



2023-1-FR01-KA121-SCH-000124115





Lycée Jean Bart, Dunkerque, France

Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi  
im. Wł. Jagiełły, Płock, Poland

European Mobilities Erasmus+

## GENERAL EVALUATION

### Nina Varvenne

A - Excellent		B - Bon	C - Correct	D - Insuffisant
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SUBJECTS	EVALUATION		COMMENTS
ENGLISH	Attitude : Understanding : Collaboration : (A-B-C-D)	A B A	Part of curriculum carried out : - Cultural and behavioral difference between Americans and people in the West- discussion based on the text from the coursebook and students' personal experiences. - Different interpretations of one photo- discussion. - Racism and discrimination in the United States of America in the XIX <sup>th</sup> and XX <sup>th</sup> century. - Reading a passage from Richard Wright's novel, 'Black Boy'- text analysis - Writing a formal letter to the editor/ an article. - Trevor Noah on race, economy and politics - listening comprehension practice, - Is identity a static or dynamic concept? – speaking, reading comprehension practice - How does school shape students' identity? – speaking, - The school of my dreams – group work and students' presentations.
	Assessment / Notes : (1-7)	6	Teacher's Comments : Nina prepared and presented her part of the presentation correctly, but she could use more varied vocabulary which would enable her to express her ideas more accurately. She is willing to participate in classes. However, she needs some encouragement to present her views. She works and contributes to the activities undertaken during the lessons effectively. The language she speaks is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication. Throughout her mobility and participation in my lessons, Nina has always displayed a respectful and friendly attitude towards me and the students. She has represented her country in the best possible way.
FRENCH	Attitude : Understanding : Collaboration : (A-B-C-D)	A A A	Part of curriculum carried out : Les outils informatiques 1. Outils informatiques –vocabulaire 2. Types de commerces , modes de paiement –vocabulaire , dialogues 3. Expliquer le fonctionnement d'un appareil –exercices oraux et écrits 4. Conditionnel présent – emploi (conditionnel de politesse ), exercices 5. Acts de parole – exprimer une hésitation , un souhait , demander des conseils La cuisine polonaise et française 1. Au restaurant – analyser le menu, vocabulaire , lecture, exercices de compréhension écrite et orale 2. Réserver une table au restaurant , commander des plats – jeux de rôle 3. Parler des habitudes alimentaires des adolescents – compréhension du texte écrit , discussion 4. Parler de son plat préféré, comparer la cuisine française et polonaise – exercices de production orale Traduction et rédaction d'une lettre de soutien pour un prisonnier politique en Biélorussie. 1) In groups, students talked about the electronic devices they owned, created dialogues in electronic and household goods stores using newly acquired vocabulary and appropriate expressions of politeness. French student explained difficult expressions to Polish students, watched over correct pronunciation, and shared their



			<p>experience in using a computer and cell phone. French student was very active in the lesson, eager to share her knowledge, friendly and helpful.</p> <p>2) Students analyzed French restaurant menus, created and acted out dialogues in groups ordering dishes. In pairs they read a text on the eating habits of French teenagers, correspondent explained in French and English incomprehensible expressions, new names of French dishes, told about her habits and favorite dishes. During the activity, French student helped Polish students find the right phrases, corrected errors, with her presence made the created dialogues credible and behaved like in a real restaurant.</p> <p>3) The students worked together to write a letter of support for a Belarusian journalist who is a prisoner of conscience. In pairs, they translated sentences from Polish helping each other with English to create the text of the letter in French. Working together on the text was an opportunity to reflect on the political situation in Eastern European countries and humanistic values such as solidarity and the need to help.</p>
	Assessment / Notes : (0-20)	7	<p>Teacher's Comments :</p> <p>French student attended classes regularly, was willing to cooperate and motivated Polish students to speak French.</p>
CHEMISTRY	Attitude : A Understanding : A Collaboration : A (A-B-C-D)	A	Part of curriculum carried out : Periodicity – Transition metals Periodicity – Factors affecting the colour of transition metal complexes (practical) Periodicity – Properties of transition metals Periodicity – Trends in first ionisation energy across a period Periodicity HL – exam-style questions
	Assessment / Notes : (1-7)	7	<p>Teacher's Comments :</p> <p>The student took an active part in practical lessons and completed a Periodic Table unit worksheet.</p>
MATHS	Attitude : A Understanding : B Collaboration : A (A-B-C-D)	A	Part of curriculum carried out : Rational function in the form $f(x) = \frac{ax+b}{cx+d}$ – properties, asymptotes, graphs. Inverse function – finding, domain and range, graphs, properties. Composite function – finding, properties. Transformation of the functions – translation, stretch, reflection.
	Assessment / Notes : (1-7)	7	<p>Teacher's Comments :</p> <p>The student fit in very well in her peer group. During the lessons, she showed interest and involvement in the material. She found new issues difficult due to language discomfort.</p>
BIOLOGY	Attitude : A Understanding : A Collaboration : A (A-B-C-D)	A	Part of curriculum carried out : elements of IBDP curriculum such as: <b>Cell Division and Cancer</b> Functions of cell division (D2.1.1) The cell cycle (D2.1.13*, D2.1.4) Interphase (D2.1.5) Mitosis (B2.2.6*, D2.1.6, D2.1.7, D2.1.8) Cytokinesis (D2.1.2, D2.1.3) <b>Membrane Structure</b> Phospholipids (B1.1.12, B2.1.1, B2.1.2) Fluid mosaic model (B2.1.10) Membrane proteins (B2.1.4) Glycoproteins and glycolipids (B2.1.9, B1.1.7) <b>Membrane Transport</b> SA:V as limit to cell size (B2.3.6) Selective transport (B2.1.8) Simple diffusion (B2.1.3) Osmosis (B2.1.5)



			<p>Student collaborates with other students during classroom activities such as: mitosis card sorting directions. Student practise working with microscope while preparing microscopic slides.</p> <p>Nina collaborates with other students during preparation of brain storm and concept map during warm up and revision classes. She appears to be very skilful student strongly engaged in biology classes. She deserved to be awarded with A ( Excellent)</p>
	Assessment / Notes : (1-7)	6	<p>Teacher's Comments :</p> <p>Nina attended Biology SL classes very regularly which allows her to develop different type of skill from remember materials better to increase overall understanding of the most basic biological terms in case of cell cycle, membrane structure or membrane transport. During her staying here in our school she participate in lots of activities such as : CFU - cell cycle and interphase, how cells measure themselves (preparing G-form questions) and making handwriting notes or watching videos with stages of mitosis or cell membrane structure.</p>
HISTORY	Attitude : Understanding : Collaboration : (A-B-C-D)	A A A	<p>Part of curriculum carried out :</p> <p>Benito Mussolini's Fascist rule in Italy: Consolidation of power from Aventine Secession to the Lateran Pact – source analysis / discussion.</p> <p>Fascist Italy's economic policies: liberal years - battles - state interventionism - war years.</p> <p>Mussolini's regime's propaganda through educational policies, ONB, OND, sport.</p> <p>Art and culture under Mussolini's regime.</p> <p>Treatment of minorities.</p> <p>Fascist social policies regarding women.</p> <p>Fascist Italy's foreign policy - introduction.</p> <p>The early 1920s foreign policy - The incident of Corfu of 1924, Fiume of 1925, Locarno Spirit of 1925.</p> <p>France between 1919 and 1939 – Erasmus+ French students' presentation. Aristide Briand and his achievements.</p>
	Assessment / Notes : (1-7)	7	<p>Teacher's Comments :</p> <p>Nina conscientiously attended all history lessons, her attitude to and engagement in the classes were exemplary.</p> <p>She displayed active participation and volunteered to answer and discuss the questions as well as did homework assignments</p> <p>She actively participated in source analysis questions and voiced her opinions on the issues under discussion. She collaborated with the class and her friends and jointly prepared and presented a project on France in the interwar period (1919-1939) taking into account and elaborating on the political, economic and social developments.</p>
TOK	Attitude : Understanding : Collaboration : (A-B-C-D)	A A B	<p>Part of curriculum carried out : Part of curriculum carried out : The Social Dilemma - the role of social media in manipulating our access to knowledge; Fake news, misinformation and disinformation problem – finding the difference between misinformation and disinformation. The truth in post-truth era – what is truth in our times;</p> <p>Students talked about how social media influence our lives, mental health and social polarisation. They discussed various recommendations that should be taken into account to manage social media better. Students learned about misinformation and disinformation and how to distinguish fake news from real news. The characteristics of post-truth era were mentioned.</p>
	Assessment / Notes : (1-7)	6	<p>Teacher's Comments :</p> <p>Student understood the problem of social media and the influence of them on the knowledge that is spread. She was able to discuss her ideas clearly but did not take an active part in the lesson. When asked she answered the teacher's questions.</p>
CAS	Attitude : Understanding : Collaboration : (A-B-C-D)	A A A	<p>Part of curriculum carried out :</p> <p>Nina very enthusiastically participated in various Cas projects mostly focused on organizing charity events like a school raffle or collection of clothes for the</p>



			homeless. She also showed great enthusiasm as an advisor in designing school uniforms for our high school students. Nina has been systematically improving her skills in playing table tennis. Furthermore, she prepared a presentation about Dunkerque and life in France from the perspective of a teenager in order to promote international mindedness. She has also contributed to the discussion about MUN conferences organized all over the world by students and the role of France in UN. I do esteem her engrossment in the classes as she was always willing to take up any activity based on the strands- Creativity, Activity, Service.
	Assessment / Notes : (1-7)	7	Teacher's Comments :  Nina is a distinguished way presented her involvement in the programme and I do value her active as well as creative approach towards all initiated actions
...GEOGRAPHY.	Attitude : Understanding : Collaboration : (A-B-C-D)	B B B	Part of curriculum carried out : Geography HL Multi-governmental organizations. The girls task was to outline the position of France in certain trading block and multi-governmental organizations. Geography SL the topics were connected with climate change its impact on people, atmosphere, hydrosphere. Working and preparing infographics.
	Assessment / Notes : (1-7)	7	Teacher's Comments : The student worked during the classes with other students; she was concentrated on her work and her tasks.

### OVERALL ASSESSMENT of the student's stay

In everyday situations, Nina is very communicative, she is not afraid to ask if she doesn't understand something. She shows courage and boldness in contacts with people she doesn't know.

Nina is a very open person and willing to talk.

She talks a lot with the correspondent's parents and with the teacher responsible at the host school.

She is willing and open to suggestions for various extracurricular activities.

When it comes to her approach to school duties, she is conscientious, she systematically does all the homework assigned by teachers from the sending school and the host school.

The student misses her family and home very much, but she coped with the separation very well and coped very well during her month-long stay in Poland.

The student became involved in the life of the class and integrated with the students from the class she attended for a month. She took part in CAS charity projects. She took part in school activities, such as the Christmas sweater day, the Voice of Jagla competition, and the humanities day.

She also integrated with a group of Irish students at school as part of the Erasmus+ group mobility program. She went on a sightseeing tour of Toruń, where she learned about the history of this city. She participated in gingerbread baking workshops, which are a symbol and an important element of Toruń's culture. She also visited the capital of Poland - Warsaw, learning about its history, the most significant places and symbols for the history of Poland and Warsaw.

During her mobility, she developed her language skills by communicating with everyone in English. The month-long stay at a Polish school certainly contributed to the development of social competences that are necessary for proper functioning in the school community. She learned about the functioning of a Polish school and the life of a Polish family. She established good relationships with her peers. Contact with her was also a motivation for Polish youth to communicate in English or French, an opportunity to make new acquaintances and make new friends.

To sum up, I think that the student coped perfectly with the duties assigned to her by the French school, with the tasks she carried out while at the Polish school and socially in interpersonal contacts.

SIGNATURE of COORDINATOR

SIGNATURE of HEADMASTER





DYREKTOR  
Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi  
im. Władysława Jagiełły w Płocku  
*mgr Małgorzata Pawlak*



# ERASMUS+ MOBILITY IN SCHOOL PARTNERSHIP REPORT OF THE STAY

SURNAME	Varvenne
FIRST NAME	Nina
PERIOD	16.11.2023- 14.12.2023
TOTAL DURATION OF MOBILITY	28 days
NAME OF RESPONSIBLE TEACHER IN SENDING SCHOOL	Tondeur Fabrice
NAME AND COUNTRY OF HOSTING SCHOOL	Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. Wł. Jagiello, POLAND
NAME OF RESPONSIBLE IN HOSTING SCHOOL	Agnieszka Kasprzycka

## COMPETENCES EVALUATION

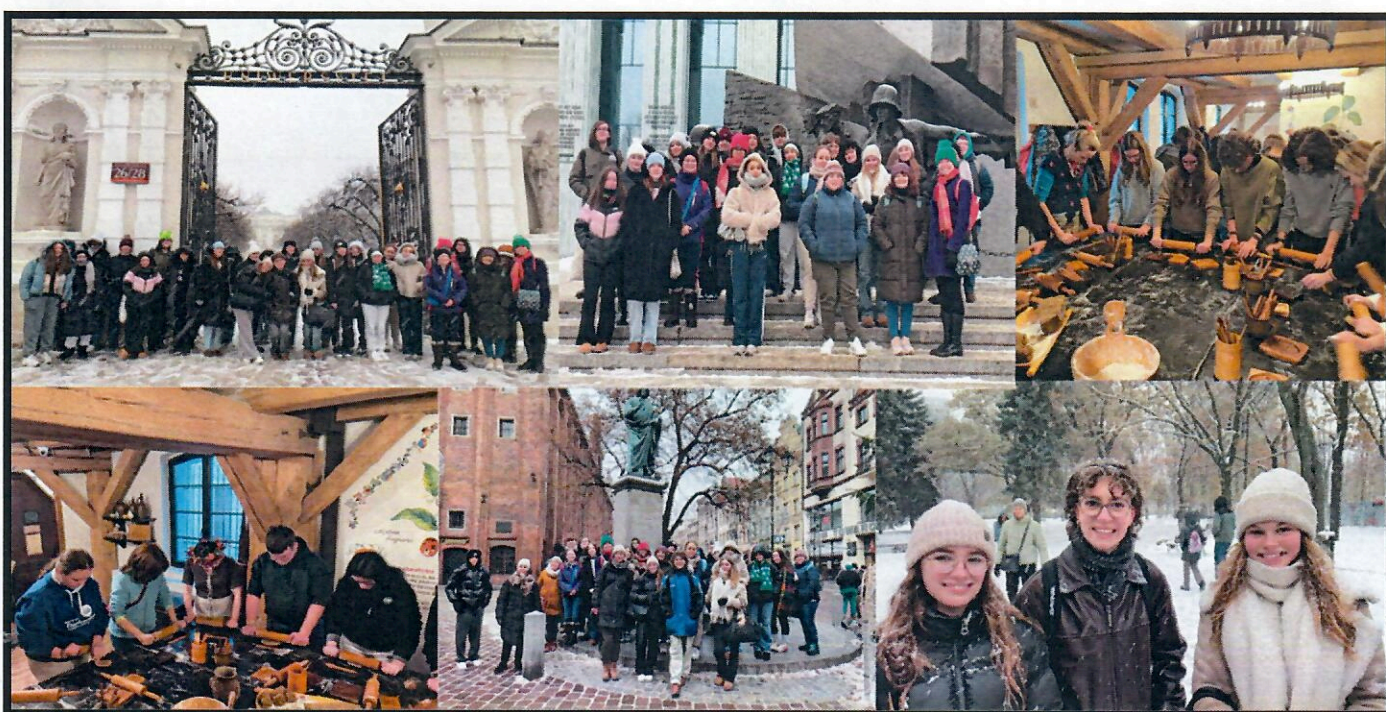
	   
<b>1-Immersion in class</b>	
Develop cooperation and participation during class activities	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Support integrative approach of teaching and learning	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Improve communication with teachers	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Accomplish with quality specific tasks and works asked by the hosting school	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>2-Immersion in new country</b>	
Be able to integrate into a foreign family, respect their way of life and traditions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Analyse, think, adapt, give new propositions, make choices	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Work on self-development and self-appreciation through informal and individualised study citizenship	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Develop conscience of a European	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>3-Organisation of work</b>	
Catch up autonomously with the lessons in sending or hosting school	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Increase use of ICT (Information and Communications Technology)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Develop the ability to cooperate and work in a team (With teachers, families, students)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Awake consciousness of the need to study languages and create communication situations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>4-interpersonal relations</b>	
Promote awareness of solidarity, social voluntary work and respect of diversity	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Feel motivated and develop an enterprising mind	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Develop spirit of open - mindedness	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Gain new skills in public speaking and social interaction	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>5- Sense of adaptation</b>	
Respect timings and rules in a foreign school	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Increase motivation at school with voluntary participation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Improve communication with teenagers	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Increase intercultural open mind and knowledges of new country/culture/ school system	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>TOTAL</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <b>20</b>

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Erasmus+ 2023-1-FR1-KA121-SCH-000124115

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