Schola Europaea

Office of the Secretary-General

Pedagogical Development Unit

Ref.: 2022-12-D-19-en-5.

Orig.: EN

Summative assessment from s4 to s6 in the European Schools: Pedagogical and organisational arrangements

Approved by the Joint Teaching Committee - Meeting on the 8th and 9th of February 2024 – Brussels (Hybrid)

Amended by:

Decision of the Joint Board of Inspectors on the 11th and 12th of February 2025, taken by accelerated procedure.

Entry into force: **September 2023 for s4**
September 2024 for s5
September 2025 for s6

This document cancels and replaces the documents 2018-01-D-19-en-3 and 2019-05-D-38-en-4[1]

[1] Cancels and replaces the documents: "*Harmonised assessment at the end of year 5 and written examinations leading to B marks in year 5*" – 2018-01-D-19-en-3 and *Organisational arrangements for written examinations leading to B marks in year 6* – 2019-05-D-38-en-4 (from September 2025).

Summative assessment from s4 to s6 in the European Schools: Pedagogical and organisational arrangements 1

I. **Introduction** 3

II. **Terminology** 3

III. **Proposal to revise the General Rules - Article 59.5** 5

IV. **Summative Assessment in year s4** 7

V. **Summative assessment in year s5** 8

Summative assessment: Harmonised examinations / B-tests / Alternative tasks 8

1. Harmonised examinations 8

2. **B-tests** 9

3. **Alternative tasks** 10

4. Authorised Material for B-tests and harmonised examinations in s5 10

5. The Junior Laureate certificate 11

VI. **Summative assessment in year s6** 12

Summative assessment: Harmonised examinations / B-tests/ Alternative tasks 12

1. **Harmonised examinations** 12

2. **B-tests** 13

3. **Alternative tasks** 13

Authorised Material for B-tests and harmonised examinations in s6 14

Teachers' cooperation: Setting of examination questions and assessment criteria 14

Absences 14

Calculation of the final mark 14

VII. **Decision of the Joint Teaching Committee of 8th and 9th February 2024** 15

Annexes to document 2022-12-D-19-en-*5* 16

Annex 1 – Overview 16

Annex 2 – Subject specific guidelines 17

Annex 3 - Junior Laureate Certificate 73

I. Introduction

Assessment plays a fundamental role in secondary education, helping to measure and describe pupils' learning. Through assessment, educators can evaluate what pupils know and can do, identify areas where they may need additional support, and track progress over time. **Effective assessment practices are essential for creating a learning environment that promotes growth, equity, and success for all pupils.** This is described in detail in the assessment policy documents of the European Schools (ES)[2]. The General Rules of the European Schools also deal in Chapter IX with the evaluation and promotion of pupils.

This document deals with the different types of assessment used in s4 to s6 in our secondary schools focusing mainly on summative assessment. It also specifies organisational and procedural aspects of summative assessment and includes guidelines for the awarding of A and B marks in classes s4 to s6.

This document also refers to (harmonised) examinations. Harmonisation is also mentioned in the new procedural document regarding the common harmonised pedagogical planning[3]. **Harmonised assessment should be considered as a logical step following the harmonised planning of teaching and learning.**

Please, note that this document replaces the previous documents[4] on the harmonised examinations in years s5 and s6.

II. Terminology[5]

Assessment[6]

Assessment is a systematic process of documenting and appraising competences (knowledge, skills and attitudes) of an individual against predefined criteria (learning expectations, measurement of learning outcomes). It helps teachers to improve the learning of their pupils.

Summative assessment

Summative assessment is used to evaluate pupils' learning, at the end of a defined instructional period, i.e., at the end of a semester or school year.

Summative assessment is generally evaluative; it serves to determine learning progress and level of attainment in relation to the descriptors established in the syllabus of a subject.

Summative assessment yields marks, in relation to the established marking scale, which are reflected in the pupils' reports.

Assignment

An assignment is a task, a particular learning activity or piece of work given to a pupil.

[2] *Assessment Policy in the European Schools* 2011-01-D-61.

[3] *Harmonisation of the Pedagogical planning in Nursery, Primary and Secondary cycle* - 2023-01-D-59.

[4] Cancels and replaces the documents: "*Harmonised assessment at the end of year 5 and written examinations leading to B marks in year 5*" – 2018-01-D-19-en-3 and *Organisational arrangements for written examinations leading to B marks in year 6* – 2019-05-D-38-en-4.

[5] See 2017-05-D-29 – *Marking system of the European Schools : Guideliens for use - for some more terminology in the field of assessment*.

[6] See also *Assessment Policy of the ES* – 2011-01-D-61

Test
Tests are used to determine what a person has learned or already knows. They measure the level at which competences (knowledge, skills and attitudes) have been attained. It is an evaluative feature/procedure in which a sample of a pupils' performance in a specific area is observed, evaluated, and scored following a standardised process.

In the context of the assessment in years s4-s6 in the European Schools, a test is a short regular progress written test. The test results, among others, are used to compose the semester A-marks. Tests are normally carried out during lesson time.

B-Tests
This term is used for summative assessment in s4 in both semesters. In s4, pupils have only one B-test during one lesson period per semester, which will yield the semester's B-mark.

The term B-test also refers to summative assessment in the first semester for s5 and s6. In s5 and s6, B-tests can be organised preferably in one period, although also in two separate periods, or in two consecutive periods.

Test and assessment should not be used interchangeably. They do not have the same meaning. A test is a "tool or instrument" that measures a specific performance at a specific point in time and focuses on a determined number of learning objectives. Assessment is a broader term; it refers to a process for which several instruments or tools can be used.

Examination
In the context of this document and the assessment of the s5-s6 pupils, an examination is conceived to show the pupils' competences (knowledge, skills and attitudes) in a particular subject. Examinations are tools for summative assessment, and they yield the second semester B-marks in s5 and s6.

But it should also be noted that written examinations cannot assess all the competences prescribed in a syllabus, that is why in the European School system there are several formative assessment activities that will take place and contribute towards the pupils' A-marks.

Examinations have time limitations and are conducted under certain settings and conditions such as specific seating arrangement, invigilation, etc.

Whenever the term "exam" is mentioned, it is to be considered as a synonym of examination. The preferred term is examination.

Harmonised examination
The term harmonisation refers to groups of subjects (languages, sciences, human sciences, etc.) and means either identical translations of a written examination into other languages, or examinations which cover the same competences with the same weighting, and/or covering the same content, etc.

Harmonisation concerns written examinations in s5 and s6 across the language sections for a particular subject.

Please refer to the definition of harmonisation given in this document for every group of subjects. (See point *1. Harmonised examinations* and annexes).

Written examination
Written examinations will be organised by the school in the second semester of year s5 and year s6; in the subjects foreseen in this document and under the conditions mentioned hereafter. In s4 there will be no written examinations, but B-tests.

Alternative assessment task

In this document we consider as alternative tasks, any summative assessment task which is not a written examination or a B-test and which is used instead to compose the pupils' B-marks.

Alternative assessment tasks should be engaging and cover worthy problems or questions of importance, in which pupils must use their attained competences to perform effectively and creatively. Alternative assessments are wide ranging and can include:

- Project-based assignments
- Problem-based assignments
- Presentations
- Reports
- Concept maps
- Critical analyses
- Case-based scenarios
- Portfolios
- Etc.

Period

Throughout this document, one period is equivalent to 45 minutes.

III. Proposal to revise the General Rules - Article 59.5

Changes are shown highlighted.

Article 59

Assessment […]

5.- In **years s4-s6**, the semester mark shall comprise two numerical components: A-mark and B-mark.

The **A-mark** focuses on the process of learning, as formative assessment. It reflects the ongoing observations of the pupil's competences (knowledge, skills and attitude) and performance gained within the subject, which are not taken into account in the B-mark of the subject.

The ongoing observations require the recording of the pupils' progress through a variety of aspects and tasks such as:

- Active and focused participation and quality of interventions in class.
- Regularity and consistency in the work in class and at home.
- Positive attitude towards learning.
- Signs of initiative, independence, autonomy, cooperation with peers.
- Short written progress tests.
- Oral interrogations.
- Presentations.
- Noted progress.
- Etc.

When planning assessment, teachers may decide on the frequency and weight of each of the aspects and tasks mentioned above. These are linked to the competences pupils need to develop and correlate to the attainment descriptors of the different subjects.

The **B-mark** represents summative assessment. It is based on the marks obtained in first semester B-tests (year s4 to s6), or second semester examinations (years s5-s7) or through other forms of alternative summative assessment tasks [7]. The B-mark covers the pupils' competences acquired during an extensive period of time in certain subjects.

In accordance with Article 26a, the assessment system described in Article 59, points 1-5 in this article are also applicable in a distance teaching and learning situation. In such a situation, where B-tests and examinations cannot be performed on site, preference will be given to B-tests and examinations identical to the ones in situ. In addition, such B-tests or examinations can be replaced by alternative assessment tasks.

The **B-mark** corresponds:

- in year **s4**, for each of the semester reports, to the mark obtained in one B-test or alternatively in any other kind of summative assessment task, often prescribed in the syllabus of a subject. Summative assessment is introduced gradually in s4. This year should be considered as a transition year where pupils do not sit long examinations. Instead, they take B-tests. B-tests are taken in the class during one lesson period. Pupils will take only one B-test per semester for a subject.
- in year **s5**, for the first semester report, to the mark obtained in the first semester B-tests (harmonised or not) or alternatively in any other kind of summative assessment task s5 B-tests can be organised in one period, in two separate periods, or in two consecutive periods and for the second semester report, to the mark obtained in the harmonised second semester examination;
- in year **s6**, for the first semester report, to the mark obtained in the first B-tests ~~s~~ [8] (harmonised or not) or alternatively in any other kind of summative assessment task, s6 B-tests can be organised in one period, in two separate periods, or in two consecutive periods and for the second semester report, to the mark obtained in the harmonised second semester examination;

The **final mark** in a given subject shall reflect all the observations and results available to the teacher. It provides the basis to judge the progress and level of attainment of the pupil. It is not necessarily an arithmetical average of the semester marks (two A-marks and two B-marks) but it may not be lower than the lowest, or higher than the highest.

[7] Alternative summative assessment tasks are sometimes described in the syllabus of a subject.

[8] In school year 2024-2025, the first semester B-mark for s6 can still be based on an examination (harmonised or not).

IV. Summative Assessment in year s4

In s4 there will be no written examinations.

For the B-mark, teachers have to prepare either one B-test per semester or alternatively any other kind of summative assessment task.

The written B-tests will be planned during normal teaching time and are taken in the class during one lesson period. Pupils will take only one B-test per semester for a subject. It is not mandatory that the tests are **harmonised**, but it is **strongly recommended**. The tests can be harmonised within a language section and/or across language sections. A harmonised approach when it comes to the correction of the tests can also be agreed upon.

There cannot be more than one B-test per day, and not more than three B-tests per week. B-tests should be spread across the whole semester. It is the responsibility of the school to establish a calendar of the B-tests, in consultation with the subject departments of the school. **In the days during which pupils sit B-tests, A-tests should not be organised and pupils should not have to hand in homework.**

It is advisable that the schools set up a calendar of those tests for each semester, thus, to guarantee that the tests are evenly spread across the semester. **It should be avoided to concentrate tests on a specific week.**

The **alternative summative tasks can cover a longer period of time** while assessing different competences.

V. Summative assessment in year s5

The aim of the summative assessment leading to the B-mark is to get an indication of the level of attainment of competences at the end of year s5.

Summative assessment: Harmonised examinations / B-tests / Alternative tasks

1. Harmonised examinations

The harmonisation involves harmonised questions and harmonised assessment criteria (marking scheme, rubrics, etc.).

Languages 1:	A harmonised examination in L1 has a similar[9] structure, assesses the same competences following the same attainment descriptors and uses the same assessment criteria. In case of parallel classes, the examinations must be identical.
Languages 2 and 3:	A harmonised examination in L2 or in L3 has the same structure, assesses the same competences following the same attainment descriptors and uses the same assessment criteria. In case of parallel classes, the examinations must be identical.
Sciences-Mathematics:	A harmonised examination means identical questions translated into the different languages for all the language sections and identical assessment criteria based on the attainment descriptors.
History-Geography:	A harmonised examination means questions on the same topics, assessing the same competences based on the attainment descriptors and identical assessment criteria. The questions are set in the three working languages. In case of parallel classes, the examinations must be identical.

Harmonised examinations take place at the end (during the final 4 weeks of the school year) of the second semester in year s5.

They concern the following **compulsory subjects** in the s5 curriculum:

- **Language 1**
- **Language 2**
- **Language 3**
- **Mathematics (6-period course / 4-period course)**
- **Biology**
- **Chemistry**
- **Physics**
- **History**
- **Geography**

[9] The term “similar structure” for L1 examinations has been described in the document “*Harmonised structure of the L1 written and oral examinations in the EB*” – ref. 2020-01-D-41.

Those examinations are **harmonised** for each subject in each school. They are organised by the school between a minimum of five and a maximum of ten consecutive school days. The examinations are based on the year s5 syllabuses, although they can also test competences (knowledge, skills, and attitudes) acquired previously.

All examinations are assessed by the teachers who teach the class and lead to the B2-marks (second semester B-marks).

It is the responsibility of the school management to check that the harmonisation is carried out in practice.

The form and the general content of the harmonised examinations are determined by the Board of Inspectors (see Annexes 1 and 2).
Time allocation for the **harmonised examinations** at the end of year s5 are as following:

- Language 1 3 periods
- Language 2 2 periods
- Language 3 2 periods
- Mathematics (6-period course) 3 periods
- Mathematics (4-period course) 2 periods
- Biology 2 periods
- Chemistry 2 periods
- Physics 2 periods
- History (in L2) 2 periods
- Geography (in L2) 2 periods

For end-of-year examinations, a competence-based approach focuses on assessing pupils' ability to apply their learning in meaningful contexts, rather than requiring them to recall in detail all the material covered in a course or subject throughout the school year.

2. B-tests

The subjects mentioned above are also assessed through a B-test during the 1st semester. The B-tests will be planned during normal teaching time and can be organised preferably in one period, but also in two separate periods, or in two consecutive periods. Although not compulsory, **it is strongly recommended that these B-tests are also harmonised**. They will yield the B-mark for the 1st semester.

There cannot be more than one B-test per day, and not more than three B-tests per week. B-tests should be spread across the whole semester. It is the responsibility of the school to establish a calendar of the B-tests, in consultation with the subject departments of the school. **In the days during which pupils sit B-tests, A-tests should not be organised, and pupils should not have to hand in homework.**

The summative assessment for the following subjects is carried out through a B-test per semester or through summative alternative tasks:

- Ancient Greek.
- Art.
- Economics.
- ICT.
- Language 4.
- Latin[10].
- Music.
- ONL.

The B-tests for these subjects are planned during normal teaching time and can be organised preferably in one period, but also in two separate periods, or in two consecutive periods.[11][12] They can be **harmonised** but this is not compulsory, although **strongly recommended**.

3. Alternative tasks

Alternative tasks are considered as any summative assessment task which is not a written examination or a B-test and which is used instead to compose the pupils' B-marks. Summative assessment alternative tasks are sometimes described in the syllabus of a subject.

The alternative tasks can cover a longer period of time while assessing different competences.

Summative assessment alternative tasks are wide ranging and can include:

- Project-based assignments
- Problem-based assignments
- Presentations
- Reports
- Concept maps
- Critical analyses
- Case-based scenarios
- Portfolios
- Etc.

4. Authorised Material for B-tests and harmonised examinations in s5

The list of Authorised material shows below the Annex 2 of the present document.

[10] With the exception of **LATIN**, for which, although it is an option subject, the time allowed for the second semester examination will be two consecutive periods, to ensure consistency with document 2025-03-D-16 – Latinum Europaeum examination in the ES and AES – Procedural document, approved by the JTC by means of WP n°2025-9 on 5th of May 2025. The Diploma "Latinum Europaeum" is published on the PDU SharePoint in the section dedicated to the Latin examinations.

[11] Although **ONL** it is an option subject, in February 2021, the JTC requested that the time allowed for the examination be two consecutive periods.

[12] Although **ART** it is an option subject, in February 2019, the JTC requested that the time allowed for the examination be two consecutive periods to ensure consistency with the Art syllabus.

5. The Junior Laureate certificate[13]

- Pupils who are promoted at the end of s5 will be entitled to the **European Schools Junior Laureate Certificate.**
- The equivalences to the educational systems in the Member States will be established according to the Annex II of the General Rules of the European Schools: *Table of Equivalences of Teaching Levels/Year Groups*.
- The European Schools Junior Laureate Certificate will be issued through the schools' management system and signed by the school Director electronically.
- The European Junior Laureate Certificate will be issued to pupils who are promoted in s5 from the school year 2022-2023. The certificate will not be issued retroactively.

[13] Document: "Junior Laureate Certificate" for pupils promoted at the end of s5 – ref. 2022-04-D-6, approved by the BoG in December 2022.

VI. Summative assessment in year s6

The aim of the summative assessment leading to the B-mark is to get an indication of the level of attainment of competences at the end of year s6.

Summative assessment: Harmonised examinations / B-tests/ Alternative tasks

1. **Harmonised examinations**

The harmonisation involves harmonised questions and harmonised assessment criteria (marking scheme, rubrics, etc.).

Languages 1, Advanced Languages 1 and ONL:

A harmonised examination in L1, Advanced L1 and ONL has a similar[14] structure, assesses the same competences following the same attainment descriptors and uses the same assessment criteria. In case of parallel classes, the examination must be identical.

Languages 2, Advanced Languages 2, Languages 3 and 4:

A harmonised examination in L2, Advanced Languages 2, Languages 3 and 4 has the same structure, assesses the same competences following the same attainment descriptors and uses the same assessment criteria for all Languages 2, Advanced Languages 2, Languages 3 and 4. In case of parallel classes, the examination must be identical.

Mathematics (3p/5p) and all other Optional 4p courses:

A harmonised examination for these subjects means that they are identical for all pupils in the same School regardless of the language section they are taught in. They are prepared in agreement among all the teachers teaching the same subject in a school.

Harmonised examinations take place at the end (during the final 4 weeks of the school year) of the second semester in year s6.

They concern the following subjects in the year s6 curriculum:

- **Language 1 / Advanced L1**
- **Language 2 / Advanced L2**
- **Mathematics (5-period course / 3-period course)**
- **All 4p Options that pupils have chosen**

Those examinations are harmonised for each subject in each school. They are organised by the school during a maximum of ten consecutive school days.

The examinations are based on the year s6 syllabuses, although they can also test competences (skills, knowledge and attitudes) acquired previously.

All examinations will be assessed by the teachers who teach the class and will lead to the B2- marks (second semester B-marks).

[14] The term “similar structure” for L1 examinations has been described in the document “*Harmonised structure of the L1 written and oral examinations in the EB* – ref. 2020-01-D-41.

It is the responsibility of the school management to check that the harmonisation is carried out in practice.

Time allocation for the **harmonised examinations** at the end of year s6 are as following:

- Language 1 — 4 periods
- Advanced Language 1[15] — 3 periods
- Language 2 — 3 periods
- Advanced Language 2[16] — 3 periods
- Mathematics (5-period course) — 2 periods with a tool + 2 periods without a tool[17]
- Mathematics (3-period course) — 2 periods with a tool + 1 period without a tool
- All 4p Options[18] — 3 periods
- ONL — 2 periods

For end-of-year examinations, a competence-based approach focuses on assessing pupils' ability to apply their learning in meaningful contexts, rather than requiring them to recall in detail all the material covered in a course or subject throughout the school year.

2. **B-tests**

The subjects mentioned above are also assessed through a B-test during the 1st semester. The B-tests will be planned during normal teaching time and can be organised in one period, in two separate periods, or in two consecutive periods. Although not compulsory, **it is strongly recommended that these B-tests are also harmonised**. They will yield the B-mark for the 1st semester.

All the other subjects (including complementary subjects) will be assessed in the first and second semester with preferably one B-test per semester, but it will also be possible to organize two B-tests[19] per semester during one period each, or through any summative alternative task.

The B-tests are planned during normal teaching time and can be organised in one period, in two separate periods, or in two consecutive periods.
There cannot be more than one B-test per day, and not more than three B-tests per week. B-tests should be spread across the whole semester. It is the responsibility of the school to establish a calendar of the B-tests, in consultation with the subject departments of the school. **In the days during which pupils sit B-tests, A-tests should not be organised and pupils should not have to hand in homework.**

3. **Alternative tasks**

Alternative tasks are considered as any summative assessment task which is not a written examination or a B-test and which is used instead to compose the pupils' B-marks. Summative assessment alternative tasks are sometimes described in the syllabus of a subject.

The alternative tasks can cover a longer period of time while assessing different competences.

[15] Pupils who have chosen an advanced L1 course will only sit the exam in the advanced course (not the basic course).
[16] Pupils who have chosen an advanced L2 course will only sit the exam in the advanced course (not the basic course).
[17] 2021-09-D-49-en-2.
[18] Exception for Art: 5 periods of examination (225 minutes) are required (prescribed in the syllabus).
[19] In this case, the semester B mark will be the arithmetical average of the 2 B-tests.

Alternative summative assessment tasks are wide ranging and can include:

- Project-based assignments
- Problem-based assignments
- Presentations
- Reports
- Concept maps
- Critical analyses
- Case-based scenarios
- Portfolios
- Etc.

The alternative summative assessment tasks are organised by the teachers concerned and **it is strongly recommended that they are harmonised.**

Authorised Material for B-tests and harmonised examinations in s6

Schools should refer to the annex VIII of the AIREB (below the annex 2 of the present document and, also published on www.eursc.eu).

In other specific conditions (SWALS, Special Arrangements…) the schools should also refer to the AIREB (Article 6.4.6.8. and Article 15).

Teachers' cooperation: Setting of examination questions and assessment criteria

The setting of the questions implies that there will be close cooperation among the teachers in and across the different language sections during the school year.

The questions designed by the different groups of teachers concerned must conform to the requirements set out in Annexes 1 and 2 for the different subjects. A marking scheme/rubrics, produced jointly, must be attached. In setting the questions, the teachers concerned will agree on assessment criteria and guidelines for the marking of each question.

The strictest secrecy must be observed with respect to the content of the questions.

Absences

Concerning the absence of the pupils during an examination please refer to the Article 30 f) of the General Rules (2014-03-D-14)

Calculation of the final mark

Please refer to the **Article 59** – Assessment of the General Rules. (2014-03-D-14).

VII. Decision of the Joint Teaching Committee of 8th and 9th February 2024

The Joint Teaching Committee, with the exception of the ISTC, the Directors of the European Schools and the CoSup, who vote against, approves the document "Summative assessment from s4 to s6 in the European Schools: pedagogical and organisational arrangements" with an entry into force on the 1st of September 2024 for the part up to and including s5.

The part of the document concerning s6 is approved with a postponed entry into force until the 1st of September 2025.

The approved version of this document will replace all the previous documents as well as the documents on harmonised assessment in years s5 and s6.

In the future, this document may become an annex to the Assessment Policy document or to any other document gathering the rules and procedures in terms of assessment in the European School system.

Annexes to document 2022-12-D-19-en-5

Annex 1 – Overview

s4	s5		s6	
Semester 1 + 2	1st Semester	2nd Semester	1st Semester	2nd Semester
B-tests (written)	B-tests Compulsory subjects **L1/L2/L3/Mathematics(6p/4p)/ Biology/Chemistry/Physics/ History/Geography**	Harmonised examinations Compulsory subjects **L1/L2/L3/Mathematics(6p/4p)/ Biology/Chemistry/Physics/ History/Geography**	B-tests **L1(L1adv.)/L2(L2adv.)/ Mathematics(5p/3p)/ All 4p Options**	Harmonised examinations **L1(L1adv.)/L2(L2adv.)/ Mathematics(5p/3p)/ All 4p Options**
Alternative summative assessment tasks	B-tests or Alternative tasks **Ancient Greek/Art/Economics/ ICT/L4/Latin/Music/ONL**	B-tests or Alternative tasks **Ancient Greek/Art/Economics/ ICT/L4/Latin/Music/ONL**	B-tests or Alternative tasks **Other subjects**	B-tests or Alternative tasks **Other subjects**
Across the semester	Across the semester	End of semester (5-10 days) Across the semester	Across the semester	End of semester (Maximum 10 days) Across the semester
In the days during which pupils sit B-tests, A-tests should not be organised and pupils should not have to hand in homework	In the days during which pupils sit B-tests, A-tests should not be organised and pupils should not have to hand in homework	In the days during which pupils have B-tests, A-tests should not be organised and pupils should not have to hand in homework	In the days during which pupils sit B-tests, A-tests should not be organised and pupils should not have to hand in homework	In the days during which pupils sit B-tests, A-tests should not be organised and pupils should not have to hand in homework
Harmonisation strongly recommended	Harmonisation strongly recommended	Harmonisation compulsory (Examinations)	Harmonisation strongly recommended	Harmonisation compulsory (Examinations)

Annex 2 – Subject specific guidelines

Year s5:

- Language 1
- Language 2
- Language 3
- Mathematics (6-period course)
- Mathematics (4-period course)
- Biology
- Chemistry
- Physics
- History
- Geography

Year s6:

- Language 1 / Advanced Language 1
- Language 2 / Advanced Language 2
- Mathematics (5-period course)
- Mathematics (3-period course)
- Biology 4p
- Chemistry
- Physics
- History
- Geography
- Language 3
- Language 4
- Philosophy 4p
- Economics
- Art
- Music
- Ancient Greek
- ONL
- Latin

Common structure of the annexes:

a) Syllabus for the examination
b) Objectives
c) Competences required and assessed
d) Length (in line with this document)
e) Structure / Form
f) Subject matter to be prepared (if relevant)
g) Assessment

Year s5:

s5 L1

a) Syllabus for the examination

Refer to current syllabuses for the L I

a. It assesses all required competences so that pupils may not neglect or leave out parts of the syllabus.
b. It includes unseen literary and non-literary texts.

b) Objectives

a. This examination assesses the pupils' ability to react to literary and non-literary texts according to the required competences.
b. Pupils must be able to produce coherent and linguistically appropriate written text(s) that address(es) the task(s).

c) Competences required and assessed

- Reading competence
- Writing competence (for written exams)
- Arguing/reasoning competence
- Interpretation competence
- Scientific competence
- Linguistic competence
- Critical thinking competence

d) Length

The written examination lasts 3 periods (135 minutes)

e) Structure / Form

- The examination consists of one, two or three compulsory tasks.
- Sub-tasks may be proposed. If only one task is set, it must contain sub-tasks.
- The total length of all the texts in the examination paper will be between 600 and 1200 words.

a. A short introduction can accompany the text(s) if necessary and is not included in the total number of words.
b. Any necessary annotations to clarify vocabulary, idiomatic expressions or facts can be provided.
c. A maximum of 8 annotations for all the texts is allowed and they are not included in the word total.
d. The lines will be numbered in fives, word count of texts to be included and the accurate source of the texts will be provided.
e. No material aids are allowed.

f) Subject matter to be prepared: Not relevant

g) Assessment

Attainment descriptors for L1 year s5[1]

[1] Attainment descriptors for all L I, secondary cycle Ref: 2018-09-D-57-en-fr-de-3

s5 L2

a) Syllabus for examination

The examination is based on the Syllabus for all LII Languages (Secondary Cycle) 2015-01-D-33-en-7. The expected level at the end of Cycle 2 is B2 of the *Common European Framework of Reference for Languages*.

b) Objectives

1. Understand the content of spoken speech or of a relatively complex argument related to familiar topics and other subjects of wider interest.
2. Read and understand literary and non-literary texts with particular attention to context, the organisation of the text and the author's or the narrator's viewpoint.
3. Write a precise and structured text on a wide range of subjects, by using different forms and genres, focusing on the personal point of view and taking into account the recipient.
4. Demonstrate insight and wider understanding of the cultures of the target language: society, current affairs, literature and its context, and the arts in general.

c) Required and assessed skills

Examinations must test pupils' reading comprehension and written production as described in the Secondary Cycle learning objectives.

d) Duration

The written examination lasts for two periods (90 minutes)

e) Structure

The examination will be composed of two parts:

a) Reading comprehension
b) Written production exercise

These two parts are not related.

Reading comprehension

- A text with accompanying tasks is required.
- The text must correspond to level B2 of the CEFR.
- The text must be unedited, authentic, literary or non-literary.
- The text may be abridged as long as it remains clear and coherent. This must be indicated as follows [...].
- Translated texts are not permitted.
- The text must be interesting or relevant to young people and must not require any previous in-depth cultural awareness.
- The text must be positive in nature and must avoid mention of any subjects likely to be upsetting or inappropriate.
- The text must not be taken from textbooks currently in use at the school.
- The total number of words must not exceed 600 words (+/-10%).
- Footnotes should be avoided.
- The text may include images, graphs, etc. as long as they complement the text and can be printed clearly.
- Line numbering is required every five lines and is to be placed to the left of the text.

Reading comprehension tasks:

- The proposed exercises must allow for the assessment of both reading comprehension and analytical ability as indicated in the assessment grid.
- The task should be composed of four or five questions.
- Varied tasks should be proposed, which may include:

Possible tasks
Missing word tasks with three additional words
Association exercises
Tasks to find synonyms/antonyms
Multiple-choice questions (four choices with a single correct answer)
True/false (with justification)

- For missing word exercises: words are provided in their original version, in alphabetical order; only one correct answer; at least three additional words must remain.
- Answers to true/false questions must be justified by giving the first four words of the sentence that demonstrates whether or not the statement is factual.
- The points awarded for each exercise must be clearly indicated and split equally across the different questions.

Written production

- A writing task will be set. (See different examples from the syllabus)
- Candidates must write a text around 300 words long (+/- 10%).
- The instructions must clearly describe the context and must include at least three bullet points to help complete the task.

f) Contents

The examination must primarily be based on subjects taught in s5. The teachers should agree on the subjects that will appear in the end-of-year examinations during the harmonised annual planning.

g) Assessment

The skills must be weighted as follows: Reading comprehension: 50%, Written production: 50%.

Teachers must prepare a grading system/key and an assessment grid.

s5 L3

a) Syllabus for the examination

The examination is based on the syllabus for all L3 Languages – Secondary cycle 2022-11-D-33-de/en/fr-2. The level of attainment at the end of cycle 2 is benchmarked against the reference level A2+ of the *Common European Framework of Reference for the Teaching and Learning of Foreign Languages*.

b) Objectives

This summative assessment must be oriented around the Key Competences for the European Schools and the attainment descriptors for L3. The examination will reflect the learning objectives of the syllabus for the previous years, especially years 4 and 5 and will assess the relevant competences. The examination should allow to give a picture of each pupil's attainments, strengths, and areas for further work.

c) Competences required and assessed

Examinations should test pupils' reading comprehension and written production as described in the learning objectives for the 2nd cycle.

d) Length

The length of the examination is two periods.

e) Structure

The examination will be made up of two parts:

a) reading comprehension and
b) written production task

These two parts are not linked.

Reading comprehension:

- A text with accompanying tasks is required.
- The text should correspond to Level A2+ on the CEFR.
- The text should be unseen, non-fiction, authentic and of general interest.
- The text can be adapted to correspond to A2+ level. This can include omitted words, phrases or paragraphs but should not include rewriting of the text.
- The text may be abridged on condition that they remain clear and coherent. This must be indicated in the following way [...].
- A text in translation should not be used.
- The text should be of interest or relevance to young people and should not require in-depth prior cultural awareness.
- The text should be positive and avoid subject matter that might be obviously upsetting or inappropriate.
- The text should not be taken from current textbooks.
- The total word count should not exceed 400 words (+/- 10%).
- A variety of non-fictional texts may be used: newspaper articles, magazine articles, letters, review, essay, speeches, lectures, etc.
- In general, there should be no footnotes. If necessary, however, there should be a maximum of three.
- The text can include a picture, graphics etc. provided that these complement the text and can be printed clearly.

- The lines must be numbered in fives to the left of the text.

Reading Comprehension Tasks:

- Tasks set should cover reading for understanding.
- There should be 3 to 4 tasks.
- A variety of tasks must be given. These might include:

Task Type
Gap filling with three surplus words
Matching exercises
Finding a word/expression in the text with similar meaning
Multiple choice questions (4 options)
True or false plus justification

- For gap-fill exercises the words should not need to be changed, appear in alphabetical order and should include three surplus words.
- Answers to true/false questions require justification by giving the first four words of the sentence that shows that the statement is either true or false.
- The marks for each task should be clearly indicated and there must be a reasonably even balance of marks between tasks.

Written Production

- One writing task will be set. (Possible text types see syllabus p.28)
- Candidates will be required to write a text of approximately 200 words (+/-10%) in length.
- Instructions should clearly outline the context and should include at least three bullet points to help define task achievement.

f) Content

Examination should be based primarily on topics dealt with in year 5. Teachers should align expectations in harmonised annual planning about which topics will be covered in the end-of-year examination.

g) Assessment

Competences should be weighted as follows: Reading comprehension: 50%, Written Production: 50%

Teachers should prepare a marking scheme / rubric and a matrix.

s5 Mathematics (6-period course)

a) Syllabus for the examination

Current Syllabus s4/s5

b) Objectives

The aim of the s5 end-of-year exam is to assess assimilation and understanding of program objectives, as well as the ability to apply skills.

c) Competences required and assessed

The skills assessed are:

- Skills specific to the mathematics course, mentioned in the syllabus.
    - Knowledge and understanding
    - Methods
    - Problem solving
    - Interpretation
    - Communication
    - Digital competence

d) Length

The length of the exam is three periods:

- Part A without calculator (one period)
- Part B with calculator (two periods).

The calculator used must comply with the current memorandum.

e) Structure / Form

Each part will consist of several exercises (between 3 and 5) on different points of the program. The different themes (algebra, geometry, statistics and probability) are to be assessed. The proportion of each subject will be determined locally within the Mathematics Department.

In general, we make sure that the degree of difficulty increases as the questions progress.

Part A will count for 35% of the final exam mark and Part B for 65%.

f) Subject matter to be prepared / Content

In each school, teachers will jointly determine which parts of the curriculum will be assessed.

Examination questions are based on the 5th year syllabus, although they may draw on previously acquired knowledge and skills.

It is essential that all the teachers in the level, from all the language sections, work together on the subject, to ensure real harmonization in the design and preparation of the subject.

The notions and examples mentioned in the Key Contexts, Phenomena and Activities column are not required. However, it may be decided locally within the mathematics department to tackle elements of this column, respecting the equity between candidates from different classes and sections.

g) Assessment

The teachers for each level must jointly draw up a correction grid, in line with the level descriptors achieved.
This scoring grid should take into account the skills mentioned in point **c)**.

s5 Mathematics (4-period course)

a) Syllabus for the examination

Current Syllabus s4/s5

b) Objectives

The aim of the s5 end-of-year exam is to assess assimilation and understanding of program objectives, as well as the ability to apply skills.

c) Competences required and assessed

The skills assessed are:

- Skills specific to the mathematics course, mentioned in the syllabus.
    - Knowledge and understanding
    - Methods
    - Problem solving
    - Interpretation
    - Communication
    - Digital competence

d) Length

The length of the exam is two periods:

- Part A without calculator (one period)
- Part B with calculator (one period).

The calculator used must comply with the current memorandum.

e) Structure / Form

Each part will consist of several exercises (between 3 and 5) on different points of the program. The different themes (algebra, geometry, statistics and probability) are to be assessed. The proportion of each subject will be determined locally within the Mathematics Department.

In general, we make sure that the degree of difficulty increases as the questions progress.

Each part (with and without calculator) accounts for 50% of the final mark.

f) Subject matter to be prepared / Content

In each school, teachers will jointly determine which parts of the curriculum will be assessed.

Examination questions are based on the 5th year syllabus, although they may draw on previously acquired knowledge and skills.

It is essential that all the teachers in the level, from all the language sections, work together on the subject, to ensure real harmonization in the design and preparation of the subject.

The notions and examples mentioned in the Key Contexts, Phenomena and Activities column are not required. However, it may be decided locally within the mathematics department to tackle elements of this column, respecting the equity between candidates from different classes and sections.

g) Assessment

The teachers for each level must jointly draw up a correction grid, in line with the level descriptors achieved.

This scoring grid should take into account the skills mentioned in point **c)**.

s5 Biology

a) Syllabus for the examination

Biology Syllabus – s4-s5 - 2019-05-D-27-de/en/fr-2

b) Objectives

This summative assessment must be oriented around the Key Competences for the European Schools, the attainment descriptors for biology and the cross-cutting concepts as mentioned in the syllabus. The examination should allow to give a picture of each pupil's attainments, strengths, and areas for further work.

c) Competences required and assessed

Examinations should not test pupils only on factual knowledge and comprehension, but also substantially assess application, analysis, and written communication skills, in accordance with the attainment descriptors.

d) Length

The length of the examination is two periods.

e) Structure / Form

Examination should be a guided exercise, providing data taken from a source or sources in the primary scientific literature along with explanatory material, and posing a series of questions to assess knowledge and comprehension, application, analysis, and written communication.

f) Subject matter to be prepared

In each school, the teachers concerned will determine by common assent for the fifth year the parts of the syllabus to be covered in the first and second semesters respectively, taking as their basis the syllabus.

The written examinations will be based on the 5th year syllabus, although they will also test knowledge and skills acquired previously. The subject matter to be prepared for the examinations will cover the parts of the syllabus determined by the teachers for the second semester of the 5th year and the questions will be on the points delimited by the syllabus in the columns entitled: "Subject content" and "Learning objectives (and limits)".

g) Content

Examination should be based primarily on the second semester of year 5 syllabus, but may also test competences (knowledge, skills, and attitudes) acquired previously. Teachers should align expectations in harmonised annual planning about which topics will be covered in the end-of-year examination.

h) Assessment

Competences should be weighted as follows: Knowledge/comprehension: 35%; application: 40%; analysis: 20%; written communication (verbal and graphical): 5%.
Teachers should prepare a marking scheme / rubric and a matrix.

s5 Chemistry

a) Syllabus for the examination

Chemistry Syllabus – s4-s5 - 2019-01-D-46-de/en/fr-2

b) Objectives

This summative assessment must be guided by the Key Competences for the European Schools and the attainment descriptors identified in the syllabus and is based on different types of written questions.

c) Competences required and assessed

Examinations should test knowledge and comprehension, application, and analysis according to the attainment descriptors.

d) Length

The length of the examination is two periods.

e) Structure / Form

The exam assesses knowledge and understanding, application and analysis, using different types of questions, open and multiple choice, for example. If there are questions for which data has been provided, it must have been taken from a primary scientific literature source/s and these sources must be identified.

f) Subject matter to be prepared

In each school, the teachers concerned will determine, by mutual agreement, for the fifth year, the parts of the syllabus to be covered in the first and second semesters respectively, based on the syllabus.

The written exams will be based on the s5, mainly on the contents of the 2nd semester. The questions will be drawn up according to the syllabus, namely in the columns entitled: "Content" and "Learning objectives".

g) Content

The exam questions are based on the s5 syllabus, mainly on the content taught in the second semester. Knowledge of the s4 syllabus is assumed.

h) Assessment

Competences should be weighted as follows: Knowledge and Comprehension:25%, Application: 50% and Analysis:25.

Teachers should prepare a marking scheme / rubric and a matrix.

s5 Physics

a) Syllabus for the examination

Current Physics Syllabus s4-s5: 2019-01-D-50-en-2

b) Objectives

The purpose of the summative assessment is to summarise the pupils' achievements and to determine whether, and to what degree, the pupils have demonstrated understanding of that learning. It must be guided by the Key Competences for the European Schools and the attainment descriptors identified in the syllabus.

c) Competences required and assessed

The eight competences for physics, as mentioned in the syllabus, are knowledge, comprehension, application, analysis, experimental work, digital competences, communication and team work.

d) Length

The length of the exam is two periods.

e) Structure / Form

Assessing content knowledge can be done by written questions where the pupil has to respond on. Partly that can be done by multiple choice but competences as constructing explanations and engaging in argument as well as key competences as communication and mathematical competence need open questions or other ways of assessing.

f) Subject matter to be prepared / Content

Examination questions are based on the 5th year syllabus, although they may draw on previously acquired knowledge and skills. All the teachers in the level, from all the language sections, should work together on the subject, to ensure real harmonization in the design and preparation of the subject.

g) Assessment

See pages 22-25 of the document 2019-01-D-50-en-2

s5 History

a) Syllabus for the examination

2016-09-D-21-en-3; 2016-09-D-21-fr-3; 2016-09-D-21-de-3

b) Objectives

Assessments must be oriented around the Key Competences for the European Schools, the attainment descriptors for History and the crosscutting concepts as mentioned in the syllabus. The examination should allow giving a picture of each pupil's attainments, strengths, and areas for further work. More specifically, they should allow pupils to demonstrate skills such as:

- Collecting and sorting historical sources.
- Evaluating historical sources.
- Identifying and understanding historical phenomena in relation to other fields of human activity.
- Expressing ideas on history.

c) Competences required and assessed

Examinations should not test pupils only on factual knowledge and comprehension, but also substantially assess application, analysis, and written communication skills, in accordance with the attainment descriptors. More specifically, they should test how successful pupils are at the time to:

- Differentiate between primary and secondary sources; their nature and their different types (written, visual, statistical, etc.).
- Recognise the subjective nature of historical sources.
- Know how to analyse the convergences, complementarities, and contradictions between different sources.
- Identify critically the value and limitations of a source.
- Identify and measure how points of view and interpretations may differ.
- Identify, explain and analyse causes and consequences.
- Identify, explain and analyse changes, continuities and developments.
- Identify, explain and analyse similarities and differences.
- Place historical facts, experiences, and motivations in their cultural and social context
- Summarise the various sources studied.
- Formulate and answer questions: put forward and evaluate hypotheses.
- Process and synthesise a variety of sources as part of a research project
- Select and classify information and arguments
- Base writing on relevant ideas, analyses, and arguments.
- Propose conclusions.

d) Length

The length of the examination is two periods.

e) Structure / Form

The B mark is determined by a two period (90 minutes) written examination at the end of each semester. This examination should use the following structure.

a) Source Analysis:
A maximum of four sources should be used, including at least one non-written source, and no more than approximately 500 words in total. Questions should assess pupils' skills of source analysis and should increase progressively in difficulty, moving from comprehension to analysis.

b) Structured Written Response:
Questions in this section should assess the pupils' skills of relevant knowledge selection, understanding and explanation in a structured response. Equal marks are allocated to each of the two sections. Higher marks should be awarded for the more demanding skills. The number of marks allotted to each question is indicated on the examination paper.

f) Subject matter to be prepared

In each school, the teachers concerned will determine by common agreement for the 5th year the parts of the syllabus to be covered in the first and second semesters respectively.
The written examinations will be based on the 5th year syllabus, although they will also test skills acquired previously. The subject matter to be prepared for the examinations will cover the parts of the syllabus fixed by the teachers for the second semester of 5th year.

g) Content

Examination should be based primarily on the year 5 syllabus, but may also test competences (knowledge, skills, and attitudes) acquired previously. Teachers should align expectations in harmonised annual planning about which topics will be covered in the end-of-year examination.

h) Assessment

Cf. pp. 8-10 of the document 2016-09-D-21-fr-3; 2016-09-D-21-en-3; 2016-09-D-21-de-*3*

s5 Geography

a) Syllabus for the examination

Pupils will be examined according to the Geography Syllabus for the secondary cycle (s4-s5), approved by the Joint Teaching Committee on 12 and 13 February 2015 in Brussels.

b) Objectives (from the syllabus)

Learning objectives

At the end of the year 4 and 5 cycle, pupils must have the capability to:

- learn in an environment which fosters inter-cultural understanding and exchange,
- develop a sense of location at different scales,
- use the fundamental ideas and concepts of geography and develop the necessary terminology in their first foreign language,
- understand elements of physical and human geography and assess the interaction between them,
- begin to understand that the world is complex and diverse,
- realise the existence of global links,
- seek geographical information from varied sources, whilst considering internet sources critically,
- appreciate and use geographical knowledge and skills in new situations.

Learning objectives

Skills form an essential element of the geography syllabus and can be taught at any stage. Details of geographical skills:

- During the course the pupils should develop the skills necessary for private research and presentations expressing their points of view and findings.
- Map skills list: latitude, longitude, co-ordinates, 4-figure grid references, scales and distance, compass points, legend/key, height of the land (contour lines), using maps and photos together, different map projections.
- Acquire the key vocabulary and methodology to describe and analyse graphs, photographs and maps.
- Other skills: drawing labelled sketches from photos or maps, drawing and analysing graphs (climate, bar, line), manipulate basic data, including the calculation of average & range, population density and natural population changes, interpret basic weather charts.
- In preparation for year 6 and year 7, the year 5 semester tests should begin to test pupils' abilities to write short essays or extended paragraphs (with structured question and/or documents).
- GIS skills: manipulate digital data and images, create digital maps and geo-located data.

c) Competences required and assessed

Examinations should assess application, analysis, and written communication skills, in accordance with the attainment descriptors.

d) Length

The length of the examination is two periods.

e) Structure / Form

The end of year 5 examination in Geography is divided in two parts, namely the last two chapters studied in Semester 2. Each part will cover a specific chapter and it will be weighted equally.

The examination should include a series of questions to assess knowledge and comprehension, application, analysis, and written communication.

f) Subject matter to be prepared

All Geography teachers will decide at the beginning of the academic year which chapters out of 4 will be done in the second semester, because the second semester B-Test (in this case the examination) is harmonised across all language sections.

Depending on the chapters chosen the subject matter can be taken from the syllabus in the columns “Contents” and “Keywords”.

g) Content

The last two chapters covered in the second semester will be examined, however previously acquired competences may be required.

h) Assessment

Competences should be weighted as follows: Knowledge/comprehension: 35%; application: 40%; analysis: 20%; written communication (verbal and graphical): 5%.

Teachers should prepare a marking scheme / rubric and a matrix.

s5 *PERMITTED MATERIAL - MATÉRIEL AUTORISÉ - ZUGELASSENE HILFSMITTEL: FOR B-TESTS AND HARMONISED EXAMINATIONS IN YEAR s5.*

Subject – Matière – Fach	EN	FR	DE
LANGUAGE II	• The use of a monolingual dictionary is permitted. • This implies that pupils will have become familiar with its use at least from the beginning of secondary year 4 and that they will have been given the opportunity to practise using it while being taught L2.		
LANGUAGE III	• The use of a monolingual dictionary is permitted. This implies that pupils will have become familiar with its use at least from the beginning of year 5 and that they will have been given the opportunity to practice using it while being taught L III. • Not more than 6 annotations concerning unfamiliar words will be provided.		
ONL	• The use of a monolingual dictionary is permitted. • Words to be glossed should be kept to a minimum. If needed, no more than six words should be glossed.		

Subject – Matière – Fach	EN	FR	DE
LATIN	Use of a bilingual dictionary and of a Conspectus grammaticalis is permitted. The Conspectus grammaticalis takes the form of a book of photocopied sheets and is distributed to pupils taking the Latin course at the beginning of the school year		
BIOLOGY **ECONOMICS** **GEOGRAPHY**	A non-graphing and non-programmable scientific calculator	Une calculatrice scientifique non graphique et non programmable	Ein wissenschaftlicher Taschenrechner ohne Grafik- und Programmierfunktion
CHEMISTRY	A non-graphing and non-programmable scientific calculator Periodic Table	Une calculatrice scientifique non graphique et non programmable Tableau périodique	Ein wissenschaftlicher Taschenrechner ohne Grafik- und Programmierfunktion Periodensystem

Subject – Matière – Fach	EN	FR	DE
MATHEMATICS 3 PERIODS _ PART A	Examination without technological tool	Examen sans support technologique	Prüfung ohne technologisches Hilfsmittel
MATHEMATICS 3 PERIODS _ PART B MATHÉMATIQUES 3 PÉRIODES _ PARTIE B MATHEMATIK 3 STUNDEN _ TEIL B	Examination with technological tool[1]	Examen avec support technologique	Prüfung mit technologischem Hilfsmittel
MATHEMATICS 5 PERIODS _ PART A MATHÉMATIQUES 5 PÉRIODES _ PARTIE A MATHEMATIK 5 STUNDEN _ TEIL A	Examination without technological tool	Examen sans support technologique	Prüfung ohne technologisches Hilfsmittel
MATHEMATICS 5 PERIODS _ PART B MATHÉMATIQUES 5 PÉRIODES _ PARTIE B MATHEMATIK 5 STUNDEN _ TEIL B	Examination with technological tool	Examen avec support technologique	Prüfung mit technologischem Hilfsmittel
PHYSICS	Examination with technological tool	Examen avec support technologique	Prüfung mit technologischem Hilfsmittel

[1] Concerning the technological tool, details and specificities of the tool that is allowed for a given session in s4-s7 are communicated separately each school year (via a Memorandum).

Year s6:

s6 L1/L1 A

a) Syllabus for the examination: See Harmonised structure of all L I syllabuses[1]

- It assesses all required competences so that pupils may not neglect or leave out parts of the syllabus.
- It includes unseen literary and non-literary texts.
- It includes the study of set texts and/or topics in year 6.

b) Objectives

- This examination seeks to assess the pupils' ability to comprehend complex literary and non-literary texts and to make connections between the contents of the text, their knowledge of the subject and their personal experience.
- Pupils must be able to produce coherent written texts (argumentation and interpretation), reflecting linguistic and contextual appropriateness.

c) Competences required and assessed

- Reading competence
- Writing competence (for written exams)
- Arguing/reasoning competence
- Interpretation competence
- Scientific competence
- Linguistic competence
- Critical thinking competence

d) Length

L1: 4 periods
L1 Advanced: 3 periods

e) Structure / Form

- Contain one, two or three tasks, sub-tasks possible. Necessary if only one task.
- The total length of all the texts in the examination paper will be between 1000 and 1600 words.
- A short introduction can accompany the text(s) if necessary and is not included in the total number of words.
- Any necessary annotations to clarify vocabulary, idiomatic expressions or facts can be provided.
- A maximum of 8 annotations for all the texts is allowed and they are not included in the word total.
- The lines will be numbered in fives, word count of texts to be included and the accurate source of the texts will be provided.

[1] Harmonised structure of the L I written and oral examinations, Ref: 2020-01-D-41-en-4.

- No material aids are allowed.

f) Subject matter to be prepared

Set texts and/or topics.

g) Assessment

Attainment descriptors for L1[2]

[2] Attainment descriptors for all L I, secondary cycle Ref: 2018-09-D-57-en-fr-de-3

s6 L 2

a) Syllabus for examination

The examination is based on the Syllabus for all LII Languages (Secondary Cycle) 2015-01-D-33-en-7. The expected level at the end of s6 is B2+ of the *Common European Framework of Reference for Languages*.

b) Objectives

1. Understand the explicit or implicit content of a long speech or of a complex argument.
2. Read, understand and analyse literary and non-literary texts which are relatively long and complex, appreciating differences in styles.
3. Write a precise and well-structured text of different forms and genres adapting his/her style to the recipient; explain in a critical manner his/her point of view on literary and non-literary subjects.
4. Demonstrate insight and deeper understanding of the cultures of the target language: society, current affairs, literature and its context, and the arts in general.
5. Demonstrate knowledge of literary and non-literary texts from different periods, locate them in their historical and cultural context and consider their impact on society at the time, and put it in perspective, where possible.

c) Required and assessed skills

Examinations must test pupils' reading comprehension and written production as described in the Secondary Cycle learning objectives.

d) Duration

The written examination lasts for three periods (135 minutes)

e) Structure

The examination will be composed of three parts:

1. Reading comprehension
2. Written production exercise
3. Literary essay

These three parts are not related.

Reading comprehension – Textual analysis

- A text with accompanying tasks is required.
- The text must correspond to level B2+ of the CEFR.
- The text must be unedited, authentic and non-literary.
- The text may be abridged as long as it remains clear and coherent. This must be indicated as follows [...].
- Translated texts are not permitted.
- The text must be interesting or relevant to young people and must not require any previous in-depth cultural awareness.
- The text must be positive in nature and must avoid mention of any subjects likely to be upsetting or inappropriate.
- The text must not be taken from textbooks currently in use at the school.
- The total number of words must not exceed 700 words (+/-10%) (except poems).
- Footnotes should be avoided.

- The text may include images, graphs, etc. as long as they complement the text and can be printed clearly.
- Line numbering is required every five lines and is to be placed to the left of the text.

Reading comprehension tasks:

- The proposed exercises must allow for the assessment of both reading comprehension and analytical ability as indicated in the assessment grid.
- The task should be composed of five or six questions.
- Varied tasks should be proposed, which may include:

Possible tasks
Missing word tasks with three additional words
Association exercises
Tasks to find synonyms/antonyms
Multiple-choice questions (four choices with a single correct answer)
True/false (with justification)

- For missing word exercises: words are provided in their original version, in alphabetical order; only one correct answer; at least three additional words must remain.
- Answers to true/false questions must be justified by giving the first four words of the sentence that demonstrates whether or not the statement is factual.
- The points awarded for each exercise must be clearly indicated and split equally across the different questions.

Written production

- A writing task will be set. (See different examples from the syllabus)
- Candidates must write a text around 350 words long (+/- 10%).
- The instructions must clearly describe the context and must include at least three bullet points to help complete the task.

Literary essay

- An essay subject is proposed based on a piece of literature studied as part of the s6 syllabus.
- The written task should be around 500 words (+/- 10%).
- Here, we are assessing the knowledge of a literary work, i.e. the ability of the pupil to offer an interpretation of said work.
- The instructions should clearly explain that the pupil is to formulate their own opinion, based on a solid and pertinent argument.

f) Contents

The examination must primarily be based on subjects taught in s6. The teachers should agree on the subjects that will appear in the end-of-year examinations during the harmonised annual planning.

g) Assessment

The skills must be weighted as follows: Reading comprehension: 30%, Written production: 30%, Literary essay: 40%.

Teachers must prepare a grading system/key and an assessment grid.

a) Syllabus for examination

The examination is based on the Syllabus for all LII Languages - Advanced course (Secondary Cycle) 2016-12-D-22-en-6. The expected level at the end of Cycle 3 is C1+ of the *Common European Framework of Reference for Languages*.

b) Objectives

1. Understand the explicit or implicit content of a long speech or of a complex argument.
2. Read, understand, and analyse literary and non-literary texts which are relatively long and complex, appreciating differences in styles.
3. Write a precise and well-structured text of different forms and genres adapting his/her style to the recipient; explain in a critical manner his/her point of view on literary and non-literary subjects.
4. Demonstrate insight and deeper understanding of the cultures of the target language: society, current affairs, literature and its context, and the arts in general.
5. Demonstrate knowledge of literary and non-literary texts from different periods, locate them in their historical and cultural context and consider their impact on society at the time, and put it in perspective, where possible.

c) Required and assessed skills

Examinations must test pupils' reading comprehension and written production as described in the Secondary Cycle learning objectives.

d) Duration

The written examination lasts for three periods (135 minutes)

e) Structure

The examination will be composed of three parts:

1. Reading comprehension
2. Written production exercise
3. Literary essay

The three parts are not related.

Reading comprehension – Textual analysis

- A text with accompanying tasks is required.
- The text must correspond to level C1 of the CEFR.
- The text must be unedited, authentic and non-literary.
- The text may be abridged as long as it remains clear and coherent. This must be indicated as follows [...].
- Translated texts are not permitted.
- The text must be interesting or relevant to young people and must not require any previous in-depth cultural awareness.
- The text must be positive in nature and must avoid mention of any subjects likely to be upsetting or inappropriate.
- The text must not be taken from textbooks currently in use at the school.

- The total number of words must not exceed 600-700 words (+/-10%) (except poems).
- Footnotes should be avoided.
- The text may include images, graphs, etc. as long as they complement the text and can be printed clearly.
- Line numbering is required every five lines and is to be placed to the left of the text.

Reading comprehension tasks:

- The proposed exercises must allow for the assessment of both reading comprehension and analytical ability as indicated in the assessment grid.
- The task should be composed of three or four questions.
- Varied tasks should be proposed, which may include:

Possible tasks
Missing word tasks with three additional words
Association exercises
Tasks to find synonyms/antonyms
Multiple-choice questions (four choices with a single correct answer)
True/false (with justification)

- For missing word exercises: words are to be provided in their original version, in alphabetical order; only one correct answer; at least three additional words must remain.
- Answers to true/false questions must be justified by giving the first four words of the sentence that demonstrates whether or not the statement is factual.
- The points awarded for each exercise must be clearly indicated and split equally across the different questions.

Written production

- A writing task will be set. (See different examples from the syllabus)
- The instructions must clearly describe the context and must include at least three bullet points to help complete the task.

Literary essay

- An essay subject is proposed based on a piece of literature studied as part of the s6 syllabus.
- Here, we are assessing knowledge of a literary work, i.e., the ability of the pupil to offer an interpretation of said work.
- The instructions should clearly explain that the pupil is to formulate their own opinion, based on a solid and pertinent argument.

The written task for “Written production” + “Literary essay” should be around 600 800 words (+/- 10%).

f) Contents

The examination must primarily be based on subjects taught in s6. The teachers should agree on the subjects that will appear in the end-of-year examinations during the harmonised annual planning.

g) Assessment

The skills must be weighted as follows: Reading comprehension: 20%, Written production: 30%, Literary essay: 50%.

Teachers must prepare a grading system/key and an assessment grid.

s6 Mathematics (5-period course)

a) Syllabus for the examination

Current Syllabus s6

b) Objectives

The aim of the s6 end-of-year exam is to assess assimilation and understanding of program objectives, as well as the ability to apply skills.

c) Competences required and assessed

The skills assessed are:

- Skills specific to the mathematics course, mentioned in the syllabus.
    - Knowledge and understanding
    - Methods
    - Problem solving
    - Interpretation
    - Communication
    - Digital competence

d) Length

The exam is four periods long:

- Part A without calculator (two periods)
- Part B with calculator (two periods).

The calculator used must comply with the current memorandum.

e) Structure / Form

Each part will consist of several exercises (between 3 and 7) on different points of the program. The different themes (algebra, analysis, geometry, statistics, and probability) are to be assessed. The proportion of each subject will be determined locally within the Mathematics Department.

In general, we make sure that the degree of difficulty increases as the questions progress.

Each part (with and without calculator) accounts for 50% of the final mark.

f) Subject matter to be prepared / Content

In each school, teachers will jointly determine which parts of the curriculum will be assessed. Examination questions are based on the Grade 5 syllabus, although they may draw on previously acquired knowledge and skills.

It is essential that all the teachers in the level, from all the language sections, work together on the subject, to ensure real harmonization in the design and preparation of the subject.

The notions and examples mentioned in the Key Contexts, Phenomena and Activities column are not required. However, it may be decided locally within the mathematics department to tackle elements of this column, respecting the equity between candidates from different classes and sections.

g) Assessment

The teachers for each level must jointly draw up a correction grid, in line with the level descriptors achieved.

This scoring grid should take into account the skills mentioned in point **c)**.

s6 Mathematics (3-period course)

a) Syllabus for the examination

Current s6/s7 syllabus

b) Objectives

The aim of the s6 end-of-year exam is to assess assimilation and understanding of program objectives, as well as the ability to apply skills.

c) Competences required and assessed

The skills assessed are:

- Skills specific to the mathematics course, mentioned in the syllabus.
    - Knowledge and understanding
    - Methods
    - Problem solving
    - Interpretation
    - Communication
    - Digital competence

d) Length

The length of the exam is three periods:

- Part A without calculator (one period)
- Part B with calculator (two periods).

The calculator used must comply with the current memorandum.

e) Structure / Form

Each part will consist of several exercises (between 2 and 5) on different points of the program. The different themes (analysis, statistics and probability) are to be assessed. The proportion of each subject will be determined locally within the Mathematics Department.

In general, we make sure that the degree of difficulty increases as the questions progress.
Part A will count for 35% of the final exam mark and Part B for 65%.

f) Subject matter to be prepared / Content

In each school, teachers will jointly determine which parts of the curriculum will be assessed. Examination questions are based on the Grade 5 syllabus, although they may draw on previously acquired knowledge and skills.

It is essential that all the teachers in the level, from all the language sections, work together on the subject, to ensure real harmonization in the design and preparation of the subject.

The notions and examples mentioned in the Key Contexts, Phenomena and Activities column are not required. However, it may be decided locally within the mathematics department to tackle elements of this column, respecting the equity between candidates from different classes and sections.

g) Assessment

The teachers for each level must jointly draw up a correction grid, in line with the level descriptors achieved. This scoring grid should take into account the skills mentioned in point **c)**.

s6 Biology 4p

a) Syllabus for the examination

Biology 4 Periods Syllabus – s6-s7 - 2020-12-D-27-de/en/fr-3

b) Objectives

This summative assessment must be oriented around the Key Competences for the European Schools, the attainment descriptors for biology and the cross-cutting concepts as given in the syllabus. Teachers should not emphasise rote learning. Pupils should be prepared to analyse documents and data sets, to bring their own contextual knowledge to bear, and to synthesise complex responses, including propositions for further investigation. The examination should give a picture of each pupil's attainments, strengths, and areas for further work.

c) Competences required and assessed

Examinations should not test pupils only on factual knowledge and comprehension, but also substantially assess application, analysis, and written communication skills, in accordance with the attainment descriptors.

d) Length

The length of the examination is three periods.

e) Structure / Form

Examination should be in three parts:

1) a guided exercise, providing data taken from a source or sources in the primary scientific literature along with explanatory material, and posing a series of questions to assess knowledge and comprehension, application, analysis, and written communication;
2) a synthesis exercise, asking candidates to make sense of, explain, and draw conclusions from an array of data taken from a source or sources in the primary scientific literature;
3) an essay based on an open-ended prompt, asking candidates to marshal content knowledge in support of an argument in a wider context, which may include social, ethical, or sustainable development aspects of a question.

f) Subject matter to be prepared

The written examination will be based on the 6th year syllabus, although it will also assume mastery of knowledge and skills acquired previously in s4 and s5. The questions will be on the points delimited by the syllabus in the columns entitled: "Subject content" and "Learning objectives (and limits)".

g) Content

Examination should be based primarily on the year 6 syllabus, but may also test competences (knowledge, skills, and attitudes) acquired previously.

h) Assessment

Competences should be weighted as follows: Knowledge/comprehension: 35%; application: 40%; analysis: 20%; written communication (verbal and graphical): 5%.
Teachers should prepare a marking scheme / rubric and a matrix.

s6 Chemistry

a) Syllabus for the examination

Chemistry Syllabus – s6-s7 - 2021-01-D-51-de/en/fr-2

b) Objectives

This summative assessment must be guided by the Key Competences for the European Schools and the attainment descriptors identified in the syllabus and is based on various types of written questions.

c) Competences required and assessed

Examinations should test knowledge and comprehension, application, and analysis and evaluation according to the attainment descriptors.

d) Length

The length of the examination is three periods.

e) Structure / Form

The exam assesses knowledge and understanding, application and analysis and evaluation, using different types of questions, open and multiple choice, for example. If there are questions for which data has been provided, it must have been taken from a primary scientific literature source/s and these sources must be identified.

f) Subject matter to be prepared

In each school, the teachers concerned will determine, by mutual agreement, for the sixth year, the parts of the syllabus to be covered in the first and second semesters respectively, based on the syllabus.

The written exams will be based on the s6, mainly on the contents of the 2nd semester. The questions will be drawn up according to the syllabus, namely in the columns entitled: "Content" and "Learning objectives".

g) Content

The exam questions are based on the s6 syllabus, mainly on the content taught in the second semester. Knowledge of the s5 syllabus is assumed.

h) Assessment

Competences should be weighted as follows: Knowledge and Comprehension:25%, Application: 50% and Analysis and Evaluation:25.

Teachers should prepare a marking scheme / rubric and a matrix.

s6 Physics

a) Syllabus for the examination

Current Physics Syllabus s6-s7: 2021-01-D-56-en-3

b) Objectives

The purpose of the summative assessment is to summarise the pupils' achievements and to determine whether, and to what degree, the pupils have demonstrated understanding of that learning. It must be guided by the Key Competences for the European Schools and the attainment descriptors identified in the Current Physics Syllabus s6-s7.

c) Competences required and assessed

The eight competences for physics, as mentioned in the syllabus, are knowledge, comprehension, application, analysis, experimental work, digital competences, communication and team work.

d) Length

The length of the exam is three periods.

e) Structure / Form

Assessing content knowledge can be done by written questions where the pupil has to respond on. Partly that can be done by multiple choice but competences as constructing explanations and engaging in argument as well as key competences as communication and mathematical competence need open questions or other ways of assessing. Teachers should prepare a marking scheme / rubric and a matrix.

f) Subject matter to be prepared / Content

Examination questions are based on the 6th year syllabus, although they may draw on previously acquired knowledge and skills. All the teachers in the level, from all the language sections, should work together on the subject, to ensure real harmonization in the design and preparation of the subject.

g) Assessment

See pages 38-42 of the document 2021-01-D-56-en-3

s6 History

a) Syllabus for the examination

2022-11-D-32-en-2; 2022-11-D-32-fr-2; 2022-11-D-32-de-2

b) Objectives

Assessments must be oriented around the Key Competences for the European Schools, the attainment descriptors for History and the crosscutting concepts as mentioned in the syllabus. The examination should allow giving a picture of each pupil's attainments, strengths, and areas for further work. By the end of Year 6, the study of the history of Europe between 1914 and 1945 and the themes of the curriculum should equip pupils with the skills and knowledge of the political, economic and social phenomena at play based on European and global themes. These general learning objectives are reflected in the following areas:

- Knowledge and understanding.
- Application (of knowledge) and interpretation.
- Synthesis and evaluation.
- Communication skills in history.

c) Competences required and assessed

Examinations should not only test pupils on factual knowledge and comprehension, but also substantially assess their application, as well as their analytical, written and communication skills, in accordance with the attainment descriptors. More specifically, they should test a pupil´s ability to:

- Selecting relevant historical information from one or more documents.
- Understanding a historical fact in context.
- Demonstrating an understanding of historical processes, causes and consequences; continuities and ruptures, etc.
- Applying precise, relevant and detailed in-depth knowledge
- Identifying similarities and differences between sources
- Identifying points of view and interpretations in different sources
- Differentiating between facts and interpretations
- Using historical knowledge as evidence
- Selecting and classify arguments.
- Being aware that events in the past have multiple explanations.
- Using different approaches and interpretations of historical issues and events.
- Differentiating between primary and secondary sources, assess the usefulness of sources, the type of source: text, image, statistics, etc.
- Recognising the subjective nature of historical sources
- Assessing the value and limitations of documents as evidence of the past
- Synthesising evidence from both historical sources and background knowledge.
- Evaluating different approaches to and interpretations of historical issues and events.
- Communicating skills in history
- Formulating and answering questions: hypothesising and evaluating.
- Using relevant ideas, analysis, and arguments as the basis for oral and written work.
- Presenting and writing nuanced, coherent, and focused historical explanations, taking account of multiple factors.
- Producing analytical and critical responses to in-depth historical issues and events.
- Proposing conclusions.

d) Length

3 periods

e) Structure / Form

For the 2 periods course, it is up to each school's teachers to devise B-tests. B-tests may be formulated in different ways (written and/or oral and/or practical exercises, etc.). The format(s) of the B-tests should be announced at the beginning of the school year and harmonised at school level (for more details, see p. 50 of the curriculum). The research program has no specified form; it should be harmonized at the school level.
For the 90 minutes first Semester Examination of the 4 periods course, the structure is the following: (i) Source analysis question (ii) Comparative analysis of two sources (iii) Evaluation of the utility of two sources (values and limitations (iv) One essay based on a topic studied in class. For the 180 minutes second Semester Examination, the structure is based on the Baccalaureate format.

f) Subject matter to be prepared

In each school, the teachers concerned will determine by common agreement for the 6th year the parts of the syllabus to be covered in the first and second semesters respectively.
The written examinations will be based on the 6th year syllabus, although they will also test skills acquired previously. The subject matter to be prepared for the examinations will cover the parts of the syllabus fixed by the teachers for the second semester of 6th year.

g) Content

Examination should be based primarily on the year 6 syllabus, but may also test competences (knowledge, skills, and attitudes) acquired previously. Teachers should align expectations in harmonised annual planning about which topics will be covered in the end-of-year examination.

h) Assessment

See document 2022-11-D-32-en-2; 2022-11-D-32-fr-2; 2022-11-D-32-de-2

s6 Geography

a) Syllabus for the examination

- 2013-01-D-36-de/en/fr-5

(Geography 4p Syllabus – s6/s7 approved by the joint Teaching committee - 13 and 14 February 2014)

b) Objectives

This summative assessment must be oriented around the Key Competences for the European Schools, the attainment descriptors for geography. The examination should allow to give a picture of each pupil's attainments, strengths, and areas for further work.

By the end of year 6, pupils must have the capability to

- develop a sense of place at different scales,
- use the fundamental ideas and concepts of geography and develop the necessary terminology in their L2,
- understand the complex interrelationships within and between physical and human geography,
- begin to understand that the world is complex and diverse,
- understand regional differences and analyse their causes,
- realise the existence of global links,
- seek geographical information from varied sources, whilst reflecting critically on the origin and veracity of sources
- appreciate and use geographical knowledge and skills in new situations,
- develop an understanding of the concept of sustainability in the development of all societies.

These general learning objectives are reflected in the following areas:

- Knowledge and understanding.
- Analysis (the application of ideas).
- Evaluation and critical thinking.
- Skills and techniques (selection, use and application).
- Oral.

Geographical skills include the use of all types of maps, photographs and satellite images, sketches and diagrams, graphs, statistics and data (e.g., Eurostat https://ec.europa.eu/eurostat), texts, cartoons.

c) Competences required and assessed

Examinations should not only test pupils on factual knowledge and comprehension, but also substantially assess their application, as well as their analytical, written and communication skills, in accordance with the attainment descriptors. More specifically, they should test a pupil´s ability to:

- Describing recent material such as maps, graphs, geographical statistics, or other documents.
- Analysing material using geographical concepts, examples and keywords in the L2. Analyse may include a critical approach of material given, considering its strengths and weaknesses.
- Presenting information in graphical form (graphs, diagrams, sketches…)
- Explaining a geographical situation by reference to relevant knowledge, examples, key terminology in the L2.
- Organising clearly an explanation or an argumentation in a written or an oral form.

d) Length

The length of the examination is three periods.

e) Structure / Form

In each school, the teachers concerned will determine by common assent for the sixth year if the B-test will be harmonised or not and if the assessment will also include any summative alternative task (Project-based assignments, problem-based assignments, presentations, reports, concept maps, critical analyses, case-based scenarios, portfolios, etc.)

f) Subject matter to be prepared

In each school, the teachers concerned will determine by common assent for the sixth year the parts of the syllabus to be covered in the first and second semesters respectively, taking as their basis the syllabus.

g) Content

- Examination should be a guided exercise covering all the chapters that have been given to review. A part is based on recent and various material with sources mentioned, a part is based on knowledge.
- Questions assess knowledge and understanding, analysis (the application of ideas), evaluation and critical thinking, skills and techniques (selection, use and application).
- The difficulty of the questions should gradually increase (e.g. for questions using documents: describing then analysing; for questions using knowledge: defining, then explaining, then analysing a question)

h) Assessment

Teachers should prepare a marking scheme / rubric and a matrix.

s6 L3

a) Syllabus for the examination

The examination is based on the syllabus for all L3 Languages – Secondary cycle 2022-11-D-33-2 (en/de/fr). The level of attainment at the end of cycle 3 is benchmarked against the reference level B1+ of the *Common European Framework of Reference for the Teaching and Learning of Foreign Languages*.

b) Objectives

This summative assessment must be oriented around the Key Competences for the European Schools and the attainment descriptors for L3. The examination will reflect the learning objectives of the syllabus for cycle 3 and will assess the relevant competences. The examination should allow to give a picture of each pupil's attainments, strengths, and areas for further work.

c) Competences required and assessed

Examinations should test pupils' reading comprehension and written production as described in the learning objectives for the cycle 3.

d) Length

The length of the examination is three periods.

e) Structure

The examination will be made up of three parts:

1. Reading comprehension
2. Written production task
3. Understanding literature

These three parts are not linked.

1. <u>Reading comprehension</u>

- A text with accompanying tasks is required.
- The text should correspond to Level B1+ on the CEFR.
- The text should be unseen, non-fiction, authentic and of general interest.
- The text can be adapted to correspond to B1+ level. This can include omitted words, phrases or paragraphs but should not include rewriting of the text.
- The text may be abridged on condition that they remain clear and coherent. This must be indicated in the following way [...].
- A text in translation should not be used.
- The text should be of interest or relevance to young people and should not require in-depth prior cultural awareness.
- The text should be positive and avoid subject matter that might be obviously upsetting or inappropriate.
- The text should not be taken from current textbooks.

- The total word count should not exceed 500 words (+/- 10%).
- A variety of non-fictional texts may be used: newspaper articles, magazine articles, letters, review, essay, speeches, lectures, etc.
- In general, there should be no footnotes. If necessary, however, there should be a maximum of three.
- The text can include a picture, graphics etc. provided that these complement the text and can be printed clearly.
- The lines must be numbered in fives to the left of the text.

Reading comprehension tasks:

- Tasks set should cover reading for understanding.
- There should be 3 to 4 tasks.
- A variety of tasks must be given. These might include:

Task Type
Gap filling with three surplus words
Matching exercises
Finding a word/expression in the text with similar meaning
Multiple choice questions (4 options)
True or false plus justification

- For gap-fill exercises the words should not need to be changed, appear in alphabetical order and should include three surplus words.
- Answers to true/false questions require justification by giving the first four words of the sentence that shows that the statement is either true or false.
- The marks for each task should be clearly indicated and there must be a reasonably even balance of marks between tasks.

2. Written production

- One writing task will be set. (Possible text types see syllabus 6.4)
- Candidates will be required to write a text of approximately 300 words (+/-10%) in length.
- Instructions should clearly outline the context and should include at least three bullet points to help define task achievement.

3. Understanding literature

- Candidates will be required to write a text of approximately 300 words (+/-10%) in length.
- Questions should focus on main ideas, characters and storyline of the set text.
- Questions should be phrased in such a way as to ensure that candidates are also able to give their personal response to the text.

f) Content

Examination should be based primarily on topics dealt with in year 6. Teachers should align expectations in harmonised annual planning about which topics will be covered in the end-of-year examination.

g) Assessment

Competences should be weighted as follows: reading comprehension: 40%, written production: 30%, understanding literature: 30%.

Teachers should prepare a marking scheme / rubric and a matrix.

s6 L4

a) Syllabus for the examination

The examination is based on the syllabus for all L4 Languages – Secondary cycle 2016-07-D-12-en-4**.**
The level of attainment at the end of cycle 2 is benchmarked against the reference level A1 of the *Common European Framework of Reference for the Teaching and Learning of Foreign Languages*.

b) Objectives

This summative assessment must be oriented around the Key Competences for the European Schools and the attainment descriptors for L4.

The examination will reflect the learning objectives of the syllabus for the previous years, especially years 4 and 5 and will assess the relevant competences. The examination should allow to give a picture of each pupil's attainments, strengths, and areas for further work.

c) Competences required and assessed

Examinations should test pupils' reading comprehension and written production as described in the learning objectives for the 2nd cycle.

d) Length

The length of the examination is three periods.

e) Structure

The examination will be made up of two parts:

- reading comprehension
- written production and interaction task

These two parts are not linked.

1. Reading comprehension

The reading test consists of 4 texts.

- CEFR level
  - The texts should correspond to Level A2 of the CEFR.
  - A text can be adapted to correspond to A2 level. This can include omitted words, phrases or paragraphs but should not include rewriting of the text.
- Word count
  - Each text has an average of 150 words.
  - The total word count of the four texts together should not exceed 600 words (+/- 10%).
  - A text may be abridged on condition that it remains clear and coherent. This must be indicated in the following way [...].
  - The lines must be numbered in fives to the left of the text.
- Other characteristics of the texts
  - The texts should be unseen.
  - The texts should be authentic: the texts should not be taken from textbooks. A text in translation should not be used.

- A variety of fictional or non-fictional texts may be used: newspaper article, magazine article, review, brochure, form, manual, public announcement, advertisement, interview, story, letter, ...
- The texts should be of interest or relevance to young people.
- The texts should be positive and avoid subject matter that might be obviously upsetting or inappropriate.
- The texts should not require in-depth prior cultural awareness.
- The texts can include a picture, graphics etc. provided that these complement the text and can be printed clearly.
- In general, there should be no footnotes. If necessary, however, there should be a maximum of three.

For each text, there are three to four tasks.

- The marks for each task should be clearly indicated and there must be a reasonably even balance of marks between tasks.
- Tasks set should cover reading for understanding: understand the overall subject of the text, understand the main points of the text, select information in the text.
- Tasks should be as functional as possible.
  - They fit the text type.
  - They are authentic and functional: in real life, you would read such a text to perform those tasks.
  - A variety of tasks can be given.

These might include:

Task Type
Multiple choice questions with 4 options
Matching exercises
True or false / yes or no, plus justification o Answers to true/false and yes/no questions require justification by giving the first four words of the sentence that shows that the statement is either true or false.
Gap filling with three surplus words o For gap-fill exercises the words should not need to be changed, appear in alphabetical order and should include three surplus words.
An open question with a single correct answer

2. Written Production

- Candidates will be required to write two texts of approximately 100 words (+/-10%) in length: one production task, one interaction task.
- The writing tasks should be meaningful.
- Instructions should clearly outline the context and should include at least two bullet points to help define task achievement.

f) Content

Examination should be based primarily on topics dealt with in year 5. Teachers should align expectations in harmonised annual planning about which topics will be covered in the end-of-year examination.

g) Assessment

Competences should be weighted as follows:

- Reading comprehension: 60%
- Written Production: 40%

Teachers should prepare a marking scheme / rubric and a matrix.

s6 Philosophy 4p

a) Syllabus for the examination

Philosophy syllabus s6-s7 – 4 Periods 2017-07-D-10-en/fr/de-3

b) Objectives

All summative assessment must be based on the Key Competences for Lifelong Learning and the attainment descriptors for Philosophy P4. The examinations should provide a clear picture of each pupil's achievements, strengths, and areas for improvement.

c) Competences required and assessed

Examinations should test not only on factual knowledge and comprehension, but also application, analysis, and written communication skills, in accordance with the attainment descriptors.

More specifically, they should test a pupil´s ability to:

- identify philosophical domains, and link them relevantly to the contemporary world,
- demonstrate intellectual curiosity,
- link ideas, based on evidence, and diverse ways of knowing including the cross-cultural,
- acknowledge the limits of human faculties and language,
- dare to overcome egocentric, ethnocentric and stereotypical thinking,
- acknowledge and understand ideas other than one's own
- critically appreciate the power of philosophical ideas, discourse, texts and other forms of human expression,
- move from the concrete to the abstract, from the particular to the general, and vice versa,
- develop an intellectual agility within discourse by freely using different registers, levels, voices and domains, etc.,
- define and rigorously use concepts and terminology of philosophy,
- identify philosophical problems correctly,
- explore, shape and present pertinent and sound responses to the problems,
- recognize contradictions, dubious premises and invalid conclusions,
- articulate a coherent, cohesive, comprehensive, critical response, which includes multiple-perspectives,
- posit arguments and counter arguments,
- think independently and craft ideas,
- overcome limiting illusions,
- demonstrate courage and empathy,
- exhibit critical reflection,
- appreciate the value of doubt, ambiguity and uncertainty,
- demonstrate an ability to investigate the nature and complexity of the world,
- engage in a dialogue, debate, etc.

d) Length

The length of the examination is three periods.

e) Structure / Form

The test is comprised of one compulsory question, followed by the compulsory text. Non-compulsory supporting materials include no more than three guiding questions, an additional supplementary text and an image. There should be a dividing line on the page separating the compulsory and non-

compulsory materials. Pupils are only obligated to use the compulsory question and compulsory text; the use of all other documents are optional.

f) Content

The examination should be based on the content specified in the syllabus. While individual schools are free to order the content in any way that they choose, this order must be agreed upon and fully harmonized across language sections within a school. Content on s6 exams should be harmonized according to these agreements.

g) Assessment

Cf. pp. 12-13 of the document 2017-07-D-10-en/fr/de-3

s6 Economics

a) Syllabus for the examination

Economics syllabus s6-s7 – 4 Periods 2025-01-D-53-en-1

b) Objectives

This summative assessment must be oriented around the Key Competences for the European Schools and the attainment descriptors for Economics. The examination should allow to give a picture of each pupil's attainments, strengths, and areas for further work.

c) Competences required and assessed

Examinations should not test pupils only on factual knowledge and comprehension, but also substantially assess application, analysis, and written communication skills, in accordance with the attainment descriptors.

More specifically, they should test a pupil´s ability to:

- identify the various economic issues
- show understanding of consumer behaviour and the determinants of demand
- understand the behaviour of producers and the factors that influence their decisions
- describe the various market types and market failures
- analyse macroeconomic principles.

d) Length

The length of the examination is three periods (135 minutes).

e) Structure / Form

For the first semester, it is up to each school's teachers to devise B-tests. B-tests may be formulated in different ways (e.g. shorter/longer essay-style questions, practical exercises, data-base questions) to allow assessment of a variety of skills and competences.

For the second semester examination (135 minutes), the structure is based on the Baccalaureate format. The exam consists of three compulsory questions with sub-questions and relevant data.

f) Subject matter to be prepared

The written examination will be based on the 6th year syllabus.

g) Content

Examination should be based on the year 6 syllabus.

h) Assessment

See page 4 of the document 2013-01-D-37-en-2.

s6 Art

a) Syllabus for the examination

Art Syllabus – Ref. : 2016-08-D-1-en-7

b) Objectives

The objective is to assess the pupils' proficiency in developing an idea into an artwork.

c) Competences required and assessed

Assessment should assess the five competencies listed in the art syllabus: Process & development, Technical skills, Originality, Artistic contextual awareness and Critical reflection.

d) Length

The length of the assessment is two consecutive periods. The assessment can take place during the regular art lessons.

e) Structure / Form

The assessment should be in the form of the production of an artwork. The structure of the assignment must allow for variation in pupils' capability and interest. The assessment must be grading according to the matrix used for the s7 Art exam.

f) Subject matter to be prepared

The subject matter should be guided by the Art competencies described in the syllabus.

g) Content

The content of the assessment should be guided by the Art competencies described in the syllabus.

h) Assessment

Preparatory work, Final work and Final statement should be graded in the same way as the s7 final exam (see the matrix in the syllabus).

s6 Music

a) Syllabus for the examination

Music syllabus s6-s7 - Ref.: 2021-01-D-55-en-2

The music curriculum supports young people's musical development through providing them with a range of challenging and enriching musical encounters which lead to increasingly sophisticated and meaningful relationship with music as composers, performers and listeners.

b) Objectives

This summative assessment should focus on the key competences for the European Schools and the descriptors of achievement for music. The assessment should provide a picture of achievement and the development of musical skills knowledge and understanding in the three main musical competencies of composing and improvising, performing, as well as listening and responding.

c) Competences required and assessed

The examinations should test knowledge and understanding, application, analysis and evaluation in accordance with the descriptors of achievement.

d) Length

The length of the examination is two periods.

e) Structure / Form

The assessment should be in the form of the production of a composition, performance and a written examination based on **one** of the topics being studied in Years 6 and 7. The written examination should take the form of the listening examination set for the Baccalaureate examination. The structure of the assignment must allow for variation in pupils 'capability and interest. The assessment must be grading according to the matrix used for the s7 Music exam.

f) Subject matter to be prepared

The subject matter should be guided by the Music competencies described in the syllabus.

g) Content

The content of the assessment should be guided by the Music competencies described in the syllabus.

h) Assessment

The competences are to be assessed those set out for composing and improvising, performing, listening and responding according to the assessment criteria set out in the syllabus.

s6 Ancient Greek

a) Syllabus for the examination

The examination is based on the syllabus for Ancient Greek 2018-09-D-55-el-3.

- It assesses all required competences so that pupils may not neglect or leave out parts of the syllabus.
- It includes unseen literary and non-literary texts.

b) Objectives

- This examination assesses the pupils' ability to understand and to react to (translate) literary and non-literary Ancient Greek texts, according to the required competences.
- Pupils must be able to produce coherent and linguistically appropriate written text(s) that address(es) the task(s).

This summative assessment must be oriented around the Key Competences for the European Schools and the attainment descriptors as mentioned in the syllabus for Ancient Greek. The examination will reflect the learning objectives of the syllabus for the previous years, especially years 5 and 6 and will assess the relevant competences. The examination should allow to give a picture of each pupil's attainments, strengths, and areas for further work.

c) Competences required and assessed

Examinations should test pupils' Learning objectives (as stated in the program and as described in the learning objectives for the **3**rd cycle / s6-s7).

d) Length

The length of the examination is **three** lesson period.

e) Structure/Form

The examination consists of two compulsory parts.

A. Part I: Translation of Ancient Greek text/texts:
Reading comprehension and written production tasks

B. Part II
A. Questions (Closed questions).
B. Written production (Open question)

Written Production

- Candidates will be required to write a text of approximately **200 words** (+/-10%) in length.

These two parts are not linked.

- The number of marks allotted to each question should be clearly indicated on the examination paper.

- The total length of all the Ancient Greek text(s) (Part I) in the examination paper will be approximately 150 words.
- Authorised Material for B-tests: Ancient Greek Dictionary.

f) Content

The written examinations should be based primarily on topics dealt with in year 6, mainly on the content taught in the second semester, but may also test knowledge, skills and attitudes acquired previously. Teachers should align expectations in harmonised annual planning about which topics will be covered in the end-of-year examination.

g) Assessment

Attainment descriptors for Ancient Greek year s6 (s6-s7), pages **23-37,** 2018-09-D-55-el-3.

Teachers should prepare a marking scheme / rubric and a matrix.

s6 Other National Language - ONL

a) Syllabus for the examination

The examination is based on the syllabus for years 6 (Cycle 3) of the following harmonised Syllabi:

MT 2022-01-D-47-mt/en1
FI 2022-01-D-17-fi-2
SV 2022-01-D-18-sv-2
GA 2020-12-D-3-ga/en-2

The level of attainment at the end of cycle 3 is benchmarked against the reference level B2 of the *Common European Framework of Reference for the Teaching and Learning of Foreign Languages*.

b) Objectives

This summative assessment must be oriented around the Key competencies for the European Schools and the attainment descriptors for ONL. The examination will reflect the learning objectives of the syllabus for the previous years, especially year 5, and will assess the relevant competencies. The examination should allow to give a picture of each pupil's attainments, strengths, and areas for further work.

c) Competences required and assessed

Examinations should test pupils' reading comprehension and written production as described in the learning objectives for the 3rd cycle.

d) Length

The length of the examination is two periods (90 minutes).

e) Structure

The examination will be made up of two parts:
- reading comprehension and
- written production task

The use of a monolingual dictionary is permitted.

Reading comprehension:

- Two reading comprehension passages will be set: one literary/fiction and one non-fiction
- The text should correspond to Level B2 on the CEFR.
- The text should be of interest or relevance to young people and should not require in-depth prior cultural awareness.
- The text should be positive and avoid subject matter that might be upsetting or inappropriate.
- The total word count should not exceed 500 words (+/- 10%). For Finnish, due to the particular morphological structure of the language, and depending on the text, the word count can be 400 +/-10%.
- In general, there should be no footnotes. If necessary, however, there should be a maximum of two.
- The pupils will answer a total of 8-10 questions. For pupils of Maltese, questions that assess knowledge of metalanguage, grammar, syntax, vocabulary, etc may be included.

- The text can include a picture, graphics, etc. provided that these complement the text and can be printed clearly.
- The text should be typed in Arial 12 and lines must be numbered in fives to the left of the text.

Written production:

- Two questions will be set. They will be loosely connected to the reading comprehension passages.
- Pupils will have a choice and must answer one question.
- Candidates will be required to write a text of approximately 200 words (+/-10%) in length.
- The tasks should focus on everyday matters, the pupil's experiences, and opinions.
- The types of tasks to be set could include the writing of a personal letter/email; a narrative or description; a diary entry, a simple dialogue, a short essay, a simple write-up of an event etc.

For Maltese another three questions will be set for the Literature component. Pupils will choose one question and are required to write 175-200 words.

f) Content

Examination should be based ideally on topics dealt with in year 6. Teachers should align expectations in harmonised annual planning about which topics will be covered in the end-of-year examination.

g) Assessment

Competences should be weighted as follows:

Reading comprehension: 60%, Written Production: 40%

Teachers should prepare a marking scheme / rubric and a matrix.

s6 Latin

a) Syllabus for examination

The examination is based on the Latin Syllabus 2014-01-D-35-en-3

b) Objectives

1. Read texts belonging to various genres: literary texts, philosophical texts, scientific texts, legal texts, etc.
2. Make an independent translation of a text; - compare translations and make a critical judgement between them;
3. Comment on a text explaining the following aspects: literary, philosophical, cultural and historical (explicit and implicit);
4. Demonstrate their knowledge of the scientific, legal, philosophical, literary, economic, financial context (among others) in order to place a text appropriately;
5. Show an advanced understanding of the ancient Roman world;
6. Put into perspective in a precise and subtle way the heritage of antiquity in all its different aspects.

c) Required and assessed skills

Examinations must test pupils' reading comprehension and written production as described in the Third Cycle learning objectives.

d) Duration

The written examination lasts for two periods (90 minutes)

e) Structure

The examination will be composed of three parts:

1. Comprehension of Latin texts unknown to the pupils
2. Comprehension of Latin texts known to the pupils
3. Written production

These three parts are not related.

f) Content

The examination must primarily be based on subjects taught in s6. The teachers should agree on the subjects that will appear in the end-of-year examinations during the harmonised annual planning.

g) Assessment

The skills must be weighted as follows: Reading comprehension of Latin texts unknown to the pupils: 30%, Reading comprehension of Latin texts known to the pupils: 40%, and Written production: 30%.

Teachers must prepare a grading system/key and an assessment grid.

ANNEX VIIIa of AIREB— NON-EXHAUSTIVE LIST OF AUTHORIZED MATERIAL FOR THE EUROPEAN BACCALAUREATE WRITTEN EXAMINATIONS*

Subject – Matière – Fach	EN	FR	DE
ANCIENT GREEK **GREC ANCIEN** **ALT GRIECHISCH**	Ancient Greek dictionary	Dictionnaire de Grec Ancien	Altgriechisches Wörterbuch
ART **KUNST**	All materials and equipment normally available in the art room. The use of the Internet is only permitted during the preparation period. Only USB sticks provided by the School are allowed.	Tous les matériaux et équipements généralement présents en classe d'Art. L'utilisation de l'Internet est permise seulement pendant la période de préparation. Seules les clés USB fournies par l'école sont autorisées.	Das gesamte Material und alle Ausrüstungsgegenstände, die normalerweise im Klassenraum für Kunsterziehung verfügbar sind. Ein Internet-Zugriff ist lediglich während der Vorbereitungsdauer gestattet. Nur die von der Schule zur Verfügung gestellten USB-Sticks sind zulässig.
BIOLOGY **BIOLOGIE**	Technological tool Graph paper Pencils only for graph paper Booklet	Support technologique Papier millimétré Crayons seulement pour papier millimétré Recueil	Prüfung mit technologischem Hilfsmittel Millimeterpapier Bleistifte nur für Millimeterpapier Sammlung
CHEMISTRY **CHIMIE** **CHEMIE**	Technological tool Booklet	Support technologique Recueil	Prüfung mit technologischem Hilfsmittel Sammlung

Subject – Matière – Fach	EN	FR	DE
ECONOMICS **ÉCONOMIE** **WIRTSCHAFTSKUNDE**	Technological tool	Support technologique	Prüfung mit technologischem Hilfsmittel
GEOGRAPHY **GÉOGRAPHIE** **GEOGRAPHIE**	Technological tool Graph paper Pencils only for graph paper	Support technologique Papier millimétré Crayons seulement pour papier millimétré	Prüfung mit technologischem Hilfsmittel Millimeterpapier Bleistifte nur für Millimeterpapier
LATIN **LATEIN**	Bilingual dictionary Conspectus Grammaticalis	Dictionnaire de traduction Conspectus Grammaticalis	Zweisprachges Wörterbuch Conspectus Grammaticalis
MATHEMATICS 3 PERIODS _ PART A **MATHÉMATIQUES 3 PERIODES _ PARTIE A** **MATHEMATIK 3 STUNDEN _ TEIL A**	Examination without technological tool Pencil and ruler Graph paper Formulas Booklet	Examen sans support technologique Crayon et règle Papier millimétré Recueil de formules	Prüfung ohne technologisches Hilfsmittel Bleistift und Lineal Millimeterpapier Formelsammlung
MATHEMATICS 3 PERIODS _ PART B **MATHÉMATIQUES 3 PERIODES _ PARTIE B** **MATHEMATIK 3 STUNDEN _ TEIL B**	Examination with technological tool Pencil and ruler Graph paper Formulas Booklet	Examen avec support technologique Crayon et règle Papier millimétré Recueil de formules	Prüfung mit technologischem Hilfsmittel Bleistift und Lineal Millimeterpapier Formelsammlung

Subject – Matière – Fach	EN	FR	DE
MATHEMATICS 5 PERIODS _ PART A **MATHÉMATIQUES 5 PERIODES _ PARTIE A** **MATHEMATIK 5 STUNDEN _ TEIL A**	Examination without technological tool Pencil and ruler Graph paper Formulas Booklet	Examen sans support technologique Crayon et règle Papier millimétré Recueil de formules	Prüfung ohne technologisches Hilfsmittel Bleistift und Lineal Millimeterpapier Formelsammlung
MATHEMATICS 5 PERIODS _ PART B **MATHÉMATIQUES 5 PERIODES _ PARTIE B** **MATHEMATIK 5 STUNDEN _ TEIL B**	Examination with technological tool: Pencil and ruler Graph paper Formulas Booklet	Examen avec support technologique : Crayon et règle Papier millimétré Recueil de formules	Prüfung mit technologischem Hilfsmittel Bleistift und Lineal Millimeterpapier Formelsammlung
MUSIC **MUSIQUE** **MUSIK**	Pencil MP3 player/audio player; headphones	Crayon Baladeur MP3 /audio ; écouteurs	Bleistift MP3-Spieler/Tonspieler; Kopfhörer
PHYSICS **PHYSIQUE** **PHYSIK**	Technological tool Pencil and ruler Graph paper Formulas Booklet	Outil technologique Crayon et règle Papier millimétré Recueil de formules	Prüfung mit technologischem Hilfsmittel Bleistift und Lineal Millimeterpapier Formelsammlung

Note: Concerning the technological tool, details and specificities of the tool that is allowed for a given session are communicated separately.

EXAMINATIONS WITH NO SPECIFIC MATERIAL ALLOWED	ÉPREUVES N'AUTORISANT AUCUN MATERIEL SPÉCIFIQUE	PRÜFUNGEN OHNE BESONDERE HILFSMITTEL
HISTORY	HISTOIRE	GESCHICHTE
LANGUAGE 1 and LANGUAGE 1 ADVANCED	LANGUE I et LANGUE I APPROFONDISSEMENT	SPRACHE I und SPRACHE I VERTIEFUNG
LANGUAGE 2 and LANGUAGE 2 ADVANCED	LANGUE II et LANGUE II APPROFONDISSEMENT	SPRACHE II und SPRACHE II VERTIEFUNG
LANGUAGE 3	LANGUE III	SPRACHE III
LANGUAGE 4	LANGUE IV	SPRACHE IV
ONL	ONL (ALN)	ALS (ONL)
PHILOSOPHY	PHILOSOPHIE	PHILOSOPHIE

Annex 3 - Junior Laureate Certificate

European Schools Junior Laureate Certificate

The Director of the European School of _____

Having regarded to the Convention defining the Statute of the European Schools signed in Luxembourg on the 21st of June 1994,[24]

to which Regulations have access the Governments

of

The Kingdom of Belgium,
The Federal Republic of Germany,
The French Republic,
The Italian Republic,
The Grand Duchy of Luxembourg,
The Kingdom of the Netherlands,
The Kingdom of Denmark,
Ireland,
The Hellenic Republic,
The Kingdom of Spain,
The Portuguese Republic
The Republic of Austria
The Republic of Finland
The Kingdom of Sweden
The Republic of Cyprus,
The Republic of Estonia,
Hungary,
The Republic of Latvia,
The Republic of Lithuania,
The Republic of Malta,
The Republic of Poland,
The Slovak Republic,
The Republic of Slovenia,
The Czech Republic,
The Republic of Bulgaria,
The Republic of Romania,
The Republic of Croatia

Having regarded the results achieved at the end of s5, has awarded to the pupil

---

Born on _____ in _____

this European Schools Junior Laureate Certificate, attesting that the pupil has successfully completed the 5th year of secondary education in the European Schools System, which corresponds to 10 years of school education.

Local, _____ **The Director _____**

European School:
Pupil's name:
Nationality:

[24] Article 5. Years of study successfully completed at the School and diplomas and certificates in respect thereof shall be recognized in the territory of the Member States, in accordance with a table of equivalence, under conditions determined by the Board of Governors as laid down in Article 11 and subject to the agreement of the competent national authorities.

Language section:
Date of birth:

MANDATORY CORE SUBJECTS	Number of periods per week	Final numerical mark
Language 1[1]	4 p/week	
Language 2[1]	3 p/week	
Language 3[1]	3 p/week	
Mathematics[1]	4 p/week or 6 p/week	
History (in Language 2)[1]	2 p/week	
Geography (in Language 2)[1]	2 p/week	
Biology[1]	2 p/week	
Chemistry[1]	2 p/week	
Physics[1]	2 p/week	
Physical Education	2 p/week	
Religion / Ethics[2]	1 p/week	/
OPTIONS		
Ancient Greek	4 p/week	
Language 4 or ONL	4 p/week	
Latin	4 p/week	
Economy (in Language 2)	4 p/week	
Art	2 p/week	
Music	2 p/week	
ICT	2 p/week	

[1] In the subjects the pupil took a harmonised examination at the end of the school year**.**

[2] Religion/Ethics is a mandatory core subject but in view of its special status, the marks achieved in this subject are not shown.

Date

The class teacher **The Director**

Marking scale of the European schools[25]

	Numerical Mark (s4-s6)	Performance Indicator
Excellent though not flawless performance entirely corresponding to the competences required by the subject	10 9.0-9.5	Excellent
Very good performance almost entirely corresponding to the competences required by the subject	8.0-8.5	Very good
Good performance corresponding overall to the competences required by the subject	7.0-7.5	Good
Satisfactory performance corresponding to the competences required by the subject	6.0-6.5	Satisfactory
Performance corresponding to the minimum of the competences required by the subject	5.0-5.5	Sufficient
Weak performance almost entirely failing to meet the competences required by the subject	3.0-4.5	Failed (Weak)
Very weak performance entirely failing to meet the competences required by the subject	0-2.5	Failed (Very weak)

[25] See General Rules of the European Schools – 2014-03-D-14 – Chapter IX