



**Schola Europaea**

Office of the Secretary-General

**Pedagogical Development Unit**

**Ref.: 2016-07-D-12-en-3  
ENGLISH VERSION**

## **Syllabus for all L IV Languages**

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

**Entry into force for cycle 2 (S4-S5) on 1 September 2017**

**for cycle 3 (S6) on 1 September 2018**

**for cycle 3 (S7) on 1 September 2019**

**1<sup>st</sup> Baccalaureate session in June 2020**

**Attainment descriptors: for cycle 2 (S4-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**

# Table of contents

1.	General objectives.....	3
2.	Didactic principles.....	4
3.	Learning objectives.....	5
4.	Content.....	5
5.	Assessment .....	6
6.	Attainment descriptors in Language IV.....	7
7.	Structure of the written and oral BAC exams including assessment criteria .....	18
8.	Annexes .....	23
	Commentaries .....	23
	SAMPLE paper for the new Baccalaureate written exam .....	25
	SAMPLE paper for the new Baccalaureate oral exam .....	34
	BEISPIEL für das neue Prüfungsformat schriftliches Abitur .....	37
	BEISPIEL für das neue Prüfungsformat mündliches Abitur .....	46
	EXEMPLE pour la nouvelle structure de l'épreuve écrite du BAC.....	49
	EXEMPLE pour la nouvelle structure de l'épreuve orale du BAC.....	56

## 1. General objectives

The secondary section of the European Schools has the two objectives of providing formal, subject-based education and of encouraging students' personal development in a wider social and cultural context. Formal education involves the acquisition of knowledge and understanding, concepts and skills within each subject area. Personal development takes place in a range of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which students work and live, and a development of their individual identity.

These two objectives, which are in practice inseparable, 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 students towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The students 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 an L IV, *ab initio*, is optional for all secondary students from Year 4 to 7. An elementary course is offered to students in years 4 and 5. The course in years 6+7, which leads to the baccalaureate, is designed to build on the elementary course.

The learning objectives up to the end of Year 5 are based on two years (four periods per week in Years 4+5) of continuous study of the language, and the objectives for the Baccalaureate are based on four years of continuous study (four 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 and A2+ :

Cycle	Attainment level
2 <sup>nd</sup> cycle S 4+5	Level A 1
3 <sup>rd</sup> cycle S 6+7	Level A 2+

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 IV.

- ∅ Communicative language competence is an overarching learning goal.
- ∅ The skills of listening, reading, spoken interaction, spoken production and writing should be developed, but their relative weighting depends on the cycle.
- ∅ Teaching should take account of students' progression through the various stages of language acquisition. Pupils' mistakes should be used constructively to develop learning.
- ∅ In teaching and learning, the target language should be used as much as possible.
- ∅ Teaching and learning should draw on the students' existing language skills and learning strategies.
- ∅ A variety of approaches and teaching and learning strategies should be used.
- ∅ Learner autonomy should be promoted in teaching and learning.
- ∅ The use of differentiation is encouraged in order to meet the needs of pupils.
- ∅ Pupils' varied learning styles, pace of learning, social skills, strengths and weaknesses should also be used to best advantage.
- ∅ A range of learning resources including ICT (Information and Communication Technology) supports students in their acquisition of the target language.
- ∅ Teaching and learning in context presupposes a progressively constructed understanding of the language as a system.
- ∅ Priority should be given to functionality when it comes to teaching grammar, morphology and vocabulary.
- ∅ The development of students' sociolinguistic competence should include an awareness of linguistic register.

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

### 3. Learning objectives

#### Learning objectives for the 2nd cycle (S 4 -S 5)

By the end of the second cycle, the student should be able to

1. understand familiar words and everyday expressions relating to himself/herself, his/her family and his/her environment, if people speak slowly and distinctly
2. read and understand short, simple texts of an everyday nature
3. interact in a simple way, and ask and answer simple questions in areas of practical need or on very familiar topics
4. use simple phrases and sentences to describe persons and things familiar to him/her
5. write short simple texts on familiar topics and fill in forms
6. demonstrate basic understanding of the culture of the target language countries/communities
7. relate elements of his/her existing cultural awareness to elements of the culture of the target countries/communities
8. identify and apply basic strategies for learning languages
9. apply basic study skills and tools to the learning of the target language

#### Learning objectives for the 3<sup>rd</sup> cycle (S 6 – S 7)

By the end of the third cycle, the student should be able to

1. understand the main points of messages related to areas of personal relevance and to topics of general interest, if spoken in a clear standard language
2. read and understand the main points of simple literary and non- literary texts related to areas of personal relevance and to topics of general interest written in everyday language
3. interact in simple and routine situations and participate in a conversation on topics that are familiar, of personal interest or pertinent to everyday life
4. orally describe and recount experiences and events related to topics that are familiar, of personal interest or pertinent to everyday life
5. write short, simple and coherent texts on familiar topics and topics of personal interest
6. demonstrate his/her understanding of the culture of the target language countries/communities
7. relate his/her acquired cultural knowledge to that of the target countries/communities
8. choose and apply effective strategies for learning languages
9. apply relevant study skills and tools to the learning of the target language

### 4. Content

#### 2nd cycle (S 4 – S 5)

By the end of cycle 2 the student should have acquired

- Ø basic knowledge of pronunciation, intonation and spelling rules
- Ø knowledge of basic vocabulary and expressions
- Ø knowledge of basic morphology and basic grammatical structures
- Ø knowledge of how to use dictionaries and other resources including ICT
- Ø an awareness of the culture of target language countries/communities
- Ø an awareness of language learning strategies including an awareness of their own progress

### **3rd cycle (S6 - S7)**

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

- Ø a good knowledge of pronunciation, intonation and spelling rules
- Ø an extended range of vocabulary and expressions
- Ø an extended range of morphology and grammatical structures
- Ø knowledge of how to engage critically in research using a range of resources including ICT
- Ø knowledge of the culture of target language countries/communities with some exposure to literary texts
- Ø a range of language learning strategies and tools to evaluate their own learning

## **5. Assessment**

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

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

The assessment should be mainly formative. By means of an initial assessment, teacher observation, tests and self - assessment the students acquire an awareness of their level and their 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 an class-based examination in listening, reading, spoken interaction, spoken production and writing.

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

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

The assessment should be mainly formative. By means of an initial assessment, teacher observation, tests and self-assessment the students acquire an awareness of their level and their 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 a written examination assessing reading and writing, or an oral examination assessing listening, reading, spoken interaction and spoken production takes place.

### **Assessment criteria**

The final examinations assess the extent to which the students have attained the learning objectives for the cycle.

The examinations assess the students' ability to understand a text in the target language and to draw out the main points. The student should make reference, as appropriate, to relevant aspects of the target culture and show appropriate use of the language.

Teachers will be provided with marking grids in order to arrive at an overall mark.

## 6. Attainment descriptors in Language IV

Mark	Denominator	Grade	Competences	Cycle 2	Cycle 3
9-10	Excellent	A	Listening	The student shows an <b>excellent</b> understanding of familiar words and everyday expressions relating to himself/herself, his/her family and his/her environment, if people speak slowly and distinctly.	The student shows an <b>excellent</b> understanding of the main points of messages related to areas of personal relevance and to topics of general interest, if spoken in a clear standard language.
			Reading	The student has an <b>excellent</b> level of reading and understanding of short simple texts of an everyday nature.	The student has an <b>excellent</b> level of reading and understanding of the main points of simple literary and non-literary texts related to areas of personal relevance and to topics of general interest written in everyday language.
			Oral Interaction	The student demonstrates <b>excellent</b> ability to interact in a simple way, and ask and answer simple questions in areas of practical need or on very familiar topics.	The student demonstrates <b>excellent</b> ability to interact in simple and routine situations and to participate in a conversation on topics that are familiar, of personal interest or pertinent to everyday life.
			Oral production	The student demonstrates <b>excellent</b> ability to use simple phrases and sentences to describe persons and things familiar to him/her.	The student demonstrates <b>excellent</b> ability to orally describe and recount experiences and events related to topics that are familiar, of personal interest or pertinent to everyday life.
			Writing	The student demonstrates <b>excellent</b> ability to write short simple texts on familiar topics and to fill in forms.	The student demonstrates <b>excellent</b> ability to write short, simple and coherent texts on familiar topics and topics of personal interest.
			Cultural Awareness	The student demonstrates an <b>excellent</b>	The student demonstrates an <b>excellent</b>

				basic understanding of the culture of the target language countries/communities and an <b>excellent</b> ability to relate elements of his/her existing cultural awareness to elements of the culture of the target language countries/communities.	understanding of the culture of the target language countries/communities and an <b>excellent</b> ability to relate his/her acquired cultural knowledge to that of the target language countries/communities.
			Language Learning	The student demonstrates an <b>excellent</b> ability to identify and apply basic strategies for language learning and to apply basic study skills and tools to the learning of the target language.	The student demonstrates an <b>excellent</b> ability to choose and apply effective strategies for learning languages and to apply relevant study skills and tools to the learning of the target language.
8-8.9	Very good	B	Listening	The student shows a <b>very good</b> understanding of familiar words and everyday expressions relating to himself/herself, his/her family and his/her environment, if people speak slowly and distinctly.	The student shows a <b>very good</b> understanding of the main points of messages related to areas of personal relevance and to topics of general interest, if spoken in a clear standard language.
			Reading	The student has a <b>very good</b> level of reading and understanding of short simple texts of an everyday nature.	The student has a <b>very good</b> level of reading and understanding of the main points of simple literary and non-literary texts related to areas of personal relevance and to topics of general interest written in everyday language.



			Oral Interaction	The student demonstrates <b>very good</b> ability to interact in a simple way, and ask and answer simple questions in areas of practical need or on very familiar topics.	The student demonstrates <b>very good</b> ability to interact in simple and routine situations and to participate in a conversation on topics that are familiar, of personal interest or pertinent to everyday life.
			Oral Production	The student demonstrates <b>very good</b> ability to use simple phrases and sentences to describe persons and things familiar to him/her.	The student demonstrates <b>very good</b> ability to orally describe and recount experiences and events related to topics that are familiar, of personal interest or pertinent to everyday life.
			Writing	The student demonstrates <b>very good</b> ability to write short simple texts on familiar topics and to fill in forms.	The student demonstrates <b>very good</b> ability to write short, simple and coherent texts on familiar topics and topics of personal interest.
			Cultural Awareness	The student demonstrates a <b>very good</b> basic understanding of the culture of the target language countries/communities and a <b>very good</b> ability to relate elements of his/her existing cultural awareness to elements of the culture of the target language countries/communities.	The student demonstrates a <b>very good</b> understanding of the culture of the target language countries/communities and a <b>very good</b> ability to relate his/her acquired cultural knowledge to that of the target language countries/communities.
			Language Learning	The student demonstrates a <b>very good</b> ability to identify and apply basic strategies for language learning and to apply basic study skills and tools to the learning of the target language.	The student demonstrates a <b>very good</b> ability to choose and apply effective strategies for learning languages and to apply relevant study skills and tools to the learning of the target language.

7-7.9	Good	C	Listening	The student shows a <b>good</b> understanding of familiar words and everyday expressions relating to himself/herself, his/her family and his/her environment, if people speak slowly and distinctly.	The student shows a <b>good</b> understanding of the main points of messages related to areas of personal relevance and to topics of general interest, if spoken in a clear standard language.
			Reading	The student has a <b>good</b> level of reading and understanding of short simple texts of an everyday nature.	The student has a <b>good</b> level of reading and understanding of the main points of simple literary and non-literary texts related to areas of personal relevance and to topics of general interest written in everyday language.
			Oral Interaction	The student demonstrates <b>good</b> ability to interact in a simple way, and ask and answer simple questions in areas of practical need or on very familiar topics.	The student demonstrates <b>good</b> ability to interact in simple and routine situations and to participate in a conversation on topics that are familiar, of personal interest or pertinent to everyday life.
			Oral Production	The student demonstrates <b>good</b> ability to use simple phrases and sentences to describe persons and things familiar to him/her.	The student demonstrates <b>good</b> ability to orally describe and recount experiences and events related to topics that are familiar, of personal interest or pertinent to everyday life.
			Writing	The student demonstrates <b>good</b> ability to write short simple texts on familiar topics and to fill in forms.	The student demonstrates <b>good</b> ability to write short, simple and coherent texts on familiar topics and topics of personal interest.

			Cultural Awareness	The student demonstrates a <b>good</b> basic understanding of the culture of the target language countries/communities and a <b>good</b> ability to relate elements of his/her existing cultural awareness to elements of the culture of the target language countries/communities.	The student demonstrates a <b>good</b> understanding of the culture of the target language countries/communities and a <b>good</b> ability to relate his/her acquired cultural knowledge to that of the target language countries/communities.
			Language Learning	The student demonstrates a <b>good</b> ability to identify and apply basic strategies for language learning and to apply basic study skills and tools to the learning of the target language.	The student demonstrates a <b>good</b> ability to choose and apply effective strategies for learning languages and to apply relevant study skills and tools to the learning of the target language.
6-6.9	Satisfactory	D	Listening	The student shows a <b>satisfactory</b> understanding of familiar words and everyday expressions relating to himself/herself, his/her family and his/her environment, if people speak slowly and distinctly.	The student shows a <b>satisfactory</b> understanding of the main points of messages related to areas of personal relevance and to topics of general interest, if spoken in a clear standard language.
			Reading	The student has a <b>satisfactory</b> level of reading and understanding of short simple texts of an everyday nature.	The student has a <b>satisfactory</b> level of reading and understanding of the main points of simple literary and non-literary texts related to areas of personal relevance and to topics of general interest written in everyday language.

			Oral Interaction	The student demonstrates <b>satisfactory</b> ability to interact in a simple way, and ask and answer simple questions in areas of practical need or on very familiar topics.	The student demonstrates <b>satisfactory</b> ability to interact in simple and routine situations and to participate in a conversation on topics that are familiar, of personal interest or pertinent to everyday life.
			Oral Production	The student demonstrates <b>satisfactory</b> ability to use simple phrases and sentences to describe persons and things familiar to him/her.	The student demonstrates <b>satisfactory</b> ability to orally describe and recount experiences and events related to topics that are familiar, of personal interest or pertinent to everyday life.
			Writing	The student demonstrates <b>satisfactory</b> ability to write short simple texts on familiar topics and to fill in forms.	The student demonstrates <b>satisfactory</b> ability to write short, simple and coherent texts on familiar topics and topics of personal interest.
			Cultural Awareness	The student demonstrates a <b>satisfactory</b> basic understanding of the culture of the target language countries/communities and a <b>satisfactory</b> ability to relate elements of his/her existing cultural awareness to elements of the target language countries/communities.	The student demonstrates a <b>satisfactory</b> understanding of the culture of the target language countries/communities and a <b>satisfactory</b> ability to relate his/her acquired cultural knowledge to that of the target language countries/communities.
			Language Learning	The student demonstrates a <b>satisfactory</b> ability to identify and apply basic strategies for language learning and to apply basic study skills and tools to the learning of the target language.	The student demonstrates a <b>satisfactory</b> ability to choose and apply effective strategies for learning languages and to apply relevant study skills and tools to the learning of the target language.

5-5.9	Sufficient	E	Listening	The student shows a <b>sufficient</b> understanding of familiar words and everyday expressions relating to himself/herself, his/her family and his/her environment, if people speak slowly and distinctly.	The student shows a <b>sufficient</b> understanding of the main points of messages related to areas of personal relevance and to topics of general interest, if spoken in a clear standard language.
			Reading	The student has a <b>sufficient</b> level of reading and understanding of short simple texts of an everyday nature.	The student has a <b>sufficient</b> level of reading and understanding of the main points of simple literary and non-literary texts related to areas of personal relevance and to topics of general interest written in everyday language.
			Oral Interaction	The student demonstrates <b>sufficient</b> ability to interact in a simple way, and ask and answer simple questions in areas of practical need or on very familiar topics.	The student demonstrates <b>sufficient</b> ability to interact in simple and routine situations and to participate in a conversation on topics that are familiar, of personal interest or pertinent to everyday life.
			Oral Production	The student demonstrates <b>sufficient</b> ability to use simple phrases and sentences to describe persons and things familiar to him/her.	The student demonstrates <b>sufficient</b> ability to orally describe and recount experiences and events related to topics that are familiar, of personal interest or pertinent to everyday life.
			Writing	The student demonstrates <b>sufficient</b> ability to write short simple texts on familiar topics and to fill in forms.	The student demonstrates <b>sufficient</b> ability to write short, simple and coherent texts on familiar topics and topics of personal interest.

			Cultural Awareness	The student demonstrates a <b>sufficient</b> basic understanding of the culture of the target language countries/communities and a <b>sufficient</b> ability to relate elements of his/her existing cultural awareness to elements of the target language countries/communities.	The student demonstrates a <b>sufficient</b> understanding of the culture of the target language countries/communities and a <b>sufficient</b> ability to relate his/her acquired cultural knowledge to that of the target language countries/communities.
			Language Learning	The student demonstrates a <b>sufficient</b> ability to identify and apply basic strategies for language learning and to apply basic study skills and tools to the learning of the target language.	The student demonstrates a <b>sufficient</b> ability to choose and apply effective strategies for learning languages and to apply relevant study skills and tools to the learning of the target language.
3-4.9	Failed (weak)	F	Listening	The student shows a <b>limited</b> understanding of familiar words and everyday expressions relating to himself/herself, his/her family and his/her environment, even if people speak slowly and distinctly.	The student shows a <b>limited</b> understanding of the main points of messages related to areas of personal relevance and to topics of general interest, even if spoken in a clear standard language.
			Reading	The student has a <b>limited</b> level of reading and understanding of short simple texts of an everyday nature.	The student has a <b>limited</b> level of reading and understanding of the main points of simple literary and non-literary texts related to areas of personal relevance and to topics of general interest written in everyday language.

			Oral Interaction	The student demonstrates <b>limited</b> ability to interact in a simple way, and ask and answer simple questions in areas of practical need or on very familiar topics.	The student demonstrates <b>limited</b> ability to interact in simple and routine situations and to participate in a conversation on topics that are familiar, of personal interest or pertinent to everyday life.
			Oral Production	The student demonstrates <b>limited</b> ability to use simple phrases and sentences to describe persons and things familiar to him/her.	The student demonstrates <b>limited</b> ability to orally describe and recount experiences and events related to topics that are familiar, of personal interest or pertinent to everyday life.
			Writing	The student demonstrates <b>limited</b> ability to write short simple texts on familiar topics and to fill in forms.	The student demonstrates <b>limited</b> ability to write short, simple and coherent texts on familiar topics and topics of personal interest.
			Cultural Awareness	The student demonstrates a <b>limited</b> basic understanding of the culture of the target language countries/communities and a <b>limited</b> ability to relate elements of his/her existing cultural awareness to elements of the target language countries/communities.	The student demonstrates a <b>limited</b> understanding of the culture of the target language countries/communities and a <b>limited</b> ability to relate his/her acquired cultural knowledge to that of the target language countries/communities.
			Language Learning	The student demonstrates a <b>limited</b> ability to identify and apply basic strategies for language learning and to apply basic study skills and tools to the learning of the target language.	The student demonstrates a <b>limited</b> ability to choose and apply effective strategies for learning languages and to apply relevant study skills and tools to the learning of the target language.

0-2.9	Failed (very weak)	FX	Listening	The student <b>fails</b> to show understanding of familiar words and everyday expressions relating to himself/herself, his/her family and his/her environment, even if people speak slowly and distinctly.	The student <b>fails</b> to show understanding of the main points of messages related to areas of personal relevance and to topics of general interest, even if spoken in a clear standard language.
			Reading	The student is <b>unable</b> to read and understand short simple texts of an everyday nature.	The student is <b>unable</b> to read and understand the main points of simple literary and non-literary texts related to areas of personal relevance and to topics of general interest written in everyday language.
			Oral Interaction	The student is <b>unable</b> to interact in a simple way, and ask and answer simple questions in areas of practical need or on very familiar topics.	The student is <b>unable</b> to interact in simple and routine situations and to participate in a conversation on topics that are familiar, of personal interest or pertinent to everyday life.
			Oral Production	The student is <b>unable</b> to use simple phrases and sentences to describe persons and things familiar to him/her.	The student is <b>unable</b> to orally describe and recount experiences and events related to topics that are familiar, of personal interest or pertinent to everyday life.
			Writing	The student is <b>unable</b> to write short simple texts on familiar topics and to fill in forms.	The student is <b>unable</b> to write short, simple and coherent texts on familiar topics and topics of personal interest.



			<p>Cultural Awareness</p> <p>The student <b>fails</b> to demonstrate understanding of the culture of the target language countries/communities and <b>fails</b> to relate elements of his/her existing cultural awareness to elements of the target language countries/communities.</p>	<p>The student <b>fails</b> to demonstrate understanding of the culture of the target language countries/communities and a <b>fails</b> to relate his/her acquired cultural knowledge to that of the target language countries/communities.</p>
			<p>Language Learning</p> <p>The student is <b>unable</b> to identify and apply basic strategies for language learning and to apply basic study skills and tools to the learning of the target language.</p>	<p>The student is <b>unable</b> to choose and apply effective strategies for learning languages and to apply relevant study skills and tools to the learning of the target language.</p>

## 7. Structure of the written and oral BAC exams including assessment criteria

A harmonized syllabus for all LIV languages will be introduced for cycle 2 in the school year in 2017/18, for cycle 3 in the school year 2018/19. The first L IV BAC will take place in June 2020. As a result a new L IV examination format is required.

The new syllabus describes the learning objectives in terms of competences for listening, reading, oral presentation and interaction and 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, including cultural knowledge, in a representative way.

The written exam will assess the students’ reading and writing skills.

These skills will be assessed in line with the communicative and competence-based approach on which the syllabus is based (authentic texts, functional and authentic tasks, tasks set in context).

The written exam will consist of two parts:

Part 1: reading comprehension 60% (30/30%, 40/20%, 20/40%)

Part 2: written production 40%

#### **Reading comprehension:**

At the end of cycle 3 the pupils should be able to *read and understand the main points of simple literary and non-literary texts related to areas of personal relevance and to topics of general interest written in everyday language* (see learning objectives for all L 4 Languages, Learning objectives)

A variety of non-literary and literary texts such as the following may be used: newspaper and magazine articles, brochures, travel guides, forms, letters, advertising material, poems and songs, extracts from novels and short stories.

All texts must be simple and appropriate for (the) level A2+.

Texts can include pictures, cartoon images and photos.

Reading comprehension is assessed by closed questions (multiple choice, true/false, etc.)

#### **Written production:**

At the end of cycle 3 the pupils should be able to *write short, simple and coherent texts on familiar topics and topics of personal interest* (see Syllabus for all L 4 languages, Learning objectives).

To assess their writing skills, the pupils complete 2 functional tasks (personal/informal letter, messages, notes, e-mails, blogs, personal journal/diary, etc.).

The assessment is based on the following criteria: task achievement, organisation, lexical and structural range, lexical and structural accuracy.

## Model for the written exam

Time allocation: 3 hours

<b>Part 1: Reading Comprehension</b>	1 non-literary text 1 literary text maximum total length: 500 words (+/- 10%)	in total 8-12 closed questions (multiple choice, true/false, etc.)
<b>Part 2: Written Production</b>	The student chooses 2 (out of 3) functional tasks  text production: in total about 400 words	personal/informal letters, messages, notes, e-mails, blogs, diary/journal entry etc.

Part 1: reading comprehension 60%

Part 2: written production 40%

## 2. BAC ORAL EXAM

In L IV the pupils can opt to take the written or oral BAC exam.

As the oral exam is an alternative for the written exam, it should assess the same competences as the written exam, except for written production skills being replaced by oral interaction and presentation skills.

*At the end of cycle 3 pupils are able to read and understand the main points of simple literary and non-literary texts related to areas of personal relevance and to topics of general interest written in everyday language.*

*At the end of cycle 3 pupils are able to interact in simple and routine situations and participate in a conversation on topics that are familiar, of personal interest or pertinent to everyday life*

*At the end of cycle 3 pupils are able to orally describe and recount experiences and events related to topics that are familiar, of personal interest or pertinent to everyday.*

During the exam, the pupils demonstrate their comprehension of an unseen literary or non-literary text, which does not show any footnote.

The pupil makes a short presentation using a stimulus that has been provided and engages in an oral interaction.

The pupils' competences are assessed according to the following criteria: content, communicative effectiveness, accuracy and fluency.

The oral exam will consist of two parts:

Part 1: reading comprehension

Part 2: spoken production and spoken interaction

## Model for the oral exam

The pupil draws a text and an image.

Preparation time: 20 minutes

Part 1: The text drawn will be from a variety of unseen literary or non-literary reading comprehension texts. The text will always be followed by a general question such as "What are the main ideas in this text. The pupil reads the text and prepares his answer to the question. The examiners may also ask additional questions on relevant details.

Part 2:

- a) Spoken production: The pupil draws a picture relevant to a topic studied in class. The picture will act as a stimulus. He/she prepares a 4 - 5 minute presentation based on the picture and the topic.
- b) Spoken interaction: The pupil engages in a conversation with the examiners based on topics that are familiar, of personal interest and pertinent to everyday life.

Time allocation for the oral exam: 20 minutes

Part 1: about 8 minutes

Part 2: about 12 minutes (about 6 minutes each)

Both examiners participate actively in the exam.

<p><b>Part 1:</b>  <b>Reading Comprehension</b>  length of the text : 300 words +/-10%</p>	<p>Pupils' understanding of the text is assessed by the examiners who ask questions about the main ideas and relevant details.</p> <p>The pupil does not have the additional questions in advance.</p>
<p><b>Part 2:</b>  <b>a) Spoken Production</b>    and    <b>b) Spoken Interaction</b></p>	<p>a) pupils' oral skills are assessed by a short presentation using a picture stimulus</p> <p>and</p> <p>b) pupils' capacity to interact in a simple conversation of topics that are familiar, of personal interest and pertinent to everyday life</p>

## Assessment BAC written exams

<b>Criterion</b>		<i>Max. score 60</i>
<b>Part 1: Reading comprehension</b>	<ul style="list-style-type: none"> <li>· 60 points to be distributed equally over the questions</li> <li>· questions should be weighted according to level of difficulty</li> </ul>	
<i>Max. score 40</i>		
<b>Part 2 : Written production</b>	<b>1. Content</b> <ul style="list-style-type: none"> <li>· Requirements of task fulfilled</li> <li>· Coherence/development of thoughts/ideas</li> </ul>	1-12
	<b>2. Organization</b> <ul style="list-style-type: none"> <li>· Structure (appropriate to the task, where required)</li> <li>· Cohesion between sentences and between paragraphs</li> <li>· Conventions of text type respected (layout, addressee taken into account, register etc.)</li> </ul>	1-12
	<b>3. Accuracy</b> <ul style="list-style-type: none"> <li>· Vocabulary</li> <li>· Spelling</li> <li>· Grammar</li> </ul>	1-12
	<b>4. Style</b> <ul style="list-style-type: none"> <li>· Range of vocabulary, structures</li> <li>· Readability</li> </ul>	1-4

**Comment on part 2 text production:**

For each task this evaluation sheet will be used.

## Assessment BAC oral exams

	<i>criteria</i>	Max 100 points
<b>Part 1: Reading Comprehension</b>	comprehension of a literary or non-literary text (main ideas, relevant details)	40
<b>Part 2:</b>		
<b>a) Spoken Production</b>	<ul style="list-style-type: none"> <li>· ability to use the picture as a stimulus to present his/her ideas on the topic</li> <li>· range and accuracy of vocabulary and grammar</li> <li>· fluency*</li> </ul>	30
and		
<b>b) Spoken Interaction</b>	<ul style="list-style-type: none"> <li>· communicative effectiveness**</li> <li>· range and accuracy of vocabulary and grammar</li> <li>· fluency*</li> </ul>	30

\**fluency*: no unnatural hesitations

\*\**communicative effectiveness* (see CEFR): appropriate in the context, relevant content

## 8. Annexes

### a) Commentaries

### b) Examples for the written and oral exam in EN, FR and DE

#### 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

- ∅ *The skills of listening, reading, spoken interaction, spoken production and writing should have their place, but their relative weighting depends on the cycle.*

In the second cycle, the initial focus will be on receptive skills, moving gradually and progressively towards a focus on productive skills in the third cycle.

- ∅ *Students should be encouraged to draw on their existing language skills and learning strategies.*

When learning a fourth language, recourse to existing language skills and learning strategies can be of great benefit to students. Students should therefore be encouraged to use these existing skills and strategies.

- ∅ *Learner autonomy should be promoted in teaching and learning.*

Autonomous learning can be promoted if „learning to learn“ is regarded as an integral part of language learning, so that learners become increasingly aware of the way in which they learn.

- ∅ *The use of differentiation is encouraged in order to meet the needs of all pupils.*

In teaching the syllabus, the introduction of differentiation can provide a framework which will address individual students' needs.

Learning objectives can be worked upon at different levels.

Teaching and learning strategies can be differentiated as can tasks assigned and materials used so as to take account of the learner's ability, interests, learning styles and preferences.

#### b) Learning objectives

Cycle 2:

2. *read and understand short, simple texts of an everyday nature*

Students should be able to find specific predictable information in simple everyday material such as advertisements, brochures, menus, timetables etc.

Cycle 3:

3. *understand the main points of messages related to areas of personal relevance and to topics of general interest, if spoken in a clear standard language*

#### c) Assessment

1. *The final examinations assess the extent to which the students have attained the learning objectives for the cycle.*

Teachers should use the learning objectives as the basis for assessment of students.

2. *Use of self-assessment grids in the CEFR and European Language Portfolios*

Self-assessment is a useful tool to increase students' motivation and awareness of the learning processes. It helps the learner to discover his/her strengths and weaknesses and to organise his/her learning more effectively.

In the European Language Portfolios and the CEFR, self-assessment grids ("Can-do" statements) are introduced as an effective supplementary tool for the language learner.

#### **d) 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 IV at level A 2+.

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

The weighting is determined by the allocation of marks.

Accuracy of language is not assessed.

#### **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 fulfills 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 (**appropriate to the task, where required**)
- cohesion between sentences and paragraphs
- conventions of text type: target audience, layout

##### **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

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





**ENGLISH – LANGUAGE IV**

SAMPLE paper for the new Bacculaureate written exam  
(ref. 2016-07-D-12-en-3 “Syllabus for all L IV languages”)

**Length of the examination:** 3 hours (180 minutes)

**Permitted equipment:** None

**Special remarks:** Answer the **two** parts

**Part One**  
**Reading Comprehension**  
**60 points**

**Read the following texts and answer the questions**

**Question A 30 points**

**Volunteer opportunities for 16-19 year olds**



**Text A: Argentina**

If you are passionate about human rights, have an interest in Spanish, and plan to pursue human rights work or law in the future this project is perfect for you!

You'll learn about the history and culture of Argentina and get involved in human rights issues at a grassroots level with the guidance of local social workers and our in-house lawyer. By working alongside people living in poor communities in Cordoba, you'll gain a first-hand understanding of their daily lives and hurdles related to poverty, crime and racism that must be overcome.

Volunteers help work with, and learn how to support, victims of human rights abuse or individuals in at-risk communities. Tasks include educating disadvantaged children about social equality, working on a project for homeless people, making young prisoners aware of their basic rights and conducting research on human rights cases.

Volunteers also receive Spanish lessons and will live with host families in Cordoba. At the weekend, volunteers usually visit some traditional villages in the hills. There may also be an opportunity to visit the house that once belonged to the famous Argentine

## EUROPEAN BACCALAUREATE ENGLISH LANGUAGE IV

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15 revolutionary, Che Guevara.

### Text B: Jamaica

Volunteers will live in an orphanage and dedicate their time to improving the lives of children by running a summer camp programme. The aim of this programme is to foster social development and cultural exchange through art, drama, dance and sport.

5 Volunteers will be involved in activities with the children including arts like dance and drama. Volunteers also arrange both indoor and outdoor games and football, hide and seek, and treasure hunts. Volunteers will help teach health and hygiene practices to children.

10 If you are musical, you may also teach the children how to play an instrument such as the piano, violin, guitar or drums. At the end of the two weeks, there will be a mini-concert and arts and crafts exhibition.

At weekends, volunteers will have the opportunity to visit the famous beaches and caves. This will be coupled with a rich immersion into the music, dance, food, and other cultural aspects for which Jamaica is known.

(344 words)

Adapted from *Projects Abroad 2015* [www.projectsabroad.org](http://www.projectsabroad.org)

**EUROPEAN BACCALAUREATE  
ENGLISH LANGUAGE IV**

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**Question A 30 points**

**Texts A and B**

1. Using the lines provided here, **indicate which project, (a) or (b)**, is most suitable for someone who

is interested in justice	_____
likes to be active	_____
is interested in learning languages	_____
likes the countryside	_____
likes the coast	_____

**5p**

2. Find the **word or expression** in the text which best fits the following meanings and write it on the line provided:

Obstacles (Text A, par.2)	_____
Fundamental (Text A, par.3)	_____
Devote (Text B, par.1)	_____
Promote (Text B, par.1)	_____
Organise (Text B, par.2)	_____
Display (Text B, par.3)	_____

**6p**

3. Reading **both** texts A and B, in the case of each of the following statements say whether it is **True (T)**, **False (F)** or **Not Stated (NS)**.

Volunteers on both these projects will live with host families.	_____
Volunteers can learn about the history and culture of both countries.	_____
Volunteers pay a contribution to the host family.	_____
Both projects involve working with adults and children.	_____
Your work in both of these projects will improve people's lives.	_____

**10p**

4. **Quote** lines from the relevant text to show how the project concerned will

(a) allow you to really learn about /experience these people's reality/lives

\_\_\_\_\_

(b) allow you a really meaningful cultural experience

\_\_\_\_\_

(c) allow you to support juvenile offenders

---

**6p**

5. What is the main purpose of these texts? **Circle one letter.**

**EUROPEAN BACCALAUREATE  
ENGLISH LANGUAGE IV**

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- (a) to promote Argentina and Jamaica as holiday destinations
- (b) to provide information to young people who want to help abroad
- (c) to promote cultural exchanges for young people

**3p**

**Question B 30 points**

**Warning**



- When I am an old woman I shall wear purple  
With a red hat which doesn't go, and doesn't suit me.  
And I shall spend my pension on brandy and summer gloves  
And satin sandals, and say we've no money for butter.
- 5 I shall sit down on the pavement when I'm tired  
And gobble up samples in shops and press alarm bells  
And run my stick along the public railings  
And make up for the sobriety of my youth.  
I shall go out in my slippers in the rain
- 10 And pick flowers in other people's gardens  
And learn to spit.
- You can wear terrible shirts and grow more fat  
And eat three pounds of sausages at a go  
Or only bread and pickle for a week
- 15 And hoard pens and pencils and beer mats and things in boxes.

**EUROPEAN BACCALAUREATE  
ENGLISH LANGUAGE IV**

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But now we must have clothes that keep us dry  
And pay our rent and not swear in the street  
And set a good example for the children.  
We must have friends to dinner and read the papers.

- 20 But maybe I ought to practise a little now?  
So people who know me are not too shocked and surprised  
When suddenly I am old and start to wear purple.

(205 words)

From *Rose in the Afternoon*: Jenny Joseph, 1974

**Question B 30 points**

1. Complete the **gaps** in the following summary of the text using the words below:

wild; buy; responsibly; elderly; frighten; dress; wonders

When Jenny Joseph is \_\_\_\_\_ she will \_\_\_\_\_ and behave  
as she likes. She will \_\_\_\_\_ what she wants. She will behave like a  
\_\_\_\_\_ child. Now however, she has to act \_\_\_\_\_. So she  
\_\_\_\_\_ if she ought to practise a little now so as not to \_\_\_\_\_  
us when suddenly she is old and starts to wear purple.

**7p**

2. Find the **word or expression** in the text best fits the following meanings and write it on the line provided

- |                                 |       |
|---------------------------------|-------|
| (a) footpath (stanza 1)         | _____ |
| (b) eat quickly (stanza 1)      | _____ |
| (c) store away (stanza 2)       | _____ |
| (d) use bad language (stanza 3) | _____ |
| (e) stunned (stanza 4)          | _____ |

**5p**

3. **Quote** expressions from the text to show that:

Jenny will not care how she spends her money. (stanza 1)

\_\_\_\_\_

**EUROPEAN BACCALAUREATE  
ENGLISH LANGUAGE IV**

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her childhood was serious. (stanza 1)

---

she will adopt a most disgusting habit. (stanza 1)

---

she must behave in a way that can be imitated. (stanza 3)

---

**4p**

**4.** In the case of each of the following statements say whether it is **True (T)**, **False (F)** or **Not Stated (NS)**.

- (a) Jenny Joseph is a teenager. \_\_\_\_\_
- (b) When she is old she will not care about her weight. \_\_\_\_\_
- (c) Jenny Joseph likes reading newspapers. \_\_\_\_\_
- (d) Jenny Joseph likes the colour purple. \_\_\_\_\_

**4p**

**5.** How does Jenny appear in each of the stanzas? **Circle one letter.**

In **Stanza One** Jenny appears:

- (a) rebellious
- (b) sad
- (c) ignored
- (d) angry

In **Stanza Two** Jenny appears:

- (a) excited
- (b) anxious
- (c) hungry
- (d) pessimistic

In **Stanza Three** Jenny appears:

- (a) silly
- (b) lonely
- (c) responsible
- (d) resentful

In **Stanza Four** Jenny appears:

- (a) playful
- (b) contented
- (c) resigned
- (d) relieved

**8p**

**6.** Which of the following is the most suitable alternate title for the poem? **Circle one letter.**

- (a) Childhood Memories
- (b) Old Age
- (c) Beware
- (d) The colour purple

**2p**

**EUROPEAN BACCALAUREATE  
ENGLISH LANGUAGE IV**

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**Part Two**

**Written Production**

**40 points**

Choose **two** of the following three questions.  
Number your answer clearly to show which question you have attempted.  
Do a word count and write the number of words in the box provided at the end.

**A.**

You are staying with the Hutton family in Oxford. You have decided to go out. Leave a **note** for Mrs Hutton in which you:

- explain where you are going and why
- say what time you expect to return
- say what you have prepared for dinner
- ask her to leave the key out for you

Write approximately **200** words.

**OR**

**B.**

Your friend is a member of the school film club. S/he has asked you to write a **blog** for the school website on a film you have seen recently. In your blog mention:

- What film you saw and when
- What it was about
- If you liked or disliked it and why
- Whether you would recommend it

Write approximately **200** words.

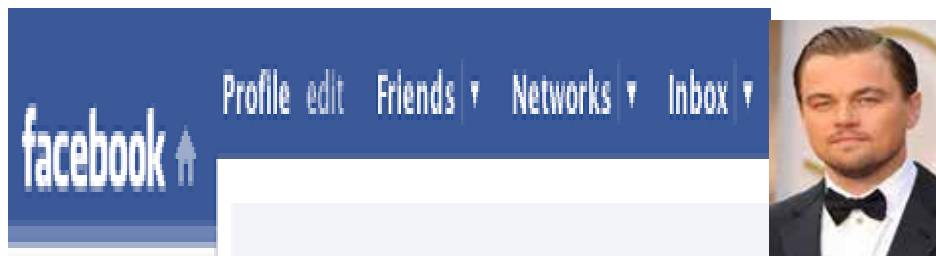
**OR**



## EUROPEAN BACCALAUREATE ENGLISH LANGUAGE IV

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C.



**Name:** Leonardo di Caprio

**Date of Birth:** 11/11/1974

**Place of Birth:** Hollywood, California.

**Height:** 1. 83m

**Parents:** Irmelin & George

**Marital Status:** single

**Education:** Seeds Elementary School & John Marshall High school

**Occupation:** actor

**Hobbies & Interests:** basketball; scuba diving; music; a dedicated environmentalist, he is very concerned about global warning.

**Film successes include:**

Romeo & Juliet (1996); Titanic (1997); The Departed (2006); Inception (2010);  
The Wolf of Wall Street (2013) and The Revenant (2016)

You are Leonardo. This is your profile. Write a **personal letter** to a young fan using the information given. In your letter mention your:

- Date of birth/birthday
- Nationality
- Family
- Occupation
- Interests and key achievements

Write approximately **200** words.

**EUROPEAN BACCALAUREATE  
ENGLISH LANGUAGE IV**

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**SAMPLE paper for the new Baccalaureate oral exam**

Example for a literary text

**Mr Halley**

When I was in sixth grade a teacher arrived from the East. His name was Mr Haley and he was a young man; he taught us social studies. There are two things I remember about him: the first is that one day I had to go to the bathroom, which I hated to do because it called attention to me. He gave me the pass, a large block of wood that we were required to hold in the corridor to prove that we had the permission to be out of the classroom. When I handed him back the pass, I saw Carol Darr, a popular girl, do something, a kind of hand gesture or something I knew from experience was making fun of me, and she was doing it towards her friends so they could make fun of me as well.

5

10 And I remember that Mr Halley's face became red, and he said "Do not ever think that you are better than someone, I will not tolerate that in my classroom." I glanced at Carol Darr – she felt bad. I fell silently, absolutely, immediately in love with this man. I have no idea if he is still alive but I still love this man.

15 The other thing about Mr Haley was that he taught us about the Indians. Until then I hadn't known that we took their land from them with a deception that caused Black Hawk, the famous Indian leader and warrior, to rebel. I felt that I loved Black Hawk as I did Mr Haley, that these were brave and wonderful men.

20 Mr Halley left at the end of the year. We all liked him. We all respected him. This was no small feat for a man with a classroom of twelve-year olds to accomplish, but he did.

(300 words)

Elizabeth Strout (b.1956), adapted from *My Name is Lucy Barton* (New York, 2016)

**What are the main ideas in this text?**

Possible further questions (not known to the pupil):

1. What does the text tell us about Carol Darr?
2. Why did the writer love both Mr Haley and Black Hawk?

## EUROPEAN BACCALAUREATE ENGLISH LANGUAGE IV

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Oral exam: example for a non-literary text

### Off to the great kennel in the sky



It has been a sad week in the Fogle household. We have lost a dear friend. Maggi, our beloved Labrador of 15 years, has gone to the great kennel in the sky.

Beloved Maggi. She brought so much happiness to our lives with her love of tennis balls and her obsessive personality. Highly intelligent and unfailingly loyal, she has been in my life for more than a decade.

Maggi was one half of the reason I met my wife more than 10 years ago. She was my wife's gift from her parents after passing her German A-Level. She technically has a Masters' degree after living with Marina through her university course at Edinburgh, where she would sit diligently at my wife's feet during her lectures and exams.

It was while walking my last dog, Inca, in Hyde Park that we bumped into a beautiful blonde and her chocolate Labrador and the rest is history.

There is now another gaping hole in our house. Around the house there are constant reminders of her. Her bowl. Her hairs. Her lead. Her bed. For Storm too, our one year old black Labrador, there is no extra food bowl to lick out! The children have also lost a friend. She was never that into the children, if the truth be told, but she was a constant in their lives.

We were lucky to have one final walk in the park before Maggi left us. The sun shone and birds sang in the trees. Now we will bury her under her special tree. The children will hang a tennis ball in her memory.

Dogs bring so much happiness into our lives. Once the tears have dried, we will remember what Dr. Seuss once said: "Don't cry because it's over; smile because it happened."

(298 words)

Adapted from an article by Ben Fogle: *The Sunday Telegraph*, 6, March 2016

### What are the main ideas in this text?

Possible further questions (not known to the pupil):

1. How would you describe Maggi's personality?
2. Why does the writer not feel too sad at the end of the article?

# EUROPEAN BACCALAUREATE ENGLISH LANGUAGE IV

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Oral exam: example for an image

## LEISURE TIME WITH FRIENDS



**Question:** We would like you to talk to us about this picture please.

Possible further questions (not known to the student):

1. How do you like to spend your leisure/free time?
2. Do you like to listen to music or to play an instrument?



**DEUTSCH – SPRACHE IV**

BEISPIEL für das neue Prüfungsformat schriftliches Abitur  
(Az. 2016-07-D-12-de-2 „Lehrplan für alle L IV Sprachen“)

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

**Zulässige Hilfsmittel:** keine

**Anweisungen:** Bearbeiten Sie **beide** Teile.

**EUROPÄISCHE ABITURPRÜFUNG  
DEUTSCH - SPRACHE IV**

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**Teil 1  
Leseverständnis  
60 Punkte**

**A. Literarischer Text  
30 Punkte**

**Aufgabe 1**

**(10 Punkte)**

Der folgende Text hat Lücken. In der rechten Spalte stehen **zwei** Wörter. Wählen Sie bitte das passende Wort aus und schreiben Sie es in die Lücke. Es gibt jeweils nur **eine** richtige Lösung. Pro richtiger Lösung wird 1 Punkt vergeben.

**Werner Färber: *Wie viele Level hat dein Leben?***

*Christopher ist zu Hause in seinem Zimmer, als ihn sein Vater zum Abendessen ruft.*

Das sind die Momente, in denen _____	<i>sie / sich</i>
Christopher über die Prinzipienreiterei seines Vaters aufregt. Warum _____ er nicht, dass es	<i>kapiert / kaputt</i>
Wichtigeres gibt, als _____ am Tisch zu	<i>gemeinsam / single</i>
sitzen? Bloß weil er beruflich andauernd _____ ist, muss er immer alle um sich	<i>unterwegs / auf Wegen</i>
haben, wenn er zufällig mal zur _____ da	<i>Tatort / Essenszeit</i>
ist. Dass _____ des Essens die Glotze läuft,	<i>während / bevor</i>
ist undenkbar. Dasselbe gilt auch für Musik. Damit	<i>unternehmen / unterhalten</i>
man sich zivilisiert _____ kann, wie	<i>schönen / guten</i>
sein Vater immer betont. Bevor man endlich essen	<i>Programm / Fernsehen</i>
darf, hat man sich _____ Appetit zu wünschen.	<i>einzig / Feind</i>
Das ganze _____.	
Und ohne Constantin, seinem _____	
Verbündeten in dieser Sache, steht er auf	
verlorenem Posten.	

# EUROPÄISCHE ABITURPRÜFUNG DEUTSCH - SPRACHE IV

## Aufgabe 2

(10 Punkte)

Lesen Sie den folgenden Text.

Also speichert Christopher sein Computerspiel und humpelt nach unten.

„Was macht das Bein?“, eröffnet sein Vater das Tischgespräch.

„Ganz okay. Tut immer weniger weh.“ [...]

„Und deine Freundin?“, unterbricht sein Vater.

5 „Hä?“ Christopher schaut ihn verwundert an. Er wendet sich an seine Mutter: „Was soll das denn jetzt?“, fragt er genervt.

„Deine Mutter hat mir schon alles erzählt“, erklärt sein Vater mit einem Augenzwinkern.

10 „Ma?! Katharina und ich haben Hausaufgaben gemacht!“, sagt Christopher verärgert.

„Aber das muss dir doch nicht peinlich sein“, entgegnet seine Mutter in verständnisvollem Ton.

„Peinlich? Mir? Wenn hier irgendetwas peinlich ist, dann sind das deine bescheuerten Anspielungen“.

15 „Christopher!“, knattern seine Eltern wie aus einem Mund.

„Was denn?“, Christopher nimmt die Serviette und wirft sie auf den vollen Teller.

„Christopher, jetzt reicht's mir aber!“, sagt sein Vater scharf.

„Ja, mir auch.“ Er rückt den Stuhl vom Tisch und humpelt, so schnell es geht davon.

„He, so läuft das aber nicht! Komm sofort zurück!“, hört er seinen Vater rufen.

20 „Lass ihn, Gerald“, hört Christopher seine Mutter sagen. „Beruhigt euch erst mal. Alle beide sonst gibt es nur noch mehr Stress.“

(310 Wörter)

Werner Färber: *Wie viele Level hat dein Leben?* Ravensburger Buchverlag 2011. Text leicht gekürzt und verändert. S.55-57.

Sind folgende Aussagen **richtig** oder **falsch**? Kreuzen Sie an.

Nur **eine** Antwort ist richtig. Pro richtiger Lösung erhält man 1 Punkt.

	richtig	falsch
1. Christophers Vater beginnt das Gespräch.		
2. Christopher hat einen Computer.		
3. Christopher ist verletzt.		
4. Christopher hat kein Problem mit seinem Vater.		

## EUROPÄISCHE ABITURPRÜFUNG DEUTSCH - SPRACHE IV

5. Katharina isst mit der Familie zu Abend.		
6. Während des Abendessens hört die Familie Musik.		
7. Die Eltern mögen es nicht, dass Christopher eine Freundin hat.		
8. Christopher ist von seinen Eltern genervt.		
9. Der Vater freut sich, dass Christopher den Tisch verlässt.		
10. Die Mutter möchte weniger Streit zwischen Christopher und seinem Vater.		

### Aufgabe 3

**(10 Punkte)**

Was steht im Text? Kreuzen Sie die richtige Antwort an. Nur **eine** Antwort ist richtig  
Pro richtiger Antwort erhält man 2 Punkte.

Nr.			Q
1	Der Vater	interessiert sich für Christopher	
		hat kein Interesse an Christopher.	
		ist nur an sich selbst interessiert.	
2	Christopher ist in seinem Zimmer und	hört Musik.	
		schaut Fernsehen.	
		spielt am Computer.	
3	Die Mutter und der Vater	sprechen über ihren Sohn Christopher.	
		streiten wegen ihres Sohnes Christopher	
		bringen ihren Sohn Christopher ins Krankenhaus.	
4	Die Mutter hat Verständnis dafür,	dass Christopher mit seinem Vater Streit hat.	
		dass Christopher mit Katharina Hausaufgaben macht.	
		dass Christopher eine Freundin hat.	
5	Christopher steht vom Tisch auf,	weil er fertig gegessen hat.	
		obwohl er noch nicht fertig gegessen hat.	
		damit er fertig essen kann.	



# EUROPÄISCHE ABITURPRÜFUNG DEUTSCH - SPRACHE IV

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## B. Nicht-literarischer Text 30 Punkte

### Digitale Diät

#### Ein Tag ohne Smartphone? Eine gute, aber schwierige Aufgabe

88 Mal am Tag nehmen wir unser Smartphone in die Hand. Oder anders gesagt: Alle 18 Minuten schauen wir auf unser Handy. 2,5 Stunden täglich beschäftigen wir uns mit dem Gerät. Zum Telefonieren nutzen wir es allerdings nur knapp 10 Minuten. Das haben Forscher der Universität Bonn herausgefunden. Dafür haben sie 60 000  
5 Menschen mit einer App beobachtet. So haben sie erfahren, wie oft und wofür wir das Handy benutzen: 35 Minuten benutzen wir im Schnitt Whats App, 30 Minuten spielen wir und 15 Minuten sind wir täglich bei Facebook.

Die Gruppe der 17- bis 25- Jährigen nutzt das Smartphone am meisten. Mehr als drei Stunden sind es insgesamt. Das Fazit der Forscher ist: Das Smartphone macht  
10 unglücklich, unproduktiv und abhängig: „ Auf das Handy sollte man nicht ganz verzichten, aber verantwortungsvoller damit umgehen“, meint der Juniorprofessor für Informatik Alexander Markowetz.

Warum also nicht mal einen Tag ohne Smartphone, Tablet oder Computer verbringen? 67 Prozent der Deutschen können sich eher vorstellen, auf Alkohol zu verzichten als  
15 auf ihr Handy. 98% der Jugendlichen haben ein Handy, sie sind fast immer erreichbar. Deshalb hat ein Jugendportal im Internet sich die „Real Life Challenge“ ausgedacht. Jugendliche sollen mit diesem Spiel über die digitale Kommunikation im Alltag nachdenken. Die Spieler geben sich dabei Aufgaben. Man soll dann zum Beispiel „24 Stunden Handyfasten“ oder „telefonieren statt buchstabieren“.

(233 Wörter)

Leicht gekürzter Text von Melanie Helmers aus Presse und Sprache, März 2016;  
Quelle des Artikels: [www.handysektor.de](http://www.handysektor.de)

### Aufgabe 1

(2 Punkte)

Was ist das Thema des Textes? Kreuzen Sie an.

- Spezielle Apps und Spiele für das Handy, die bei einer Diät helfen.
- Viele junge Menschen sind zu dick, weil sie zu viel Zeit mit dem Smartphone verbringen.
- Viele Jugendliche verbringen extrem viel Zeit mit dem Smartphone, noch mehr als die ältere Generation.

# EUROPÄISCHE ABITURPRÜFUNG DEUTSCH - SPRACHE IV

## Aufgabe 2

**(2 Punkte)**

Was ist richtig? Kreuzen Sie an. Zwei Antworten sind richtig. Für jede richtige Antwort gibt es einen Punkt.

Der Text will

- Werbung für eine neue Smartphone-App machen.
- motivieren, mehr im Internet als mit dem Smartphone zu spielen.
- informieren, dass Smartphones schlecht sein können.
- zeigen, wie viel Zeit wir mit dem Smartphone verbringen

## Aufgabe 3

**(8 Punkte)**

Entscheiden Sie, ob die Aussagen richtig (R) oder falsch (F) sind!  
Machen Sie in das betreffende Feld ein Kreuz!

	R	F
1. Wir nehmen unser Handy durchschnittlich alle 88 Minuten in die Hand.		
2. Wir benutzen das Smartphone täglich nur wenige Minuten zum Telefonieren.		
3. Unter 30jährige benutzen das Smartphone am meisten.		
4. Forscher denken, häufiges Benutzen von Smartphones macht froh.		
5. Mehr als die Hälfte der Deutschen wollen lieber keinen Alkohol trinken als ihr Handy nicht zu benutzen.		
6. Jugendliche, die kein Handy haben, sind eine große Ausnahme.		
7. Die „Real Life Challenge“ wurde für Jugendliche erfunden, die kein Handy haben.		
8. Bei der Challenge geben Spieler anderen Spielern Aufgaben.		

## Aufgabe 4

**(12 Punkte)**

Ordnen Sie die verschiedenen **Zitate (1-6) aus dem Text** den richtigen **Definitionen (A-H)** zu. Zwei Definitionen bleiben übrig.

**Zitate:**

<b>1</b>	„täglich beschäftigen“	(Zeile 2)
<b>2</b>	„benutzen wir im Schnitt“	(Zeile 6-7)
<b>3</b>	„Das Fazit ist“	(Zeile 10)
<b>4</b>	„nicht ganz verzichten“	(Zeile 11-12)
<b>5</b>	„sie sind fast immer erreichbar“	(Zeile 16-17)
<b>6</b>	„telefonieren statt buchstabieren“	(Zeile 21)

**Definitionen:**

<b>A</b>	nicht vollständig damit aufhören
<b>B</b>	keine SMS schreiben, sondern anrufen
<b>C</b>	sich auf etwas freuen
<b>D</b>	jeden Tag etwas machen
<b>E</b>	man kommt zu dem Ergebnis
<b>F</b>	man ruft sie an oder schreibt eine SMS und bekommt gleich eine Antwort
<b>G</b>	keine Lust haben
<b>H</b>	durchschnittliche Verwendung

Zitate	1	2	3	4	5	6
<b>Definition/Buchstabe</b>						

# EUROPÄISCHE ABITURPRÜFUNG DEUTSCH - SPRACHE IV

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## Aufgabe 5

(6 Punkte)

Finden Sie zu jedem Satz das passende Ende. Schreiben Sie die Nummer des Satzes in das Kästchen. Für jede richtige Lösung gibt es zwei Punkte.

1. Wenn man zu viel Zeit mit dem Smartphone verbringt, .....
  2. Wer sein Handy verantwortungsvoll verwendet, .....
  3. Weil Jugendliche besonders viel Zeit mit dem Smartphone verlieren, .....
- ....., soll ein Internet-Spiel sie wieder ins „echte Leben“ zurückbringen.
  - ....., kann das dazu führen, dass nichts Anderes im Leben mehr Platz hat.
  - ....., muss kein schlechtes Gewissen haben.

# EUROPÄISCHE ABITURPRÜFUNG DEUTSCH - SPRACHE IV

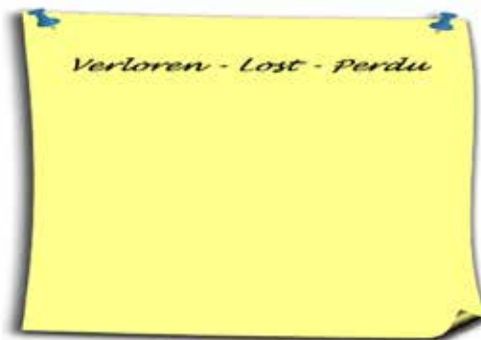
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## Teil 2

### Textproduktion 40 Punkte

Wählen Sie **zwei** aus den folgenden drei Aufgaben.  
Schreiben Sie nur in den deutlich markierten Vordruck.  
Zählen Sie die Wörter Ihres Textes und schreiben Sie die Anzahl in das vorgegebene Feld am Ende.

#### 1. Schwarzes Brett



Sie haben in der Schule einen Gegenstand verloren, der Ihnen sehr wichtig ist. Hat ihn vielleicht jemand gefunden? Sie schreiben einen kleinen Text und hängen ihn an das Schwarze Brett der Schule.

In Ihrer **Mitteilung**

- informieren Sie, wo und wann Sie den Gegenstand verloren haben,
- beschreiben Sie den Gegenstand,
- erklären Sie, warum er Ihnen so wichtig ist,
- schreiben Sie, was der Finder jetzt tun soll.

Schreiben Sie etwa **200** Wörter.

oder

#### 2. Anzeige

Sie lesen folgende Anzeige in einer Zeitung:

CAMPUS AUSTRIA  
Sprachferien in Österreich  
Campus-Austria organisiert für Schüler/innen im Alter bis zu 20 Jahren in den Osterferien (25.3.-31-3-2016) einen Sprachenurlaub.  
Sie wohnen eine Woche bei einer österreichischen Gastfamilie und haben täglich, je nach Wahl, zwischen drei und sechs Stunden Deutschunterricht am CAMPUS AUSTRIA.  
Sie wohnen in Innsbruck, Klagenfurt, Graz oder Wien.  
Kosten: 500 Euro, alles inklusive.  
Bei Interesse schreiben Sie eine E-Mail an [sprachferienzuostern@campus-austria.at](mailto:sprachferienzuostern@campus-austria.at)

# EUROPÄISCHE ABITURPRÜFUNG DEUTSCH - SPRACHE IV

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Antworten Sie auf die Anzeige mit einer **E-Mail**, indem Sie

- sich vorstellen,
- von Ihrem Deutschunterricht erzählen und schreiben, warum und in welcher Stadt Sie die Sprachferien machen könnten,
- organisatorische Fragen stellen und
- um genauere Infos und Prospekte bitten.

Schreiben Sie etwa **200** Wörter.

oder

### 3. Germany's Next Topmodel



Die Casting Show mit dem deutschen Model Heidi Klum geht ab dem 4. Februar 2017 in eine neue Runde.

Schreiben Sie einen **Blog** für die Website Ihrer Schule, in dem Sie formulieren,

- warum Sie solche Sendungen gut finden/schlecht finden,
- warum Sie an einer solchen Sendung teilnehmen wollen oder nicht und
- ob Sie denken, dass eine solche Sendung eine wirkliche Karriere fördern kann oder nicht.

Schreiben Sie etwa **200** Wörter.

# EUROPÄISCHE ABITURPRÜFUNG DEUTSCH - SPRACHE IV

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## BEISPIEL für das neue Prüfungsformat mündliches Abitur

Beispiel mündliche Prüfung – literarischer Text

### Beate Teresa Hanika: Nirgendwo in Berlin

Wie schrecklich deprimierend sechs Wochen freie Zeit sein können. Sechs Wochen Sommerferien. Sechs Wochen alleine in einer fremden Stadt.

Du bist doch nicht alleine, sagt Moa und legt mir tröstend den Arm um die Schultern.

Wir stehen am Fenster meines neuen Zimmers und sehen hinunter auf die Straße.

5 Du hast doch Buster, und ich bin ja auch noch da, sagt sie.

Buster rührt sich nicht. Er hört nicht so gut, eigentlich ist er fast taub, von Geburt an. Das ist bei Albino-Boxerhunden so. Er ist fast taub und ziemlich hässlich. Trotzdem würde ich ihn nicht gegen einen anderen Hund eintauschen.

Du bist doch auch nie da, sag ich leise.

10 Meine Mutter seufzt. Sie weiß, dass ich Recht habe. Sie hat einen neuen Job bekommen, bei der Zeitung, den Job, den sie immer wollte. Sie kann schreiben, fotografieren und hat mit Menschen zu tun. Nicht wie früher bei dem Käseblatt – so nannte sie unsere Zeitung auf dem Dorf-, wo sie bis jetzt angestellt war und über Taubenzüchtervereine und Trachtengruppen schreiben musste. Schließlich hat sie  
15 Journalismus studiert, sagt sie immer.

Es tut mir so leid, Greta, sagt sie, aber es wird bestimmt gut hier. Wir sind in Berlin. Du wirst neue Freunde haben, und bis die Schule wieder anfängt, wirst du hier nicht mehr weg wollen. Ich verspreche es dir.

20 Zusammen lehnen wir uns aus dem offenen Fenster. Es ist sehr heiß. Hier oben steht die Luft. Unten stehen ein paar Jugendliche herum. Sie kicken Bierdosen über die Straße. Wir sind die letzte Straße vor den Bahnliesen, weiter drüben war die Mauer, wo genau, weiß ich nicht, nur dass sie da mal war. Hier fahren kaum Autos. Einer der Jugendlichen legt sich mitten auf die Straße. Die anderen schütten ihn mit Bier voll.

He, Konrad, schreien sie, willst'ne Dusche ....

25 Meine neuen Freunde, was, sag ich zu Mona, toll. Solche Freunde hab ich mir immer schon gewünscht.

(314 Worte)

*Quelle:* Beate Teresa Hanika: Nirgendwo in Berlin. Frankfurt/Main 2011, S. 7-8

#### **Aufgabe:**

Geben Sie in eigenen Worten die Situation wieder, die Greta hier beschreibt.

Mögliche weitere Fragen zum Text (sind dem Schüler nicht bekannt):

1. Was ist Gretas Mutter von Beruf?
2. Warum ist Greta mit ihrer Mutter nach Berlin gezogen?
3. Wer ist Buster?

## Gratis-Umarmung wärmt das Herz

„Nein, wir sind nicht von der Kirche und wollen auch kein Geld“: Julia (18), Carsten (19) und Marc (20) wollen einfach eine Umarmung verteilen

- Kiel.** Kostenlos und nur mal eben so, „weil Umarmungen schön sind und weil  
5 Weihnachten vor der Tür steht“. Deshalb haben die Auszubildenden Schilder gemalt mit dem Spruch „gratis Umarmung“ auf der einen Seite und einem „free hugs“ auf der Rückseite (für die internationalen Besucher). So ausgestattet zogen sie gemeinsam am Wochenende über den Kieler Weihnachtsmarkt.
- „Viele gehen vorbei, lesen unsere Schilder und lächeln., doch trauen sich dann doch  
10 nicht, uns zu drücken“, sagt Julia, die mit weit geöffneten Armen („Man muss den Menschen entgegenkommen“) auf den nächsten vorbeieilenden Besucher zugeht und sich umarmen lässt. „Vielen anderen müssen wir unsere Handlung erklären und ihnen klarmachen, dass wir weder Taschendiebe sind, noch Telefonnummern oder einen neuen Freund, eine neue Freundin suchen“, sagt auch Marc. Und trotz dieser  
15 Erklärung ist das Staunen, aber auch die Freude der Umarmten über die ungewöhnliche Idee groß. „Alle gehen mit einem Lächeln auf dem Gesicht weiter“, sagt Carsten. „Genau das ist unser Ziel: Dass man nicht mehr einfach so, vielleicht noch mit unzufriedenem Gesicht, aneinander vorbeigeht.“
- Doch wie kommt man auf eine solche Idee? „Wir haben im Internet von einer  
20 Kampagne eines Australiers gelesen, der nach langen Jahren zurück in seine Heimat kam und dort Schwierigkeiten hatte, Anschluss zu finden und sich heimisch zu fühlen. Der hat sich das ausgedacht. Die ‚free hugs‘-Geschichte hat sich dann über das Netz verbreitet“, erklärt Carsten, der wie seine Freunde die Idee dahinter, die einfache Umsetzung und das wunderbare Ergebnis „einfach nachahmenswert“ findet. An die  
25 fünfhundertmal wurden die drei an diesem Tag von Besuchern des Weihnachtsmarktes umarmt. Mit einer kleinen Videokamera haben sie die schönsten Umarmungen festgehalten und zeigen diese bei „You Tube“ „Auf dass sich diese schöne Idee auch nach Weihnachten noch weiter verbreitet.“

311 Wörter)

aus: Kieler Nachrichten: 14.12.2009 URL: <http://www.kn-online.de/News/Nachrichten-aus-Kiel/Gratis-Umarmung-waermt-das-Herz> [letzter Zugriff: 12.04.2016]. Text leicht verändert und gekürzt.

**Aufgabe:** Was sind die zentralen Aussagen des Textes?

Mögliche weitere Fragen zum Text (sind dem Schüler nicht bekannt):

1. Was machen Julia, Carsten und Marc auf dem Weihnachtsmarkt in Kiel?
2. Wie reagieren die Leute auf die drei Jugendlichen?
3. Was wollen Julia, Carsten und Marc mit ihrer Aktion erreichen?

Beispiel mündliche Prüfung –Impulsbild

GESUNDES LEBEN



**Aufgabe:**

Formulieren Sie Ihre Gedanken zum Thema „Gesundes Leben“. Nehmen Sie dafür das Bild als Ausgangspunkt.

Mögliche weitere Fragen (sind dem Schüler nicht bekannt):

1. Was ist ein gesundes Leben für Sie?
2. Was tun Sie, um ein gesundes Leben zu führen?
3. Kann man „gesundes Leben“ auch übertreiben?



## FRANÇAIS LANGUE IV

EXEMPLE pour la nouvelle structure de l'épreuve écrite du BAC  
Réf. : 2016-07-D-12-fr-2 « Programme pour toutes les langues IV »

**Durée de l'examen :**

3 heures (180 minutes)

**Matériel autorisé :**

Aucun

**Remarques particulières :**

Vous traitez les **deux** parties.

# BACCALAURÉAT EUROPÉEN FRANÇAIS LANGUE IV

## PREMIÈRE PARTIE

Compétence de lecture : 60 points

### A. Texte non littéraire 30 points

#### Trésors de la ville de Lille

*Bienvenue au cœur de la capitale du nord de la France ! Une cité à visiter et à déguster en toute saison ...*

Après avoir été capitale culturelle de l'Europe en 2004, Lille ne s'est pas endormie sur ses lauriers, loin de là ! Plus accueillante et vivante que jamais, elle est très riche en innovations et en expositions captivantes, sans oublier son côté festif et accueillant. A une quarantaine de minutes en TGV depuis Bruxelles, et 1h40 en voiture, la Belle du Nord se visite toute l'année sans modération. Et surtout, nul besoin de marcher des kilomètres, le cœur de la ville offre un grand nombre de lieux à découvrir. En dix minutes à pied de la gare, le centre de Lille dévoile tous ses atouts de capitale du nord : son architecture, sa gastronomie, ses accents, sa convivialité ...

Le vieux Lille est l'objet de visites guidées avec ses quartiers anciens qui témoignent d'influences multiples. La modernité, elle, se découvre à Euralille avec son architecture futuriste (dès la sortie de la gare TGV). Le beffroi de Lille vaut la peine qu'on y monte. Achievé en 1931 et inscrit au patrimoine mondial de l'Unesco, il domine la cité du haut de ses 104 mètres et offre un poste d'observation idéal.

#### Savoureuses récompenses...

Après toutes ces balades, découvrons l'un des aspects les plus souriants de la ville : sa gastronomie et ses spécialités de bouche. Lille abrite une quantité impressionnante de bonnes adresses : restaurants, tavernes, chocolatiers, pâtisseries... Des surprises appétissantes s'offrent à chaque détour de ruelle. Comme dans ce temple de la tradition pâtissière d'autrefois qu'est la Maison Meert avec ses pâtisseries et ses gaufres fourrées à la vanille... Et ce, depuis 1949 ! Notre roi des Belges Léopold Ier en raffolait...

#### Les Belges s'y sentent chez eux.

Qui dit nord de la France dit brasseries ! Avec leurs ambiances chaleureuses, ces lieux rétros déclinent le savoir-faire traditionnel de la cuisine de grand-mère dans une atmosphère amicale. Tables et chaises en bois, déco d'autrefois, tableaux anciens... composent l'univers idéal pour déguster les bières artisanales et locales au tonneau. Les Belges s'y sentent vraiment chez eux et sont les rares visiteurs à savoir prononcer les plats tels que le waterzooï. Sans oublier les carbonnades flamandes ou la crêpe gratinée au Maroilles.

(361 mots)

*Télépro*, hors-série, pages 23-24, 35 escapades près de chez vous, mars-avril-mai 2016

#### Exercice 1 : quel est le thème de ce texte ? Cochez la bonne réponse (2 points)

- La ville de Lille a des monuments intéressants
- La ville de Lille est très éloignée de la Belgique

#### Exercice 2 : vrai ou faux, cochez la bonne réponse (9 points : 3 points par bonne réponse)

	VRAI	FAUX
<b>Après 2004, Lille est tombée dans un sommeil</b>		

# BACCALAURÉAT EUROPÉEN

## FRANÇAIS LANGUE IV

<i>culturel</i>		
<i>Le vieux Lille reflète un passé très divers</i>		
<i>Les Belges ne se sentent pas chez eux à Lille</i>		

### Exercice 3 : choisissez la bonne réponse (9 points : 3 points par bonne réponse)

Les brasseries sont des lieux (1 seule réponse / 5 points par bonne réponse)

- d'innovation culinaire
- où s'exprime la tradition culinaire
- peu accueillants

Pour visiter Lille (1 seule réponse / 5 points par bonne réponse)

- il est nécessaire de beaucoup se déplacer
- il est possible de tout faire à pied
- il n'y a pas de visites guidées

A Lille, on peut déguster des bières artisanales (1 seule réponse / 5 points par bonne réponse)

- de Belgique
- de France
- du nord de l'Europe

### Exercice 4 : complétez les mots manquants en choisissant parmi la liste proposée ci-dessous (10 points : 2 points par bonne réponse)

adresse- nombreux - se restaurer –  
cadre-spécialités

Le texte présente une \_\_\_\_\_ de pâtisserie rencontrée au milieu des \_\_\_\_\_ lieux où l'on peut \_\_\_\_\_. Ils offrent un \_\_\_\_\_ qui entraîne vite dans le passé. Les Belges n'ont pas de mal à donner le nom des \_\_\_\_\_ de leur pays.

# BACCALAURÉAT EUROPÉEN

## FRANÇAIS LANGUE IV

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### B. Texte littéraire

#### 30 points

Un jeune homme, Alexis, écrit une longue lettre à sa femme pour lui expliquer pourquoi il veut partir.

5 J'ai été élevé par les femmes. J'étais le dernier fils d'une famille très nombreuse ; j'étais de nature  
maladive ; ma mère et mes sœurs n'étaient pas très heureuses ; voilà bien des raisons pour que je  
fusse aimé. Il y a tant de bonté dans la tendresse des femmes que j'ai cru longtemps remercier  
Dieu. Notre vie, si austère était froide en surface ; nous avons peur de mon père ; plus tard, de  
mes frères aînés ; rien ne rapproche les êtres comme d'avoir peur ensemble. Ni ma mère, ni mes  
10 sœurs n'étaient très expansives. On ne se figure pas ce qu'a de rassurant, pour un enfant inquiet  
tel que je l'étais alors, l'affection paisible des femmes.

(119 mots)

Marguerite YOURCENAR, *Alexis ou le traité du vain combat*, Gallimard, 1929.

#### Exercice 1 : cochez la bonne réponse (8 points : 1 seule réponse / 4 points par bonne réponse)

Alexis était le dernier fils de la famille. Etait-il ? (1 seule réponse / 4 points par bonne réponse)

- l'aîné
- le cadet
- le benjamin

Alexis s'est rapproché de sa mère et de ses sœurs (1 seule réponse / 4 points par bonne réponse)

- parce qu'il était malade
- parce qu'il était inquiet
- parce que la peur les a unis

Exercice 2 : donnez un exemple de phrase qui est une réflexion générale. (4 points)

Exercice 3 : complétez les 5 mots manquants en choisissant parmi la liste proposée ci-dessous (10 points : 2 points par bonne réponse)

rupture - douloureux - justification - retour -

Le personnage écrit sur un ton \_\_\_\_\_ une lettre de \_\_\_\_\_. Cet effort de \_\_\_\_\_ entraîne le \_\_\_\_\_ vers sa jeunesse

Exercice 4: Choisissez la bonne phrase (8 points : 4 points par bonne réponse)

1. (1 seule réponse / 4 points par bonne réponse)

- Alexis appréciait la présence des femmes.
- Alexis appréciait la présence de son père.
- Alexis appréciait la présence de sa famille.

2. (1 seule réponse / 4 points par bonne réponse)

- La mère et les sœurs d'Alexis exprimaient leurs sentiments.
- La mère et les sœurs d'Alexis ne manifestaient pas leurs sentiments.
- La mère et les sœurs d'Alexis n'apportent pas la tranquillité.

# BACCALAURÉAT EUROPÉEN

## FRANÇAIS LANGUE IV

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### DEUXIÈME PARTIE

#### Production écrite

40 points

Vous choisirez **deux** tâches à réaliser parmi les trois suivantes.

**Sujet 1** : Vous êtes étudiant dans une université à l'étranger et vous recevez le courriel d'un élève du secondaire d'une Ecole européenne vous demandant des informations sur cet établissement. Vous lui répondez par **courriel** et recommandez cette université. Veillez à :

- préciser la localisation de cette université (pays, ville),
- présenter cette université (sa taille, son environnement),
- évoquer les points positifs et négatifs des conditions d'étude.

Votre texte fera **200 mots** environ.

**OU**

**Sujet 2** : Vous vivez une expérience humanitaire très forte en travaillant en Afrique pour aider les populations les plus pauvres. Vous faites le récit de cette expérience dans votre **journal intime** en racontant quelques jours marquants.

- évoquer le village ou la ville en Afrique ainsi que les populations concernées,
- évoquer votre première rencontre avec ces populations,
- décrire vos activités quotidiennes.

Votre texte fera **200 mots** environ.

**OU**

**Sujet 3** : Vous avez décidé de faire vos études à Paris. Pour cela, vous devez trouver un logement. Rédigez une **annonce** pour :

- vous présenter,
- décrire le logement que vous recherchez,
- préciser la durée de location,
- décrire l'environnement qui vous conviendrait,
- demander le montant du loyer.

Votre texte fera **200 mots** environ.

# BACCALAURÉAT EUROPÉEN

## FRANÇAIS LANGUE IV

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Exemple : épreuve orale - texte non littéraire

### Les bienfaits du silence

*Que se passe-t-il lorsqu'on est confronté au silence ? Des spécialistes du cerveau répondent à partir de leurs propres expériences.*

Pourquoi les scientifiques aiment-ils tant le silence ? Pour le savoir, [Daniel A. Gross](#), un journaliste scientifique, a posé cette question à des scientifiques et des neurologues et voici ce qu'ils ont répondu.

5 Pour le spécialiste italien Luciano Bernardi, *"il y a quelques siècles, la société c'était beaucoup de silence et quelques moments plus bruyants. Maintenant, c'est l'inverse. Au point que le silence est presque devenu un luxe. Pour trouver un silence de qualité, il faut pratiquement se retirer en montagne ou dans des centres de méditation."*

10 Après avoir étudié les effets de la musique et du silence sur le cerveau de souris du laboratoire, Imke Kirste s'est demandé si sa propre vie n'était pas trop polluée par le bruit. *"Lorsqu'on étudie le silence, on apprend surtout à écouter différemment"* précise le chercheur. Depuis ces recherches, elle a pris conscience du bruit permanent qui l'entourait. Mais aussi à quel point cela représentait une distraction auditive qui la poussait vers la dispersion. Car, selon elle, *"l'apprentissage de la solitude - et du silence qui en découle - donne justement forme à de nouvelles idées ou pistes de recherche."*

15 Zoran Josipovic, un neuroscientifique, a scanné le cerveau de moines bouddhistes lorsqu'ils étaient état de méditation. S'il a fait ce genre de recherche, c'est qu'il médite lui-même et voulait savoir comment cela marche. Pour lui, il ne fait pas doute que le silence est plus que bénéfique. *"Dans un endroit calme et retiré, l'entière du système sensoriel commence à se détendre et à s'ouvrir à de nouvelles perspectives."*

20 Le neuroscientifique Marcus Raichle raconte, pour sa part, que les meilleures pensées émergent dans les endroits calmes. *"Le calme m'aide à passer en revue les pensées qui me traversent l'esprit"*. Pour Dave Kraemer, qui étudie les mécanismes d'un auditoire, *"le silence m'aide à reconnaître mes émotions, un peu comme une page blanche fait ressortir l'encre des mots"*.

(332 mots)

Le Vif, version en ligne, 05/01/2015.

### Quelles sont les idées principales de ce texte ?

Autres questions possibles (l'élève n'en a pas connaissance au préalable) :

1. Quelles sont les occasions où vous aimez le silence ?
2. Avez - vous fait une expérience importante du silence ? Laquelle ?

# BACCALAURÉAT EUROPÉEN

## FRANÇAIS LANGUE IV

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Exemple : épreuve orale - texte littéraire

**Laurent Gaudé, *Eldorado*** (extrait)

*Le titre de ce roman rappelle le nom du pays où les conquérants espagnols espéraient trouver de l'or, en Amérique du Sud. Soleiman et son grand frère Jamal s'apprêtent à quitter leur pays pour l'Europe dans le but de fuir la misère. Un homme, « le guide », va leur montrer le chemin.*

- Ecoute, mon frère. Et ne dis rien.

5 Nous nous sommes mis à l'écart. Le guide est descendu un peu plus bas, puis il s'est assis sur une pierre en attendant que nous ayons fini. Je pense à des problèmes d'argent. Immédiatement. Peut-être Jamal n'avait-il pas assez pour payer les billets de deux passages. Je voudrais lui dire qu'il ne doit pas s'en faire. Je me débrouillerai et le rejoindrai. Nous sommes en Libye. Plus rien ne m'arrêtera. Mais il parle et cette phrase n'est pas celle que j'attendais :

10 - Je ne peux pas venir avec toi.  
- Jamal. S'il n'y a de l'argent que pour une personne, c'est à toi de passer. Ne t'inquiète pas, je...  
Il ne me laisse pas finir.  
- Je suis venu simplement pour t'accompagner. Je ne peux pas poursuivre.  
- Qu'est-ce que tu racontes ?

15 - Soleiman.  
- Viens. Dépêche-toi.  
- Soleiman. Je suis malade.  
Les lézards se sont immobilisés sous les roches. Les oiseaux ont interrompu leur chant.  
- Que dis-tu ?

20 - Malade. Oui. Je voulais t'accompagner et t'emmener jusqu'à la frontière. Mais je ne pourrais pas aller plus loin. Je ne pourrais pas faire le voyage. [...]

Je regarde mon frère. Je suis perdu.

- Où est-ce que je vais, Jamal ?

25 Je ne sais même pas où je pars. Il voit mon trouble. Alors, il s'approche de moi et m'entoure de son calme. Il m'explique qu'il a payé pour tout, que je n'ai plus à me soucier de rien, simplement me concentrer sur mes forces et aller jusqu'au bout. La voiture m'emmène à Al-Zuwarah, sur la côte libyenne. Elle me déposera dans un appartement où les passeurs viendront me chercher. Je paierai la deuxième moitié à ce moment-là, pour la traversée. Jamal parle lentement. Il a tout calculé. Tout prévu. Il me demande si j'ai bien compris. Je ne parviens pas à penser que je vois mon frère pour la dernière  
30 fois. La tête me tourne. J'ai besoin d'appui. C'est alors que Jamal enlève de son cou un collier et me le tend. Je ne bouge pas. Je suis sans force. Il me le met doucement autour du cou. C'est un collier de perles vertes. J'ai toujours vu mon frère avec. Je sens le contact froid des perles sur ma peau. Il n'a pas dit un mot. Il doit être comme moi, incapable de prononcer une parole. Il me serre à nouveau dans ses bras avec force.

(408 mots)

Laurent Gaudé, *Eldorado*, 2006, J'ai lu, pp. 83, 84, 89.

**Quelles sont les principaux aspects de la situation racontée dans ce texte ?**

Autres questions possibles (l'élève n'en a pas connaissance au préalable) :

1. Ce récit vous a-t-il ému ? Pourquoi ?
2. Selon vous, qu'apporte de plus ce récit littéraire aux articles des journaux sur les migrants ?

**EXEMPLE** pour la nouvelle structure de l'épreuve orale du BAC  
– image

## **La ville**



**En vous fondant sur cette image, formulez vos réflexions sur le thème de « la ville ».**

Autres questions possibles (l'élève n'en a pas connaissance au préalable) :

1. Regardez-vous la ville, et que regardez-vous volontiers ?
2. Vous sentez-vous bien dans l'espace de la ville ? Dans certains espaces ?