



European Schools

Office of the Secretary-General  
Pedagogical Development Unit

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**ENGLISH VERSION**

## **Syllabus for all LII Languages (Secondary cycle) Main course**

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**APPROVED BY THE JOINT TEACHING COMMITTEE AT ITS MEETING OF 13  
AND 14 OCTOBER 2016 IN BRUSSELS**

**Entry into force of the attainment descriptors:**

**for cycles 1 and 2 (S1-S5) on 1 September 2018**

**for cycle 3 (S6) on 1 September 2019**

**for cycle 3 (S7) on 1 September 2020**

**1<sup>st</sup> Baccalaureate session in June 2021**

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<sup>1</sup> APPROVED BY THE JOINT TEACHING COMMITTEE ON 12 AND 13 FEBRUARY 2015 IN BRUSSELS  
Entry into force for cycles 1 and 2: on 1 September 2015 , for cycle 3: on 1 September 2016 for S6, on 1  
September 2017 for S7, 1<sup>st</sup> Baccalaureate session in June 2018

<sup>2</sup> Further to the decision of the BIS taken by Written Procedure 2020/16 on 15 May 2020, the different materials  
for the written examination papers to be used in the context of adoption of the new marking system in the  
European Baccalaureate for English Language II were inserted in the syllabus.

## **1. General objectives**

*The European Schools have the two objectives of providing formal education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of competences – knowledge, skills and attitudes across a range of domains. Personal development takes place in a variety of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which pupils live, and a development of their individual identity.*

*These two objectives are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.*

*The pupils of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly-changing world. In 2006 the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. It identifies eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment:*

- 1. communication in the mother tongue*
- 2. communication in foreign languages*
- 3. mathematical competence and basic competences in science and technology*
- 4. digital competence*
- 5. learning to learn*
- 6. social and civic competences*
- 7. sense of initiative and entrepreneurship*
- 8. cultural awareness and expression*

The European Schools' curriculum seeks to develop all of these key competences in the students. The language syllabuses make a significant contribution not only to the development of communicative competences, but also to social and civic competences and to the students' cultural awareness and expression.

The study of L II begins in the Primary Year 1 and remains compulsory for all secondary students from Secondary Year 1 to Year 7. In Secondary Year 6 and 7 students can choose to follow the L II Advanced course.

The learning objectives in Secondary Cycle 1 are based on five years of continuous study of the language in the Primary Cycle.

The objectives for the Baccalaureate are based on 12 years of continuous study (three periods per week in Years 6 and 7).

The learning objectives are benchmarked against the reference levels of the *Council of Europe's Common European Framework of Reference for Languages (CEFR)*.

The CEFR also allows for intermediate levels, defined as A1+, A2+ etc. :

By the end of the Primary Cycle the learning objectives correspond to level A 2. In the Secondary Cycle the correspondence is as follows:

<b>Cycle</b>	<b>Attainment level</b>
1 <sup>st</sup> cycle S 1+2+3	Level B 1
2 <sup>nd</sup> cycle S 4+5	Level B 2
3 <sup>rd</sup> cycle S 6+7	Level C 1      C 1+ (L II advanced)

For the learning and teaching of foreign languages in the system of the European Schools reference is made to the following CEFR benchmarks:

L II	C1
L III	B1+
L IV	A2+

## **2. Didactic principles**

The following didactic principles are intended to guide the teaching and learning of L II.

- Communicative and intercultural competences are overarching learning goals.
- An integrated approach to the teaching of languages is expected, in which the skills of listening, reading, spoken interaction, spoken production and writing should all have their place.
- In teaching and learning the target language should be used as much as possible.
- A variety of teaching methods and approaches should be used.
- Students' mistakes and errors are viewed as an integral part of the learning process. They should be used constructively.
- Students should be encouraged to draw on and extend their existing language skills and learning strategies.
- The use of a range of types of differentiation is encouraged in order to meet the needs of all students.
- Students' individual learning differences, pace of learning, social skills, strengths and weaknesses should also be used to best advantage.
- Students will achieve language fluency and independence by making use of a wide range of learning resources in particular digital ones. In teaching and learning ICT (Information and Communication Technology) is used.
- Approaches to teaching and learning should reflect the contextualised nature of language use in order to enable an incremental understanding of language as a system.
- Priority should be given to functionality when it comes to teaching syntax, morphology and vocabulary.
- Students' sociolinguistic competence should be developed to make them aware of differences in linguistic register, language varieties, etc. to use language appropriately in different contexts.

The above list is not exhaustive and not in order of importance.

## **3. Learning objectives**

### **Learning objectives for the 1st cycle (S1-S3)**

By the end of the 1st cycle, the student should be able to

1. understand spoken standard speech related to personal experience, familiar topics and other subjects of wider interest when people speak clearly;  
understand the main features of audiovisual resources;
2. Read and understand written texts in standard language;  
pick out the most pertinent information from a literary or non-literary text;
3. take part in conversations and exchange information about familiar and more general topics;
4. present clear, simple descriptions on a wide range of subjects;  
give reasons and explanations for opinions and plan;

5. write a coherent text on familiar topics which express individual points of view, experiences or personal impressions;
6. demonstrate knowledge and understanding of the target language cultures: society, current affairs, literature and its context;
7. know and use some intercultural codes to interact appropriately with speakers of the target language;
8. choose and use the most effective strategies from those offered to organise his/her individual language learning;
9. apply a range of study skills and utilise a variety of tools to the learning of the target language;

### **Learning objectives for the 2nd cycle (S4-S5)**

By the end of the 2nd cycle the student should be able to

1. understand the content of spoken speech or of a relatively complex argument related to familiar topics and other subjects of wider interest;  
understand the majority of audiovisual resources in standard speech, in particular current affairs;
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. take part in conversations about topics of general interest and current affairs and express personal opinions with reasonable fluency and spontaneity;
4. express himself/herself in a clear and detailed manner on a wide range of subjects;  
develop his/her opinions and plans in a logical manner and with some precision;
5. 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;
6. demonstrate insight and wider understanding of the cultures of the target language: society, current affairs, literature and its context, and the arts in general;
7. know and use a range of intercultural codes to interact appropriately with speakers of the target language;
8. utilise and develop the most effective strategies to reinforce his/her individual language learning;
9. search, collect and process information from a range of paper-based and electronic resources to develop his/her language skills;

### **Learning objectives for the 3rd cycle (S6-S7)**

By the end of the 3rd cycle the student should be able to

1. understand the explicit or implicit content of a long speech or of a complex argument which is more or less structured;  
understand audiovisual resources without too much effort;
2. read, understand and analyse literary and non-literary texts which are relatively long and complex, appreciating differences in styles;
3. participate in a fluent and reactive manner in a conversation or a discussion;  
express his/her ideas and opinions in a precise manner taking into account those of the other speaker;
4. express himself/herself on a wide range of complex subjects;  
present a justified and structured argument;
5. 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
6. demonstrate insight and deeper understanding of the cultures of the target language: society, current affairs, literature and its context, and the arts in general;

- 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;
7. know and use a wide range of intercultural codes to adapt speech and behaviour to recognize and overcome cultural stereotypes;
  8. be responsible for his/her own language learning;
  9. select and use the most effective strategies for autonomous language learning;

## **4. Contents**

### **Cycle 1 (S1-S3)**

Building on the knowledge and skills already gained in the Primary Cycle students should, by the end of cycle 1, have acquired:

1. adequate knowledge of pronunciation and intonation, and consolidated spelling rules
2. a range of vocabulary and idiomatic phrases
3. some knowledge of simple word patterns and grammatical structures
4. knowledge of different resources and tools, especially ICT, for processing and applying information, with support when necessary
5. knowledge of the culture of target language countries/communities including exposure to literary texts
6. a range of language learning strategies and tools to evaluate his/her own learning

### **Cycle 2 (S4-S5)**

Building on the knowledge and skills already gained in cycle 1 students should, by the end of the 2nd cycle, have acquired:

1. knowledge of different registers of language adapted for given audiences and purposes
2. a wide range of concrete and abstract vocabulary
3. knowledge of word patterns and complex grammatical structures
4. strategies for more independent research, using a range of resources, especially ICT
5. deeper knowledge of the culture of target language countries/communities including exposure to literary texts
6. more independent learning strategies and an ability to evaluate his/her own learning

### **Cycle 3 (S6-S7)**

Building on the knowledge and skills already gained in cycle 2 students should, by the end of the 3rd cycle, have acquired:

1. a thorough and precise knowledge of language resources adapted for the majority of communicative situations
2. an extended range of concrete and abstract vocabulary adapted for the majority of communicative situations
3. a deeper knowledge of complex grammatical structures
4. autonomous use of the majority of resources
5. insight into the culture of target language countries/communities especially through the study of literary texts
6. independent learning strategies and an ability to evaluate his/her own learning

## **5. Assessment**

### **1<sup>st</sup> cycle (S1-S3)**

#### **A) Formative assessment**

The assessment should be mainly formative. It builds on the learning process already achieved in the primary cycle. By means of an initial assessment, teacher observation, tests and self-assessment, the students enhance their awareness of both their level and progress throughout the course. The basis of the assessment should be the learning objectives for the cycle. Use could be made of the self-assessment grids in the CEFR and of the European Language Portfolios.

### **2<sup>nd</sup> cycle (S4 - S5)**

#### **A) Formative assessment**

The assessment should be mainly formative. It builds on the learning process already achieved in the 1<sup>st</sup> cycle. By means of an initial assessment, teacher observation, tests and self-assessment, the students enhance their awareness of both their level and progress throughout the course. The basis of the assessment should be the learning objectives for the cycle. Use could be made of the self-assessment grids in the CEFR and of the European Language Portfolios.

#### **B) Summative assessment**

At the end of the cycle there will be a harmonised written examination in reading comprehension and written production.

### **3<sup>rd</sup> cycle (S 6- S7)**

#### **A) Formative assessment**

The assessment should be mainly formative. It builds on the learning process already achieved in the 2<sup>nd</sup> cycle. By means of an initial assessment, teacher observation, tests and self-assessment, the students enhance their awareness of both their level and progress throughout the course. The basis of the assessment should be the learning objectives for the cycle. Use could be made of the self-assessment grids in the CEFR and of the European Language Portfolios.

#### **B) Summative assessment**

At the end of the cycle all students take a written examination, which assesses reading comprehension, written production and understanding literature (Reference: 2015-01-D-33 "Syllabus for all L II Languages – Secondary cycle": New structure for the Language II written and oral examination in the European Baccalaureate).

Students can take an oral examination in L 2, which assesses reading comprehension, oral interaction and understanding literature.

## 6. Attainment descriptors in Language II (main course)

Mark	Denominator	Grade	Competence	Cycle 1	Cycle 2	Cycle 3
9-10	Excellent	A	Listening	The student shows an <b>excellent</b> understanding spoken standard speech related to personal experience, familiar topics and other subjects of wider interest when people speak clearly; he has an <b>excellent</b> understanding of the main features of audio-visual resources.	The student shows an <b>excellent</b> understanding of the content of spoken speech or of a relatively complex argument related to familiar topics and other subjects of wider interest; he has an <b>excellent</b> understanding of the majority of audiovisual resources in standard speech, in particular current affairs.	The student shows an <b>excellent</b> understanding of the explicit or implicit content of a long speech or of a complex argument which is more or less structured; he has an <b>excellent</b> understanding of audio-visual resources.
			Reading	The student has an <b>excellent</b> level of reading and understanding of written texts in standard language; he has an <b>excellent</b> ability to pick out the most pertinent information from a literary or non-literary text.	The student has an <b>excellent</b> level of reading and understanding of literary and non-literary texts with particular attention to their context, the organisation of the text and the author's or the narrator's viewpoint.	The student has an <b>excellent</b> level of reading and understanding; he has an <b>excellent</b> ability to analyse literary and non-literary texts which are relatively long and complex, appreciating differences in styles.
			Spoken interaction	The student has an <b>excellent</b> ability to take part in conversations and exchange information about familiar and more general topics.	The student has an <b>excellent</b> ability to take part in conversations about topics of general interest and current affairs and express personal opinions with fluency and spontaneity.	The student has an <b>excellent</b> ability to participate in a fluent and reactive manner in a conversation or a discussion; he has an <b>excellent</b> ability to express his ideas and opinions in a precise manner taking into account those of the other speaker.

			Spoken Production	The student has an <b>excellent</b> ability to present clear, simple descriptions on a wide range of subjects; he has an <b>excellent</b> ability to give reasons and explanations for opinions and plans.	The student has an <b>excellent</b> ability to express himself in a clear and detailed manner on a wide range of subjects; he is excellent at developing his opinions and plans in a logical manner and with precision.	The student is <b>excellent</b> at expressing himself on a wide range of complex subjects; He is <b>excellent</b> at presenting a justified and structured argument.
			Writing	The student is <b>excellent</b> at writing a coherent text on familiar topics which express individual points of view, experiences or personal impressions.	The student is <b>excellent</b> at writing 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.	The student is <b>excellent</b> at writing a precise and well-structured text of different forms and genres adapting his style to the recipient; he is <b>excellent</b> at explaining in a critical manner his point of view on literary and non-literary subjects.
			Cultural Awareness	The student demonstrates an <b>excellent</b> knowledge and understanding of the target language cultures: society, current affairs, literature and its context; he has an <b>excellent</b> knowledge and use of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates an <b>excellent</b> knowledge and understanding of the target language cultures: society, current affairs, literature and its context; he has an <b>excellent</b> knowledge of how to use a range of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates an <b>excellent</b> insight and deeper understanding of the cultures of the target language: society, current affairs, literature and its context, and the arts in general; he demonstrates an <b>excellent</b> knowledge of literary and non-literary texts from different periods, can locate them in their historical and cultural context and consider their impact on society at the time, and put it in perspective.
			Language Learning	The student is <b>excellent</b> at choosing and using the most effective strategies from those	The student is <b>excellent</b> at utilising and developing the most effective strategies to	The student is <b>excellent</b> at being responsible for his own language learning; he is <b>excellent</b>



				offered to organise his individual language learning; he is <b>excellent</b> at applying a range of study skills and utilising a variety of tools to the learning of the target language.	reinforce his individual language learning; he is <b>excellent</b> at applying a range of study skills and utilising a variety of tools to the learning of the target language.	at selecting and using the most effective strategies for autonomous language learning.
8-8.9	Very Good	B	Listening	The student shows a <b>very good</b> understanding spoken standard speech related to personal experience, familiar topics and other subjects of wider interest when people speak clearly; he has a <b>very good</b> understanding of the main features of audio-visual resources.	The student shows a <b>very good</b> understanding of the content of spoken speech or of a relatively complex argument related to familiar topics and other subjects of wider interest ; he has a <b>very good</b> understanding of the majority of audiovisual resources in standard speech, in particular current affairs.	The student shows a <b>very good</b> understanding of the explicit or implicit content of a long speech or of a complex argument which is more or less structured; he has a <b>very good</b> understanding of audio-visual resources.
			Reading	The student has a <b>very good</b> level of reading and understanding of written texts in standard language; he is <b>very good</b> at picking out the most pertinent information from a literary or non-literary text.	The student has a <b>very good</b> level of reading and understanding of literary and non-literary texts with particular attention to their context, the organisation of the text and the author's or the narrator's viewpoint.	The student has a <b>very good</b> level of reading and understanding; he is <b>very good</b> at analysing literary and non-literary texts which are relatively long and complex, appreciating differences in styles.
			Spoken interaction	The student is <b>very good</b> at taking part in conversations and exchanging information about familiar and more general topics.	The student is <b>very good</b> at taking part in conversations about topics of general interest and current affairs and expressing personal opinions with fluency and spontaneity.	The student is <b>very good</b> at participating in a fluent and reactive manner in a conversation or a discussion; he is <b>very good</b> at expressing his ideas and opinions in a precise manner taking into

					account those of the other speaker.	
			Spoken Production	The student is <b>very good</b> at presenting clear, simple descriptions on a wide range of subjects; has a <b>very good</b> ability to give reasons and explanations for opinions and plans.	The student has a <b>very good</b> ability to express himself in a clear and detailed manner on a wide range of subjects; he is <b>very good</b> at developing his opinions and plans in a logical manner and with precision.	The student is <b>very good</b> at expressing himself on a wide range of complex subjects; He is <b>very good</b> at presenting a justified and structured argument.
			Writing	The student is <b>very good</b> at expressing himself on a wide range of complex subjects; he is <b>very good</b> at presenting a justified and structured argument.	The student is <b>very good</b> at writing a precise and structured text on a wide range of subjects, by using different forms and genres, focusing on the personal point of view, taking into account the recipient.	The student is <b>very good</b> at writing a precise and well - structured text of different forms and genres adapting his style to the recipient; he is <b>very good</b> at explaining in a critical manner his point of view on literary and non-literary subjects.
			Cultural Awareness	The student demonstrates a <b>very good</b> knowledge and understanding of the target language cultures: society, current affairs, literature and its context; he has a <b>very good</b> knowledge and use of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates a <b>very good</b> knowledge and understanding of the target language cultures: society, current affairs, literature and its context; he has a <b>very good</b> knowledge of how to use a range of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates a <b>very good</b> insight and deeper understanding of the cultures of the target language: society, current affairs, literature and its context, and the arts in general; he demonstrates <b>very good</b> knowledge of literary and non-literary texts from different periods, can locate them in their historical and cultural context and consider their impact on society at the time, and put it in perspective.

			Language Learning	The student is <b>very good</b> at choosing and using the most effective strategies from those offered to organise his individual language learning; he is <b>very good</b> at applying a range of study skills and utilising a variety of tools to the learning of the target language.	The student is <b>very good</b> at utilising and developing the most effective strategies to reinforce his individual language learning; he is <b>very good</b> at applying a range of study skills and utilising a variety of tools to the learning of the target language.	The student is <b>very good</b> at being responsible for his own language learning; he is <b>very good</b> at selecting and using the most effective strategies for autonomous language learning.
7-7.9	Good	C	Listening	The student shows a <b>good</b> understanding of spoken standard speech related to personal experience, familiar topics and other subjects of wider interest when people speak clearly; he has a <b>good</b> understanding of the main features of audio-visual resources.	The student shows a <b>good</b> understanding of the content of spoken speech or of a relatively complex argument related to familiar topics and other subjects of wider interest; he has a <b>good</b> understanding of the majority of audiovisual resources in standard speech, in particular current affairs.	The student shows a <b>good</b> understanding of the explicit or implicit content of a long speech or of a complex argument which is more or less structured; he has a <b>good</b> understanding of audio-visual resources.
			Reading	The student has a <b>good</b> level of reading and understanding of written texts in standard language; he is <b>good</b> at picking out the most pertinent information from a literary or non-literary text.	The student has a <b>good</b> level of reading and understanding of literary and non-literary texts with particular attention to their context, the organisation of the text and the author's or the narrator's viewpoint.	The student has a <b>good</b> level of reading and understanding; he is <b>good</b> at analysing literary and non-literary texts which are relatively long and complex, appreciating differences in styles.
			Spoken interaction	The student is <b>good</b> at taking part in conversations and exchanging information about familiar and more general topics.	The student is <b>good</b> at taking part in conversations about topics of general interest and current affairs and expressing	The student is <b>good</b> at participating in a fluent and reactive manner in a conversation or a discussion;

				personal opinions with fluency and spontaneity.	he is <b>good</b> at expressing his ideas and opinions in a precise manner taking into account those of the other speaker.
		Spoken Production	The student is <b>good</b> at presenting clear, simple descriptions on a wide range of subjects; he is <b>good</b> at giving reasons and explanations for opinions and plans.	The student is <b>good</b> at expressing himself in a clear and detailed manner on a wide range of subjects; he is <b>good</b> at developing his opinions and plans in a logical manner and with precision.	The student is <b>good</b> at expressing himself on a wide range of complex subjects; He is <b>good</b> at presenting a justified and structured argument.
		Writing	The student is <b>good</b> at expressing himself on a wide range of complex subjects; he is <b>good</b> at presenting a justified and structured argument.	The student is <b>good</b> at writing 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.	The student is <b>good</b> at writing a precise and well-structured text of different forms and genres adapting his style to the recipient; he is <b>good</b> at explaining in a critical manner his point of view on literary and non-literary subjects.
		Cultural Awareness	The student demonstrates a <b>good</b> knowledge and understanding of the target language cultures: society, current affairs, literature and its context; he has a <b>good</b> knowledge and use of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates a <b>good</b> knowledge and understanding of the target language cultures: society, current affairs, literature and its context; he has a <b>good</b> knowledge of how to use a range of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates a <b>good</b> insight and deeper understanding of the cultures of the target language: society, current affairs, literature and its context, and the arts in general; he demonstrates <b>good</b> knowledge of literary and non-literary texts from different periods, can locate them in their historical and cultural context and consider their impact on society at the time, and put it in perspective.

			Language Learning	The student is <b>good</b> at choosing and using the most effective strategies from those offered to organise his individual language learning; he is <b>good</b> at applying a range of study skills and utilising a variety of tools to the learning of the target language.	The student is <b>good</b> at utilising and developing the most effective strategies to reinforce his individual language learning; he is <b>good</b> at applying a range of study skills and utilising a variety of tools to the learning of the target language.	The student is <b>good</b> at being responsible for his own language learning; he is <b>good</b> at selecting and using the most effective strategies for autonomous language learning.
6-6.9	Satisfactory	D	Listening	The student shows a <b>satisfactory</b> understanding spoken standard speech related to personal experience, familiar topics and other subjects of wider interest when people speak clearly; he has a <b>satisfactory</b> understanding of the main features of audio-visual resources.	The student shows a <b>satisfactory</b> understanding of the content of spoken speech or of a relatively complex argument related to familiar topics and other subjects of wider interest; he has a <b>satisfactory</b> understanding of the majority of audiovisual resources in standard speech, in particular current affairs.	The student shows a <b>satisfactory</b> understanding of the explicit or implicit content of a long speech or of a complex argument which is more or less structured; he has a <b>satisfactory</b> understanding of audio-visual resources.
			Reading	The student has a <b>satisfactory</b> level of reading and understanding of written texts in standard language; he has a <b>satisfactory</b> ability to pick out the most pertinent information from a literary or non-literary text.	The student has a <b>satisfactory</b> level of reading and understanding of literary and non-literary texts with particular attention to their context, the organisation of the text and the author's or the narrator's viewpoint.	The student has a <b>satisfactory</b> level of reading and understanding; he is <b>satisfactory</b> at analysing literary and non-literary texts which are relatively long and complex, appreciating differences in styles.

			Spoken interaction	The student has a <b>satisfactory</b> ability to take part in conversations and exchange information about familiar and more general topics.	The student has a <b>satisfactory</b> ability to take part in conversations about topics of general interest and current affairs and express personal opinions with fluency and spontaneity.	The student has a <b>satisfactory</b> ability to participate in a fluent and reactive manner in a conversation or a discussion; he is <b>satisfactory</b> at expressing his ideas and opinions in a precise manner taking into account those of the other speaker.
			Spoken Production	The student has a <b>satisfactory</b> at presenting clear, simple descriptions on a wide range of subjects; he is <b>satisfactory</b> at giving reasons and explanations for opinions and plans.	The student is <b>satisfactory</b> at expressing himself in a clear and detailed manner on a wide range of subjects; he is <b>satisfactory</b> at developing his opinions and plans in a logical manner and with precision.	The student is <b>satisfactory</b> at expressing himself on a wide range of complex subjects; He is <b>satisfactory</b> at presenting a justified and structured argument.
			Writing	The student is <b>satisfactory</b> at writing a coherent text on familiar topics which express individual points of view, experiences or personal impressions.	The student is <b>satisfactory</b> at writing 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.	The student is <b>satisfactory</b> at writing a precise and well-structured text of different forms and genres adapting his style to the recipient; he is <b>satisfactory</b> at explaining in a critical manner his point of view on literary and non-literary subjects.
			Cultural Awareness	The student demonstrates a <b>satisfactory</b> knowledge and understanding of the target language cultures: society, current affairs, literature and its context; he has a <b>satisfactory</b> knowledge and use of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates a <b>satisfactory</b> knowledge and understanding of the target language cultures: society, current affairs, literature and its context; he has a <b>satisfactory</b> knowledge of how to use a range of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates a <b>satisfactory</b> insight and deeper understanding of the cultures of the target language: society, current affairs, literature and its context, and the arts in general; he demonstrates <b>satisfactory</b> knowledge of literary and non-literary texts from different periods, can locate them in their historical and cultural context

						and consider their impact on society at the time, and put it in perspective.
			Language Learning	The student is <b>satisfactory</b> at choosing and using the most effective strategies from those offered to organise his individual language learning; he is <b>satisfactory</b> at applying a range of study skills and utilising a variety of tools to the learning of the target language.	The student is <b>satisfactory</b> at utilising and developing the most effective strategies to reinforce his individual language learning; he is <b>satisfactory</b> at applying a range of study skills and utilising a variety of tools to the learning of the target language.	The student is <b>satisfactory</b> in being responsible for his own language learning; he is <b>satisfactory</b> at selecting and using the most effective strategies for autonomous language learning.
5-5.9	Sufficient	E	Listening	The student shows a <b>sufficient</b> understanding of spoken standard speech related to personal experience, familiar topics and other subjects of wider interest when people speak clearly; he has a <b>sufficient</b> understanding of the main features of audio-visual resources.	The student shows a <b>sufficient</b> understanding of the content of spoken speech or of a relatively complex argument related to familiar topics and other subjects of wider interest ; he has a <b>sufficient</b> understanding of the majority of audio-visual resources in standard speech, in particular current affairs.	The student shows a <b>sufficient</b> understanding of the explicit or implicit content of a long speech or of a complex argument which is more or less structured; he has a <b>sufficient</b> understanding of audio-visual resources.
			Reading	The student has a <b>sufficient</b> level of reading and understanding of written texts in standard language; he has <b>sufficient</b> ability to pick out the most pertinent information from a literary or non-literary text.	The student has a <b>sufficient</b> level of reading and understanding of literary and non-literary texts with particular attention to their context, the organisation of the text and the author's or the narrator's viewpoint.	The student has a <b>sufficient</b> level of reading and understanding; he has <b>sufficient</b> ability to analyse literary and non-literary texts which are relatively long and complex, appreciating differences in styles.

			Spoken interaction	The student can <b>sufficiently</b> take part in conversations and exchange information about familiar and more general topics.	The student can <b>sufficiently</b> take part in conversations about topics of general interest and current affairs and express personal opinions with <b>sufficient</b> fluency and spontaneity.	The student can <b>sufficiently</b> participate in a fluent and reactive manner in a conversation or a discussion; he can <b>sufficiently</b> express his ideas and opinions in a precise manner taking into account those of the other speaker.
			Spoken Production	The student can <b>sufficiently</b> present clear, simple descriptions on a wide range of subjects; he can <b>sufficiently</b> give reasons and explanations for opinions and plans.	The student can <b>sufficiently</b> express himself in a clear and detailed manner on a wide range of subjects; he can <b>sufficiently</b> develop his opinions and plans in a logical manner and with <b>sufficient</b> precision.	The student can <b>sufficiently</b> express himself on a wide range of complex subjects; He can <b>sufficiently</b> present a justified and structured argument.
			Writing	The student can <b>sufficiently</b> write a coherent text on familiar topics which express individual points of view, experiences or personal impressions.	The student can <b>sufficiently</b> 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.	The student can <b>sufficiently</b> write a precise and well-structured text of different forms and genres adapting his style to the recipient; he can <b>sufficiently</b> explain in a critical manner his point of view on literary and non-literary subjects.
			Cultural Awareness	The student demonstrates <b>sufficient</b> knowledge and understanding of the target language cultures: society, current affairs, literature and its context; he has <b>sufficient</b> knowledge and use of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates <b>sufficient</b> knowledge and understanding of the target language cultures: society, current affairs, literature and its context; he has <b>sufficient</b> knowledge of how to use a range of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates <b>sufficient</b> insight and deeper understanding of the cultures of the target language: society, current affairs, literature and its context, and the arts in general; he demonstrates <b>sufficient</b> knowledge of literary and non-literary texts from different periods, can locate them in their historical and cultural context



						and consider their impact on society at the time, and put it in perspective.
			Language Learning	The student can <b>sufficiently</b> choose and use the most effective strategies from those offered to organise his individual language learning; he can <b>sufficiently</b> apply a range of study skills and utilise a variety of tools to the learning of the target language.	The student can <b>sufficiently</b> utilise and develop the most effective strategies to reinforce his individual language learning; he can <b>sufficiently</b> apply a range of study skills and utilise a variety of tools to the learning of the target language.	The student is <b>sufficiently</b> responsible for his own language learning; he can <b>sufficiently</b> select and use the most effective strategies for autonomous language learning.
3-4.9	Failed (Weak)	FX	Listening	The student shows a <b>weak</b> understanding of spoken standard speech related to personal experience, familiar topics and other subjects of wider interest when people speak clearly; he is <b>hardly able</b> to understand the main features of audio-visual resources.	The student shows a <b>weak</b> understanding of the content of spoken speech or of a relatively complex argument related to familiar topics and other subjects of wider interest; he is <b>hardly able</b> to understand the majority of audiovisual resources.	The student shows a <b>weak</b> understanding of the explicit or implicit content of a long speech or of a complex argument; he is <b>hardly able</b> to understand audio-visual resources.
			Reading	The student has a <b>weak</b> level of reading and understanding of written texts in standard language; he is <b>hardly able</b> to pick out the most pertinent information from a literary or non-literary text.	The student has a <b>weak</b> level of reading and understanding of literary and non-literary texts, and he is <b>hardly able</b> to focus on the context, the organisation of the text and the author's or the narrator's viewpoint.	The student has a <b>weak</b> level of reading and understanding; he is <b>hardly able</b> to analyse literary and non-literary texts, or appreciate differences in style.
			Spoken interaction	The student is <b>weak</b> at taking part in conversations and exchanging information about familiar and more general	The student is <b>weak</b> at expressing himself clearly and in detail on a wide range of subjects; and expresses personal	The student is <b>weak</b> at expressing himself on a wide range of complex subjects;

			topics. He is <b>weak</b> at expressing and briefly justifying his opinions and plans.	opinions and plans with <b>very limited</b> fluency and spontaneity.	he has a <b>very limited</b> ability to express his ideas in a clear and structured way.
		Spoken Production	The student is <b>weak</b> at presenting clear, simple descriptions on a wide range of subjects; he has a <b>very limited</b> ability to give reasons and explanations for opinions and plans.	The student is <b>weak</b> at expressing himself in a clear and detailed manner on a wide range of subjects; he has a <b>very limited</b> ability to develop his opinions and plans in a logical manner and with precision.	The student is <b>weak</b> at expressing himself on a wide range of complex subjects; He has a <b>very limited</b> ability to present a justified and structured argument.
		Writing	The student is <b>weak</b> at writing a coherent text on familiar topics.	The student is <b>weak</b> at writing a precise and structured text on a wide range of subjects.	The student is <b>weak</b> at writing a precise and well-structured text; he has a <b>very limited</b> ability to explain in a critical manner his point of view.
		Cultural Awareness	The student demonstrates a <b>weak</b> knowledge and understanding of the target language culture; he is <b>hardly able</b> to show knowledge and ability to use intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates a <b>weak</b> knowledge and understanding of the broader culture of the target language; he is <b>hardly able</b> to show broader knowledge of how to use a range of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates a <b>weak</b> insight and understanding of the cultures of the target language; he is <b>hardly able</b> to demonstrate the ability to place literary and non-literary texts into context, nor to put them into perspective. He is also <b>weak</b> at recognising a wide range of intercultural codes; he is <b>barely able</b> to engage in a discussion which takes into account, and goes beyond cultural stereotypes.
		Language Learning	The student is <b>weak</b> at choosing and using the most effective strategies from those offered to organise his individual language learning.	The student is <b>weak</b> at utilising and developing the most effective strategies to reinforce his individual language learning.	The student is <b>weak</b> at being responsible for his own language learning.

0-2.9	Failed (Very Weak)	F	Listening	The student is <b>very weak</b> at understanding spoken standard speech related to personal experience; he is <b>not able</b> to understand the main features of audio-visual resources.	The student is <b>very weak</b> at understanding the content of spoken speech; he is <b>not able</b> to understand audiovisual resources.	The student is <b>very weak</b> at understanding the explicit or implicit content of a speech; he is <b>not able</b> to understand audio-visual resources.
			Reading	The student is <b>very weak</b> at reading and understanding written texts in standard language.	The student is <b>very weak</b> at reading and understanding literary and non-literary texts.	The student is <b>very weak</b> at reading and analysing literary and non-literary texts, nor can he appreciate stylistic differences.
			Spoken interaction	The student is <b>very weak</b> at taking part in conversations and exchange information about familiar and more general topics.	The student is <b>very weak</b> at taking part in conversations about topics of general interest and in expressing personal opinions.	The student is <b>very weak</b> at participating in a conversation or a discussion; he is <b>not able</b> to take into account the viewpoint of the other speaker.
			Spoken Production	The student is <b>very weak</b> at presenting clear, simple descriptions on a range of subjects; he is <b>not able</b> to give brief reasons and explanations for opinions and plans.	The student is <b>very weak</b> at expressing himself in a clear manner on a large range of subjects; he is <b>not able</b> to develop his opinions and plans.	The student is <b>very weak</b> at expressing himself on a wide range of complex subjects; He is <b>not able</b> to present a justified and structured argument.
			Writing	The student is <b>very weak</b> at writing a coherent text on familiar topics.	The student is <b>very weak</b> at writing a detailed text on a wide range of subjects.	The student is <b>very weak</b> at writing a precise and well-structured text; he is <b>not able</b> to explain in a critical manner his point of view.
			Cultural Awareness	The student is <b>very weak</b> at demonstrating any knowledge and understanding of the target language cultures; he is <b>not able</b> to use intercultural codes to interact	The student is <b>very weak</b> at demonstrating a knowledge and understanding of the target language cultures; He is <b>not able</b> to use a range of intercultural codes to interact	The student is <b>very weak</b> at demonstrating an insight and deeper understanding of the cultures of the target language; he is <b>not able</b> to demonstrate knowledge of literary and non-

				appropriately with speakers of the target language.	appropriately with speakers of the target language.	literary texts from different periods, <b>nor</b> can he locate them in their historical and cultural context.
			Language Learning	The student is <b>very weak</b> at choosing and using the most effective strategies to organise his individual language learning; he is <b>not able</b> to apply study skills to learning the target language.	The student is <b>very weak</b> at using and developing effective strategies to reinforce his individual language learning; he is <b>not able</b> to apply a range of study skills and utilise a variety of tools to the learning of the target language.	The student is <b>very weak</b> at being responsible for his own language learning; he is <b>not able</b> to select and use the most effective strategies for autonomous language learning.

## Annex : COMMENTARIES

The following section comments on some parts of the syllabus where clarification is necessary. Quotations from the syllabus are in italics.

### a) Didactic principles

- *An integrated approach to the teaching of languages is expected, in which the skills of listening, reading, spoken interaction, spoken production and writing should all have their place.*  
The skills of listening, reading, spoken interaction, spoken production and writing should all be developed. They should be given equal weighting and practiced regularly. It is important to provide students with increasingly authentic language contexts and situations.
- *Students should be encouraged to draw on their existing language skills and learning strategies.*  
Teachers should take into account the competences students have learned and developed in the Primary Cycle, using the principle of continuum in order to develop and consolidate them. The focus should be on progressive learning between the Primary and Secondary Cycle, especially in the transition between P5 and S1.
- *In teaching and learning the target language should be used as much as possible.*  
Teachers will use mother tongue only in order to address specific strategies of learning of the target language, for example in comparing usage between the mother tongue and the target language, or between two foreign languages.
- *Students' mistakes and errors are viewed as an integral part of the learning process. They should be used constructively.*  
Mistakes and errors can be used to enhance the students' learning. As long as a good level of communication is maintained, the correction of mistakes should not hinder fluidity in speaking and discourage students from writing. As far as is reasonable, accuracy and correct usage of the language should be the aim.
- *Students should be encouraged to draw on and extend their existing language skills and learning strategies.*  
When learning a second language, recourse to existing language skills can be of great benefit to students' learning strategies and making use of them should be encouraged. The contribution of classical languages is also useful.
- *A variety of teaching methods and approaches should be used.*  
It is very important to employ a variety of teaching methodologies. For example classroom organisation and active-learning tasks such as pair and group work, independent research and project work, role play, and portfolio work are effective.
- *The use of a range of types of differentiation is encouraged in order to meet the needs of all pupils.*  
In order to address heterogeneous grouping, differentiation will be used. Therefore differentiation will be introduced in teaching and learning strategies and in the level of difficulty of chosen texts or tasks by taking account of the learner's ability, interests, learning styles and preferences, and by employing a variety of teaching methods. Students' learning styles and strengths (visual, auditory, kinaesthetic, etc.) are linked to different intelligences (linguistic, logical, musical, etc).
- *Students will achieve language fluency and independence by making use of a wide range of learning resources in particular digital ones. In teaching and learning ICT is used.*  
The use of different resources is not only up to the teacher to provide, but also for the students themselves to explore, but at school and at home.  
For example, lexical research, research on a subject or theme, electronic communications, designing and presenting a project (individually or in a small group).

- *Approaches to teaching and learning should reflect the contextualised nature of language use in order to enable an incremental understanding of language as a system.*

Foreign language learning is based on a communicative and action-oriented approach. The context therefore plays an important role. Vocabulary and idioms should be presented in contextual situations and developed in a systematic way.

## **b) Learning objectives**

### 4. Cycle 3

*express himself/herself on a wide range of complex subjects;*

*present a justified and structured argument;*

Students are expected to develop coherent presentations, supported by varied, organised and structured arguments that lead progressively to a conclusion using appropriate examples.

### 6. Cycle 3

*demonstrate insight and deeper understanding of the cultures of the target language: society, current affairs, literature and its context, and the arts in general;*

*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;*

*demonstrate knowledge of a text of European literature and its cultural context, other than the target language*

At the European Schools, giving perspective may prove to be highly productive as a teaching approach, whether it concerns a literary text or an aspect of society. Thus, although a literary work has an internal coherence and may be understood as a single entity, knowledge of its context, and comparisons with those of other periods or of different countries. will lead to a better grasp of some issues and a more profound interpretation. This holds true for all forms of art.

### 7. Intercultural codes

#### Cycle 2+3

*know and use a range of intercultural codes to interact appropriately with speakers of the target language;*

*know and use a wide range of intercultural codes to adapt speech and behaviour to recognize and overcome cultural stereotypes;*

At the end of the second cycle, students should be able to know and use basic intercultural codes to interact appropriately with speakers of the target language.

At the end of the third cycle, students should be able to utilise a range of intercultural codes to take account of and address cultural stereotyping.

The starting point for intercultural understanding and an awareness of intercultural codes, is a developing knowledge of those areas that produce cultural differences, for example values, social rules, historic events and symbols, myths, elements of humour, family structures and ways of life, customs, religion, etc.

The more aware students are of cultural differences, the less likelihood there is that they will come to wrong conclusions or behave inappropriately in social contexts, or that they will misinterpret cultural artefacts (including texts of all types) and value-systems.

### 8. Cycle 1+2+3

*choose and use the most effective strategies from those offered to organise his/her individual language learning*

#### Cycle 2

*Utilise and develop the most effective strategies to reinforce his/her individual language learning*

### Cycle 3

#### *Be responsible for his/her own language learning*

In cycle 1, account should be taken of learning strategies acquired in the Primary Cycle. One of the objectives of this syllabus for the three cycles is to encourage learners to take more personal responsibility for their own learning and to gather information about the learning processes.

Students will be able to build on the foundation of self-evaluation put in place during the Primary Cycle, including peer evaluation.

Students develop more autonomy for their learning, for example, they continue to use a learning diary. The use of tools, such as "can-do" statements from the CEFL or the European Language Portfolio should be followed: thus enabling students to identify realistic personal learning goals.

## **c) Contents**

### 4. Cycle 1-3

*knowledge of different resources and tools, especially ICT, for processing and applying information, with support when necessary.*

At the earliest opportunity, students will be encouraged to familiarise themselves with, and to use autonomously, a range of resources.

ICT will be used, but also other resources such as textbooks, dictionaries, encyclopaedias, non-fiction magazines, etc. Students will learn to verify sources and to question their scientific validity; they will thus develop a critical approach to the use of resources, in which the teacher's help will prove to be useful. Such work will be carried out individually or in small groups, in the classroom and at home.

### 4. Cycle 1

*knowledge of the culture of target language countries/communities including exposure to literary texts*

#### Cycle 2

*deeper knowledge of the culture of target language countries/communities including exposure to literary texts*

#### Cycle 3

*insight into the culture of target language countries/communities especially through the study of literary texts*

A broad picture of culture will be stressed, comprising literature, the arts, cinema, theatre, history, intercultural codes, the media, etc. The target language is to be understood in the widest sense of the term: it is often the language of several countries. This diversity and richness is to be found in the field of literature and should be planned into teaching programmes. In addition to literary works set by the syllabus (one in S 6 + one in S 7), the student will study – as far as is possible – a range of works of different types and from different periods, so as to develop one of the key competences, "cultural understanding and expression".

## ANNEXES:

Annex 1: Assessment written Baccalaureate exams

Annex 2: Commentaries on the assessment grid for the written Baccalaureate exams

Annex 3: Oral Assessment for Baccalaureate exams

Annex 4: Generic Matrix for L2 written paper

Annex 5: Sample Written Baccalaureate exams (EN, FR & DE)

Annex 6: Sample Oral Baccalaureate exams (EN, FR & DE)

A harmonized syllabus for all LII languages is to be introduced in the school year 2015 (cycle 1 and cycle 2) and 2016 (cycle 3). Following this, the first LII BAC will take place in 2018. As a result, a new L II examination format is required.

The new syllabus describes the learning objectives in terms of competences for listening, reading, oral presentation and interaction, writing, and is based on the *Common European Framework of Reference for Languages*. It also refers to “learning to learn” strategies, study skills and cultural competences.

### 1. BAC WRITTEN EXAM

The final exam should reflect these competences in a representative way. The written exam will assess the students’ reading, writing and literary understanding.

These competences will include cultural knowledge.

They will be assessed in line with the communicative and competence-based approach of the syllabus.

The written exam consists of three parts:

Part 1: reading comprehension

Part 2: written production

Part 3: understanding literature

#### Reading comprehension:

The learning objectives define the reading skills at the end of cycle 3.

The student should be able to *read, understand and analyse literary and non-literary texts which are relatively long and complex, appreciating differences in styles (see Learning objectives, 2. cycle 3)*

A variety of non-fictional texts may be used: newspaper articles, magazine articles, letters, review, essay, speeches, lectures, etc.

These can include pictures, photos, statistics, graphics, etc.

Reading comprehension is assessed by a variety of questions: open questions, multiple choice questions, right/wrong statements, right/wrong/justify statements, complete the sentence, matching exercises, short answer questions, rewriting the text, completing the text, etc.

#### Written production:

*At the end of cycle 3 the pupils should be able to 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 (see Syllabus for all L II languages, Learning objectives, 5. cycle 3).*

To assess their writing skills, the pupils are expected to write a text in which they introduce and develop their ideas, giving arguments and coming to a conclusion.

An introductory text is provided to guide the students’ written production. Depending on the nature of the task this text production can take the form of an essay, an article, a letter to the editor, etc.

The assessment is based on the following criteria content, organisation, accuracy and style.



## Understanding literature:

*By the end of the 3rd cycle the student should be able demonstrate insight and deeper understanding of the cultures of the target language: society, current affairs, literature and its context, and the arts in general; demonstrate knowledge of literary and non-literary texts from different periods, locate them in their historical and cultural context , and put into perspective, where possible; (see Syllabus for all L II Languages, Learning objectives, 6. cycle 3).*

There will be two set books, one in year 6 and one in year 7.

To assess their understanding of the set books and their cultural context, pupils will write an essay, analysis or review.

## Model for the written exam

Time allocation: 3 hours

Part 1: reading comprehension	1 unseen non-literary text in total 750 words (+/-10%)	5-7 questions which refer to <ul style="list-style-type: none"><li>• main meaning of paragraphs and text as a whole</li><li>• relations between paragraphs</li><li>• reasons/ arguments etc.</li></ul>
Part 2: written production	1 task 400 words (+/- 10 %)	This task can take the form of an essay, an article, a letter to the editor, etc.
Part 3: understanding literature	student chooses 1 out of 2 tasks, each of which concerns one of the set books  600 words (+/- 10 %)	This task can take the form of a literary essay, analysis, review, etc.

Three independent parts.

## 2. BAC ORAL EXAM

The oral exam will assess the student's reading, oral presentation and interaction. Listening skills are included within oral interaction.

These competences include cultural knowledge.

They are in line with the communicative and competence-based approach of the syllabus.

The oral exam consists of two parts:

Part 1: reading comprehension

Part 2: oral interaction

The two parts are independent and have equal weighting.

### Reading comprehension:

The learning objectives define the reading skills at the end of cycle 3.

The student should be able to *read, understand and analyse literary and non-literary texts which are relatively long and complex, appreciating differences in styles (see Learning objectives, 2. cycle 3)*

A variety of fictional texts (extracts of a novel, extracts of a short story, poems, etc) and non-fictional texts (newspaper articles, magazine articles, reviews, speeches, etc) may be used.

There must be an even division between fictional and non-fictional texts.

Fictional texts should only come from post 20<sup>th</sup> Century literature.

Non-fictional texts should be up-to-date.

Only 1 written question should appear with the text. The student presents the main ideas, and makes an analysis of the text in a clear and well-structured way. The student should not express a personal viewpoint in this part.

The presentation should last approximately 3 to 5 minutes.

Following the presentation, the examiners will ask the student a variety of specific questions based only on the text.

### Oral interaction:

The learning objectives define the interactive skills at the end of cycle 3.

The student should be able to *participate in a fluent and reactive manner in a conversation or a discussion, express his/her ideas and opinions in a precise manner, taking into account those of the other speaker; express himself/herself on a wide range of complex subjects; present a justified and structured argument* .(See Learning objectives, 3.+4. cycle 3)

This part is based on a problem situation which is linked to one of topics studied in years 6+7.

The starting point is a provocative stimulus which can appear in a variety of forms: a cartoon, pictures, a graph, a series of pictures, a short quotation, etc. and which the student has not previously seen.

There is no written question to go along with the stimulus, but the examiners ask a challenging opening question to start and develop the discussion.

The student is expected to respond spontaneously, convincingly and be able to sustain a thoughtful and interactive discussion.

**L 2 main course**  
**Model for the oral exam**

Preparation time: 20 minutes

The pupil draws a text from a variety of unseen fictional and non-fictional texts for reading, studies the text and prepares the question.

Time allocation for the oral exam: 20 minutes

Both examiners participate actively in the exam.

<p>Part 1: reading comprehension length of the text 400 words +/- 10 %</p>	<ul style="list-style-type: none"><li>• Pupils' understanding and insight into the text is assessed through their initial presentation based on the text and the 1 accompanying question which covers the central ideas.</li><li>• Then examiners ask specific questions on relevant details, etc. The pupils do not know these questions.</li></ul>
<p>Part 2: oral interaction</p>	<ul style="list-style-type: none"><li>• Pupils' interactive skills are assessed by their reaction to the stimulus given. There is no written question to go along with the stimulus.</li><li>• The examiners ask a challenging opening question and students are expected to engage in an ensuing discussion.</li></ul>

The two parts are independent and have the same weighting.

## Annex 1

### Assessment written BAC L II

<b>Criterion</b>		<i>Max. score 30</i>
Part 1 reading comprehension	<ul style="list-style-type: none"> <li>• 30 points to be distributed equally over the questions</li> <li>• Weighting in case of sub questions</li> </ul>	
		<i>Max. score 30</i>
Part 2 written production	<b>1. Content</b> <ul style="list-style-type: none"> <li>• Requirements of task fulfilled</li> <li>• Coherence/development of thoughts/ideas</li> </ul>	1-10
	<b>2. Organization</b> <ul style="list-style-type: none"> <li>• Structure (introduction- development – conclusion)</li> <li>• Cohesion between sentences and between paragraphs</li> <li>• Conventions of text type respected (lay-out, addressee taken into account, register etc.)</li> </ul>	1-8
	<b>3. Accuracy</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Spelling</li> <li>• Grammar/syntax</li> </ul>	1-8
	<b>4. Style</b> <ul style="list-style-type: none"> <li>• Range of vocabulary, structures</li> <li>• Readability</li> </ul>	1-4
		<i>Max. score 40</i>
Part 3 understanding literature	<b>1. Content</b> <ul style="list-style-type: none"> <li>• Requirements of task fulfilled</li> <li>• Knowledge of content (main ideas, themes, characters, composition of the set book)</li> </ul>	20
	<b>2. Personal response*</b> <ul style="list-style-type: none"> <li>• Personal viewpoint and appreciation</li> <li>• Relevant arguments</li> </ul>	10
	<b>3. Writing</b> <ul style="list-style-type: none"> <li>• Appropriate use of language</li> </ul>	10
		<i>Total score</i> 100

\**personal response*: by the end of cycle 3 the student should be able to express a personal viewpoint. This reflection is based on his reading experience.

Rubric for Evaluation of Written Production – Total 30

Aspect for Judgement							
Content	10	9	8	7-6	5	4-3	2-0
Requirements of Task Fulfilled	Requirements of task <b>excellently and fully met</b>	Requirements of task <b>very well and almost fully met</b>	Requirements of task <b>well met</b>	Requirements of task <b>satisfactorily met</b>	Requirements of task <b>sufficiently met</b>	Requirements of task <b>insufficiently met</b>	Requirements of task <b>not met</b>
Coherence/development of thoughts and ideas	<b>Excellent</b> evidence of coherence /development of thoughts and ideas	<b>Very good</b> evidence of coherence /development of thoughts and ideas	<b>Good</b> evidence of coherence /development of thoughts and ideas	<b>Satisfactory</b> evidence of coherence /development of thoughts and ideas	<b>Sufficient</b> evidence of coherence /development of thoughts and ideas	Related <b>insufficient</b> evidence of coherence /development of thoughts and ideas	<b>No evidence</b> therefore of coherence /development of thoughts and ideas
Organisation	8	7	6	5	4	3-2	1-0
Structure (Introduction – development – conclusion)	Answer <b>excellently</b> structured demonstrating very skilful cohesion between sentences & paragraphs with conventions of text type fully and <b>excellently met</b> .	Answer <b>very well</b> structured demonstrating skilful cohesion between sentences and paragraphs with conventions of text type <b>very well met</b> .	Answer <b>well-</b> structured demonstrating clear cohesion between sentences and paragraphs with conventions of text type <b>well met</b> .	Answer <b>quite well-</b> structured demonstrating clear cohesion between sentences and paragraphs with conventions of text type <b>reasonably well met</b> .	Answer <b>sufficiently</b> well-structured demonstrating some cohesion between sentences and paragraphs with conventions of text type <b>fairly well met</b> .	Answer <b>insufficiently</b> well-structured demonstrating insufficient cohesion between sentences and paragraphs with conventions of text type <b>insufficiently met</b> .	Answer shows <b>no</b> evidence of structure; a related lack of cohesion between sentences and paragraphs and no evidence of the respecting of text type.
Cohesion between sentences and between paragraphs							
Conventions of text type respected (layout, addressee taken into account, register etc.,)							

<b>Accuracy</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3-2</b>	<b>1-0</b>
Vocabulary/Spelling	An <b>excellent</b> level of accuracy of vocabulary, spelling and grammar	A <b>very good</b> level of accuracy of vocabulary, spelling and grammar	A <b>good</b> level of accuracy of vocabulary, spelling and grammar	A <b>satisfactory</b> level of accuracy of vocabulary, spelling and grammar	A <b>sufficient</b> level of accuracy of vocabulary, spelling and grammar	An <b>insufficient</b> level of accuracy of vocabulary, spelling and grammar	<b>No</b> evidence of any accuracy of vocabulary, spelling and grammar
Grammar/Syntax	<b>Almost no</b> errors	<b>Some occasional</b> errors	<b>Very few</b> errors	<b>Few</b> errors	<b>Some</b> errors	<b>Quite a number</b> of errors	<b>Many</b> errors
<b>Style</b>	<b>4</b>		<b>3</b>		<b>2</b>	<b>1</b>	<b>0</b>
Range of vocabulary & Structures	<b>Excellent to very good</b> use of a wide range of vocabulary and structures		<b>Good to satisfactory</b> use of quite a range of vocabulary and structures		<b>Sufficient</b> use of some range of vocabulary and structures	<b>Weak</b> use of a limited range of vocabulary and structures	<b>No</b> evidence of any range of vocabulary and structures
Readability	<b>Most/Very</b> readable		<b>Quite</b> readable		<b>Fairly</b> readable	<b>Insufficiently</b> readable	<b>Largely</b> unreadable

### Rubric for Understanding Literature - Total 40

<b>Aspect for Judgement</b>							
<b>Content</b>	<b>20-19</b>	<b>18-17</b>	<b>16-15</b>	<b>14-12</b>	<b>11-9</b>	<b>8-5</b>	<b>4-0</b>
Requirements of task fulfilled Knowledge of Content (main ideas, themes characters, composition of set book)	Requirements of task <b>excellently and fully</b> met demonstrating <b>excellent</b> textual knowledge	Requirements of task <b>very well</b> met demonstrating <b>very good</b> textual knowledge	Requirements of task <b>well</b> met demonstrating <b>good</b> textual knowledge	Requirements of task <b>satisfactorily</b> met demonstrating <b>satisfactory</b> textual knowledge	Requirements of task <b>sufficiently</b> met demonstrating <b>sufficient</b> textual knowledge	Requirements of task <b>insufficiently</b> met demonstrating <b>insufficient</b> textual knowledge	Requirements of task <b>not</b> met demonstrating <b>no</b> textual knowledge

<b>Personal Response</b>	<b>10</b>	<b>9-8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4-3</b>	<b>2-0</b>
Personal viewpoint and appreciation  Relevant arguments	<b>Excellent</b> expression of personal viewpoint making <b>excellent</b> use of relevant arguments	<b>Very good</b> expression of personal viewpoint making <b>very good</b> use of relevant arguments	<b>Good</b> expression of personal viewpoint making <b>good</b> use of relevant arguments	<b>Satisfactory</b> expression of personal viewpoint making <b>satisfactory</b> use of relevant arguments	<b>Sufficient</b> expression of personal viewpoint making <b>sufficient</b> use of relevant arguments	<b>Insufficient</b> expression of personal viewpoint making <b>insufficient</b> use of relevant arguments	<b>No</b> expression of personal viewpoint thus a related <b>failure</b> to use relevant arguments
<b>Writing</b>	<b>10</b>	<b>9-8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4-3</b>	<b>2-0</b>
Appropriate use of language	<b>Excellent</b> use of language	<b>Very good</b> use of language	<b>Good</b> use of language	<b>Satisfactory</b> use of language	<b>Sufficient</b> use of language	<b>Insufficient</b> use of language	Use of language totally <b>insufficient</b>

## Annex 2

### Commentaries on the assessment grid for the written BAC exams

The assessment grid refers to the Common European Framework of Reference for Languages (CEFR, 2001) and is used for the assessment of the written BAC exams in L II at level C 1.

#### **PART 1 READING COMPREHENSION**

The weighting is determined by the allocation of marks.

Accuracy of language is **not** assessed in this part.

#### **PART 2 WRITTEN PRODUCTION**

*The assessment grid takes into account four separate criteria:* content, organization, accuracy and style

##### **1. Content**

- requirements of task fulfilled

This criterion takes into account to what extent the student fulfils the requirements of the task.

- coherence/development of thoughts/ideas

“coherence” in this context means the logical development of ideas.

##### **2. Organization**

This criterion takes into account

- structure of text (e.g. beginning-body-ending)
- cohesion between sentences and paragraphs
- conventions of text type: target audience, layout, etc.

##### **3. Accuracy**

This criterion assesses the correct use of language (morphology and syntax, vocabulary and spelling).

##### **4. Style**

This criterion assesses

- the range and variety of vocabulary and structures
- readability and fluidity of expression

#### **PART 3 UNDERSTANDING LITERATURE**

*The assessment grid takes into account three separate criteria:* content, personal response and writing

##### **1. Contents**

- Requirements of task fulfilled:

This criterion takes into account the extent to which the student fulfils the requirements of the task.

- Knowledge of contents:

An overview of the main themes, principal characters and development of the plot, etc.

##### **2. Personal response**

The student shows, and can give reasons for, his/her insight into and personal response to the literary text.

##### **3. Writing:**

This criterion assesses the appropriate application of language (grammar, vocabulary, spelling) in relation to the tasks.

Assessment is based on a 100 points system.

It is recommended that this assessment grid be used for the assessment of all written production exercises to familiarize students with the assessment criteria.



## Annex 3

### Assessment of the oral BAC exams



## EB 2021 ENGLISH ORAL ASSESSMENT CRITERIA AND RECORD SHEET – L II

Examiner's name \_\_\_\_\_

Candidate's name \_\_\_\_\_

Part of examination	Competence	Criteria	Mark/50
<b>Part 1</b> <b>Reading</b> <b>Comprehension</b> <b>50 points</b> <ul style="list-style-type: none"> <li>• Presentation – structured, appropriate response to the set question</li> <li>• Relevant responses to examiners' questions on the text</li> </ul>	<b>Reading</b>	Candidate demonstrates an <b>excellent</b> and almost complete understanding of the text, developing it fully and convincingly in a well-argued, focused and engaging response. <b>Excellent/highly effective</b> accurate and pertinent response to questioning, (although not flawless) including use of textual detail to support and develop ideas.	<b>50 – 46</b>
		Candidate demonstrates a <b>very good</b> understanding of the text, giving a coherent response, and understanding of the key issues and content. <b>Very good/effective</b> response to questioning, including use of textual detail to support and develop ideas.	<b>45 - 40</b>
		Candidate demonstrates a <b>good</b> understanding of the text, and understanding of key issues and content, and frequent and appropriate use of the text to support ideas. Responds to questions <b>effectively</b> , with little need for prompts.	<b>39 – 34:</b>
		Candidate demonstrates a <b>satisfactory/quite good</b> understanding of the text; refers to simple and relevant details, uses some textual references to support ideas. <b>Satisfactory/quite good</b> response to questions but can sometimes lack focus or relevance and may require clarification and some prompting.	<b>33 – 28</b>

		Candidate demonstrates <b>sufficient/adequate</b> understanding and capacity to analyse the text, and develop key ideas, with <b>sufficient/adequate</b> response to questions and appreciation of stylistic elements.	<b>27 – 22</b>
		Candidate demonstrates <b>little / limited</b> understanding and analysis of the text, and <b>little/limited</b> capacity to respond to questions, develop key ideas, or appreciate any stylistic elements.	<b>21 – 11</b>
		Candidate demonstrates <b>no understanding</b> of the text, and <b>no capacity</b> to respond to questions.	<b>10 - 0</b>
<b>Part 2</b> <b>Oral Interaction</b> <b>50 points</b> <ul style="list-style-type: none"> <li>• Communicative effectiveness, fluency</li> <li>• Accuracy of vocabulary and grammar,</li> <li>• Justified, structured arguments with pertinent examples</li> </ul>	<b>Oral Interaction</b>	Candidate demonstrates <b>excellent</b> communication; speaks fluently with little repetition or hesitation; uses cohesive features such as discourse markers to aid meaning and delivery, initiates ideas readily, incisively, and confidently. <b>Excellent/highly effective</b> response and interacts in the discussion accurately and pertinently, with <b>practically fluent</b> vocabulary and grammar.	<b>50 - 46</b>
		Candidate demonstrates <b>very good/very effective</b> communication, uses a wide range of structures and vocabulary <b>very accurately/quite fluently</b> . Responds appropriately and interacts in the discussion with only occasional hesitation or need for prompts.	<b>45 - 40</b>
		Candidate demonstrates <b>good/effective</b> communication; <b>mainly accurate/quite fluent</b> use of grammar and vocabulary, with confident use of simple structures although responses occasionally lack focus or relevance; conversation and interaction are restricted by candidate's limited linguistic range.	<b>39 - 34</b>
		Candidate demonstrates <b>satisfactory/quite good</b> understanding of the text. <b>Quite accurate/reasonably fluent</b> communication; weaknesses in vocabulary and grammar impede developed interaction; but does attempt to engage in discussion.	<b>33 - 28</b>
		Candidate demonstrates <b>Sufficient/adequate</b> understanding of the text; <b>sufficient fluency</b> in communication; some attempt to engage in discussion.	<b>27- 22</b>
		Candidate demonstrates <b>limited</b> understanding of the text; <b>limited fluency</b> and accuracy in basic vocabulary and grammar thus limiting ability to interact and engage in discussion.	<b>21 - 11</b>

		Candidate demonstrates <b>very limited/no</b> understanding of the text; <b>very limited/no fluency</b> in the most basic vocabulary and grammar which impedes effective communication	<b>10 - 0</b>	
<b>Total: 100 points</b>				

**Examiner Signature:** \_\_\_\_\_

**Annex 4**  
**Generic Matrix L2**

<b>Task/Element of Examination</b>	<b>Competence</b>	<b>Wt in %*</b>	<b>Learning Objective</b>	<b>Qu(s)**</b>	<b>Evaluation/Marking</b>	<b>Weight in Points</b>
Reading Comprehension (30)	<b>Reading for Understanding</b>	40% - 60%	<i>Read, understand and analyse non-literary texts which are relatively long and complex appreciating differences in style; understand the explicit or implicit content of a long speech or of a complex argument which is more or less structured;</i>		Paper-specific marking scheme	12-18
	<b>Detailed Analysis</b>	40% - 60%			Paper-specific marking scheme	12-18
Sub-part						30
Written Production (30)	<b>Writing</b> • Achievement of Task • Development of Ideas	35%	<i>Write a precise and well-structured text, of different forms and genres, adapting style to the recipient; explain in a critical manner his/her point of view on non-literary subjects; demonstrate insight and deeper understanding of the cultures of the target language and its context; know and use a wide range of intercultural codes; recognize and overcome cultural stereotypes</i>	One question only	Agreed Rubric	10
	<b>Writing</b> • Coherence and Cohesion	25%			Agreed Rubric	8
	<b>Lingustic Comptence</b> • Grammatical and lexical • Accuracy	25%			Agreed Rubric	8
	<b>Writing and Lingustic Competence</b> • Appropriateness & Quality of Style	15%			Agreed Rubric	4
Sub-part						30
Understanding Literature (40)	<b>Knowledge</b> • Textual and Contextual	50%	<i>Read, understand and analyse literary and non-literary texts which are relatively long and complex, appreciating differences in styles; present a justified and structured argument;</i>	One question only	Agreed Rubric	20
		25%			Agreed Rubric	10

	<b>Critical Thinking</b> <ul style="list-style-type: none"> <li>Argument and Reasoning</li> <li>Evidence-based personal response</li> </ul>		<i>Demonstrate insight and good understanding of the cultures of the target language; demonstrate knowledge of texts from different periods, locate them in their historical and cultural context; consider their impact on society at the time and put in perspective where possible;</i>			
	<b>Writing and Linguistic Competence</b> <ul style="list-style-type: none"> <li>Appropriate Use of language</li> </ul>	25%			Agreed Rubric	10
Sub-part						40
<b>Total</b>						<b>100</b>

L2: Matrix

\* Weighting of competences in RC could vary from examination paper to examination paper depending on the nature of the text. Main aim is to ensure assessment of **both** reading for understanding (global/literal comprehension) and analysis.

\*\* Due to the individual nature of each paper, this is where you would insert the relevant paper-specific numbers. i.e. 1, 3a, 4, etc.

Annex 5 Sample Written Baccalaureate papers (EN, FR & DE)

**ENGLISH LANGUAGE II**

**DATE:** dd mm 2019

**LENGTH OF THE EXAMINATION:** 3 hours (180 minutes)

**PERMITTED EQUIPMENT:** None

**SPECIAL REMARKS:** Answer **ALL THREE** Parts.

Part 1. Reading Comprehension: Answer all the questions

Part 2. Written Production: Answer the question

Part 3. Understanding Literature: Answer question (a) **or** question (b)

***IMPORTANT:*** Please answer all three parts on the paper provided. **Part 1** must be filled in on the **yellow answer sheet**, and **Parts 2 and 3** must be answered on the **lined A3 sheets**.

*Use blue or black pen only.*

## Part 1 - Reading Comprehension (30 marks)

Read the following passage and answer the questions that relate to it on the **yellow** answer sheet provided.



### Bloom time: the London floristry scheme helping refugee women

*(Bread and Roses)*

*Bread and Roses; a social enterprise aims to help female refugees gain new skills and work experience, and practise their English*

5 'I've never had the chance to build a career. I was a student when my traffickers brought me here and then, as an asylum seeker, I wasn't allowed to work," explains 37-year-old Monica from Ghana. "Now I've got leave to remain, I've felt anxious about throwing myself straight into full-time employment," she adds.

10 It's a challenge facing many refugees in the UK who, regardless of their professional backgrounds, often find themselves up against language barriers, loss of confidence, CV gaps, and a lack of UK work experience.

15 But one all-female social enterprise is aiming to overcome all that, providing refugee women with the practical and emotional skills to blossom in the workplace. Hackney-based *Bread and Roses* offers a seven-week floristry programme, teaching trainees how to create everything from floral bouquets to Christmas wreaths.

It is inspired by the principle of Rose Schneiderman's 1912 feminist speech of the same name, which argued that low-paid women need more than just practical necessities to survive, but also dignity, respect and the opportunity to flourish.

20 For women such as Monica, its benefits go far beyond the practical skills: "I loved working with the plants, particularly calming lavender and stimulating eucalyptus. But I also learned social skills like networking, working as a team and not being afraid to ask for help," she says.

"I was already interested in floristry, but I've never been green-fingered, so I didn't think I'd have the skills. Building my knowledge and being prepared to

make mistakes and learn from them, has made me realise that anything is possible if you put your mind to it and have the right support network around you,” she adds.

It’s the brainchild of Olivia Head and Sneh Jani, two young women who met on a training programme for aspiring social entrepreneurs. “Sneh was interested in working with women, and had previously spent time in Germany, helping refugees with translation,” Olivia explains.

“I was working in a hostel for homeless people at the time, including asylum seekers, and was interested in how you help people become more employable once they’re ready to work. *Bread and Roses* really brings those passions together,” she says.

In May 2016, *Bread and Roses* launched a pilot programme with charity *Women for Refugee Women*. Working with up to 20 women from the charity’s *Women Asylum Seekers Together* London network, they offered workshops divided into two halves: the first providing employability support, and the second teaching them the practical and creative skills of flower arranging.

Their trainees hail from countries across Africa and the Middle East, and a professional florist leads each workshop. “It’s so joyful and powerful to see the women bowled away by working with beautiful flowers, being able to cut and arrange them, and create something they’re proud of,” Olivia says.

Nour, a 26-year-old teacher from Aleppo, attends the workshops with her young son Mohammed. “I arrived from Syria a year ago, and I’d like to work as a teacher again in London one day, when my English is better. At *Bread and Roses* there are women who speak English and Arabic, so they can translate for me and teach me words,” she says.

For Olivia and Sneh, this ability to learn in a workplace setting, rather than a classroom, is key. “The women are challenged to come along each week, be punctual, apply their English, and learn new things,” Olivia explains. “It’s all about building their workplace confidence, and connecting them with other women from around the world.”

Although the focus is on transferable skills, 44-year-old Salomy from Uganda now intends to pursue a career in floristry. “My mum is a flower lover. When I was a child she used to get me to cut flowers from the nursery and arrange them in our sitting room,” Salomy says.

“Learning from *Bread and Roses* was wonderful. The scent and beauty of the flowers, particularly the roses, is really therapeutic and calming for me. I’m artistic by nature, so I’d love to go into this industry once I’ve got my status.”

(703 words)

Sarah Graham,  
*The Guardian*, 21 Sep 2017



**Part 2 – Written Production**  
(30 marks)

**A recent scientific study proves that reading makes you healthier, smarter, and more empathetic**



*(iStockPhoto)*

Write an article for a magazine of **400 words** (+/- 10%) entitled '**Three Reasons to Read**', in which you discuss the benefits of reading.

*In your article you should consider the following:*

- the three benefits mentioned in the title.
- refer to your own experiences and habits with reading
- suggest ways to promote reading

*Please write your answer on the **lined** sheets provided.*

**PART 3 OF THE EXAMINATION IS ON THE NEXT PAGE**

**Part 3 – Understanding Literature**  
(40 marks)

Write an essay of **600 words** (+/- 10%) on **ONE** of the following questions, each of which is based on one of the themes you have studied. Number your answer clearly to show which question you have attempted. You should refer in detail to the set text in your answer and to **at least one other text** that you have studied in class.

**EITHER:** (a) **Change – *Dancing at Lughnasa***, Brian Friel (1929-2015), (London, 1990)

To what extent is the ability to adapt to change an important quality in *Dancing at Lughnasa*, and at least one other text that you have studied?

**OR:** (b) **Power – *Things Fall Apart***, Chinua Achebe (1930-2013), (London, 1958)

In *Things Fall Apart*, and at least one other text that you have studied, to what extent do you agree that the only difference between a hero and villain is in the way in which they choose to use their power?

*Please write your answer on the **lined** sheets provided.*

**END OF EXAMINATION**

# ENGLISH LANGUAGE II

## Answer sheet

### Part 1- Reading Comprehension (30 Marks)

Read the text **Bloom Time: The London floristry scheme helping refugee women** and then answer the following questions:

1. Complete the following summary of the text using the **words/phrases** in the box below. There are **two extra words/phrases** that you don't need to use.

(5 marks)

described by	central	floristry	
adapt to	final	created by	spiritual

*Bread and Roses* is a social enterprise project that uses \_\_\_\_\_ to help female refugees \_\_\_\_\_ their new lives in Britain. It was \_\_\_\_\_ two young business women who took inspiration from the \_\_\_\_\_ argument of a 1912 feminist speech in which it was argued that women not only need physical necessities to blossom, but also appreciation and recognition.

The workshops are divided into two sections; the women first receive practical help and assistance to gain employment, and then get \_\_\_\_\_ support through learning the skills of flower arranging.

2. **Match** the following people to their role as described in the text. **Write** the letter next to the corresponding name.

(5 marks)

Name	Letter
Nour	
Rose Schneiderman	
Sneh Jani	
Monica	
Salomy	

A. Asylum seeker
B. Founder of Bread & Roses
C. Aspirational florist
D. Feminist speaker
E. Syrian teacher

3. Circle the correct answer in each case.

(3 marks)

(i) What definition best matches the expression 'green-fingered' in line 19?

- A. Someone who cannot grow plants successfully
- B. Someone who isn't afraid of making mistakes
- C. Someone who has natural gardening ability
- D. Someone who doesn't mind getting their hands dirty

(ii) Which definition best matches the expression 'the brainchild' in line 23?

- A. the idea
- B. the intelligence
- C. the result
- D. the businesswoman

(iii) What does Salomy mean when she says 'once I've got my status' in line 52?

- A. Once I am a fully trained and qualified florist
- B. Once I am highly regarded by my community
- C. Once I am recognised as a refugee and entitled to work
- D. Once I have got premises to work from

4. For each of the following statements, state whether it is **True** or **False**. Then write down a **quote** from the text to support your answer.

(6 marks)

(a) Monica from Ghana left behind a career to come to the UK.

True / False	Quote

(b) Olivia Head has previous experience working with the people *Bread and Roses* helps.

True / False	Quote

(c) Olivia and Sneh's main goal at *Bread and Roses* is to teach floristry.

True / False	Quote

5. Find and copy the **word or phrase** in the text which best fits the following meanings and write it onto the appropriate line:

(5 marks)

- A. Worried \_\_\_\_\_
- B. The main idea \_\_\_\_\_
- C. Prospective \_\_\_\_\_
- D. A trial project \_\_\_\_\_
- E. To originally come from \_\_\_\_\_

6. What does the **underlined word** refer to in each of these extracts from the text?  
Write your answer on the line provided.

(5 marks)

A. **It's** a challenge – (line 5)

\_\_\_\_\_

B. **It** is inspired - (line 12)

\_\_\_\_\_

C. **Which** - (line 13)

\_\_\_\_\_

D. **Its** benefits – (line 15)

\_\_\_\_\_

E. **Them** – (line 37)

\_\_\_\_\_

7. What is the **main purpose** of the article? **Select** the correct answer and **circle** the corresponding letter.

(1 mark)

- A. to inform and explain
- B. to argue and persuade
- C. to evaluate and judge
- D. to take a stand and propose a solution

**Total 30 marks**

**End of Reading Comprehension Questions**

# ENGLISH LANGUAGE II SAMPLE PAPER Marking Scheme

## Part 1- Reading Comprehension (30 Marks)

Read the text **Bloom Time: The London floristry scheme helping refugee women** and then answer the following questions:

3. Complete the following summary of the text using the **words or phrases** in the box below. There are **two extra words/ phrases** that you don't need to use.

(5 marks)

described by	central	floristry	
adapt to	final	created by	spiritual

*Bread and Roses* is a social enterprise project that uses **floristry** to help female refugees **adapt to** their new lives in Britain. It was **created by** two young business women who took inspiration from the **central** argument of a 1912 feminist speech in which it was argued that women not only need physical necessities to blossom, but also appreciation and recognition.

The workshops are divided into two sections; the women firstly receive practical help and assistance to gain employment, and then get **spiritual** support through learning the skills of flower arranging.

4. **Match** the following people to their role as described in the text. Write the letter next to the corresponding name.

(5 marks)

Name	Letter
Nour	<b>E</b>
Rose Schneiderman	<b>D</b>
Sneh Jani	<b>B</b>
Monica	<b>A</b>
Salomy	<b>C</b>

F. Asylum seeker
G. Founder of Bread & Roses
H. Aspirational florist
I. Feminist speaker
J. Syrian teacher

3. **Circle the correct answer in each case.**

(3 marks)

(i) What definition best matches the expression 'green-fingered' in line 19?

- A. Someone who cannot grow plants successfully
- B. Someone who isn't afraid of making mistakes
- C. Someone who has natural gardening ability**
- D. Someone who doesn't mind getting their hands dirty

(ii) Which definition best matches the expression 'the brainchild' in line 23?

- A. the idea**
- B. the intelligence
- C. the result
- D. the businesswoman

(iii) What does Salomy mean when she says 'once I've got my status' in line 52?

- A. Once I am a fully trained and qualified florist
- B. Once I am highly regarded by my community
- C. Once I am recognised as a refugee and entitled to work**
- D. Once I have got premises to work from

4. For each of the following statements, state whether it is **True** or **False**. Then write down a **quote** from the text to support your answer. (N.B. Candidates may **not** use their own words, but must quote from the text.)

(6 marks)

(d) Monica from Ghana left behind a career to come to the UK.

True / False	Quote
False	<i>"I was a student when the traffickers brought me here."</i>

(e) Olivia Head has previous experience with the people *Bread and Roses* helps.

True / False	Quote
True	<i>"I was working in a hostel for homeless people at the time, including asylum seekers."</i>

(f) Olivia and Sneh's main goal at *Bread and Roses* is to teach floristry.

True / False	Quote
False	<i>"It's all about building their workplace confidence, and connecting them with other women from around the world."</i>



5. Find and copy the **word or phrase** in the text which best fits the following meanings and write it onto the corresponding line:

(5 marks)

- |                            |                                    |
|----------------------------|------------------------------------|
| F. Worried                 | <b>anxious</b> , (line 3)          |
| G. The main idea           | <b>principle</b> , (line 12)       |
| H. Prospective             | <b>aspiring</b> , (line 24)        |
| I. A trial project         | <b>pilot programme</b> , (line 30) |
| J. To originally come from | <b>to hail from</b> , (line 35)    |

6. What does the **underlined word** refer to in each of these extracts from the text?  
Write your answer in your own words on the line provided.

(5 marks)

F. **It's** a challenge – (line 5)

**Finding work/ Building a career in another country as an asylum seeker** (or anything similar)

G. **It** is inspired - (line 12)

**Bread and Roses/ an all-female social enterprise** (or anything similar)

H. **Which** - (line 13)

**Rose Schneiderman's Feminist Speech** (or anything similar)

I. **Its** benefits – (line 15)

**The floristry programme** (or anything connected to working with flowers as part of the programme)

J. **Them** – (line 37)

**The (beautiful) flowers** (or anything similar)

7. What is the **main purpose** of the article? **Select the correct answer and circle the corresponding letter.**

**(1 mark)**

- A. to inform and explain
- B. to argue and persuade
- C. to evaluate and judge
- D. to take a stand and propose a solution**

**TOTAL- 30 marks**

**Part 2 - Written Production (30 marks)**

<b>1. Content</b> <ul style="list-style-type: none"><li>• Requirements of task fulfilled</li><li>• Coherence/development of thoughts/ideas</li></ul>	<b>10</b>
<b>2. Organisation</b> <ul style="list-style-type: none"><li>• Structure (introduction- development – conclusion)</li><li>• Cohesion between sentences and between paragraphs</li><li>• Conventions of text type respected (layout, addressee taken into account, register etc.)</li></ul>	<b>8</b>
<b>3. Accuracy</b> <ul style="list-style-type: none"><li>• Vocabulary</li><li>• Spelling</li><li>• Grammar/syntax</li></ul>	<b>8</b>
<b>4. Style</b> <ul style="list-style-type: none"><li>• Range of vocabulary, structures</li><li>• Readability</li></ul>	<b>4</b>
	<b>Max score 30</b>

**Part 3 - Understanding Literature (40 marks)**

<b>1. Content</b> <ul style="list-style-type: none"><li>• Requirements of task fulfilled</li><li>• Knowledge of content (main ideas, themes, characters, composition of the set book)</li></ul>	<b>20</b>
<b>2. Personal Response</b> <ul style="list-style-type: none"><li>• Personal viewpoint</li><li>• Relevant arguments</li></ul>	<b>10</b>
<b>3. Writing</b> <ul style="list-style-type: none"><li>• Adequate use of language</li></ul>	<b>10</b>
	<b>Max score 40</b>

## Paper-specific matrix L2 with sample Bac paper

Task/Element of Examination	Competence	Wt in %*	Learning Objective	Qu(s)*	Evaluation/Marking	Weight in Points
Reading Comprehension (30)	<b>Reading for Understanding</b>	60%	<i>Read, understand and analyse non-literary texts which are relatively long and complex appreciating differences in style; understand the explicit or implicit content of a long speech or of a complex argument which is more or less structured;</i>	1,2,3, 5	Paper-specific marking scheme	18
	<b>Detailed Analysis</b>	40%		4,6,7	Paper-specific marking scheme	12
Sub-part						30
Written Production (30)	<b>Writing</b> • Achievement of Task • Development of Ideas	35%	<i>Write a precise and well-structured text, of different forms and genres, adapting style to the recipient; explain in a critical manner his/her point of view on non-literary subjects; demonstrate insight and deeper understanding of the cultures of the target language and its context; know and use a wide range of intercultural codes; recognize and overcome cultural stereotypes</i>	One question only	Agreed Rubric	10
	<b>Writing</b> • Coherence and Cohesion	25%			Agreed Rubric	8
	<b>Linguistic Competence</b> • Grammatical and lexical • Accuracy	25%			Agreed Rubric	8
	<b>Writing and Linguistic Competence</b> • Appropriateness & Quality of Style	15%			Agreed Rubric	4
Sub-part						30
Understanding Literature (40)	<b>Knowledge</b> • Textual and Contextual	50%	<i>Read, understand and analyse literary and non-literary texts which are relatively long and complex, appreciating differences in styles; present a justified and structured argument;</i>	One question only	Agreed Rubric	20
		25%			Agreed Rubric	10

	<b>Critical Thinking</b> <ul style="list-style-type: none"> <li>• Argument and Reasoning</li> <li>• Evidence-based personal response</li> </ul>		<i>Demonstrate insight and good understanding of the cultures of the target language; demonstrate knowledge of texts from different periods, locate them in their historical and cultural context; consider their impact on society at the time and put in perspective where possible;</i>			
	<b>Writing and Linguistic Competence</b> <ul style="list-style-type: none"> <li>• Appropriate Use of language</li> </ul>	25%			Agreed Rubric	10
Sub-part						40
<b>Total</b>						<b>100</b>

L2: Matrix

\* Weighting of competences in RC could vary from examination paper to examination paper depending of the nature of the text. Main aim is to ensure assessment of **both** reading for understanding (global/literal comprehension) and analysis.

\*\* Due to the individual nature of each paper, this is where you would insert the relevant paper-specific numbers. i.e. 1, 3a, 4, etc.

## FRANÇAIS LANGUE II

### Cours de base II

**Durée de l'examen :** 3 heures (180 minutes)

**Matériel autorisé :** Aucun

**Remarques particulières :** Vous traiterez **les trois** parties

Partie 1: Compréhension écrite : vous traiterez tous les exercices

Partie 2: Production écrite : vous traiterez le sujet

Partie 3: Compréhension littéraire : vous traiterez **un** sujet au choix

**Première partie**  
**Compréhension écrite**  
**30 points**

**De la chasse aux sorcières à la chasse aux femmes**

Comment passe-t-on des femmes guérisseuses au Moyen Âge à la chasse aux sorcières du XVI<sup>e</sup> siècle ? Des circonstances historiques précises, et qui influencent encore largement notre misogynie contemporaine.

5 Pas une journée ne passe sans qu'on ne parle de féminicide et sans qu'il ne s'en commette. Tandis que les femmes défilent et s'organisent au Mexique contre ces meurtres, 120 femmes sont tuées chaque année par leur conjoint, leur mari ou leur ex en France. Les articles parus dans le *Libé des historiennes* montrent que les féminicides ont une longue histoire derrière eux : au début du XIX<sup>e</sup> siècle, le mari de la féministe et militante socialiste Flora Tristan lui tire dessus à la suite de leur séparation. Le récent livre de Mona Chollet, *Sorcières. La puissance invaincue des femmes*, vise à montrer aussi que derrière ces féminicides se trouve un imaginaire misogyne, qui remonte à bien loin, notamment à la chasse aux sorcières des XVI<sup>e</sup>-XVII<sup>e</sup> siècles.

**Des sorcières avant l'heure ?**

15 Mona Chollet le dit bien, et les historiennes se tuent à le répéter : la chasse aux sorcières ne date pas du Moyen Âge, ou alors n'apparaît vraiment qu'à la toute fin de cette période. Des dizaines de milliers de personnes, jusqu'à 80% des femmes, sont alors interrogées, torturées et souvent envoyées au bûcher. On les accuse de sabbat<sup>3</sup> nocturne, de relations sexuelles avec le diable, etc. Certains historiens qui ont cherché à comprendre les mécanismes de ce drame sont allés jusqu'à parler de guerre contre les femmes.

25 Avant cela, il fut un temps que les moins de 600 ans ne peuvent pas connaître, où les sorcières étaient parmi nous et ne brûlaient pas... La misogynie a beau exister pendant tout le Moyen Âge – héritage romain, discours chrétien sur les femmes, culture du viol...–, on trouve aussi des femmes médecins, des femmes qui « connaissent les herbes », des prophétesses qui lisent l'avenir dans les étoiles. Béatrice de Planissoles, par exemple, issue de la petite noblesse du pays cathare<sup>4</sup>, peut raconter à l'inquisiteur qui l'interroge dans les années 1320 une série de pratiques... intrigantes : après avoir acheté des recettes à une juive convertie, elle conserve les cordons ombilicaux de ses deux fils et le premier sang menstruel d'une de ses filles pour en faire un philtre d'amour lorsqu'elle la mariera. La dame confesse au passage une vie sexuelle plutôt libre : plusieurs amants entre ses deux maris, dont deux prêtres. Tout un programme ! Mais l'inquisiteur, qui est là pour rechercher des hérétiques, ne s'en émeut pas ; deux siècles après, 35 on en brûlera pour moins que ça...

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<sup>3</sup> Au Moyen Âge, assemblée nocturne et bruyante de sorciers et de sorcières, qui selon la tradition populaire, avait lieu le samedi à minuit.

<sup>4</sup> Région du Sud de la France où s'épanouit au Moyen-Âge la religion cathare combattue par le pape Innocent III. Les Cathares, les « purs », refusent le monde en tant que créé par le principe du mal,

## La quête de boucs-émissaires

40 Il arrive un moment où il devient licite de tuer des femmes, soupçonnées de sorcellerie, principalement parce qu'elles sont femmes. Pourquoi ce déferlement de violence arrive-t-il précisément au XVI<sup>e</sup> siècle ? Il faut replacer ces tueries dans un contexte plus général : une religiosité tourmentée (pensons à la Réforme protestante), des transformations économiques rapides.

45 On cherche alors des boucs émissaires : les femmes sont en première ligne, à un moment où l'imprimerie diffuse une description standardisée de la sorcière. Dès 1486, le *Marteau des sorcières*<sup>5</sup> apprend aux inquisiteurs à reconnaître ces créatures inspirées par le diable. Cette figure participe d'un changement profond de la situation des femmes dans toute l'Europe occidentale. On leur retire un grand nombre de droits dans la vie publique : exercer une profession, hériter ou témoigner en justice devient de plus en plus compliqué.

### Féminicides : renouer avec les sorcières ?

50 De cette situation historique précise découle une image durable : la femme malfaisante, âgée, indépendante, parfois instruite, un imaginaire qui marque encore nos sociétés. Et si on n'en est plus à monter des bûchers, les féminicides touchant les femmes solitaires, celles qui quittent leur compagnon et qui désirent (re)prendre leur indépendance, jouent sur des ressorts très semblables. (...) Et  
55 aujourd'hui, si on observe un déchaînement de féminicides dans certains pays, c'est peut-être aussi, comme à l'époque moderne, une réponse à une crise profonde d'un modèle de société.

60 Ce n'est donc pas un hasard si les sorcières sont aujourd'hui abondamment réutilisées par les mouvements féministes, comme modèle historique de femme forte. C'est également un groupe associé aux massacres de l'époque moderne, à un moment où des voix se lèvent pour dénoncer les meurtres des femmes, pour la simple raison qu'elles sont femmes. Dénoncer les féminicides, c'est aussi dénoncer la misogynie intrinsèque à des sociétés en quête de responsables parmi  
65 toute une moitié de la population.

(754 mots)

T. Boestad, P. Guéna et C. Kikuchi, *De la chasse aux sorcières à la chasse aux femmes* - 11 octobre 2018.

<http://actuelmoyenage.blogs.liberation.fr/2018/10/10/de-la-chasse-aux-sorcières-la-chasse-aux-femmes/>

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<sup>5</sup> Ouvrage, publié à la fin du XV<sup>e</sup> siècle, qui connut un large succès dans la lutte contre la sorcellerie chez les catholiques comme chez les protestants.



**Deuxième partie**  
**Production écrite**  
**30 points**

Dans le cadre de la préparation d'un voyage scolaire, votre professeur projette de vous emmener dans un musée ; vous avez le choix entre une visite libre ou guidée par un conférencier.

Rédigez un texte adressé à votre professeur dans lequel vous indiquez quelle formule a votre préférence. Vous justifiez votre choix en développant au moins trois arguments et en proposant des exemples issus de votre expérience personnelle.

Votre production comportera 400 mots (+/- 10%).

**Troisième partie**  
**Compréhension littéraire**  
**40 points**

Vous traiterez **un** des deux sujets suivants : vous écrirez un **essai** de 600 mots (+/- 10 %).

**Sujet 1**

Simone Veil a déclaré lors d'un entretien : « *Je n'aime pas l'expression devoir de mémoire. En ce domaine, la notion d'obligation n'a pas sa place. Chacun réagit selon ses sentiments ou son émotion.* »

Pensez-vous que cette citation puisse s'appliquer au projet d'écriture de Jorge Semprun, en particulier dans *L'Écriture ou la vie* ?

Vous donnerez votre point de vue en vous appuyant sur des exemples précis tirés de vos lectures.

**OU**

**Sujet 2**

Les pièces de Feydeau font-elles encore rire aujourd'hui ?

Vous répondrez à cette question en vous appuyant sur votre connaissance des pièces étudiées en classe *Un Fil à la patte* et *La Puce à l'oreille*.

Votre production comportera 600 mots (+/- 10%).

**FRANÇAIS LANGUE II**  
**Cours de base**  
**(Feuillet réponse)**

**Première partie –**  
**Compréhension écrite**

**30 Points**

**De la chasse aux sorcières à la chasse aux femmes**

Lisez le texte puis traitez les exercices.

1. Vrai ou faux ? Cochez la bonne case et justifiez en citant le texte.

(10 points - 2 points par bonne réponse)

Vrai	Faux	Affirmations
		<b>a. Un féminicide est commis à peu près tous jours en France.</b>
Justification		Citation : ..... .....
		<b>b. La chasse aux sorcières a été pratiquée dès le début du Moyen Âge.</b>
Justification		Citation : ..... .....
		<b>c. Béatrice de Planissoles a été condamnée par l’inquisiteur qui l’a interrogée.</b>
Justification		Citation : ..... .....
		<b>d. L’imprimerie a contribué à la chasse aux sorcières.</b>
Justification		Citation :

		..... .....
		<b>e. A la fin du XV<sup>e</sup> siècle, la liberté des femmes est réduite.</b>
Justification		Citation : ..... .....

2. Trouvez dans le texte les mots correspondant aux définitions suivantes : (3 points - 1 point par bonne réponse)

Lignes 22 à 35 :

- Membre d'un tribunal religieux chargé d'instruire les crimes d'hérésie, les faits de sorcellerie, etc. :

.....

- Qui éveille la curiosité :

.....

- Boisson magique :

.....

3. Après avoir relu attentivement le texte, relevez :

- deux motifs de condamnation des femmes au Moyen-Âge (l. 15 à 21)
- deux éléments qui montrent qu'au Moyen-Âge, les *sorcières* ont aussi tenu un rôle très positif (l. 22 à 27)
- les deux raisons qui expliquent l'augmentation du nombre de féminicides au XVI<sup>e</sup> siècle (l. 37 à 41)
- les deux raisons qui expliquent pourquoi les mouvements féministes reprennent la figure de la sorcière (l. 58 à 64)

(8 points - 2 points par bonne réponse)

4. Quel est le sens de ces mots soulignés dans le texte ? Cochez la bonne réponse.  
(4 points - 1 point par bonne réponse)

<p>a. <u>misogynie</u></p> <p><input type="checkbox"/> mépris pour les hommes</p> <p><input type="checkbox"/> mépris pour les femmes</p> <p><input type="checkbox"/> inégalité entre les hommes et les femmes</p>	<p>b. <u>standardisée</u></p> <p><input type="checkbox"/> stéréotypée</p> <p><input type="checkbox"/> individualisée</p> <p><input type="checkbox"/> personnalisée</p>
<p>c. <u>malfaisante</u></p> <p><input type="checkbox"/> qui est mal vu</p> <p><input type="checkbox"/> qui est bienveillant</p> <p><input type="checkbox"/> qui fait du mal</p>	<p>d. <u>ressorts</u></p> <p><input type="checkbox"/> motifs</p> <p><input type="checkbox"/> moyens</p> <p><input type="checkbox"/> suspensions</p>

5. Restituez l'argumentation développée dans le texte en remettant dans l'ordre les cinq phrases suivantes :

- a. Les femmes sont privées de nombreux droits
- b. Le nombre important de féminicides fait de ce phénomène un centre d'intérêt tant dans l'actualité que dans les recherches historiques
- c. L'image contemporaine de la femme est encore marquée par les représentations négatives du passé.
- d. La chasse aux sorcières ne concerne pas exclusivement le Moyen-Âge
- e. On s'en prend essentiellement aux femmes que l'on considère comme responsables des dysfonctionnements de la société.

(5 points)

**DEUTSCH SPRACHE II  
NEUES BEWERTUNGSSYSTEM  
SAMPLE PAPER**

**PRÜFUNGSDAUER:** 3 Stunden (180 Minuten)

**ZULÄSSIGE HILFSMITTEL:** keine

**Anweisungen:** Bearbeiten Sie alle drei Teile

Teil 1: Leseverständnis: Bearbeiten Sie alle Aufgaben

Teil 2: Textproduktion: Bearbeiten Sie die Aufgabe

Teil 3: Literaturverständnis: Bearbeiten Sie Aufgabe A  
**oder** Aufgabe **B**

**WICHTIG:**

Teil 1 muss auf dem **gelben Antwortblatt** bearbeitet werden

Teil 2 und Teil 3 müssen auf den linierten A4 Blättern bearbeitet werden

**TEIL 1**  
**Leseverständnis**  
**30 Punkte**

Lesen Sie den folgenden Text und bearbeiten Sie die Aufgaben auf dem Antwortblatt.

**COCKTAILBAR ODER FLÜCHTLINGSCAMP?**

*Luxushotels, Afterwork-Partys, eine gradlinige Karriere: Sven Weiss gab das alles auf, um Menschen zu helfen, die geflohen sind*

5 Es war ein Tag im Januar, als sich Sven Weiss, 30, entschied, sein Leben zu ändern. Mit dicken Stiefeln und eingepackt in eine Daunenjacke, lief er durch ein Flüchtlingscamp in der Nähe von Thessaloniki. In den Zelten lagen Menschen aus Syrien, Afghanistan und anderen Ländern und froren bei minus 15 Grad. Es gab keine Heizung. Nicht einmal Tee konnten sie sich kochen, die Wasserleitungen waren eingefroren. „Ich kam mir vor wie ein Tourist in einem Dritte-Welt-Land“, sagt Sven heute. "Für mich war es unvorstellbar, dass Menschen mitten in Europa so leben."

10 Er war für ein Wochenende nach Griechenland geflogen, um eine Bekannte zu besuchen, die in diesem Camp die Hilfskräfte koordinierte. Er selbst engagierte sich zu der Zeit als Flüchtlingshelfer in Düsseldorf. Aber hier im Camp fand er ganz andere Umstände vor als zu Hause. Im Sachspendenlager türmten sich neue Hosen, Schuhe und Jacken, aber es gab niemanden, der sie den Leuten ins Camp brachte. „Als ich an diesem Abend im Bett lag, dachte ich: Ich will hierherkommen und das Leben dieser Menschen zumindest ein wenig besser machen“, sagt Sven. 15 Drei Monate später, im April, kündigte er seine Wohnung in Düsseldorf, buchte einen Flug nach Thessaloniki und schmiss eine Abschiedsparty.

20 Vor dieser Entscheidung hatte Sven Karriere beim Axel-Springer-Verlag gemacht. Er hatte sich bis zum Senior-Crossmedia-Manager hochgearbeitet, leitete ein Team von vier Leuten, erstellte Marketingkonzepte, betreute Anzeigenkunden und hielt Präsentationen. Regelmäßig war er auf Geschäftsreisen in Berlin und Hamburg und lief bei Galas und Kundenevents über rote Teppiche. Einmal die Woche trank er Aperol Spritz mit Kollegen auf der Afterwork-Party in einem Fünf-Sterne-Hotel und blickte dabei auf die Düsseldorfer Skyline. In seinem Kleiderschrank hingen 25 Kaschmirmäntel, Teile von Armani und Hermès. Unrasiert und ohne gegelte Haare ging er nicht einmal zum Müllrausbringen vor die Tür.

30 In seinem neuen Leben in Thessaloniki teilt Sven sich eine Wohnung mit drei Flüchtlingen aus Syrien. Er lebt von wenigen Hundert Euro im Monat, die er von seinen Ersparnissen nimmt. Seine letzte Rasur ist zwölf Tage her. Er trägt abwechselnd zwei kurze und eine lange Hose, drei T-Shirts und ein Sweatshirt. Der Rest lagert im Keller seiner Eltern.

35 Die Tage verbringt er damit, Sachspenden von Unternehmen abzuholen und sie im Camp zu verteilen. Er gibt Deutschunterricht, spricht mit Anwälten und Psychologen, berät Geflüchtete im Asylverfahren. Manchmal geht er mit ihnen an den Strand, Kaffeetrinken oder Eisessen: ein bisschen Normalität. Geflohenen, die obdachlos in Thessaloniki leben, bringt Sven Pitabrote mit Käse und Gurken. „Jede Entscheidung treffe ich nach meinem Empfinden“, sagt Sven, "ohne Vorgesetzte oder Konzernziel."

40 Im August ist Sven zwei Wochen lang zu Besuch in Deutschland, um Vorträge über seine Arbeit in Griechenland zu halten und Spenden für das Camp zu sammeln. Er sitzt im Refugees Welcome Center hinter dem Düsseldorfer Hauptbahnhof: einem Raum mit mehreren Schreibtischen, Computern und Druckern. Unter der Decke hängt ein Beamer, in der Ecke steht ein Whiteboard. Geflohene können sich hier über das Schulsystem, Ausbildungsmöglichkeiten und die Wohnungssuche in 45 Düsseldorf informieren. Fast jeder zweite, der den Raum betritt, fällt Sven in die Arme. „Habibi“, sagen sie zu ihm, „mein Freund“.

Im Refugees Welcome Center hat für Sven alles angefangen. [...] Die Kleiderkammer öffnete um 18 Uhr. Schon drei Stunden vorher warteten Hunderte Geflüchtete vor dem Gebäude. „Ich merkte, wie glücklich ich Menschen machen kann“, sagt Sven. Anfangs ging er einmal in der Woche nach der Arbeit in die 50 Einrichtung, dann zweimal. Irgendwann fast jeden Abend. Je länger er da war, desto mehr Menschen lernte er kennen, unterhielt sich mit ihnen, erfuhr ihre Geschichten. Die Probleme im Büro, Deadlines und Präsentationen kamen ihm zunehmend belanglos vor. Er sagt: „Die Leute erzählten mir von der Folter durch den 'Islamischen Staat' oder zeigten mir Fotos von abgeschlagenen Köpfen auf ihren Handys. Irgendwann konnte ich nicht mehr tagsüber PowerPoint-Folien mit Marketing-Konzepten erstellen.“ 55

Als Sven schließlich im Januar 2017 das Flüchtlingscamp in Thessaloniki besuchte und dort die frierenden Menschen in den Zelten sah, stand seine Entscheidung fest. Er wollte helfen. Nicht mehr nur abends und am Wochenende, sondern mit ganzer Kraft 60 und vollem Zeiteinsatz. Sven beschloss, mindestens ein Jahr lang nach Thessaloniki zu gehen. Ohne festen Tagesablauf, ohne Gehalt, ohne Aperol Spritz. „Mir war klar: Ich würde die Hochzeit einer guten Freundin verpassen und auch, wie ich zum ersten Mal Onkel werde“, sagt Sven. „Und ich würde wahrscheinlich meine Ersparnisse aufbrauchen.“ Aber das war es ihm wert. 65

(742 Wörter) Kathrin Hollmer und Viola Diem, ZEIT Campus Nr. 6/2017, S



## TEIL 2

### Textproduktion

30 Punkte



Die beiden Abbildungen setzen sich mit der Vorliebe vieler Deutscher auseinander, ihren Urlaub in Form einer Kreuzfahrt zu gestalten. In den letzten Jahren konnte diese Art des Reisens einen erheblichen Zuwachs verzeichnen. Allerdings haben sich zu dieser Entwicklung auch kritische Stimmen gemeldet.

Schreiben Sie einen **Artikel** für die Schülerzeitung.

Ihr Artikel sollte Folgendes enthalten:

- o Argumente für und gegen Kreuzfahrten
- o Einbeziehung der beiden Bildimpulse
- o Ihre persönliche Haltung

Schreiben Sie **400** Wörter (+/- 10 %)

### TEIL 3

## Literaturverständnis

### 40 Punkte

Bearbeiten Sie eines der folgenden Themen ausführlich und gegliedert. Schreiben Sie eine literarische Erörterung (600 Wörter, +/- 10%).

#### 1. G.E. Lessing, *Emilia Galotti* (1772)

*„In der Tat handelt es sich bei dem Prinzen um nichts als um das politische Moment des widerwärtigen Missbrauchs despotischer Gewalt.“*

(Paul Rilla: Lessing und sein Zeitalter.1955)

*„Jeder Criminalrichter müsste ihn (den Prinzen) unbedingt freisprechen.“*

(Erich Schmidt: Lessing. Geschichte seines Lebens und seiner Schriften.1892)

Beurteilen Sie die Figur des Prinzen. Ziehen Sie dazu die beiden Zitate heran.

Nehmen Sie begründend Stellung zur Bedeutung von Moral und Macht in unserer heutigen Gesellschaft.

#### oder

#### 2. Martin Suter, *Ein perfekter Freund* (2002)

Lucas Jäger hat in den letzten Wochen seines Lebens mit großen, am Ende tödlichen Problemen zu kämpfen.

Erläutern Sie, inwiefern die Freundschaft zu Fabio Rossi Lucas Jäger zerstört. Legen Sie anschließend dar, was echte Freundschaft Ihrer Meinung nach auszeichnet.

**DEUTSCH SPRACHE II**  
**NEUES BEWERTUNGSSYSTEM**  
**SAMPLE PAPER**  
**ANTWORTBLATT**

**TEIL 1 – LESEVERSTÄNDNIS**  
**30 Punkte**

Lesen Sie den Text und bearbeiten Sie die Aufgaben.

**Aufgabe 1**

**6 Punkte**

Welche Formulierung trifft die Bedeutung der Vorgabe aus dem Text am besten?  
Kreuzen Sie an. Nur eine Antwort ist richtig. Für jede richtige Antwort gibt es einen Punkt.

**1. „ganz andere Umstände“ (Z.11/12)**

- ganz andere Möglichkeiten
- ganz andere Bedürfnisse
- eine ganz andere Situation

**2. „obdachlos“ (Z.35)**

- ohne Wohnsitz
- ohne Ressourcen
- ohne Ahnung

**3. „Vorgesetzte“ (Z.37)**

- Regeln
- Chefs
- Vorgaben

**4. „Einrichtung“ (Z.51)**

- Flüchtlingszentrum
- Möbelhaus
- Ausstattung

**5. „tagsüber“ (Z.56)**

- alltäglich
- während des Tages
- zu jeder Zeit

**6. „aufbrauchen“ (Z.65)**

- ausgeben
- aufstocken
- aufgeben

\_\_\_\_\_/6

## Aufgabe 2

**8 Punkte**

Welche Fortsetzung entspricht der Bedeutung der Textvorlage? Kreuzen Sie an. Nur eine Auswahl ist richtig. Für jede richtige Zuordnung gibt es zwei Punkte.

1. Z.28: „Er lebt von wenigen Hundert Euro im Monat, ...“

- ... die er seinem beiseitegelegten Geld entnimmt.
- ... die er von seinem Gehalt nimmt.
- ... die er durch Spenden finanziert.

2. Z.53: „Die Probleme im Büro, Deadlines und Präsentationen...“

- ... verloren in seinen Augen immer mehr an Bedeutung.
- ... nahmen für sein Empfinden zu viel Zeit ein.
- ... stellten eine steigende Belastung für ihn dar.

3. Z.58-59: „Als Sven schließlich im Januar 2017 das Flüchtlingscamp in Thessaloniki besuchte und dort die frierenden Menschen in den Zelten sah, ...“

- ... stand ihm eine wichtige Entscheidung bevor.
- ... hatte er sich entschlossen.
- ... haderte er mit seiner Entscheidung.

4. Z.64/65 „‘Und ich würde wahrscheinlich meine Ersparnisse aufbrauchen‘. Aber das...“

- ... war ihm wichtig genug.
- ... hat ihn viel mehr gekostet.
- ... war auch sehr gewinnbringend.

\_\_\_\_\_/8

## Aufgabe 3

**5 Punkte**

Wählen Sie aus den folgenden Überschriften diejenigen aus, die sich am besten für die Abschnitte im vorliegenden Text von Zeile 1 bis 57 eignen.

Ordnen Sie jedem Abschnitt eine Überschrift zu. Drei Überschriften bleiben übrig. Für jede richtige Zuordnung gibt es einen Punkt.

Überschriften	
Zurück in seiner ersten Hilfseinrichtung	Nützlich, frei und bescheiden
Erste Erfahrungen als Helfer	Das Refugees Welcome Center
Was soll ich werden?	Der Tag, der alles änderte
Das erfolgreiche Managerleben	Ein schwerer Abschied

Abschnitt	Überschrift
Abschnitt 1: Z.1 bis 17	
Abschnitt 2: Z.18 bis 26	
Abschnitt 3: Z.27 bis 38	
Abschnitt 4: Z.39 bis 46	
Abschnitt 5: Z.47 bis 57	

\_\_\_\_\_/5

## Aufgabe 4

5 Punkte

Sind die folgenden Aussagen **richtig** oder **falsch**?

Belegen Sie Ihre Entscheidung mit einem Zitat aus dem Text. Geben Sie auch die Textzeile an. Für jede richtige Antwort gibt es einen Punkt.

1. Als Sven zum ersten Mal in einem Flüchtlingslager war, fühlte er sich sofort nützlich.

richtig falsch

Zitat: \_\_\_\_\_

\_\_\_\_\_

2. Sven wollte nach Thessaloniki kommen, um das Leben der Flüchtlinge zu retten.

richtig falsch

Zitat: \_\_\_\_\_

\_\_\_\_\_

3. Früher nahm Sven an Veranstaltungen der Medien-Branche teil.

richtig falsch

Zitat \_\_\_\_\_

\_\_\_\_\_

4. In seinem früheren Leben legte Sven viel Wert auf sein Äußeres.

richtig falsch

Zitat: \_\_\_\_\_

\_\_\_\_\_

5. Auch in seiner Arbeit als Helfer muss er bestimmte Vorgaben befolgen.

richtig falsch

Zitat: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_/5

## Aufgabe 5

6 Punkte

Beantworten Sie die Fragen mit eigenen Worten und in vollständigen Sätzen.  
Für jede richtige Antwort gibt es maximal zwei Punkte.

1. Wozu dient das *Refugees Welcome Center* in Düsseldorf?

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2. Warum fällt es Sven zunehmend schwer seinen Marketing-Tätigkeiten nachzugehen?

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3. Warum fühlt sich Sven beim ersten Besuch im Flüchtlingslager „wie ein Tourist in einem Dritte-Welt-Land“?

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\_\_\_\_\_/6

# DEUTSCH SPRACHE II

## NEUES BEWERTUNGSSYSTEM

### SAMPLE PAPER

### LÖSUNGSVORSCHLÄGE

## TEIL 1

### LESEVERSTÄNDNIS

### 30 Punkte

#### Aufgabe 1

6 Punkte

Welche Formulierung trifft die Bedeutung der Vorgabe aus dem Text am besten?  
Kreuzen Sie an. Nur eine Antwort ist richtig. Für jede richtige Antwort gibt es einen Punkt.

1. „ganz andere Umstände“ (Z.11/12)

ganz andere Möglichkeiten

ganz andere Bedürfnisse

**eine ganz andere Situation**

2. „obdachlos“ (Z.35)

**ohne Wohnsitz**

ohne Ressourcen

ohne Ahnung

3. „Vorgesetzte“ (Z.37)

Regeln

**Chefs**

Vorgaben

4. „Einrichtung“ (Z.51).

**Flüchtlingszentrum**

Möbelhaus

Ausstattung

5. „tagsüber“ (Z.56)

alltäglich

**während des Tages**

zu jeder Zeit

6. „aufbrauchen“ (Z.65)

**ausgeben**

aufstocken

aufgeben

#### Aufgabe 2

8 Punkte

Welche Fortsetzung entspricht der Bedeutung der Textvorlage?



Kreuzen Sie an. Nur eine Antwort ist richtig. Für jede richtige Antwort gibt es zwei Punkte.

1. Z.28: „Er lebt von wenigen Hundert Euro im Monat, ...“

- ... **die er seinem beiseitegelegten Geld entnimmt.**
- ... die er vor seinem Gehalt nimmt.
- ... die er durch Spenden finanziert.

2. Z.53: „Die Probleme im Büro, Deadlines und Präsentationen...“

- ... **verloren in seinen Augen immer mehr an Bedeutung.**
- ... nahmen für sein Empfinden zu viel Zeit ein.
- ... stellten eine steigende Belastung für ihn dar.

3. Z.58-59: „Als Sven schließlich im Januar 2017 das Flüchtlingscamp in Thessaloniki besuchte und dort die frierenden Menschen in den Zelten sah, ...“

- ... hatte er seine Entscheidung getroffen
- ... **hatte er sich entschlossen.**
- ... haderte er mit seiner Entscheidung.

4. Z.64-65 „‘Und ich würde wahrscheinlich meine Ersparnisse aufbrauchen‘. Aber das..

- ... **war ihm wichtig genug.**
- ... hat ihm viel mehr gekostet.
- ... war auch sehr gewinnbringend.

### **Aufgabe 3**

**5 Punkte**

Wählen Sie aus den folgenden Überschriften diejenigen aus, die sich am besten für die Abschnitte im vorliegenden Text zwischen Zeile 1 und 57 eignen. Ordnen Sie jedem Abschnitt eine Überschrift zu. Drei Überschriften bleiben übrig. Für jede richtige Zuordnung gibt es einen Punkt.

Überschriften	
Zurück in seiner ersten Hilfseinrichtung	Nützlich, frei und bescheiden
Erste Erfahrungen als Helfer	Das Refugees Welcome Center
<del>Was soll ich werden?</del>	Der Tag, der alles änderte
Das erfolgreiche Managerleben	<del>Ein schwerer Abschied</del>

Abschnitt	Überschrift
Abschnitt 1: Z.1 bis 17	<b>Der Tag, der alles änderte</b>
Abschnitt 2: Z.18 bis 26	<b>Das erfolgreiche Managerleben</b>
Abschnitt 3: Z.27 bis 38	<b>Nützlich, frei und bescheiden</b>
Abschnitt 4: Z.39 bis 46	<b>Zurück in seiner ersten Hilfseinrichtung</b>
Abschnitt 5: Z.47 bis 57	<b>Erste Erfahrungen als Helfer</b>

#### Aufgabe 4

5 Punkte

Sind die folgenden Aussagen **richtig** oder **falsch**?

Belegen Sie Ihre Entscheidung mit einem Zitat aus dem Text. Geben Sie auch die Textzeile an. Für jede richtige Antwort gibt es einen Punkt.

1. Als Sven zum ersten Mal in einem Flüchtlingslager war, fühlte er sich sofort nützlich. **falsch**

Zitat: *Ich kam mir vor wie ein Tourist in einem Dritte-Welt-Land (Z.6)*

2. Sven wollte nach Thessaloniki kommen, um das Leben der Flüchtlinge zu retten. **falsch**

Zitat: *Ich will hierherkommen und das Leben dieser Menschen zumindest ein wenig besser machen, ... (Z.14-15)*

3. Früher nahm Sven an Veranstaltungen der Medien-Branche teil. **richtig**

Zitat: *Regelmäßig war er auf Geschäftsreisen in Berlin und Hamburg und lief bei Galas und Kundenevents über rote Teppiche. (Z. 21-22)*

4. In seinem früheren Leben legte Sven viel Wert auf sein Äußeres. **richtig**

Zitat: *In seinem Kleiderschrank hingen Kaschmirmäntel, Teile von Armani und Hermès. Unrasiert und ohne gegelte Haare ging er nicht einmal zum Müllrausbringen vor die Tür. (Z. 24-25)*

5. Auch in seiner Arbeit als Helfer muss er bestimmte Vorgaben befolgen.  
**falsch**

Zitat: "Jede Entscheidung treffe ich nach meinem Empfinden", sagt Sven,  
"ohne  
Vorgesetzte oder Konzernziel." (Z.36-37)

## Aufgabe 5

**6 Punkte**

Beantworten Sie die Fragen mit eigenen Worten und in vollständigen Sätzen. Für jede richtige Antwort gibt es maximal zwei Punkte.

1. Wozu dient das *Refugees Welcome Center* in Düsseldorf?

**Im *Refugees Welcome Center* können sich Flüchtlinge z.B. über Ausbildung oder Wohnungssuche informieren und es werden gespendete Kleider verteilt. Flüchtlinge können sich über ihre Erfahrungen austauschen.**

2. Warum fällt es Sven zunehmend schwer, seinen Marketing-Tätigkeiten nachzugehen?

**Seine Aufgaben kommen ihm unbedeutend und sinnlos vor, nachdem er mit dem Schicksal der Flüchtlinge konfrontiert wurde. Er möchte seine Zeit und seine Energie anders nutzen.**

3. Warum fühlt sich Sven beim ersten Besuch im Flüchtlingslager „wie ein Tourist in einem Dritte-Welt-Land“?

**Er fühlt sich so, weil er nur für ein Wochenende in diesem Lager ist und am nächsten Tag sein Leben in Deutschland wieder aufnehmen wird. Er entdeckt die Situation der Flüchtlinge, muss diese aber nicht teilen, da er selber nicht auf der Flucht ist.**

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## TEIL 3 Literaturverständnis - Literarische Erörterung 40 Punkte

### 1. Gotthold Ephraim Lessing: *Emilia Galotti* (1772)

*Beurteilen Sie die Figur des Prinzen. Ziehen Sie dazu die beiden Zitate heran. Nehmen Sie begründend Stellung zur Bedeutung von Moral und Macht in unserer heutigen Gesellschaft.*

Einordnung in den Textzusammenhang:

- Prinz von Guastalla: Herrscher über ein Fürstentum; im Zentrum seiner Interessen steht die Befriedigung individueller Bedürfnisse
- stark angezogen von dem bürgerlichen Mädchen Emilia Galotti, welche unmittelbar vor der Vermählung mit dem Grafen Appiani steht
- setzt alles daran, diese Hochzeit zu verhindern: beauftragt seinen Kammerherren Marinelli

- Marinelli arrangiert Überfall auf die Hochzeitskutsche: Emilia und ihre Mutter werden auf das Lustschloss des Prinzen gebracht, der Graf Appiani kommt zu Tode
- Emilia, in Konflikt zwischen Laster und Tugend, bittet ihren heraneilenden Vater auf dem Lustschloss, sie zu töten

### **Frage der Schuld:**

- erstes Zitat (Rilla): Schuldzuweisung an den Prinzen, der seine politische Macht missbraucht, indem er eine Herrschaft führt, in der allein sein Wille und seine Willkür zählen
- zweites Zitat (Schmidt) entbindet den Prinzen (zumindest) von einer Schuld im juristischen Sinne, unter Berücksichtigung der damals verbindlichen Rechtsgrundlagen

### Schuld des Prinzen:

- aktiv kein direktes Handeln, welches zum Tod Appianis und zum Tod Emilias führt
- aber: duldet Marinellis Handeln indirekt, gibt ihm freie Hand, greift nicht mehr ein, auch wenn er über die Pläne Marinellis informiert wird
- Prinz verliert Kontrolle, Marinelli nutzt dessen Vertrauen schamlos aus
- sein Verhalten Emilia gegenüber nicht zu rechtfertigen: bereits in der Kirche als „sexuelle Belästigung“ zu bezeichnen

### Schuld auch bei Eltern:

- starre Auffassungen von Sittlichkeit und Moral
- Vater, der zum Werkzeug von Emilias Todeswunsch wird

### **Bedeutung von Macht und Moral in unserer heutigen Gesellschaft:**

- kritisches Hinterfragen: auch heute problematisches Verhältnis von Macht und Moral
- machtpolitische Interessen, Gier nach Profit usw. fragen nicht nach moralischen Werten, sondern setzen sich über diese hinweg. Beispiele aus Politik und Wirtschaft zahlreich.
- auch direkte Parallelen zwischen dem Verhalten des Prinzen und dem von Männern heute Frauen gegenüber können hier aufgezeigt werden (z.B. „Me-Too-Kampagne“)

## **2. Martin Suter: Ein perfekter Freund (2002)**

Lucas Jäger hat in den letzten Wochen seines Lebens mit großen, am Ende tödlichen Problemen zu kämpfen.

Erläutern Sie, inwiefern die Freundschaft zu Fabio Rossi Lucas Jäger zerstört. Legen Sie anschließend dar, was echte Freundschaft ihrer Meinung nach auszeichnet.

Einige der folgenden Aspekte könnten in der Erörterung behandelt werden:

Kurze Einordnung in den Textzusammenhang und **Vorstellung der beiden Figuren** aus Suters Roman

Lucas Jäger	Fabio Rossi
- lernen sich in einer Journalistenschule kennen	
- im Moment des Kennenlernens 24 Jahre alt, bereits zwei Jahre als Lehrer gearbeitet - weniger talentierter Schreiber, kommt erst nach vier Jahren durch Empfehlung Fabios zu der Zeitung	- im Moment des Kennenlernens 23 Jahre alt, Abbruch eines Germanistikstudiums - talentierter Schreiber, Angebot als Reporter einer großen Tageszeitung zu arbeiten
- arbeiten in der Folge Tisch an Tisch im Großraumbüro	
- zuverlässige Kraft und zäher Rechercheur	- Spezialist für literarisch eingefärbte Reportagen, locker im Auftreten, Selbstvertrauen ausstrahlend
- treuer Freund, großer Fan von Fabio, den er bewundert für alles, was er selbst nicht hatte (Talent, Auftreten, Erscheinung, Freundin)	- zeigt Neigung, Lucas' Hingabe auszunutzen

- nach Fabios Gedächtnisverlust geht Freundschaft in die Brüche, obwohl Lucas versucht, Fabio bei dessen Rückkehr ins Leben zu helfen
- stattdessen wird Lucas von Fabio verdächtigt, ihn privat und beruflich hintergangen zu haben bzw. zu hintergehen (Ausspannen der Freundin,

Diebstahl von brisanten Unterlagen, Verwicklung in das Fabio widerfahrene Gewalterlebnis; Behinderung der aktuellen Recherchen etc.)

- Fabio erkennt zu spät die kontinuierliche **Loyalität Lucas'** ihm gegenüber, denn dieser

- verteidigt ihn auch in der Zeit seiner großen Veränderung vor allen anderen
- hatte gefährliche Wege Fabios in seiner Recherche bei dem Unternehmen LEMIEUX, der „großen Sache“, erkannt und alles dafür getan, ihn von diesen abzubringen und zu schützen
- beginnt mit Fabios Ex-Freundin Norina eine kurzzeitige Beziehung, nachdem diese sich von Fabio getrennt hatte
- leidet unter dem Verlust der Freundschaft zu Fabio
- versucht, die Freundschaft mit Fabio aufrecht zu erhalten
- kommt zu Tode, wobei die näheren Umstände bzw. genauen Gründe im Dunkeln bleiben (Selbstmord oder Tod infolge der Machenschaften des Unternehmens?)

- individuelle Beurteilung des Verhaltens von Lucas und Fabio unter dem Blickwinkel der Freundschaft, unter Berücksichtigung auch der tragischen Konsequenzen.

Hierbei erweist es sich als sinnvoll, Schlüsselbegriffe

„**Freund**“/„**Freundschaft**“ näher zu klären:

- Verhältnis zwischen mindestens zwei Menschen, die durch eine Art von Zuneigung, Vertrauen und Sympathie miteinander verbunden sind

- besondere Bedeutung von Freundschaften im Leben eines Menschen, da sie Ausdruck von Sozialisierung sind und in Krisensituationen Halt geben können
- Abgrenzung zur Kameradschaft: Freundschaft als ein innigeres und engeres Vertrauensverhältnis, Freunde begegnen sich auf Augenhöhe und mit gegenseitiger Wertschätzung
- ausgehend vom Titel, dort „Freund“ durch das Attribut noch weiter intensiviert

## Annex 6 Example of Oral Papers (EN, FR, & DE)

### Example for a literary text (Part 1: Reading Comprehension)

#### The Reluctant Fundamentalist pgs 85-86 by Mohsin Hamid (2007)

*The character in this extract has just returned to the USA, after being in Pakistan, the country of his birth.*

- For despite my mother's request, and my knowledge of the difficulties it could well present me at immigration, I had not shaved my two-week-old beard. It was,
- 5 perhaps, a form of protest on my part, a symbol of my identity, or perhaps I sought to remind myself of the reality I had just left behind; I do not now recall my precise motivations. I know only that I did not wish to blend in with the army of clean-shaven youngsters who were my co-workers, and that inside me, for multiple reasons, I was deeply angry.
- 10 It is remarkable, given its physical insignificance - it is only a hairstyle, after all - the impact a beard worn by a man of my complexion has on your fellow countrymen. More than once, traveling on the subway - where I had always had the feeling of seamlessly blending in - I was subjected to verbal abuse by complete strangers, and at Underwood Samson\* I seemed to become overnight a subject of whispers and
- 15 stares. Wainwright tried to offer me some friendly advice. "Look man," he said, "I don't know what's up with the beard, but I don't think it's making you Mister Popular around here." "They are common where I come from," I told him. "Kentucky Fried Chicken is common where I come from," he replied, "but I don't smear it all over my face. You need to be careful. This whole corporate friendly facade only goes so
- 20 deep. Believe me."
- I appreciated my friend's concern, but I did not take his suggestion. Despite the layoffs, the utilization rate at our firm remained low in January, and I sat at my desk with little to do. I spent this time online, reading about the ongoing deterioration of
- 25 affairs between India and Pakistan, the assessment by experts of the military balance in the region and likely scenarios for battle, and the negative impact the standoff was already beginning to have on the economies of both nations. I wondered how it was that America was able to wreak such havoc in the world - orchestrating an entire war in Afghanistan, say, and legitimizing through its actions the invasion of weaker states by more powerful ones, which India was now proposing to do to Pakistan - with so
- 30 few apparent consequences at home.

(387 words)

\*Underwood Samson - the name of the company where the narrator works

**Question:** The character says in line 7, "*I was deeply angry.*" What makes him angry, and how does the writer show this to you, the reader?

## Example for a non-literary text (Part 1: Reading Comprehension)

Topic: Technology

### Cyberattack on Gamers

5 Disrupted PlayStation and Xbox networks frustrated gamers much of Friday, one day after going down on one of the busiest gaming days of the year. Neither Sony nor Microsoft, which own PlayStation and Xbox respectively, have had much to say about the outages that have kept millions of its gamers from playing one another online, but there were signs Friday evening that it may soon be resolved.

At 2.16 a.m. Friday, Microsoft's verified @XboxSupport account tweeted, "Some Xbox One users may currently be experiencing issues signing into Xbox Live," and directed users to its service website for the latest. Sony's official PlayStation support Twitter account posted at 2.30 a.m., "Our engineers are continuing to work hard to resolve the network issues users 10 have experienced today. Thanks for your continued patience."

More than 14 hours later, at 5.10 p.m., it tweeted pretty much the same thing. "Update: we are working to restore full network services for all platforms -- thanks, as always, for your patience!" But based on the overall sentiment expressed in the comments posted to message boards and on Twitter, the collective patience among PlayStation users is offline as well. 15

"@AskPlayStation has been tweeting that for hours now since last night," user Christoph710 posted on Sony's PlayStation4 support forum. "I'm getting rid of this piece of trash and going back to pc gaming." "Totally not cool," AllenJLee said late Friday morning. "I've tried so many times and am unable to play." 20

If it turns out that this was a cyberattack, chances are it was done by Lizard Squad, a band of hackers who have claimed responsibility. CNN cannot confirm the identity or claims of the group, but there is little reason to doubt their claims. In August, Lizard Squad said it took down the PlayStation Network by flooding it with illegitimate traffic, resulting in millions of gamers being unable to play together online. 25

Earlier this month, Sony was hit with a similar outage that Lizard Squad not only took credit for, but it promised additional "Christmas presents" would soon be coming. "Unlike Santa, we don't like giving all of our Christmas presents out on one day. This entire month will be entertaining," Lizard Squad tweeted. At 6.13 p.m. Friday, a Lizard Squad twitter handle tweeted, "ALL ATTACKS ON PSN AND XBOX HAVE STOPPED." When a CNN reporter hit refresh moments later on the Sony Entertainment Network website -- which had been down since Thursday evening -- it was back online. Microsoft's service page was still reporting 'limited service', however. 30

420 words)

Adapted from CNN website (<http://edition.cnn.com/2014/12/26/tech/playstation-xbox-problems/>)

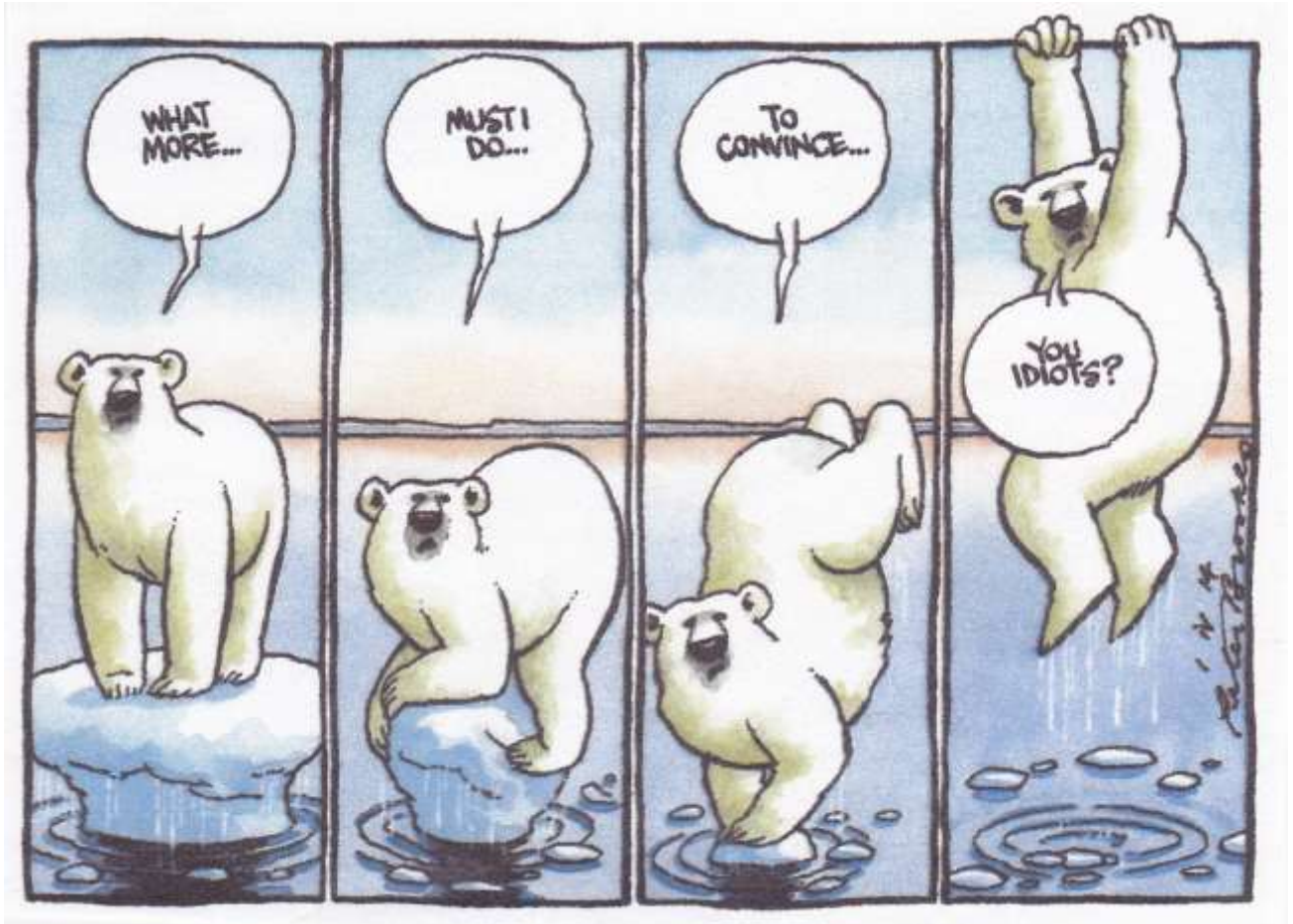
5 **Question :** Having explained how the problem described here came about, and different people's responses to them, say whether you think cyberattacks are a serious problem in our technological world.

10



Example Stimulus (Part 3: Oral Interaction)

The bear truth?



*The Times*, December 2014.

The teacher presents the student with the above image and then asks the following question:

**Question:** What serious point is the cartoonist making?

NB The student does not see the question.

In reaction to the student's response, additional questions will be asked by both examiners to aid the discussion.

## Exemple Impulse (2ème Partie : Interaction Orale)

Image du film *Intouchables* d'Olivier NAKACHE et Éric TOLEDANO (2011)



*Les acteurs Omar SY (dans le rôle de Driss) et François CLUZET (Philippe) dans le film Intouchables.*

Le professeur soumet à l'élève l'image ci-dessus et pose la question suivante :  
(l'élève ne voit pas l'énoncé)

**Question : *Pouvons-nous être amis quand nous sommes différents ?***

Les deux examinateurs poseront des questions complémentaires, en fonction du propos de l'élève, afin de faciliter l'interaction.

## Beispiel Impuls (Teil 2: Mündliche Interaktion)



Quelle: *Sueddeutsche.de*, 2015

Die Lehrkraft übergibt dem Schüler/der Schülerin dieses Bild. Dann gibt er - hier in diesem Beispiel - die folgenden Erläuterungen und stellt die Frage.

*Auf diesem Bild sieht man Golfer in der spanischen Exklave Melilla, im Hintergrund versuchen Flüchtlinge, von Marokko aus den Grenzzaun nach Europa zu überwinden.*

**Aufgabe:** Welche Aussage macht das Bild Ihrer Meinung nach über Europa?

Ausgehend von den Schülerbeiträgen in die Diskussion, stellen beide Prüfer zusätzliche Fragen, um die Interaktion zu erleichtern.