisation of many specialties. However, it is also possible for one teacher to lead this complementary course.

1 General Objectives of the European Schools

The European Schools have the two objectives of providing formal education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of competences (knowledge, skills and attitudes) across a range of domains. Personal development takes place in a variety of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which pupils live, and a development of their individual identity.

These two objectives are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The pupils of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly-changing world. In 2006 the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. It identifies eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment:

1. Literacy competence
2. Multilingual competence
3. Competence in mathematics, science, technology and engineering
4. Digital competence
5. Personal, social and learning to learn competence
6. Citizenship competence
7. Entrepreneurship competence
8. Cultural awareness and expression competence

The European Schools' syllabuses seek to develop all of these key competences in the pupils.

2 Didactic Principles

In the European Schools teaching and learning is competence-based, with a focus on:

- **Cross-curricular Integration:** Links and correlations among the different areas of the European School curriculum will be established in order to make learning a more comprehensive and meaningful experience.
- **Active learning:** Pupils will be helped to gradually become more independent and autonomous, i.e., more aware, and responsible for their own learning process.
- **Differentiation:** The individual needs of pupils will be catered for. Differentiation is about individualising learning by recognising that pupils have different preferences on working modes (individual, in pairs, in groups), different interests and motivation drivers and different levels of ability and attainment.

These principles are applied through a variety of teaching and learning methods and strategies, and the use of a wide range of learning activities and materials at different levels of difficulty (revision activities, extension activities), including digital tools and resources.

3 Learning Objectives

3.1 General considerations

This complementary course aims to place the pupils in an active process of learning and reflection on the ethical, societal, political, economic, scientific and technological issues of a sustainable world.

This course does not necessarily need to be taught in a defined or linear order or always following the same approach. A plurality of views will make this course a richer, more complete learning experience and help develop the ability of shifting perspectives and refining critical thinking.

These pillars structure all two years of the complementary course: the acquisition of systemic knowledge, citizen engagement and entrepreneurship.

3.2 Key institutional references

GreenComp⁴ (the European sustainability competence framework) serves as a key reference for implementing this complementary course.

The publications of the Intergovernmental Panel on Climate Change (IPCC)⁵ and the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES)⁶ will offer essential documentation for preparing the lessons by the teachers as they are the synthesis of elements par excellence.

⁴ Bianchi, G., Pisiotis, U., Cabrera, M. (2022). GreenComp – The European sustainability competence framework. Luxembourg: Publication Office of the European Union. https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en

⁵ <https://www.ipcc.ch>

⁶ <https://ipbes.net>

3.3 Sustainability competences

This course aims to acquire the competences necessary to enable informed decision-making in a complex world. It raises the constant questioning of individual and collective responsibility. It also aims to allow the development of complex critical thinking based on the connection of knowledge and the search for reliability of sources of information.

The sustainability competences (knowledge, skills and attitudes) are defined according to the *European Sustainability Competence Framework (GreenComp)*.

Embodying sustainable values

- Valuing sustainability: critically assessing personal values and how they align with sustainability values.
- Supporting equity and justice
- Promote nature: respect the needs and rights of all components and actors of nature in order to restore and regenerate ecosystems.

Integrating complexity into sustainability

- Think in terms of systems: approach a problem in context to understand how it fits into different systems.
- Critical thinking: Evaluate data and challenge the status quo and think about how certain factors influence thinking and conclusions.
- Identify problems: Recognize current or potential challenges in order to anticipate and prevent problems, as well as mitigate existing problems.

Imagining a sustainable future world

- Looking at the future: consider alternative sustainable futures and identify the steps needed to achieve them.
- Adaptability: Managing complex challenges and making decisions about the future in the face of risk and uncertainty.
- Exploratory thinking: connecting different disciplines and experimenting with new ideas and methods.

Acting for a sustainable world

- Act politically: identify responsibility or lack thereof for sustainability in policy and demand effective policies for sustainability.
- Act collectively: act for change in collaboration with others.
- Act individually: identify and act on one's own sustainability potential.

3.4 Cross-cutting concepts

Five cross-curricular concepts⁷ can be part of a spiral of learning during the two-years of the course.

Integration of world changes

- Identify the nature of the changes (improvement, adaptation, limitation, transformation) and consider the implementation of the changes (suffered, chosen, reversible).

Systemic understanding

- Problematizing a situation for the establishment of a sustainable world involves a systemic approach.

Forward-looking attitude

- Integrate the unpredictability of complex systems to prepare for change.

Collective Considerations

- Articulate and justify individual and collective skills. Deploy cooperation between the different actors.

Liability

- Establish an ethic allowing the expression of individual, collective and societal responsibilities

⁷ These cross-cutting concepts are taken from Mullet, D., & Fortin, E. (2019). *Guide Compétences Développement Durable et Responsabilité Sociétale. 5 Compétences pour un développement durable et une responsabilité sociétale*. In Paris, Conférence des Présidents d'Université et Conférence des Grandes Écoles.

4 Contents

4.1 s6 programme

All parts of the syllabus, framed in these tables, place pupils at the centre of the action, as highlighted by the column headers. The order of the themes and their content is entirely left to the discretion of the teachers.

The four themes developed in s6 can be evenly distributed throughout the year so that they could be treated individually in +/- 10 periods.

Theme	Content	Learning objectives (and limitations)	key competences	Proposed activities
	<i>Pupils will learn...</i>	<i>Pupils will be able to...</i>		<i>Pupils will have the opportunity to do..., to read....</i>
1. THE CONTRIBUTION OF SCIENCE AND INNOVATION	1.1. The contribution of the Scientific Panels	Discuss IPCC reports Refer to IPBES and IUCN's work Explore collaborative and citizen science	1, 2, 3	Know about the structuring of expert groups. Engage in participatory projects.
	1.2. Fundamental concepts	Recognise notion of tipping points Identify planetary boundaries Analyse carbon Budget and Markets (ETS), Carbon Offset Compare nature's contributions versus ecosystem services Understand the need to reduce GHG emissions	1, 2, 3, 6,8	Use updated databases on greenhouse gases emission rates. Hands on activities as for example conducting, at school, an energy audit or a greenhouse gases emission audit.

Theme	Content	Learning objectives (and limitations)	key competences	Proposed activities
	<i>Pupils will learn...</i>	<i>Pupils will be able to...</i>		<i>Pupils will have the opportunity to do..., to read...</i>
	1.3 The science of complexity	<p>Give overview of the science of complexity and its limits</p> <p>Illustrate complex systems</p> <p>Contrast stability, instability, resilience of systems</p> <p>Give overview of the theory of panarchy</p>	1, 3, 4, 5	
	1.4 Climate change	<p>Distinguish radiative forcing and warming.</p> <p>Explain the notion of albedo</p> <p>Identify greenhouse gases</p> <p>Discuss IPCC climate trajectories</p> <p>Distinguish mitigation and adaptation</p>	3, 4, 5	
	1.5 Technology and innovations	<p>Discuss green growth</p> <p>Explore digital world</p> <p>Explore bio and geoengineering</p> <p>Understand energy production and storage</p>	3, 4, 5	<p>Work with experts from the European Patent Office (EPO) and the Joint Research Centre (JRC).</p> <p>Experiment energy production, conversion and storage.</p> <p>Reflect on the Low-tech current.</p>

Theme	Content	Learning objectives (and limitations)	key competences	Proposed activities
	<i>Pupils will learn...</i>	<i>Pupils will be able to ...</i>		<i>Pupils will have the opportunity to do..., to read...</i>
2. SUSTAINABLE DEVELOPMENT	2.1 Geopolitics of sustainable development	Explore history of sustainable development Give overview of the founding conferences and summits Describe sustainable Development Goals of the UN 2030 Agenda	6 & 8	Gain a global view of environmental diplomacy since 1972. Participate in the preparatory work of pre-COP and COP.
	2.2 Theories and economic models	Compare linear economy and circular economy Define liberalism and socialism Acquire understanding of capitalism Outline globalisation	1 & 2	Contact with companies, start-ups implementing a circular economy. Interact with experts / actors of the economic world.
	2.3 Social dimensions	Investigate Gross Domestic Product and alternative indexes Appraise economic growth and the concept of decoupling Consider social acceptability of environmental policies	6 & 7	Understand the notion of decoupling economic growth from environmental pressure. Meeting with politicians. Work on social equity and issues related to health and well-being.
	2.4 Ecological issues	Evaluate the state of the resources Reflect on Overshoot Day Explore biodiversity and impact of its loss	3 & 5	Study of IPBES reports. Interact with local environmental protection authorities. Participate to a citizen programme related to environmental sustainability.

Theme	Content	Learning objectives (and limitations)	key competences	Proposed activities
	<i>Pupils will learn...</i>	<i>Pupils will be able to ...</i>		<i>Pupils will have the opportunity to do..., to read...</i>
3. ANTHROPOCENE	3.1 Birth and definition of the concept	Give overview of geological eras Identify markers of époques' transition Debate around the beginning of the Anthropocene	5, 6 & 7	Discuss other existing terminologies (The Capitalocen, The Occidentalocen, etc.).
	3.2 The Great Acceleration	Define and date the period Differentiate trends in the Earth system Describe socio-economic trends	7, 8 ,3	Identify the socio-economic indicators involved.
	3.3 The notions of ecological and energy transitions	Critique of the notion of transition Highlight the reality of energy consumption's trends Debate on sobriety and degrowth	3 & 4	
	3.4 The political institutions of the Anthropocene	Give overview of current climate policies Know the roles of the various international institutions (EC, UN, UNESCO, WHO, FAO, IMF) Consider European Green Deal	8	Meeting and visit of the European institutions (in-situ and online).

Theme	Content	Learning objectives (and limitations)	key competences	Proposed activities
	<i>Pupils will learn...</i>	<i>Pupils will be able to...</i>		<i>Pupils will have the opportunity to do..., to read...</i>
4. THE IMPORTANCE OF THE SOCIAL SCIENCES AND HUMANITIES	4.1 Psychology of change	Identify factors that influence people's ability to resist or embrace change Give examples of climate actions and inactions Recognise the perception of imminent and distant danger Describe the role of Non-Governmental Organizations and Whistle-blowers	5, 6, 8	Meet members of associations. Analyse and decipher a climate change denial speech. Conduct awareness campaign in and/or outside the school.
	4.2 Demographic upheavals	Analyse evolution of the human population Explore population displacement – climate refugees Discuss climate justice Consider agroecology and food issues	2, 3, 6, 8	Discussing the urbanization of humanity.
	4.3 Ecological thinking	Research about founding fathers of Western conceptions of ecology Give examples of Non-Western conceptions Discuss decentralization and decolonial ecology	1, 2, 8	

4.2 s7 programme

The 2 periods of the complementary course of the year of s7 will be devoted entirely to the complete development of an end-of-year project. The year of s7 therefore develops citizenship and entrepreneurial competences significantly.

The pupils establish the subject of study themselves and decide what form it will take at the end of the year.

The working conditions imposed are as follows:

1. Presentation of a necessarily cross-curricular theme treated in a systemic way.
2. Constitution of a work team with between 2 (minimum) and 3 (maximum) pupils.
3. Collaboration with external expertise (e.g., JRC and Education for Climate Coalition, EPO, etc.)⁸.
4. Progress reporting.
5. Final oral presentation of the learning outcomes (written report, multimedia work, website, etc.).

It is recommended to encourage hands-on activities and concrete case studies (to foster active learning and engage students and help them understand how ecological thinking can be applied in real-world contexts).

It is also recommended to facilitate the participation to a research work and the co-creation of knowledge (or to finding solutions to local sustainability issues).

⁸ The European Commission's Joint Research Centre (JRC) provides independent, evidence-based science and knowledge, supporting EU policies to positively impact society: <https://joint-research-centre.ec.europa.eu>.

The Education for Climate Coalition is the European participatory education community to support the changes needed for a climate-neutral society: <https://education-for-climate.ec.europa.eu/community/hub>.

The European Patent Office (EPO) examines European patent applications and is fostering innovation and environmental sustainability in the EU: <https://www.epo.org>.

5 Assessment

Assessment should be designed around the key competences for lifelong learning, sustainability competences and cross-curricular concepts. It should be aligned with the principles of the Assessment Policy in the European Schools (Ref: 2011-01-D-61).

The GreenComp sustainability competences should be assessed over the entire 2-year cycle (s6 and s7). The focus on year s6 will be mostly on the acquisition of the specific learning objectives in the syllabus. In year s7 the focus will be also put on the strengthening of civic engagement (citizenship competence) and the development of sense of initiative (entrepreneurship competence).

Pupils will be assessed in different ways throughout the year, in order to draw a comprehensive assessment chart of each pupil's achievements, strengths, and areas of progression. Peer assessment and self-assessment should make part of the regular assessment activities.

Formative assessment throughout the year may include tasks and aspects that would require pupils to:

- Design and undertake their own projects. The pupils should be able to formulate their own progress objectives clearly, select and review relevant literature and resources, and plan a course of action to reach the established learning outcomes within the given timeframe.
- Create and use models of phenomena and/or systems.
- Write in a structured way.
- Put cross-curricular competences into practice.
- Integrate scientific, historical, social, economic, civic, cultural and/or ethical aspects.
- Present their work to their peers, or another audience.
- Put their competences (knowledge, skills and attitude) into practice in structured exercises (data sheet, set of problems, etc.).
- Demonstrate holistic understanding, including the ability to apply content and concepts to new situations.
- Work in a team.
- Participate in debates and discussions in and out of the classroom with different audiences based on the knowledge and arguments acquired during the course.

During the year of s7, the B-mark will correspond to the project work carried out.

- The first semester B-mark can correspond to the realisation of the detailed synopsis of the project (problematic, objectives, plan, temporal planning, experts and other stakeholders involved, expected outcomes, proposals for future actions to continue the effort bibliographic references, etc.).
- The second semester B-mark will be based on the assessment of the final learning outcomes.

To promote personal initiative, any final form of project will be accepted and valued: traditional presentation of a defined duration, audio (podcast) or video creation (reportage, documentary), publication in a magazine or newspaper, development of a collaborative structure (club, or association), partnership with an institution, etc.

5.1 Attainment descriptors

Globally, students should develop awareness of the environment and learn to act as responsible citizens with respect to it.

	9.0-10 <i>Excellent</i>	8.0-8.9 <i>Very good</i>	7.0-7.9 <i>Good</i>	6.0-6.9 <i>Satisfactory</i>	5.0-5.9 <i>Sufficient</i>	3.0-4.9 <i>Failed/Weak</i>	0-2.9 <i>Failed/Very Weak</i>
Knowledge	Displays comprehensive knowledge of facts...	Displays a very broad knowledge of facts...	Displays a broad knowledge of facts...	Displays a reasonable knowledge of facts and definitions...	Recalls main names, facts and definitions...	Displays little recall of factual information...	Displays very little recall of factual information...
Comprehension	...and can easily situate them in a broad context of systemic concepts and principles.	...and can situate them in a broad context of systemic concepts and principles.	...and can situate them in a context of systemic concepts and principles.	...and can situate them in an understanding of basic systemic concepts and principles.	...but understands only basic systemic contexts, concepts, and principles.	...and a limited understanding of systemic contexts, concepts, and principles.	...and shows very little understanding of systemic contexts, principles, and concepts.
Application	Readily makes connections between different parts of the syllabus, applies concepts to a wide variety of unfamiliar situations, and makes nuanced ethical arguments.	Makes connections between different parts of the syllabus, applies concepts and principles to unfamiliar situations, and makes reasoned ethical arguments.	Can use knowledge in an unfamiliar situation; makes basic ethical arguments.	Can use knowledge in a familiar situation and make basic ethical arguments.	Can use basic knowledge in a familiar situation; demonstrates understanding of the importance of ethics in science.	Is unable correctly to apply basic knowledge to solve problems; unclear about the importance of ethical issues in science.	Is entirely unable to apply even basic knowledge to solve problems, shows little interest in ethical dimensions of science.
Analysis	Can easily analyse and make critical interpretations of complex situations presented at the level of an educated general public.	Can analyse and interpret entangled situations presented to the level of an educated general public.	Produces good analysis and explanations of simple entangled situations.	Produces basic analysis and explanations of basic entangled situations.	Given help, can analyse and explain simple basic entangled situations.	Can consider and interpret even basic entangled situations only with significant guidance.	Unable to analyse or interpret even basic entangled situations with help.

	9.0-10 <i>Excellent</i>	8.0-8.9 <i>Very good</i>	7.0-7.9 <i>Good</i>	6.0-6.9 <i>Satisfactory</i>	5.0-5.9 <i>Sufficient</i>	3.0-4.9 <i>Failed/Weak</i>	0-2.9 <i>Failed/Very Weak</i>
Digital and Information Competences⁹	Can consistently independently find, and assess the reliability of, information, on- and offline. Is capable of sophisticated evaluation of the provenance and authority of expert-based claims in the public sphere.	Can usually independently find, and assess the reliability of, information, on- and offline. Can make nuanced evaluation of the provenance and authority of expert -based claims in the public sphere.	Can often independently find, and assess the reliability of, information, on- and offline. Can reliably evaluate the provenance and authority of expert -based claims in the public sphere.	With aid, can find, and assess the reliability of, information, on- and offline, and evaluate of the provenance and authority of expert -based claims in the public sphere.	Can retrieve information when directed to reliable sources, on- and offline. Can distinguish expert-based consensus from fringe views in the public sphere.	Generally unable to find, or to assess the reliability of information, on- and offline.	Unable to find, or to assess the reliability of information, on- and offline.
Communication (oral and written)	Communicates clearly and concisely, using appropriate vocabulary. Excellent presentation skills. Engages in fluent discussion of issues of public importance raised by research-based publications .	Communicates clearly, using appropriate vocabulary. Very good presentation skills. Readily engages in discussion of issues of public importance raised by research-based publications .	Communicates clearly most of the time using appropriate vocabulary correctly. Good presentation skills. Engages in discussion of issues of public importance raised by research-based publications .	Uses basic technical vocabulary, and descriptions show some structure. Satisfactory presentation skills. Engages when prompted in discussion of issues of public importance raised by research-based publications .	Uses basic technical vocabulary, but descriptions may lack structure or clarity. Sufficient presentation skills. Engages when prompted in basic discussion of issues of public importance raised by research-based publications .	Poor knowledge and use of technical vocabulary. Produces generally insufficient or incomplete descriptions. Unable to present coherently. Little awareness even when prompted of issues of public importance raised by research-based publications .	Very poor communication and presentation skills. No awareness even when prompted of issues of public importance raised by research-based publications .
Participation and Teamwork	Excellent contribution in all aspects of subject work. Works constructively as a team member, shows initiative, and can take responsibility for a team.	Very good contribution in all aspects of subject work. Works constructively in a team.	Good level of participation in most areas of subject work. Works well in a team.	Participation in most areas of subject work. Works satisfactorily in a team.	Some participation in subject work. Participates in teamwork.	Little participation in subject work. Needs assistance when working in a team.	No participation in subject work. Does not work in a team.

⁹ *This competence is part of the European Digital Competence Framework (<https://ec.europa.eu/jrc/en/digcomp>).

6 Annexes

6.1 Course material

An online professional community will be available for teachers of the course in all European schools.

It will be a means of sharing up-to-date and useful teaching and learning resources for the course, and of discussing effective teaching practice.

6.2 Example of an End-of-Cycle Project

Proposed subject of study

Will tomorrow's sustainable world be vegetarian?

Cross-curricular dimensions of the project

Human food / agroecology / agricultural economics / transport / carbon footprint

Steps

- Food data at the global, European and national scales.
- Economic importance of the agricultural sector.
- Carbon and ecological footprints of meat food from a humanity to 8 billion people.
- European and national policies on community food (canteen, company restaurant, etc.).
- Reflections on individual/collective choices.

Collaborations for expertise

Joint Research Centre (JRC) for work on food safety.

Personal involvement of pupils

Local actions within the school, the municipality of residence.

National actions at the level of national nutrition programs.

6.3 Suggested assessment rubric for the end-of-year project in s7

COMPETENCES ASSESSED	EVALUATION CRITERIA
Embodying sustainable values	
<ul style="list-style-type: none"> Questioning value systems, from the individual to the universal 	Personal and cultural perspectives are considered through cognitive biases.
<ul style="list-style-type: none"> Integrating the need for equity and social justice 	The main societal issues are known.
<ul style="list-style-type: none"> Assessing the individual and collective value of changes 	The diversity of individuals, cultures and societies is considered.
Integrating complexity into sustainability	
<ul style="list-style-type: none"> Defining and characterising systems thinking 	Problems are reformulated in a global approach.
<ul style="list-style-type: none"> Identify the structural and functional aspects of a system 	The components of a system and the interactions that make it work are identified.
<ul style="list-style-type: none"> Formulate problems in a global vision 	Cognitive blocks to understanding systems thinking are identified.
Imagining a sustainable future world	
<ul style="list-style-type: none"> Defining the effectiveness and resilience of a strategy 	Actions are analysed according to their ability to withstand disturbances.
<ul style="list-style-type: none"> Understanding the concepts of mitigation, adaptation and transformation 	The characteristics and limits of each concept are clearly identified.
<ul style="list-style-type: none"> Develop and arbitrate continuity or breakdown scenarios 	A critical look at the proposed solutions.
Acting for a sustainable world	
<ul style="list-style-type: none"> Engage in action according to degree of responsibility and power 	Participation in debates.
<ul style="list-style-type: none"> Identify the obstacles and levers for individual or collective change 	The scale of action is appropriate to the problem being addressed.
<ul style="list-style-type: none"> Be aware of your individual and collective responsibility 	Ability to define the issues, aims and means of individual and collective actions.

6.4 Suggested assessment rubric for the end-of-year oral presentation in s7

CATEGORIES	Very satisfactory	satisfactory	insufficient	Very inadequate
Oral quality of the test	Speech is supported by a clear voice. Fluency and flow of speech. Rich and precise vocabulary. Engages the audience.	Easy to speak. Appropriate vocabulary. Audience is interested.	Voice is monotone and not always audible. Vocabulary is limited and not very precise.	Difficult to hear over time. Little appropriate vocabulary. Bored reaction from the audience.
Quality of continuous speaking	Fluid speech, supported by a precise construction of the presentation.	Clear speech and relevant statements. Well established transitions.	Acceptable syntax and wording. Approximate statements without coherent construction.	Clumsy syntax and approximate wording. Sentences too short or too long.
Quality of content	The concepts presented are well understood and underline the systemic dimension of the chosen problem.	The content is coherent, the knowledge is good. Some aspects are presented in their cross-curricular dimension.	The problem is reduced to the treatment of a single aspect. Some concepts seem to be understood.	The presentation fails to provide elements of understanding of the chosen issue.
Highlighting teamwork	The presentation emphasises the contribution of external contributors. The distribution of tasks within the team appears fair and balanced.	The contribution of the external stakeholders is noticeable. Each member of the team has done a fair job.	The contribution of interactions with external stakeholders is not perceptible. The division of labour within the team is not fair.	Lack of collaboration between team members, and/or lack of external stakeholders.
Quality of interaction	Makes effective use of the material provided in the interaction. Takes the initiative in the interaction. Maintains a good level of accuracy.	Responds and reacts appropriately to the interaction. Able to correct self and others.	Interaction is limited. However, there are some elements of exchange.	Short or no answers. The interaction is mainly based on the evaluator.