



Diploma Programme

AARHUS
GYMNASIUM

aarhusgym.dk
- a part of AARHUS TECH

IB Newsletter January 2021



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Covid-19 friendly version**



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**Visual Arts &
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News from the IB Coordinator,

Malene Sørensen



Dear current and upcoming students, parents and other stakeholders

In November, we crossed our five-year evaluation finish line. It has been a most fruitful process, and here I want to thank all participants for spending time, sharing experiences, and using your healthy, constructive critical sense. It is invaluable to be a part of such an engaged community with the most fantastic teachers, diverse students with such strong personalities, warm and supportive parents, great staff (secretaries, janitors, etc.), and all other stakeholders: Thank you so so much!

At times it was tough, but mostly we enjoyed preparing the evaluation visit and the subsequent visit from IBO very much - even though it was a remote visit. The visitation team was highly knowledgeable and very supportive, and all participants felt safe and in good hands. In late December, we received the IBO evaluation report, and we ended up with a significantly positive result. I will sum up a few points:

All things considered, the evaluation team found that the school community has an in-depth understanding and commitment to the IB philosophy. We promote international-mindedness, and we have established some new good policies to support the IB DP programme.

You can see our school's IB policies on our new website:

<https://www.aarhusgym.dk/uddannelser/ib-international-studentereksamen/policies/>

[Assessment Policy](#)

[Access and Inclusion Policy](#)

[Academic Integrity Policy](#)

[Language Policy](#)

The report praises the teachers for planning and implementing learner opportunities where students are strongly engaged as thinkers and inquirers. Teaching and learning at our school address the diversity of students' language needs, demonstrating that all teachers consider themselves as language teachers. The teachers use various teaching and learning strategies, which fosters a stimulating and learning environment.

We gained commendations for the school's physical and virtual learning environments and the fact that our librarian's role includes responsibilities related to the development of the DP. The librarian is referred to as very supportive of both students and teachers, and she also plays a vital role in handling academic integrity. The latter is a challenging task these days with access to the ever-tempting internet and balancing on the fine line between, e.g., paraphrasing and inspiration: A suggestion for a topic of conversation when the family gathers around the dinner table.

(You can get to know more about our librarian on page 9).

Currently, we are conscious of online schooling and the coming mock exams. We don't know what the future has in store for us, but we strive to hold the IB2 mock exams at the end of February/ beginning of March as planned.

Model United Nations (MUN)



Alessandro Cercaci, IB2

2020 has been an exceptional year. The Covid-19 emergency has affected every aspect of our lives, and MUN has been no exception. Because of its social aspects, MUN has indeed been one of the school's activities which has been hit the hardest.

Since the start, we had a difficult time with the MUN club. Lockdown hit since the beginning of August, impeding us from meeting and doing MUN. During August and September, the MUN club usually offers the newly arrived class of IB1 and pre-IB presentations and many meetings so that the students can get a sense of MUN. Of course, this year we had to adapt to the situation, and the introductory process to MUN has been delayed of some months. Nonetheless, we worked hard, and we managed to introduce the MUN club to all the classes.

The next important event has been the annual MUNTI conference, that we held in October. Because of Covid-19, we already knew fewer schools would come to our conference. Therefore, it has been important to recruit as many students as possible from our school, to have a good number of candidates for the conference.

The planning for MUNTI begun almost one year ago, and in spite of all the challenges, we kept working hard and believing in the project. Despite our partner school abandoning us just a couple of weeks before the conference took place, despite all the difficulties presented by the virus, despite various rescheduling, we finally managed to get our conference going.



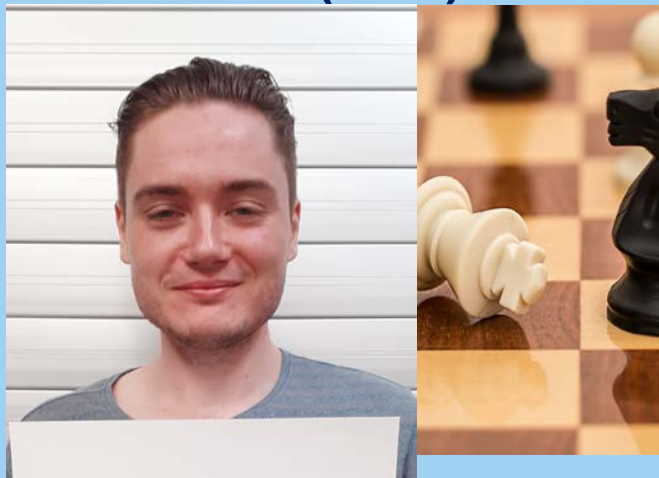
Thanks to the effort of the MUNTI board, and all of the students who helped, the conference turned out to be a success, where we all had a lot of fun, and learned a lot while respecting social distancing and corona safety measures. After the conference, we held weekly meetings, because at MUN there is always something new to learn. Then lockdown hit again, and again, and again..... As of today, we do not know yet for certain when we will be back in school, and when we will be able to resume our MUN activities.

Overall, it has been a challenging year, but because of these extra difficulties, the experience has been even more rewarding. I would like to thank all the people who worked hard to make MUN at the school a reality once again this year.

Alessandro
Head of the MUN club



Chess Club (CAS)



Robin Phillip Packer IB1

Sourdough bread is not the only thing that has seen a meteoric rise in popularity following the COVID-19 lockdowns.

Chess has enjoyed an enormous surge in popularity this past year with people stuck at home, beginning in 2020 Spring lockdowns.

Like many, I learned the rules of chess and played with my family as a young child, however just the rules were the extent of my study of the game. During the lockdown I came across the elite chess Grandmaster content creation community online, and not long after I was studying chess theory and openings, very much captivated in the surprisingly enticing aspects of chess. The more I learned about chess and its complexities, the more compelling I found the game. Unsurprisingly so, there are particularly good reasons chess has survived for such a long time.

*Starting IB1 this year, I saw the CAS program as a perfect opportunity to express my passion for chess, and to try to cultivate in others what I saw in chess when the game opened up to me as I started to learn more about it (and earn CAS too!). I was given all required tools and access needed to start a chess club at school, and received great interest following *The Queen's Gambit* success.*

I am learning how to organise, manage and direct an activity group, which I have never done before and which is a motivating and rewarding task. The chess club is aimed at beginners returning to chess and so is very casual, where we will study some approachable theory and opening strategies.

Further on we will also be playing some group games for fun finishing with a tournament. Although the recent lockdowns have put a pause on the chess club for now, ***we meet after school every Thursday.***

All that is needed is a computer or a phone and a desire to learn about a fantastic and often overlooked game. Sourdough bread is optional but encouraged.

From a CAS meeting in G8:



News from the Pre-IB Coordinator



Maria Friis Lindinger
Pre-IB Coordinator

Dear all,

Happy new year to you all.

Perhaps we were a little naïve and cocky in our good riddance farewell to 2020, as the start of 2021 has proven to be not all that different. We're back online, but the light ahead shines a little brighter. To the best of our abilities, we're keeping calm and carrying on.

December and the first term grades marked the end of the first half year of the pre-IB. The students have now had a chance to get settled into the school, their classes and friendships, they have experienced their first evaluations and following them have now started up on all their pre-IB subjects. In this newsletter, Sophia and Jelle have been so kind as to share their experiences with the General Science and General Linguistics courses and evaluations.

The new year marks a turning point in many ways, and in the pre-IB it marks a shift from settling into the programme to beginning to focus on the IB ahead. In the upcoming weeks we will initiate the process of choosing their IB subjects. This process is kicked off by a thorough introduction to the IB programme and the subjects and core requirements that make up that programme and ends with the students submitting their subject choices for next year at the end of February. A similar introduction will also be available to you

parents and guardians on Thursday, February 4th, at 7 PM. You need not sign up but simply turn up online. A Zoom link will be made available through your child once we get closer to the date.

I look forward to seeing you online in January.

Maria Friis Lindinger
Pre-IB Coordinator

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Pre-IB: General Linguistics & General Science



Jelle Mulder og Sophia Coke

In the autumn semester, the Pre-IB classes have been taught **General Linguistics (GL)**. The focus has been on historical changes in English over the past centuries and the functions of a language in both English and our second language.

In our English lessons we studied the history of the English language, construction of coherent sentences and morphology. I found it interesting to see the development of the English language and how battles and invasions of Britain has meant the language has Viking, Norman and Germanic influences. It was beneficial that we had topics such as vocabulary and sentence construction because for me as a native English speaker I was able to further my vocabulary. I feel that everyone benefited whether it was improving sentence structure, learning new vocabulary or generally improving essay writing skills to prepare us for next year when we start the IB programme.

In our second language GL class we studied morphology, which involves distinguishing different word classes, syntax, the structure of sentences. We were taught these skills by analysing sentences in English, however, we also looked at examples in French, Spanish and German. The purpose of this was to aid our understanding in our elective language and have the ability to understand the meaning of a sentence without knowing every word because we had the ability to classify words and language structure.

The exam was an hour and half with 45 minutes allocated to each subject, and included a variety of multiple choice and open-response questions to test our knowledge. Personally, I felt that the teachers prepared us well for the exam as the exam was structured to assess our understanding and skills rather than memory, which is very important as it made me feel less anxious and better prepared.

We have also had **General Sciences (GS)** in the fall. The GS programme has given us a better fundamental understanding of two very important subjects; Biology and Chemistry. In both subjects we have done some experiments/investigations. We have been taught how to pursue these investigations with the mind of a scientist, by using the scientific method. All of this prepared us for the exam. In Chemistry, we studied the fundamentals of the subject, to prepare us for whichever subject we had chosen to do for the rest of the year. I found that we firmly touched a lot of different topics, more than expected for the given time. I think that if you really put in a normal amount of effort it is not too hard to follow the classes.

In Biology we also went through the fundamentals first and then did some experiments and investigations on photosynthesis and respiration. The two subjects were very aligned because while we learned about photosynthesis and respiration in biology, we were taught how to balance equations in chemistry.

The exam, which sadly was online, was 15 minutes and it was oral. First there was a 5 minute presentation followed by a 10 minute discussion with the teachers. You were assigned randomly either Biology or Chemistry as your main focus.

That didn't mean you didn't have to include anything about the other subject, but it meant that you had to talk more from the perspective of the subject you were assigned... (continued)

...while making connections to the other subject. It was up to us to decide how we wanted to build up our presentation. For example, we could make a powerpoint presentation, or just share our screen and draw something with a paint tool while explaining. The teaching didn't go too fast, so we were able to keep up with what was said, which I think really prepared a bigger part of the class.



This year's winners of “Globale Gymnasiers” competition: 1i (pre-IB) at AARHUS GYMNASIUM, Tilst.

Together with seven other high schools in the association Global High Schools, we work at AGT to strengthen students' global awareness and competencies, and the event was organized as a "global class competition" with i.a. global conditions and world music on the schedule. Global High Schools is a network of high schools working on education and training in a global perspective. Here, the class is awarded the chocolate prize because they won the school's internal competition, but the class can also look forward to a joint cinema event as they won the competition nationwide.



eTwinning Prize 2020



Kader Maikal H Mohamed

We are pleased to announce that Aarhus Gymnasium Tilst, is the winner of the eTwinning Prize 2020 competition in Denmark.

The project called **Let's be European** brought students from Denmark, France, Spain and Germany together to develop an understanding and awareness of European languages and cultures.

The aim of the project was to engage the students in a range of activities each month, to work collaboratively with others around Europe, to create collaborative videos, to use traditional and modern methods of communication and most importantly to learn from one another.

The project "Let's be Europeans" have been selected and awarded the eTwinning Danish prize under exceptional circumstances seen throughout 2020.



Aarhus Gymnasium Tilst would like to thank the winning teachers (Kader, Yevhen and Carsten) and students (Giselle Arantxa, Ngoc Mai Lisa, Arvid, Kim Han Nguyen, Kincsö, Lucrezia, Melanie, Sascha and Josephine) for their outstanding work, the project demonstrate excellent achievements and is a great example of collaboration.



Get to know your teachers



**Librarian,
Economics and Chemistry teacher
Judith Ugelow Blak**

How did you come to teach at AGT?

It was the luck of the draw. I moved to Denmark from the US in 2009, though Denmark was no stranger to me—I had lived in Aarhus for nine years in the 1990s. During the earlier Aarhus period, I taught economics at the Aarhus School of Business (now University of Aarhus). Returning in 2009, I was no longer interested in the research aspect of a university job. Though the story is longer, I heard about the IB program starting up at what was then Langkaer and took a chance that economics would be one of the subjects taught. I applied, got the job, and the rest, as they say, is history.

What strikes you as being interesting about AGT?

This is easy to answer: my colleagues and the student body. Unlike my university experience, where daily conversation was amongst colleagues teaching economics-related subjects only, conversation at AGT mixes religion with history with chemistry with politics in addition to economics. It's a wild learning experience for me. The diversity of the student body adds the same kind of wild learning element. I love having my eyes opened wide like this.

What about your subject excites you?

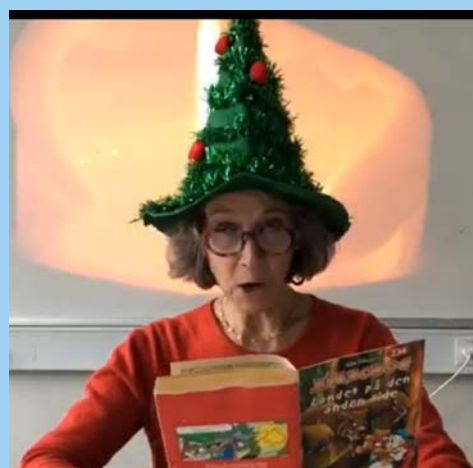
It's something common to all the IB subjects—the idea that every claim must be supported by evidence. In economics, the models we use serve to organize our assumptions about the world and to create a structure in which we can predict the possible outcomes of any economic event and evaluate the probability of these outcomes. I love watching the AHA moments students get when they read a newspaper article about any event

Which of the learner profile attributes is your favorite and which could you yourself improve on?

Daring is my favorite and one I could improve on. For a long time, daring meant danger because someone might judge me if I failed at what I tried. But I am now too old to care what other people think. I want to live and learn. So now I admit when I don't understand something; now I will teach a lesson differently than I've previously done; now I will dance to my heart's content in front of my colleagues. While I could kick myself for now daring more when I was younger, better late than never.

What culinary dish says something about you?

Muffins.



Virtual Exhibition VA HL 20IB1 (extract)

