



Schola Europaea

Office of the Secretary-General

Pedagogical Development Unit
European Baccalaureate Unit

Ref.: 2019-09-D-27-en-5

Orig.: EN

Structure for all syllabuses in the system of the European Schools

Approved by the Joint Teaching Committee by the written procedure PE 2019/53, on 13 November 2019¹

This document cancels and replaces document 2011-09-D-47-en-7

Immediate entry into force

¹ This document was modified by the Quality Assurance WG in February 2020 – Adding of Annex 1 – Template of syllabus and in October 2020 – modification General structure for all syllabuses in the system of the European schools

General structure for all syllabuses in the system of the European schools

Competences are the basis for the European Schools' syllabuses. Competences include knowledge, skills and attitudes that are appropriate to different contexts. They are fundamental for developing problem-solving strategies and critical thinking.

Subject-related competences as well as personal and social competences are defined in each syllabus.

The structure of the European School syllabuses is intentionally brief and precise.

The syllabuses shall respect and follow the pedagogical and educational policies and principles as well as the main objectives of the European Schools.

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. Mathematical competence and competence in 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.

The text above is identical for all syllabuses.

References to documents of the European Council or of other European institutions concerning aims, objectives, strategies and competences relating to the subject/subjects could be added.

2. Didactic Principles

The learning and teaching of the subjects is based on the following didactic principles:

- **Integrated teaching and learning:** Links and correlations among the different areas of the European School curriculum make learning a more comprehensive and meaningful experience.
- **Active learning:** Pupils gradually become responsible for their own learning process

These principles are applied through a variety of teaching and learning approaches and strategies, the use of differentiated teaching methods, and the use of a wide range of learning resources including digital tools and resources.

Didactic principles are provided as a guide for the learning and teaching of the different subjects.

3. Learning Objectives

This section sets out the main learning objectives to be attained at the end of:

- Nursery cycle
- Each year of the primary cycle for L1 and Mathematics
- Primary cycle for other subjects
- S3
- S5
- S7

Progression should be outlined from one cycle to the next.

If desirable, key learning objectives to be attained in each year can be recommended / highlighted in the continuum for any subject.

Greater alignment needs to be provided in the transitional years N-P1 and P5-S1.

4. Contents

The relevant contents in each subject necessary to meet the learning objectives are outlined. Contents are sequenced per each year/cycle.

5. Assessment

The basis for assessment are the learning objectives for each year/cycle. Specific assessment criteria in relation to the pupils' attainment are set for each subject. Assessment criteria must meet the principles of validity, reliability and transparency according to the Assessment Policy in the European Schools (Ref: 2011-01-D-61-en-4 Assessment Policy in the European Schools).

This chapter should contain a reference to the document 2017-05-D-29 – Marking system of the European Schools: Guidelines for use.

5.1. Attainment descriptors²

Each syllabus should contain attainment descriptors for each cycle. The structure of the attainment descriptors for the Secondary cycle for all subjects will be based on the European Schools' general marking scales. (see Doc. 2015-01-D-23 '*Proposal for a new marking scale of the European School system*', approved by the BoG in Prague, April 2015). As for the Primary cycle, the structure will be based on the new School Report, approved at the Board of Governors' meeting held in Sofia in April 2014. (see Doc. **2013-09-D-38-en-5 'Assessment tools for the Primary Cycle of the European Schools including the final version of the School Report'**, approved by the JTC at its meeting of 13 and 14 February 2014, in Brussels, and by the BoG at its meeting of 8-10 April 2014, in Sofia).

6. Annexes³

Annexes with comments, clarifications, further considerations and any other supporting documents may be added to European School syllabuses when considered necessary or convenient. All primary syllabuses include general assessment criteria.

6.1. Sample Baccalaureate examination paper

Syllabuses for years S6-S7 of secondary education will contain a sample Baccalaureate examination paper.

6.1.1. Written examination

All syllabuses must make reference to the Baccalaureate examination – written and oral. An overview of the various parts of the written examination should be provided along with a subject-specific generic matrix.

The subject specific matrix must contain the various elements as mentioned in the document 2017-05-D-29 – Marking system of the European schools: Guidelines for use (Chapter 7.2.).

An annex to the syllabus document should contain a paper-specific matrix, a sample Baccalaureate examination paper and a marking scheme for the paper in question. The marking scheme must be clearly linked to the marking scale and to the attainment descriptors.

6.1.2. Oral examination

The syllabus document should include an overview of the various parts of the oral examination.

² See Doc. 2016-01-D-53 '*Translation Working Group: Report*', approved by the Board of Governors at its April 2016 meeting in Copenhagen - 4.3 "*Translations of the whole syllabus, including the attainment descriptors, should be produced. Annexes should not be translated.*"

³ Idem

A subject-specific oral record sheet should be included in the annex to the syllabus.
The subject specific oral assessment record sheet must contain the various elements mentioned in the document 2017-05-D-29 – Marking system of the European schools: Guidelines for use (Chapter 7.3.).

DECISION OF THE JOINT BOARD OF INSPECTORS AND OF THE JOINT TEACHING COMMITTEE

At its meeting of 12 and 13 February 2015, the Joint Teaching Committee took note of document 2011-09-D-47 and approved the related actions by means of the document 'Competence-based syllabuses including assessment criteria and subject related attainment descriptors', ref: 2015-01-D-62-en-1⁴. It is being sent forward to the Board of Governors for its information.

DECISION OF THE BOARD OF GOVERNORS

1. At its meeting of 15-17 April 2015, the Board of Governors approved document 2015-01-D-62 and the related actions:

- Application of the document in all syllabuses that are under revision at the moment in both primary and secondary;
- Secondary Inspectors revise/rewrite/develop the syllabus for their respective subject(s) and define the competences (knowledge, skills, attitudes) to be attained by the end of each cycle, including subject-related attainment descriptors for the assessment for each cycle.
- Syllabuses including assessment criteria and subject-related attainment descriptors for Secondary cycles 1 and 2 must be ready for approval in February 2017. Implementation will start in September 2017.
- Syllabuses including assessment criteria and subject-related attainment descriptors for Secondary cycle 3 must be ready for approval in February 2018. Therefore, with effects on the 2020 Baccalaureate session. It can be implemented earlier if the Inspectors responsible for the different subject consider it convenient.
- Adaptation of current syllabuses according to the document as soon as possible and information to directors/deputy directors/teachers about changes.

At its meeting of 15-17 April 2015, the Board of Governors took note of document 2011-09-D-47 and approved the related actions by the means of the document 'Competence-based syllabuses including assessment criteria and subject-related attainment descriptors', ref: 2015-01-D-62-en-1⁵.

2. Proposal for additional training measures and a possible revised time schedule for implementation of the new marking scale in the secondary cycle of the European Schools (2017-01-D-84-en-3):

⁴ The related actions have now been included in document 2011-09-D-47-en-5, consequently document 2015-01-D-62-en-1 is no longer current.

⁵ The related actions have now been included in document 2011-09-D-47-en-5, consequently document 2015-01-D-62-en-1 is no longer current.

At its meeting of 4-6 April 2017, the Board of Governors decided by a two-thirds majority “to modify its April 2015 decision concerning implementation of the marking scale (in three phases, from the 2017-2018 school year up to the 2019-2020 school year).” The April 2015 general decision concerning the new marking scale was not called into question. As regards the time schedule for implementation of the new marking scale in the secondary cycle, since neither of the two options presented secured the required two-thirds majority, a written procedure was initiated after the meeting.

Outcome of written procedure No 2017/24 – Proposed revised time schedule for implementation of the new marking scale in the secondary cycle of the European Schools (2017-04-D-2-en-1). By means of the written procedure initiated on 11 April 2017 and completed on 26 April 2017, the Board of Governors approved the proposed revised time schedule for implementation of the new marking scale in the secondary cycle of the European Schools (2017-04-D-2-en-1).

New implementation calendar for the new marking system:

- for S1-S5, enters into force in the 2018-2019 school year
- for S6, enters into force in the 2019-2020 school year
- for S7, enters into force in the 2020-2021 school year.

DECISION OF THE BOARD OF INSPECTORS (SECONDARY)

At its meeting of 17 June 2019, the Board of Inspectors (Secondary) approved the document: **New marking system (2019-06-D-6-en-1)** and the following work schedule for the tasks still to be carried out by the Inspectors:

- During July, the ‘NMS Steering Committee’ will supplement the document ‘Guidelines for the new marking system’ (2017-05-D-29) with a chapter on cycle 3, focusing on the Bac examinations (written and oral). As soon as it has been finalised it will be sent to the Inspectors and will be presented in October for final approval. That document will be used as a basis by the Inspectors to determine the generic matrix, a sample paper (if necessary) and a marking scheme/descriptive assessment scale (rubrics) for the sample paper for their specific subject.
- The Inspectors will be invited to develop the generic matrix, a sample paper (if necessary) and a marking scheme/descriptive assessment scale (rubrics) for the sample paper as soon as possible, the deadline for doing so being set at January 2020 so that they can be presented at the February 2020 meetings. To carry out this task, three meeting days will be granted, if necessary (composition: 1 Inspector + 1 teacher + 1 expert).

It was also decided that the ‘Quality Assurance – L1’ Sub-Working Group will produce a common matrix for all Languages 1 – All that will then need to be done will be to translate it into the different languages. That procedure should also apply to the other groups of languages (L2, 3, 4 (and 5)).

The sample written paper must be specific to the language or the subject and will therefore need to be adapted if necessary. The time period allowed for the oral examination is a further year, but this must be shortened as far as reasonably possible. Examples of criteria for oral examinations will be added to document 2017-05-D-29.

Annex 1: Template syllabus



Schola Europaea / Office of the Secretary-General Pedagogical
Development Unit

Ref.: 20xx-xx-D-xx-en-1

Orig.: XX

Subject – cycle (small caps)

Joint Teaching Committee

Meeting on xx and xx February 20xx – Brussels

Proposal: Entry into force: **specify**

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Introduction

General objectives

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.

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1. Literacy competence
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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.

Didactic Principles

Normal Text: Arial 11

Maximum 1 page

Commented [P(1)]: Introduction must be translated in the 3 vehicular languages for the L1 syllabuses. The title of the syllabus must also be indicated in EN at least.

Commented [DSL(2)]: The text above is identical for all syllabuses. References to documents of the European Council or of other European institutions concerning aims, objectives, strategies and competences relating to the subject/subjects could be added.

Commented [DSL(3)]: The learning and teaching of the subjects is based on the following didactic principles:

-Integrated teaching and learning: Links and correlations among the different areas of the European School curriculum make learning a more comprehensive and meaningful experience.

-Active learning: Pupils gradually become responsible for their own learning process

These principles are applied through a variety of teaching and learning approaches and strategies, the use of differentiated teaching methods, and the use of a wide range of learning resources including digital tools and resources.

Didactic principles are provided as a guide for the learning and teaching of the different subjects.

Learning Objectives

Normal Text: Arial 11

1 page with a *Maximum of 3 pages*

Contents

Normal Text: Arial 11

1 page with a *Maximum of 3-5 pages (competence based)*

Assessment

Normal Text: Arial 11

Attainment descriptors

Annexes

Normal Text: Arial 11

No Maximum

Sample Baccalaureate examination paper

Written examination

Subject specific generic matrix

Sample Baccalaureate examination and marking scheme

Paper specific matrix

Oral examination

Commented [DSL(4)]: This section sets out the main learning objectives to be attained at the end of:

- Nursery cycle
- Each year of the primary cycle for L1 and Mathematics
- Primary cycle for other subjects
- S3
- S5
- S7

Progression should be outlined from one cycle to the next. If desirable, key learning objectives to be attained in each year can be recommended / highlighted in the continuum for any subject. Greater alignment needs to be provided in the transitional years N-P1 and P5-S1.

Commented [DSL(5)]: The relevant contents in each subject necessary to meet the learning objectives are outlined. Contents are sequenced per each year/cycle.

Commented [P(6R5)]: Please see also recommendations under point "Annexes"

Commented [DSL(7)]: The basis for assessment are the learning objectives for each year/cycle. Specific assessment criteria in relation to the pupils' attainment are set for each subject. Assessment criteria must meet the principles of validity, reliability and transparency according to the Assessment Policy in the European Schools (Ref: 2011-01-D-61-en-4 Assessment Policy in the European Schools).

This chapter should contain a reference to the document 2017-05-D-29 – Marking system of the European Schools: Guidelines for use.

Commented [DSL(8)]: Each syllabus should contain attainment descriptors for each cycle. The structure of the attainment descriptors for the Secondary cycle for all subjects will be based on the European Schools' general marking scales. (see Doc. 2015-01-D-23 'Proposal for a new marking scale of the European School system', approved by the BoG in Prague, April 2015). As for the Primary cycle, the structure will be based on the new School Report, approved at the Board of Governors' meeting held in Sofia in April 2014, (see Doc. 2013-09-D-38-en-5 'Assessment tools for the Primary Cycle of the European Schools including the final version of the School Report', approved by the JTC at its meeting of 13 and 14 February 2014, in Brussels, and by the BoG at its meeting of 8-10 April 2014, in Sofia).

Commented [DSL(9)]: Annexes with comments, clarifications, further considerations and any other supporting documents may be added to European School syllabuses when considered necessary or convenient. All primary syllabuses include general assessment criteria

ATTENTION: See Doc. 2016-01-D-53 'Translation Working Group: Report', approved by the Board of Governors at its April 2016 meeting in Copenhagen - 4.3 "Translations of the whole syllabus, ..."

Commented [P(10R9)]: Books list, texts, reading lists, and Grammatical tool must be in annexes

Commented [P(11R9)]: KC annexes - as Digital Learning and Teaching activities must be put in annexes

Commented [DSL(12)]: Syllabuses for years S6-S7 of secondary education will contain a sample Baccalaureate examination paper.

Commented [DSL(13)]: All syllabuses must make reference to the Baccalaureate examination – written and oral. An overview of the various parts of the written examination should be provided along with a subject-specific generic matrix. ...

Commented [DSL(14)]: The syllabus document should include an overview of the various parts of the oral examination. A subject-specific oral record sheet should be included in the annex to the syllabus. ...

The subject specific oral assessment record sheet must contain the various elements mentioned in the document 2017-05-D-29 – ...