



European Schools

Office of the Secretary-General

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# S4-S7 MATHEMATICS SYLLABUS – SECONDARY YEARS 4-7

## Preamble to the syllabuses

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FOLLOW-UP ON THE MEETING OF THE JOINT TEACHING COMMITTEE OF 9, 10 AND 11 FEBRUARY 2011

APPROVED BY THE JOINT TEACHING COMMITTEE AT ITS MEETING OF 5 AND 6 OCTOBER 2011

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Immediate entry into force

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# PREAMBLE

## 1. OBJECTIVES

### 1.1. General objectives

The secondary section of the European Schools needs to perform the dual task of providing formal, subject-based education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of knowledge and understanding, concepts and skills within each subject area. Pupil should learn to describe, interpret, judge and apply their knowledge. Personal development of pupils is done in a range of spiritual, moral, social and cultural contexts. It involves for pupils an awareness of appropriate behaviour, and understanding of the environment in which they work and live and a development of individual identity. In practice these two tasks are inseparable within the school.

These two major objectives are developed in the context of a highlighted awareness of European reality, the characteristic feature of which is the richness of European cultures. This awareness and the experience acquired as a result of shared European life should lead to the development in pupils of behaviour showing clear respect for the traditions of each individual country in Europe, while at the same time preserving their own identities.

### 1.2. Subject-specific objectives

Mathematics instruction must progress systematically and create a lasting foundation for the assimilation of mathematical concepts and structures. The aim is to develop pupils' mathematical skills, such as creative, logical and analytical thinking. Pupils should develop the skills of formulating mathematical problems appropriately, then finding the solutions to the problems and finally presenting their methods and conclusions in a neat and orderly fashion. Problems that come up in day-to-day situations, and that can be resolved with the aid of mathematical thinking or operations, are to be utilised effectively.

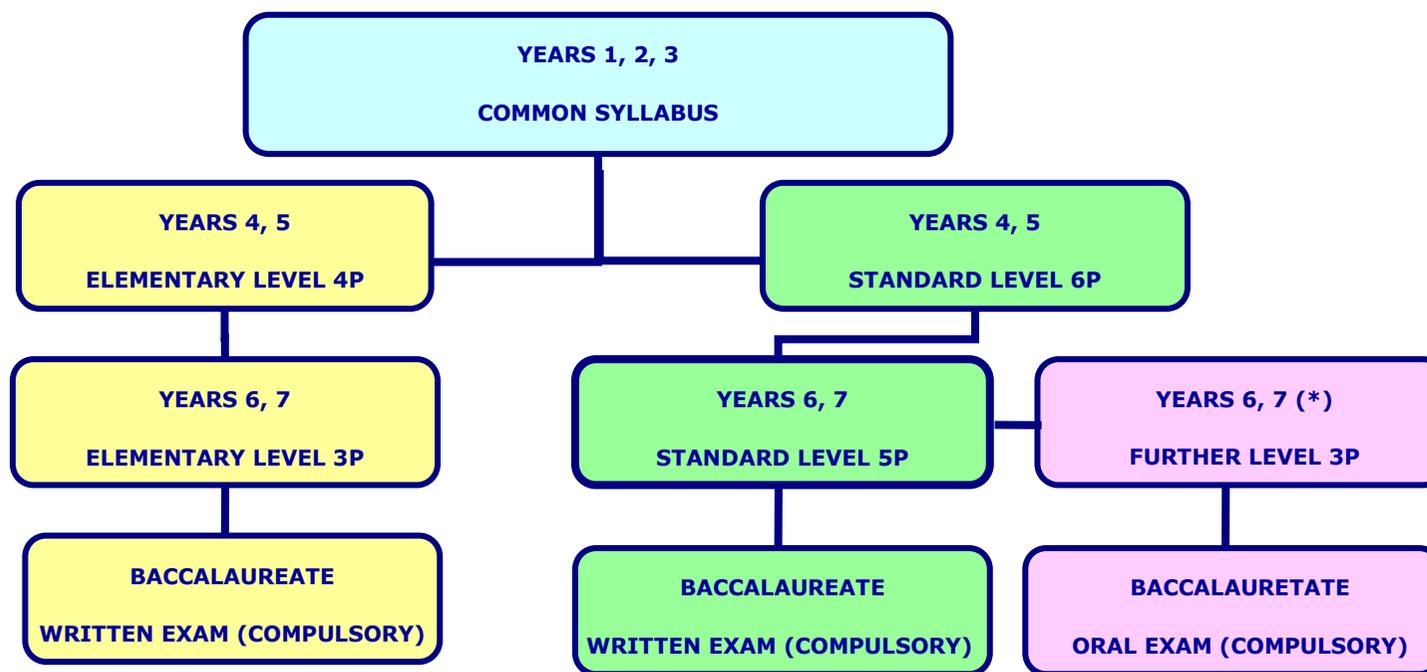
This syllabus of mathematics aims to improve the teaching of mathematics by guaranteeing more equality, and by updating the syllabus to correspond better to the new demands of the society.

The syllabus preserves the foundations of mathematics teaching and leaves the core of the subject unchanged but at the same time it has as a new objective the systematic implementation of modern technological tools in the teaching. It also aims to create a common vehicle for teaching while allowing the teachers the freedom to introduce the fundamental concepts of the syllabus according to their own teaching methods.

Also, this syllabus allows for differences in pupils' level of performance and enables them to excel. It eliminates the need for the pupil to master simple routines. This syllabus also places a great deal of emphasis on strategic thinking skills, as well as analysing results obtained.

It is important to underline that the syllabus is not based on the use of technological tools. On the contrary, purposeful and efficient use of these tools helps pupils to become confident in the fundamental mathematical concepts. It is also possible to differentiate the learning methods according to the age, level of studies chosen, and knowledge and skills of each pupil.

### 1.3. Structure of studies



**(\*) The further level course can only be studied in conjunction with the standard level (5p).**

### **1.3.1 Elementary level**

This course is intended for pupils who do not consider continuing with studies where mathematics plays an important role. Its purpose is to help pupils to understand the scientific and technological world surrounding them without putting too much emphasis on theoretical aspects of mathematics.

In the years 6 and 7 the 3 period course is normally preceded by the 4 period course in years 4 and 5.

### **1.3.2 Standard level**

This course is intended for pupils who need mathematics in their higher level studies and because of this can benefit from a solid foundation and a good general knowledge of mathematics.

In years 6 and 7 the 5 period course is normally preceded by the 6 period course in years 4 and 5.

### **1.3.3 Further level**

This course is only intended for pupils who have taken the 5 period course in years 6 and 7. Its purpose is to provide pupils with the knowledge sufficient for higher studies where mathematics has an important and fundamental role. The course requires dedication and the pupils are trained to solve problems with more varied methods.

The syllabus consists of two parts – one compulsory and the other optional - which allow for the incorporation of national syllabuses as well as entry requirements to institutions of higher education in different member states.

In year 6 the teacher shall include one of the options given in the syllabus in the optional part.

In year 7 the teacher shall include two of the options given in the syllabus in the optional part.

## 2. CONTENT

In this document the syllabus is presented in three columns.

The first column titled « *topics* » gives the content of the chapters.

The second column titled « *knowledge and skills* » states the objectives to be attained and defines clearly the techniques, concepts and strategies the pupil must understand and master without having any technological tool as a support.

The third column titled « *use of technological tool* » indicates the knowledge and skills required for effective use of technological tools associated with this syllabus.

Unlike in the syllabus for years 1, 2 and 3, the third column does not list possible teaching approaches which could be adopted when teaching the respective topics mentioned in the two previous columns. The third column here is an integral part of the syllabus defining the skills the pupil has to acquire to use the technological tools in order to perform calculation techniques, analyse problems, make conjectures, link concepts together, develop strategies and test results. This column also suggests the use of a technological tool in tests, exams and the Baccalaureate.

## 3. METHODOLOGY

### 3.1 Use of technological tool

Many students have difficulty understanding mathematical problems and appropriately applying their knowledge. Often they do not succeed in establishing a connection between their existing knowledge of mathematics and the method needed to solve a problem. Therefore, the fundamental aspect of this syllabus is the systematic use of a technological tool at all levels which:

- is the same in all European schools for all students and all levels of mathematics education from the 4th year;
- is sustainable over time because the software can be updated;
- integrates simultaneously and on a single platform; geometry, algebra, analysis, spreadsheet, drawing graphs, probability and statistics;
- ensures equity of use during class tests, examinations and baccalaureate.
- gives students the resources to devote themselves to actually solving problems and thereby highlights mathematical thinking, developing strategies and verification of results;

- allows an interdisciplinary approach, encouraging students to apply knowledge and skills in handling technological tools in other subjects such as physics, chemistry, biology, economics, sociology and geography.

The choice of technological tool to accompany this program is separately defined in a specification<sup>1</sup> and revised in light of developments in this area<sup>2</sup>.

This essential aspect of the syllabus not only modifies pupil's learning techniques but it will also mean a profound change in the teaching methods used by the teacher. This technological tool will make it possible for the teacher to divide teaching in units, to adopt a dynamic and interactive approach and to introduce the basics for mathematical reasoning in numerous varying situations

Introduction of this tool promotes group work, the exchange of ideas and information and discussion on strategies to be applied. It gives the teacher a role of mediator in this exchange, in a class room which through the implementation of this methodology will become a laboratory of mathematics.

This syllabus aims by no means to see this technological tool as a simple help for performing calculations and technical tasks in mathematics. On the contrary, a well-considered use of this tool shall enable the pupil to gain a better understanding of mathematical structures intrinsically connected with the technical aspects of mathematics. It contributes to the understanding and not to the acquisition of techniques.

### **3.2 Exercises, techniques and problem solving**

Problem solving plays an important role in the development of mathematical abilities as a key factor for stimulating reasoning. Examples and problems can be taken from everyday life. In addition, it is possible to use artificial situations as well as carry out research and conduct experiments.

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<sup>1</sup> Mathematics Syllabus Year 4 to Year 7: "Characteristics of the technological tool to be implemented" Ref.: 2010-D-571-en-2

<sup>2</sup> "Arrangements for acquisition of the 'calculator' foreseen by the new mathematics syllabuses" (approved by the Board of Governors of the European Schools on 14, 15 and 16 April 2010 in Brussels) Ref.: 2010-D-242-en-3

In order to understand the basic philosophy of this syllabus of mathematics and to put problem-solving really into practice it is important to distinguish between an exercise or a technique and solving a real-life problem; acknowledging that the one cannot be done without the other. The fundamental objective of this syllabus is to recognise that both play a role and not to limit mathematics to the use of mechanisms.

An exercise or using a technique differs from solving a real-life problem in the following ways.

Exercise or mathematical technique	Real-life mathematical problem
The wording sets out what is to be done and often indicates the techniques to be used.	The wording can be open and at the start it is not yet clear what is being asked.
The path for finding the solution is unambiguous.	At first it is not always evident how to reach the solution.
The solution is obtained by using skills or mechanisms gained previously.	Solving the problem requires going into detail, seeing a relationship, reflecting, drafting a strategy on how to continue from the start.
It is possible to estimate the time required for obtaining the solution.	To estimate the time required for solving the problem is difficult, or even impossible.
The level of difficulty can be clearly defined and finding a solution is evident for those above that level. On the other hand, finding the solution is impossible for those who have not reached the level required.	The level of difficulty is not the only decisive factor. The problem can be simple, interesting and does not necessarily require skills acquired previously. The problem can be solved by persons with different level of competences.

Solving a real-life problem involves different steps and using basic or universal strategies.

The steps can be described as follows:

1. Understanding the problem
2. Drafting a plan
3. Carrying out the plan
4. Reflecting on the solution obtained.

Basic strategies include the following among others:

1. Examining all possible cases
2. Choosing appropriate mathematical notation.
3. Drafting a strategy
4. Making an outline, a diagram, a graphical presentation
5. Making reasoning or a proof.

According to these ideas this syllabus of mathematics intends to establish a justified balance between mastering the fundamental and necessary techniques in mathematics and the development of mathematical reasoning through solving real-life problems. These two aspects are inseparable in the syllabus. In their daily work in the class room the teacher is free to balance between these two pillars of mathematics. However, it is in their responsibility to abide with the contents of the three columns and prepare the pupils according to the terms for tests, exams and the Baccalaureate defined in the following chapter.

#### **4. ASSESSMENT OF LEARNING OUTCOMES**

##### **4.1. Functions and principles**

Assessment is both a formative and a summative process.

Formative assessment of learning outcomes is an ongoing process. Its purpose is to provide information about pupils' learning. It should also be a basis for pupils' further achievement and plays an important role for pupils, parents or guardians and School in the provision of educational guidance for pupils. Assessment of learning outcomes need not involve the award of a mark reflecting performance in every case and it should not be punitive, but it should evaluate performance. For teachers, the assessment of learning outcomes provides an opportunity to review the objectives, methods and results of their teaching.

Summative assessment provides a clear statement of the knowledge and skills possessed by a pupil at a particular point in time.

The following general principles of assessment of learning outcomes should be observed:

- performance against all the objectives as defined in the syllabus should be assessed. This will be done through the knowledge and skills set out in the syllabus
- assessment must relate to work which has been covered in the course
- all types of work done by the pupil on the course should be a part of the assessment process - e.g. oral and written contributions, class tests, practical work

- pupils should be aware of the work to be done and the standards to be achieved in order to attain each level in the assessment scale
- pupils should know how their performance compares with other pupils, in the same or other sections; this requires co-ordination between the teachers of the same and different sections to ensure comparability.

## **4.2. Assessment specific to Mathematics**

### **4.2.1. Summary of assessment rules**

In years 4 to 6 of secondary.

Teachers assess the progress made by pupils during the year by giving two sets of marks, an A mark and a B mark, at the end of each semester. These marks can be given in whole or half marks and are determined as follows:

- A mark: it reflects all aspects of student performance, both oral and written, which are not a part of the B mark. Work done at home can be included in this mark;
- B mark :
  - corresponds in year 4, for each of the semester reports, to the average score of the two B assessments taken each semester; these assessments will consist of two tests taken in lesson time or one such test and a semester examination;
  - corresponds in year<sup>3</sup> 5, for the first semester report, to the mark obtained in the 1<sup>st</sup> semester examination (harmonised or not) and for the second semester report, to the mark obtained in the harmonised 2<sup>nd</sup> semester examination;
  - corresponds in year 6, for the first semester report, to the mark obtained in the 1<sup>st</sup> semester examination and for the second semester report, to the mark obtained in the 2<sup>nd</sup> semester examination;

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<sup>3</sup> Harmonised Exam at the end of the 5<sup>th</sup> year and the written examinations leading to marks B in the 5<sup>th</sup> year with Annexe III. Ref.: 3512-D-97

In year 7 of secondary.

Progress made by pupils is assessed through:

- A mark: given at the end of each semester. The mark reflects all aspects of student performance, both oral and written, which are not a part of the B mark. Work done at home can be included in this mark;
- B mark: corresponding to the marks obtained in the part examinations of the Baccalaureate according to the Arrangements for implementing the Regulations for the European Baccalaureate;
- the mark obtained in the written Baccalaureate exam

All these marks are expressed to one decimal place.

The details of the current rules on assessment can be obtained in the following documents on the website of the European Schools, at [www.eursec.eu](http://www.eursec.eu)

- Digest of decisions of the Board of Governors
- General Rules of the European Schools
- Provision concerning the Harmonised Exam at the end of the 5<sup>th</sup> year
- Provision concerning the European Baccalaureate

#### **4.2.1. Specific assessment resulting from the introduction of technological tools**

The introduction of technological tools for this syllabus must naturally affect the methods of assessment. However, this specific assessment must be done within the existing regulatory framework. It is simply an additional element that a teacher must take into account when assessing and determining the final mark of students. This overall final mark will continue to reflect all elements that are relevant in assessing the academic progress of each student.

#### **Pupil's A mark, from years 4 to 7**

An assessment of a pupil's mastery of skills and use of technological tools is an additional element which the teacher must take into account when determining the A mark of a pupil. It is for teachers themselves to decide on how the mastery of technological tools should be reflected in this mark, bearing in mind the pupil's age and the level of course being followed.

## Pupil's B mark, from years 4 to 7

To meet the basic philosophy of this syllabus, the B marks must evaluate

on the one hand:

the skills of students in mastering, understanding and implementing the techniques and basic concepts of mathematics without using any technological tool – by means of a "pen and paper" assessment.

on the other:

the ability to apply technological tools within the context of solving exercises, problems, reasoning or mathematical proofs. Resolving these issues should not be oriented towards the exclusive use of a technological tool and the resolution of certain parts of these exercises should be perfectly possible and feasible without this aid.

The weighting between these two assessments must take into account the age and level of pupil and it will be the responsibility of the European Schools to harmonise all tests, examinations and the baccaulaureate according to the table below.

### THE B-TESTS IN THE CLASSES S4 to S7

Class	1 <sup>st</sup> semester		2 <sup>nd</sup> semester	
<b>4<sup>th</sup> class mathematics 4p/week</b>	1 <sup>st</sup> B-test without a tool	2 <sup>nd</sup> B-test with a tool	1 <sup>st</sup> B-test without a tool	2 <sup>nd</sup> B-test with a tool
<b>4<sup>th</sup> class mathematics 6p/week</b>	1 <sup>st</sup> B-test without a tool	2 <sup>nd</sup> B-test with a tool	1 <sup>st</sup> B-test without a tool	2 <sup>nd</sup> B-test with a tool
<b>5<sup>th</sup> class mathematics 4p/week</b>	December exam :	1 period without a tool 1 period with a tool	Harmonised exam in June:	1 period without a tool 1 period with a tool
<b>5<sup>th</sup> class mathematics 6p/week</b>	December exam :	1 period without a tool 2 periods with a tool	Harmonised exam in June:	1 period without a tool 2 periods with a tool
<b>6<sup>th</sup> class mathematics</b>	December exam :	1 period without a tool	Exam in June:	1 period without a tool

<b>Class</b>	<b>1<sup>st</sup> semester</b>		<b>2<sup>nd</sup> semester</b>	
<b>3p/week</b>		2 periods with a tool		2 periods with a tool
<b>6<sup>th</sup> class mathematics 5p/week</b>	December exam :	1 period without a tool 3 periods with a tool	Exam in June:	1 period without a tool 3 periods with a tool
<b>6<sup>th</sup> class mathematics further level 3p/week</b>	First semester B-test over 2 periods :	Minimum 1 period without a tool	Second semester B-test over 2 periods :	Minimum 1 period with a tool
<b>7<sup>th</sup> class mathematics further level 3p/week</b>	First semester B-test over 2 periods :	Minimum 1 period without a tool	Second semester B-test over 2 periods :	Minimum 1 period with a tool

### THE PRE BAC AND THE BACCALAUREATE

<b>7<sup>th</sup> class</b>	<b>Pre Bac</b>		<b>Baccalaureate</b>	
<b>7<sup>th</sup> class mathematics 3p/week</b>	Pre Bac :	1 hour without a tool 2 hours with a tool	Baccalaureate :	1 hour without a tool 2 hours with a tool
<b>7<sup>th</sup> class mathematics 5p/week</b>	Pre Bac :	1 hour without a tool 3 hours with a tool	Baccalaureate :	1 hour without a tool 3 hours with a tool
<b>7<sup>th</sup> class mathematics further level 3p/week 3p/sem.</b>	No Pre Bac		Oral exam:	With or without tool, the indication is given by the teacher separately on each subject.

### 4.2.3 Examining the advanced mathematics course

It is the responsibility of the teacher to clarify whether the use of a calculator is allowed during B tests given in s6 and s7 by referring to the table above.

Each oral examination question should clearly state whether the use of the calculator is allowed or not. Partial use of the calculator during an oral examination is not allowed.

If the oral examination question does not allow the use of the calculator then the candidate must hand in their calculator to the teacher after the choice of question and, if the use is allowed, the teacher must check that it is in exam mode before the candidate goes to the preparation room.

Unlike the preceding compulsory part of the program the description of each optional topic gives only a general overview of the content. Small adjustments in the content, linked to specific programs or requirements of national universities in different countries of the European Union remain possible. It is up to the teacher to make the necessary changes.

However, for the sake of readability and comparability of this part of the program, teachers in charge of this course must keep an accurate record of the adjustments made to the chosen options. This record will accompany the oral exam questions forwarded to the inspector responsible for mathematics in the European Schools. This will ensure that all such information (statement of the subject matter and the oral exam) is available to external examiners appointed for the oral tests.

### 4.2.4 Criteria for evaluating the advanced mathematics oral exam

The oral examination gives the students an opportunity to express themselves on a mathematical topic. "Besides the validity of the answer, we attach paramount importance to the basis of the argument and the relevance of justification without neglecting the quality of oral expression."

#### **Mathematics requirements: (2 +6 = 8 points total)**

- **The plan of the presentation:** (2 points)

*The student must show that the topic in which the question is set is familiar and justify the approach they will implement. Specifically, they must:*

- identify the topic;
- clarify the concepts and methods being implemented;
- show the ability to set the given problem in a mathematical context.

- **The development of the solution:** (6 points)

*During the solution of the question the student must:*

- recall necessary definitions;
- use appropriate vocabulary;
- show a consistent, logical approach;
- show mastery of any computational techniques that are used (with or without a calculator).

- **Additional questions**

- They are not predetermined and depend on the quality of the presentation of the student.
- They are not predetermined and depend on the quality of the presentation of the student.
- They are designed to:
  - ❖ assess the knowledge level of students on the topic of the question chosen (mainly if the student development can be improved);
  - ❖ broaden the question (extrapolation).

**Practical requirements: (2 points)**

*During the solution of the question they will also be evaluated on the following:*

- clear communication skills and use of an appropriate vocabulary;
- good use and management of the blackboard;
- ability to adapt to an oral examination.

## **5. THE WRITTEN PAPERS IN MATHEMATICS IN THE BACCALAUREATE EXAMINATIONS**

### **5.1. Preliminary remark**

This chapter sets out the guidelines to be followed for the setting and structure of the Baccalaureate written papers for the 3 and 5 weekly periods mathematics courses examinations. It expands on the relevant provisions laid down in the Arrangements for implementing the Regulations for the European Baccalaureate and may not under any circumstances replace or override those provisions. Detailed consultation of that document, which is not included in this preamble as it is updated by the OSGES and sent to the schools for each Baccalaureate session, is therefore absolutely essential.

### **5.2. General guidelines for the mathematics examinations**

#### **5.2.1. Subject matter of the examinations**

The written examinations in mathematics test the full range of the subject matter covered in year 7, as defined by the 3-period and 5-period syllabuses respectively, although they may also test concepts or techniques acquired in year 6.

Under no circumstances should the papers include questions offering a choice and they must cover all the themes defined by the syllabuses. Details on that subject are given in paragraph 5.3, entitled 'Detailed structure of the mathematics papers in the Baccalaureate examinations'.

#### **5.2.2. Time allowed for the examinations**

The total time allowed for the written papers in mathematics and the amount of time allotted to the part without the technological tool, called part A, and the part with the technological tool, called part B, is laid down in the table entitled 'The 'Pre-Bac' (part examinations) and the Baccalaureate' in paragraph 4.2.2.

On the day of the mathematics written papers, in both the 'Pre-Bac' and the Baccalaureate, the examinations will start at the following times:

- start of the examination with the technological tool, part B: 09.00;
- start of the examination without the technological tool, part A: 14.00.

For SEN students, the provisions in force remain unchanged and are fully applicable. The extra time breaks down proportionally to the amount of time allotted to each part of the examination.

#### **5.2.3. Marking scale for the examinations**

The written examination papers in mathematics are marked out of a total of 100:

- in the 3 weekly periods course, the part without the technological tool, called part A, accounts for 40 marks, and the part with the technological tool, called part B, for 60 marks.
- in the 5 weekly periods course, the part without the technological tool, called part A, accounts for 30 marks, and the part with the technological tool, called part B, for 70 marks.

The final mark for the examinations does not make a distinction between the marks achieved in each of the two parts: this final mark out of 100 is the sum of the marks achieved separately in the part without and in the part with the technological tool. More detailed recommendations for setting the marking scale are given in paragraph 5.4, entitled 'Setting of Bacculaureate examination question papers and marking scale'.

#### **5.2.4. Equipment for examinations**

In accordance with the Arrangements for implementing the Regulations for the Bacculaureate, candidates may use only the official sheets of paper provided for that purpose. In that context, it should also be pointed out that scripts written in pencil are not accepted.

Apart from the technological tool determined by the group of experts to accompany the mathematics syllabuses, no other equipment or formularies are allowed during the written papers in mathematics. The models of technological tool and the versions of the software to be used with them are determined by the group of experts. The group of experts' decisions will be communicated to the schools before the end of the school year preceding the Bacculaureate year and will be indicated on the front page of the examination papers entitled 'Notice to Candidates'.

Use of the technological tool is allowed only in the part of the examination with the technological tool, also called part B.

**5.3. Detailed structure of the mathematics papers in the Baccalaureate examinations**

**5.3.1. Structure of the 3-period mathematics course examination paper**

The 3 weekly periods mathematics course examination paper must comply with the framework and the provisions set out in the following table.

<b>3-PERIOD MATHEMATICS COURSE EXAMINATION PAPER</b>			
<b>EXAMINATION WITHOUT TECHNOLOGICAL TOOL</b>		<b>EXAMINATION WITH TECHNOLOGICAL TOOL</b>	
<b>PART A</b>		<b>PART B</b>	
<b>TIME ALLOWED:</b>	<b>60 MINUTES</b>	<b>TIME ALLOWED:</b>	<b>120 MINUTES</b>
<b>MARKING SCALE:</b>	<b>40 MARKS</b>	<b>MARKING SCALE:</b>	<b>60 MARKS</b>
<ul style="list-style-type: none"> <li>• This part comprises 8 questions, each worth 5 marks.</li> <li>• These questions are designed strictly to test the basic knowledge and skills laid down in the first 2 columns of the syllabus for this course.</li> <li>• The questions are confined to testing a well-defined skill or competence and may not, therefore, contain sub-questions.</li> <li>• The 8 questions cover all the topics set by the syllabus and break down as follows:               <ul style="list-style-type: none"> <li>○ 5 analysis questions;</li> <li>○ 2 questions on probabilities;</li> <li>○ 1 question on statistics.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• This part comprises 3 parts.</li> <li>• The 3 parts refer to the 3 columns of the syllabus for this course.</li> <li>• The 3 parts cover all the topics set by the syllabus and break down as follows:               <ul style="list-style-type: none"> <li>○ analysis: 25 marks;</li> <li>○ probabilities: 15 marks;</li> <li>○ statistics: 20 marks.</li> </ul> </li> <li>• The part on analysis takes the form of one exercise worth 10 marks and one exercise worth 15 marks.</li> <li>• The part on probabilities takes the form of one exercise worth 15 marks.</li> </ul>	

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|  | <ul style="list-style-type: none"><li>• The part on statistics takes one of the following two forms:<ul style="list-style-type: none"><li>○ 2 exercises each worth 10 marks;</li><li>○ 1 exercise only, worth 20 marks.</li></ul></li><li>• An exercise worth 10 marks must consist of exactly 3 sub-questions.</li><li>• An exercise worth 15 marks must consist of a minimum of 4 and a maximum of 5 sub-questions.</li><li>• An exercise worth 20 marks must consist of a minimum of 5 and a maximum of 6 sub-questions.</li><li>• The number of marks which a sub-question is worth may not be greater than 5.</li></ul> |
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### 5.3.2. Structure of the 5-period mathematics course examination paper

The 5 weekly periods mathematics course examination paper must comply with the framework and the provisions set out in the following table.

<b>5-PERIOD MATHEMATICS COURSE EXAMINATION PAPER</b>			
<b>EXAMINATION WITHOUT TECHNOLOGICAL TOOL</b>		<b>EXAMINATION WITH TECHNOLOGICAL TOOL</b>	
<b>PART A</b>		<b>PART B</b>	
<b>TIME ALLOWED:</b>	<b>60 MINUTES</b>	<b>TIME ALLOWED:</b>	<b>180 MINUTES</b>
<b>MARKING SCALE:</b>	<b>30 MARKS</b>	<b>MARKING SCALE:</b>	<b>70 MARKS</b>
<ul style="list-style-type: none"> <li>• This part comprises 7 questions, worth a minimum of 2 and a maximum of 6 marks, so that the sum total of 30 marks allotted to this part is respected.</li> <li>• These questions are designed strictly to test the basic knowledge and skills laid down in the first 2 columns of the syllabus for this course.</li> <li>• The questions are confined to testing a well-defined skill or competence and may not, therefore, contain sub-questions.</li> <li>• The 7 questions cover all the topics set by the syllabus and break down as follows:               <ul style="list-style-type: none"> <li>○ 1 analysis question;</li> <li>○ 1 geometry question;</li> <li>○ 1 probabilities question;</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• This part comprises 4 parts: 3 parts worth 20 marks and one part worth 10 marks.</li> <li>• The 4 parts refer to the 3 columns of the syllabus for this course.</li> <li>• The 4 parts cover all the topics set by the syllabus and break down as follows:               <ul style="list-style-type: none"> <li>○ analysis: 20 marks;</li> <li>○ geometry: 20 marks;</li> <li>○ probabilities: 20 marks;</li> <li>○ sequences and/or complex numbers: 10 marks.</li> </ul> </li> <li>• The different parts take the following form:               <ul style="list-style-type: none"> <li>○ analysis, geometry and probabilities: a single exercise each worth 20 marks;</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>○ 1 question on sequences;</li> <li>○ 1 question on complex numbers;</li> <li>○ the sixth and seventh questions concern two separate topics chosen from amongst analysis, spatial geometry and probabilities.</li> </ul>	<ul style="list-style-type: none"> <li>○ the part on sequences can consist of a single exercise, worth 10 marks, on series only or on complex numbers only, or of two exercises, worth 5 marks each, one on sequences, the other on complex numbers.</li> <li>● An exercise worth 20 marks must consist of a minimum of 4 and a maximum of 8 sub-questions.</li> <li>● The number of marks which a sub-question is worth may not be greater than 5.</li> </ul>
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#### 5.4. Setting of Baccalaureate examination question papers and marking scale

Guidelines for the setting of Baccalaureate written examination paper questions:

- the wording of the questions should allow candidates clearly to identify the form in which they are supposed to present their answer (simple result, a method, the stages in a calculation, a line of reasoning, etc.);
- sub-questions composed of a series of further sub-questions are not allowed;
- in setting questions for the parts with the technological tool, the following recommendations should also be followed:
  - the initial questions should enable candidates to become familiar with the topic to be dealt with;
  - the most open-ended or the most difficult parts of the question should be at the end of the exercise;
  - the wording should make clear to candidates whether the answer to a sub-question can be found only by using the technological tool;
- the marking scale must clearly indicate the number of marks which each of the sub-questions is worth;
- the number of marks which a sub-question is worth is dependent on the skills and techniques which candidates have to deploy in order to find the solution. However, this number of marks should in no way be a yardstick of the degree of difficulty alone of the sub-question. Finally, the number of marks which a sub-question is worth may not be greater than 5;

- the model answers accompanying the examination papers give a possible solution and not the solution which candidates are supposed to produce. It is up to markers, and it is their responsibility, to mark with discernment and to judge the mathematical validity of any approach or solution which might differ from the model answers within the framework set above.

## **5.5. Practical organisation of Baccalaureate mathematics examinations**

In all the European Schools the mathematics written examinations will be organised in accordance with the guidelines below. In order to take account of the particularities and constraints of the different European Schools, details of the arrangements which need to be made to implement these guidelines will be determined in each school.

### **5.5.1. Mathematics examination without the technological tool: Part A**

- The part of the examination without the technological tool must be conducted without any technological devices. It is a ‘pen and paper’ examination, without any mathematics formulary. Candidates have only the official examination sheets (final script and rough work) foreseen for the different examination papers.
- During this part of the examination, candidates may not have at their disposal the technological tools or devices foreseen by the syllabuses.

### **5.5.2. Mathematics examination with the technological tool: Part B**

- The schools must guarantee that for the part with the technological tool, candidates’ calculators have the *unbiased examination mode* (‘press-to-test’ functionality) enabled. The group of experts is responsible for making available to the schools an information memo and update on this ‘press-to-test’ functionality of the technological tool. This memo will be included in the Arrangements for implementing the Regulations for the Baccalaureate.
- Candidates who hand in their scripts more than ten minutes before the scheduled end of the examination must give them to an invigilator, who must ensure that each such candidate leaves the examination room with his or her technological tool.
- Collection of the scripts during the last ten minutes of the examination must proceed in accordance with the provisions in force.
- For the examinations, the schools must plan in advance to ensure that there is a sufficient number of technological tools with the ‘press-to-test’ functionality enabled and of suitable replacement batteries.

## **6. WRITTEN PAPERS IN MATHEMATICS IN THE 'PRE-BAC' (PART EXAMINATIONS)**

- For the mathematics written papers in the 'Pre-Bac', paragraphs 5.2.2; 5.2.3; 5.2.4; 5.4 and 5.5 are applicable.
- As is the case for the Baccalaureate written papers, under no circumstances should these papers include questions offering a choice.
- The 'Pre-Bac' written papers in year 7 must be harmonised as far as possible.

## **7. WRITTEN PAPERS IN THE YEARS 5 AND 6 EXAMINATIONS**

In all the European Schools the mathematics written examinations in years 5 and 6 will be organised in accordance with the guidelines below. In order to take account of the particularities and constraints of the different European Schools, details of the arrangements which need to be made to implement these guidelines will be determined in each school.

- The length of the papers in these examinations and the time allowed for the parts without and with the technological tool respectively are set out in the table entitled 'B tests in years s4-s7' in paragraph 4.2.2.
- For all these examinations, paragraphs 5.4 'Setting of Baccalaureate examination question papers and marking scale' and 5.5 'Practical organisation of Baccalaureate mathematics examinations' are applicable.
- There should be a break of at least ten minutes between the part of the examination without the technological tool and the part with the technological tool. If this break is not longer than 15 minutes, the students may not leave the examination room. Under no circumstances may the necessary break time between these two parts be counted towards the total amount of time allowed for the mathematics examinations.
- Contrary to the provisions of the second indent of paragraph 5.5.1 and by way of an exception, depending on the school's constraints, the technological tools may be put on the floor, in their cases, at the student's place in the examination room during the examination without the technological tool.
- For SEN students, the provisions in force remain unchanged and are fully applicable. The extra time breaks down proportionally to the amount of time allotted to each part of the examination.
- For the harmonised mathematics examinations at the end of year 5, the provisions of the document 'Harmonised assessment at the end of year 5 and the written examinations leading to the B marks in year 5' should also be respected.