Department for Education

The European Baccalaureate

Information for admissions officers of universities and other higher education institutions

July 2013

European Schools Mission Statement

“Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne upon them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe.”

Jean Monnet 1953

Contents

The European Baccalaureate – An Overview

Aim

The aim of this document is to summarise the key elements of the European Baccalaureate (EB), mainly to assist admissions officers at universities and other institutions of higher education in the United Kingdom. It will however also be of interest to parents and potential employers, and is issued by the Department for Education, replacing the guidance produced in 2009.

Introduction

The EB is the school-leaving examination for students who attend one of the European Schools. There are currently around 24,000 students in the system as a whole and approximately 1,500 take the final examination each year. These numbers are growing annually as the system expands. The European Schools were established to educate the children of parents working in European Union (EU) institutions. A broad curriculum is followed throughout the secondary phase, with a particular feature being the fact that students take subjects such as history and geography in their second language from Year 3 (Year 9 in the English system). Although the schools are open to the whole ability range, children must pass each year and meet clear academic criteria. If not, they must repeat the year and ultimately leave the school if they fail the same year twice.

The European Schools have high academic standards, with motivated students and supportive parents. A student taking the minimum number of periods/lessons would receive over 1,500 hours of guided learning during the two-year programme.

Validation

The EB is officially recognised by treaty as an entry qualification for higher education in all EU countries, as well as many others. As a result, European School students attend universities all over Europe and beyond. The examining board, which oversees the examinations in all language sections, is chaired by a university professor, and is composed of examiners from all EU countries. They are appointed annually by the European Schools Board of Governors and must meet the requirements laid down in their home countries for appointment to examining boards of the same level. The close scrutiny of the examining board, which demands double assessment of the final written and oral examinations, guarantees the high level and quality of the EB.

The Examination

The EB is a demanding examination where students must study 10 or 11 subjects. Students are required to study their own language, at least one foreign language to a high level, history and geography in that foreign language, mathematics, at least one science subject, philosophy, physical education and religion/ethics. They must add elective courses to this, for example more sciences and languages, or the same subjects at a higher level. This means that, despite the large compulsory element in the EB, students are able to build up a programme which reflects their particular interests and strengths. The EB diploma is based on performance in the final year.

The Marks

To obtain the EB a student must obtain a minimum of 60% overall and in theory scores can range up to 100%. A mark out of 10 is also awarded for each individual subject. Students therefore have to be able to perform well across a wide range of academic subjects to obtain a good overall score in the EB.

Section 1: The Schools

The European Schools were established in 1957 to educate the children of employees of EU institutions such as the European Commission, and include the European Patent Office and European Central Bank. Children of these employees have an entitled place in a European School. In addition, a number of organisations have contracts with the European Schools which guarantee entry. The children of European School teachers are also entitled to a place. Children outside the above categories may also be admitted where schools have capacity.

There are currently 14 European Schools, in seven EU countries, which are administered by the European Schools Board of Governors. These are known as Type I schools.

In addition, Accredited European Schools (currently 10 and known as Type II schools) have been or are in the process of being established, four of which will already have students taking the EB in 2014. These Accredited schools support other European Agencies by offering a European Schools education to their employees' children. They are administered and financed by the national education systems of the individual EU Member States and fully accredited by the European Schools Board of Governors.

All European Schools follow the same structure and are subject to pedagogical inspections and audits by inspectors mandated by the Office of the Secretary-General of the European Schools every two years. Programmes and evaluation processes are identical, including the final EB examinations.

Section 2: The Students

Students are educated from age 4-19 in the European Schools at Nursery (2 years), Primary (5 years) and Secondary level (7 years). Each school has a number of language sections. All students are enrolled in a language section which is usually that of their mother tongue or of their first foreign language (L2) if they have a mother tongue for which there is no language section in the particular school.

They start lessons in a second language from Primary 1 and must continue with their second language until they complete the EB. In years 4 to 7 of the Secondary cycle, students must also study history and geography and social sciences, if chosen, in their second language.

Students in the European Schools are obliged to use the foreign language(s) they learn in their everyday life and in communication with fellow students and other members of the school community. This contributes in a significant way to an excellent working knowledge of languages.

As a result, the European Schools foster a unique multicultural outlook in students which is a great advantage in both higher education and in subsequent employment.

Another feature of the schools is that students are required to attain a certain level of academic achievement each year before they can be promoted to the next year.

Section 3: The Curriculum

In the secondary school, students are taught in 45 minute periods with a minimum of 31 and usually a maximum of 35 periods per school week.

The secondary school curriculum is divided into three stages.

Year 1 to 3

Students follow a broad academic curriculum including languages 1 and 2, language 3 from year 2 onwards, mathematics, integrated science, religion/ethics and sport. Human science is taught in language 1 in years 1 and 2 and in language 2 from year 3 onwards.

Year 4 and 5

Students continue to follow a broad curriculum during these two years which includes a large number of compulsory subjects.

They must take mathematics for 4 or 6 periods per week and languages 1, 2 and 3 (all taught in the language concerned). Biology, chemistry and physics are studied for 2 periods per week each. History and geography are studied for 2 periods each in the student's second language. At least two elective subjects must be chosen from, for example, language 4, economics, Latin, Greek, art, music and IT.

There is no GCSE examination equivalent at the end of year 5 but students are awarded an overall year grade in each subject based on coursework assessment and two sets of examinations, the second of which is harmonised across language sections.

Year 6 and 7

These two years lead to the EB. Students must study at least ten subjects and are examined by means of written and oral examinations and by continuous assessment.

There is a core of compulsory subjects which include language 1 (mother tongue), language 2 (first foreign language), mathematics, history, geography, philosophy, religion/ethics and sport. In addition, if no science subject is taken as an elective subject, students must also take a course of two lessons per week in biology.

Students must take a minimum of two elective subjects of four lessons per week and may take as many as four. These subjects may include each of the separate sciences, social sciences, Latin, art, music, philosophy and languages 3 and 4. Mathematics can be taken as a 3-lesson or 5-lesson per week course. Additional advanced courses of three lessons per week may be taken in mathematics, language 1 and language 2. Students may also choose complementary courses of two lessons per week such as practical science,

introductory economics, art, music and theatre. The table below is an example of the choices available for students.

Sample Course Structure: Years 6 and 7

Subject Choice – General Rules

Total Study Programme: **minimum 31 periods.**

Columns 1 to 4: **minimum 29 periods**

Column 3: **minimum 2 options, maximum 4 options**

COMPULSORY SUBJECTS				**OPTIONAL COURSES (Elective subjects)**				**COMPLEMENTARY COURSES**	
Column 1		Column 2		Column 3		Column 4		Column 5	
Language 1	4p	History	2p	Art	4p	Advanced L1	3p	Art	2p
Language 2	3p	Geography	2p	Music	4p	Advanced L2	3p	Economics	2p
Maths 3	3p	Philosophy	2p	Biology	4p	Advanced Maths	3p	IT	2p
or Maths 5	5p	Biology	2p	Chemistry	4p			Lab Biology	2p
Religion/Ethics	1p			Physics	4p			Lab Chemistry	2p
Sport	2p			Geography	4p			Lab Physics	2p
				History	4p			Music	2p
				Philosophy	4p			Sociology	2p
				Economics	4p			Politics	2p
				Latin	4p			Theatre studies	2p
				Ancient Greek	4p			Language 5	2p
				Language 3	4p				
				Language 4	4p				

Section 4: Assessment

The grading system for individual subjects uses a 0 to 10 scale with 6.0 as a pass mark. When a candidate is awarded the EB, the overall mark is expressed as a percentage and 60% is a pass.

There are three main components that contribute to the overall mark.

The relative contributions of the components to the EB are:

Preliminary mark 50%
Written Examinations 35%
Oral Examinations 15%

Preliminary Mark

Internal examinations constitute 60% of the preliminary mark. The remaining 40% is continuous assessment throughout the year.

Written Examinations

Candidates take five written examinations which must include language 1, language 2, mathematics and two of the 4-period elective subjects. These examinations are set by a panel of subject specialists. Marking is carried out by subject teachers and by external examiners. The two marks are averaged, with overall supervision by the subject inspector.

Oral Examinations (certain restrictions apply)

Candidates take three subjects as oral examinations

- language 1 (advanced, if studied)
- language 2 (advanced, if studied)
  OR history or geography (if not already taken as a written exam)
- a four-period elective subject if not taken as a written exam
  OR a two-period subject from Column 2 of the table
  OR advanced mathematics (compulsory if this has been studied)

Section 5: Examination Results

The average overall pass rate in the EB has been nearly 98% over the last five years (2008-2012). This exceptionally high figure reflects the fact that any student sitting the final examination has already been through a rigorous annual monitoring procedure after joining the system.

The average overall mark in the EB across the schools has risen only very slightly over time, and the average over the last ten years is very close to 76% with a modest increase in the percentage of students obtaining marks of 80%+.

It is extremely difficult to score 90% or more. This reflects the demanding nature of the examination process and the fact that students need to perform very well across a very broad range of subjects.

The table below summarises the average overall mark distribution for the last five years (to 2012, representing 7,332 students):

Mark Range	0 - 59.99	60 - 64.99	65-69.99	70-74.99	75-79.99	80-84.99	85-89.99	90-94.99	95 or more
% of students	2.0	8.0	15.3	17.6	19.4	18.5	12.6	5.8	0.7

While it is difficult to make direct comparisons between the students taking the EB and those taking more familiar examinations, attention is drawn to the results of the PISA-based test for schools in which the European School Culham in Oxfordshire participated in 2012. This pilot trial allows comparisons to be made between the applied knowledge and competencies in reading, mathematics and science of European School students (aged 15) and the results from the international PISA 2009 assessment. In all three areas the students achieved scores which would have put the European School Culham in the top 10% of UK schools (state and private) participating in PISA 2009.

PISA report on the European School Culham

http://www.esculham.co.uk/wp-content/uploads/2013/03/PISA-Based-TestforSchools_The-European-School-Culham-report-ebook-1.pdf

See **Appendices 1** and **2** for other sources of information and statistics.

Section 6: English Language in the European Baccalaureate

English Language 1

This compulsory mother tongue course is taken by almost all students in the English section. From the sixth year of Secondary school it may be taken at advanced level in addition to the main course.

Assessment: Written and oral examinations are literature based. Students who have followed the advanced course take their final examinations at this level. Use of language is assessed in the context of literature essays.

Teaching is to A Level standard or International Baccalaureate Higher level.

A grade 6.0 (pass) in the EB would be sufficient to follow a non-literary UK university course.

Note: Non mother-tongue students may choose English L2, L3 or L4.

English Language 2

This compulsory course is taken by students whose mother tongue is not English, although they may in some cases have followed almost all their subjects in English (that is, those without a language section for their own mother tongue who have therefore been in the English section of the school). If students have spent their entire schooling in the European Schools they will have been studying English since primary level. From the sixth year of secondary school language 2 may be taken at advanced level in addition to the main course.

Assessment: Those who have followed the advanced course take their final examinations at this level. All students take a written examination.

The main course paper consists of 20% reading comprehension, 40% writing in a given register (marked equally for language and content), and 40% writing about literature in the context of a set theme (marked equally for language and content).

The advanced course paper consists of 50% detailed writing about a set text and 50% writing about a set theme. Everything is marked equally for language and content.

All students take an oral examination through the medium of English. They can choose between an oral examination in the L2 course and an oral examination in either history or geography (which are taught in the second language).

The pass level (grade 6.0) of the L2 exam equates approximately to level C1 in the Common European Framework of Reference for Languages, with many students operating at C2 or mother tongue level in both languages because they are bilingual and biliterate.

A grade 7.0 in the EB is sufficient to follow a non-literary UK university course.

A candidate with this level or higher should NOT be required to take a supplementary English test.

English Language 3

This compulsory course is taken from the second year of secondary school, and is an option from the sixth year onwards. The final examination is therefore taken by students who have been studying English for six years. Students can opt to take either the written or the oral exam.

Assessment: The written paper consists of 30% reading comprehension, 30% writing in a given register (marked equally for language and content), and 40% writing about set literature texts (marked equally for language and content).

The oral examination is 100% language and communication-based.

The pass level (grade 6.0) of the L3 exam broadly equates to between level B1 and B2 of the Common European Framework of Reference for Languages, but most candidates are above B2 level.

7.0-7.5 in L3 is sufficient to follow a non-literary UK university course.

English Language 4

This course is optional from the fourth year of secondary school onwards. The final examination is therefore taken by students who have been studying English for four years. Students can opt to take either the written or oral exam.

Assessment: The written paper consists of 60% comprehension and language, and 40% writing.

The oral examination is 100% language and communication-based.

The pass level broadly equates to level B1 of the Common European Framework.

Note: in a study made by the European Parliament of European Schools alumni, the vast majority of respondents to the survey said that their level of English was high enough for their academic career. See **Appendix 1** for the link to this report.

Section 7: Mathematics

There are three possible mathematics courses available to students for the two years of the European Baccalaureate.

1 Standard level course (three periods per week)
2 Higher level course (five periods per week)
3 Advanced level course (three periods per week)

All students must take either the standard level course or the higher level course. Students who are taking the higher level course may, in addition, take the advanced level course.

Standard level course

This course is for students of all abilities and is for those who do not intend to study university courses requiring an extensive knowledge of mathematics.

Syllabus: 50% - Analysis – functions, (including exponential and logarithmic), sequences, basic calculus
25% - Probability and distributions
25% - Statistics – one-variable and bivariate

Assessment: All students take a 3-hour written examination (60 minutes without calculator and 120 minutes with a calculator with CAS software)

This course contains elements equivalent to A2 and AS Level.

Higher level course

This course is for students who will benefit from having a solid mathematical foundation and is appropriate for those who intend studying mathematics or subjects requiring an extensive knowledge of mathematics, such as engineering, physics or some economics courses.

Syllabus: 36% - Analysis – functions, calculus, sequences
27% - Analytical Geometry in three dimensions
27% - Probability, distributions and modelling
10% - Complex numbers

Assessment: All students take a 4-hour written examination (60 minutes without calculator and 180 minutes with a calculator with CAS software)

The content and level of difficulty of this course is equivalent to elements of GCE A Level and beyond. A student who achieves a good pass in this course has sufficient knowledge and ability to follow university courses requiring significant mathematical content.

Advanced level course

This optional course can only be taken by students who have chosen Higher level mathematics. It is appropriate for those who intend to study mathematics at university and would also be useful, but not essential, for those intending to study subjects requiring an extensive knowledge of mathematics.

Syllabus:

6th year compulsory parts:
- Foundations of mathematics (sets, logic, mappings and groups)
- Determinants and linear algebra
- Numerical analysis

6th year optional parts (1 only):
- Vector spaces
- Direct isometries and similarities in the complex plane

7th year compulsory parts:
- Trigonometric functions
- Limits and power series

7th year optional parts:
2 topics from a list of 28 chosen by the students and the teacher

Assessment: All students take an oral examination.

For the purposes of comparison, a candidate studying the compulsory Maths 5 and 3 period courses would have at least 240 and 144 hours of guided learning respectively during the two year EB programme.

See **Appendix 1** for links to syllabuses and other information.

Section 8: UCAS Application Form and Offers

The UCAS Application Form

Institutions need to be aware that:

1. In the **Qualifications Section** of the UCAS form EB students do **not** have GCSE results to record. Instead they provide their overall mark for Year 6 (Year 12 in the UK system) in each subject. This reflects both internal examinations and continuous assessment and is expressed as a mark out of 10.

2. Students may **occasionally** give their overall mark for Year 5 in selected subjects if they are felt to be particularly relevant to the proposed course of study, but have not been taken in Year 6.

3. All subjects (with the exception of religion/ethics) count towards the final EB score, though only certain subjects are taken in the final written and oral examinations (see Section 4 of this document for further details).

Around half of European School applicants to UK universities are likely to be non-British or Irish nationals and many will therefore not have studied English as their mother tongue.

Typical Offers to Candidates

In the past, universities have made the following types of offers:

- Specifying an overall EB score (as a percentage).
- Specifying an overall EB score (%) combined with marks out of 10 in specific subjects.

Institutions should consider the following points:

1. Offers asking only for a final EB score are most suitable for subjects requiring a broad education, with evidence of attainment across a wide curriculum.

2. For degree courses not requiring any specific subject knowledge on entry, the breadth of the EB should be seen as an advantage.

3. For courses prescribing certain A level subjects, institutions may wish to specify the marks to be attained in particular subjects.

4. It would be very unusual to specify marks in more than three subjects, even for the most competitive courses.

5. It is not generally necessary for institutions to require further evidence of the applicant's fluency in English. See Section 6 (English Language).

Appendix 1

Further Information Sources and Useful Addresses

1. The European Schools website, which includes links to each individual school
   http://www.eursc.eu/index.php?id=2

2. Syllabuses
   http://www.eursc.eu/index.php?id=143

3. UCAS information on the European Baccalaureate
   http://www.ucas.com/he_staff/quals/europeanbacc

4. Parliament report: a full report produced by van Dijk Management Consultants (Brussels) from the University of Liège (2008)
   http://www.europarl.europa.eu/activities/committees/studies/download.do?file=22931

5. PISA Report on European School of Luxembourg (2006)
   http://www.euroschool.lu/luxschool/pisa/EE_PISA_2006.pdf

6. PISA Report on the European School Culham (2012)
   http://www.esculham.co.uk/wp-content/uploads/2013/03/PISA-Based-TestforSchools_The-European-School-Culham-report-ebook-1.pdf

7. University of Cambridge: International Examinations
   External Evaluation of the European Baccalaureate (2009)
   Final Report
   http://www.eursc.eu/fichiers/contenu_fichiers1/1261/External%20Evaluation%20-%20Final%20Report.pdf

   Annexes
   http://www.eursc.eu/fichiers/contenu_fichiers1/1262/Annexes.pdf

Appendix 2

European Baccalaureate Scores and Degree Performance

Examples of final degree results of EB graduates[1] entering UK Higher Education.

Please note: this table contains only a part of the results for this cohort of students.

EB score (%)	**Institution**	**Course of Study – Arts/Languages**	**Degree result**	**EB English Level**
75	Falmouth, Kingston	Art Foundation Fashion Design	2.1	L1
75	Kings College London	Classics & English	2.2	L1
78	Nottingham	English & Philosophy	2.1	L1
80	Edinburgh	Classics & Ancient History	2.1	L1
83	Trinity Dublin	Film Studies with French	2.1	L3
89	Edinburgh	English Literature	1	L1
EB score (%)	**Institution**	**Course of Study – Human, Social & Political Sciences**	**Degree result**	**EB English Level**
73	UKC then LSE	Politics & International Relations	2.1	L2
76	Nottingham	Geography	2.1	L2
79	St Andrews	International Relations	2.1	L1
80	York	Environment, Ecology & Economics	1	L1
82	Edinburgh	Geography & Economics	2.2	L3
84	Manchester	PPE	2.1	L1
85	UCL	Anthropology & Geography	1	L1
87	Warwick	Politics & International Studies	2.1	L2
90	York	Environmental Science	1	L2
91	York	PPE	1	L1

[1] 2007/2008 cohort

EB score (%)	Institution	Course of Study – Business/Management/Economics	Degree result	EB English Level
82	Design Academy Eindhoven	Management & Communication	2.1	L2
87	LSE	Economics	1	L2
EB score (%)	**Institution**	**Course of Study – Law**	**Degree result**	**EB English Level**
67	Kent	Law	2.2	L1
76	Sussex	Law with French Law	2.2	L1
80	Kings College London	Law & French	2.1	L1
86	University College London	Law with French Law	2.1	L1
87	Cambridge	Law	2.1	L2
91	Kings College London	English & French Law	1	L1
83	Warwick	Law and International Business.	2.1	L1
EB score (%)	**Institution**	**Course of Study – Mathematics/Science**	**Degree result**	**EB English Level**
72	Imperial College London	Chemistry	3	L1
74	Warwick	Biochemistry	3	L1
74	Nottingham Trent	Sports Science & Maths	2.2	L1
78	Imperial College London	Physics	2.2	L1
79	Sussex	Multimedia/Computing	2.1	L2
81	The University of Bath	Physics	2.2	L1
81	Imperial	Mathematics	1	L1
84	Cambridge	Natural Sciences	2.1	L1
84	University College London	Astrophysics	1	L1
86	Edinburgh	Mathematics	1	L1
87	Cambridge	Natural Sciences - Biochemistry	2.1	L2

EB score (%)	**Institution**	**Course of Study – Engineering**	**Degree result**	**EB English Level**
88	Imperial College London	Electrical & Electronic Engineering	1	L2
EB score (%)	**Institution**	**Course of Study – Medicine**	**Degree result**	**EB English Level**
82	Manchester	Medicine	MBChB	L1
89	Edinburgh	Medicine	MBChB	L1

Appendix 3

European Baccalaureate to English 'A' Level and UCAS Tariff Conversion Table

Please note: this is only an approximate guide and not an official conversion table.

A level grades	% European Baccalaureate
AAA*	88
	87
	86
	85
AAA	84
	83
	82
AAB	81
	80
	79
ABB	78
	77
	76
BBB	75
	74
BBC	73
	72
BCC	71
	70
CCC	69
	68
CCD	67
	66
CDD	65
	64
DDD	63
	62
DDE	61
	60

Single Subject Equivalences

A*	9
A	8.5
B	8
C	7.5
D	7
E	6

Appendix 4

Case Studies

Joanna (Brussels)

Art was always my passion at school so after taking my Baccalaureate with Art and Philosophy as optional subjects I took a foundation course in Art and Design at University College Falmouth which I passed with distinction. I then went on to Kingston University for a BA in Fashion Design which I passed with a 2.1, receiving a recommendation for my dissertation. I am now working as an assistant Fashion Designer in New York City for American Eagle Outfitters.

Francesca (Varese)

After gaining the Baccalaureate I continued my studies in Scotland. I chose to study biology at Glasgow University, because the modular course structure allowed me to continue studying a broad range of subjects, as I had done at the European School. I eventually graduated in Genetics, after completing a work placement in a pharmaceutical company. Having decided a career in research was not for me, I joined the auditors Deloitte and Touche, to develop business experience. I later moved into business consulting with McKinsey and Company, and more recently, organisational consulting in Sierra Leone with the Office of Tony Blair.

Chris (Munich)

At the European School in Munich, my favourite subjects were biology and geography. I also studied Spanish as my 3rd language as I thought it would help for work and travel abroad. Growing up bilingually (English and German) meant adding a third language was easier and this has proved very useful in my career since obtaining the European Baccalaureate in 1998. At Sussex University I studied Biology with North American History and Politics, in order to keep my options open. After my degree, I worked for NGOs running Marine Conservation projects in Central America, and then agricultural and community projects in South America. This was made easier due to my early exposure to Spanish and ability to communicate with diverse groups of stakeholders (another benefit of being educated in an EU framework). After five years running these projects, and taking a Masters Degree (Environment & Development with Spanish at Kings College London) my final project included securing funding for, recruiting for, and managing the building of a 300 child primary school in Mozambique (Spanish again helped being similar to Portuguese). This fulfilling and rewarding experience brought that chapter full circle and demonstrated the value of a European School education. I am currently beginning a new job with Natural England; running stakeholder participation for the setting up of Marine Protected Areas in the UK, part of the EU habitats directive.

Frederik (Brussels)

I am German, but grew up in Brussels. I studied in the German section and going to a European School was a great experience. You go to school with people from all over Europe and get used to foreign languages by using them with your friends on a daily basis. My second language was English and I took French as a third language. Furthermore, History, Geography and Economics were taught in English. I really appreciated the breadth of subjects to which we were exposed and the multilingual aspect of the studies. In my last year I had 11 subjects taught in 3 languages! After finishing the European Baccalaureate I chose to study Economics in London and I feel that the education I received at school had prepared me very well for university. I had as much mathematical background as most other people on my course, but some of the others seemed to lack knowledge in History, Philosophy or Current Affairs, which are also very important when studying Economics.

Aura (Brussels)

I am Finnish by nationality, and have so far lived and studied in Finland, Denmark, Belgium and the United Kingdom. I spent six years at the European School, and graduated in 2004. In European Schools each EU country is represented by their own language section, so the diversity of languages, cultures and people is impressive. After the first culture-shock, one comes to appreciate the richness and experience gained from such a multi-cultural atmosphere. I did not want to return to Finland after finishing the European Baccalaureate. I am very patriotic and am passionate about my country, but felt that it did not fulfil my need for internationality. Instead, I chose to study Environmental Science at the University of York in England. The high quality teaching of Biology and Geography at the school had prepared me well for my studies, but the value of the European School goes way beyond the academic. One is able to bring a more international breeze to coffee break debates and to form a more balanced point of view on many issues. It is also an asset in the more casual part of social life if nothing else, by being able to boast about the number of languages one can speak!

Corinne (Culham)

I attended both the primary and the secondary of the European School in Culham in the French language section. I did a Baccalaureate in which I chose to specialise in the humanities while maintaining mathematics, science, languages and the other compulsory subjects. It was a syllabus that suited me very well as it enabled me to keep my options open and have a rounded education – ideal for someone who didn't have a strong sense of what career they wanted to go into. After a gap year in South America during which I was able to use my languages, I studied Geography at Cambridge. It was a varied degree which included statistics as well as human, cultural and physical Geography and my grounding in mathematics, science, history and philosophy proved useful. Outside the lecture theatre I also felt I benefited from having continued sport and other less

'academic' subjects all the way through school. Since university, I have worked as a market and social researcher. In my initial role I organised research at international conferences and was called on for ad hoc work in the European arm of the company because of my language skills. Later, I used my languages for international accounts and I have little doubt this made the nature of my work more interesting. My current employment focuses on the UK arena, but I imagine languages and a broad education may prove a useful plus in an increasingly competitive job market.

Spyros (Frankfurt)

At the European School in Frankfurt, I studied English as my first language and French as my second. Due to my strong interest in science and maths, I was also able to complement my language lessons with 8-hour maths as well as 4-hour physics, chemistry and biology. This well-balanced approach to my education has served me extremely well throughout the years following my graduation by allowing me to easily adapt to new countries and to quickly form both personal and professional relationships with people from all over the world. Outside of the classroom, the European Schools offered me numerous opportunities to explore alternative interests: I was Vice-President of the European School-wide Pupils' Committee (Conseil Superieure des Eleves), 3rd-Prize Winner of the European School Science Symposium (ESSS), Head of State for the UK at the Model European Council (MEC) and 3rd-Prize Winner in Basketball at EuroSport. Since completing my M.Eng in Electrical and Electronic Engineering at Imperial College London, I have gone on to pursue a Ph.D at the Georgia Institute of Technology in the USA, where my research focuses developing micro-scale biomedical sensing platforms with wireless communications. The communication skills and open-minded attitude that I developed while at the European Schools have served me very well as both a researcher and a teacher. Moreover, in line with the international spirit promoted at the European Schools, I was recently awarded a competitive fellowship by the U.S. National Science Foundation to spend two months in Taiwan in order to collaborate with expert scientists in my field.

Any enquiries regarding this publication should be sent to us at: www.education.gov.uk/contactus.

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