



**Schola Europaea**

Office of the Secretary-General

**Pedagogical Development Unit**

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**ENGLISH VERSION**

## **Syllabus for all LIV 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**

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<sup>1</sup> Further to the decision of the BIS taken by Written Procedure 2020/16 on 15 May 2020, the approved written examination material for all LIV languages for use with the new marking system in the European Baccalaureate was inserted in the syllabus

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## 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+

## 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.

## 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 understand familiar words and everyday expressions relating to himself/herself, his/her family and his/her environment, if people speak slowly and distinctly

read and understand short, simple texts of an everyday nature

interact in a simple way, and ask and answer simple questions in areas of practical need or on very familiar topics

use simple phrases and sentences to describe persons and things familiar to him/her

write short simple texts on familiar topics and fill in forms

demonstrate basic understanding of the culture of the target language countries/communities

relate elements of his/her existing cultural awareness to elements of the culture of the target countries/communities

identify and apply basic strategies for learning languages

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

## Content

### 2nd cycle (S 4 – S 5)

By the end of cycle 2 the student should have acquired

- basic knowledge of pronunciation, intonation and spelling rules
- knowledge of basic vocabulary and expressions

- knowledge of basic morphology and basic grammatical structures
- knowledge of how to use dictionaries and other resources including ICT
- an awareness of the culture of target language countries/communities
- 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

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

## **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.

## Attainment descriptors in L 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> 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.	The student demonstrates an <b>excellent</b> 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.
<b>8-8.9</b>	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.
<b>3-4.9</b>	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.

<b>0-2.9</b>	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>

## Annex 1 Baccalaureate Exams in LIV

In April 2015, the Board of Governors of the European Schools approved the introduction of the use of a new marking scale in the European Schools. The new scale came into effect in Cycle 3 in September 2019. In 2021, the new scale will be used for the first time in the European Baccalaureate level.

### BAC WRITTEN EXAM

The written exam will assess the students' reading and writing skills (see Learning Objectives 3<sup>rd</sup> Cycle).

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 points

Part 2: written production 40 points

#### ***Reading comprehension:***

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 (see Rubric for Evaluation of Written Production – L4 (level A2+)) :

- Content
- Organization
- Accuracy
- Expression

### **Model for the written exam**

Time allocation: 3 hours

<b>Part 1:</b> <b>Reading Comprehension</b> (60 points)	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:</b> <b>Written Production</b> (40 points)	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.

## BAC ORAL EXAM

In L 4 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 (40 points)

Part 2: spoken production and spoken interaction (60 points)

## 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>

Total						100
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## Annex 2 Baccalaureate Written Exam Generic Matrix L4 English

<b>Reading Comprehension</b> (60)	Reading for Understanding	100%	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		Paper-specific marking scheme	60
Sub-part						60
<b>Written Production</b> (40)	<b>Writing</b> Achievement of Task Development of Ideas Coherence	30%	Write short simple and coherent texts on familiar topics of personal interest		Rubric for Content	12
	<b>Writing</b> Coherence & Cohesion: (structure; paragraphing; convention of text type)	30%			Rubric for Organisation	12
	<b>Linguistic Competence</b> Grammatical and lexical accuracy	30%			Rubric for Accuracy	12
	<b>Writing and Linguistic Competence</b> Range of vocabulary, Structures and readability	10%			Rubric for Expression	4
Sub-part						
<b>Total</b>						<b>100</b>

## Annex 3 Baccalaureate Written Exam Matrix L4 English Sample Paper

Task/Element of Examination	Competence	Weight in %	Learning Objective	Question(s)	Evaluation/ Marking	Weight in Points
<b>Reading Comprehension</b> (60)	Reading for Understanding	100%	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	A: 1 – 6 B: 1 - 6	Paper-specific marking scheme	60
Sub-part						60
<b>Written Production</b> (40)	<b>Writing</b> Achievement of Task Development of Ideas Coherence	30%	Write short simple and coherent texts on familiar topics of personal interest	A; B; C	Rubric for Content	12
	<b>Writing</b> Coherence & Cohesion: (structure; paragraphing; convention of text type)	30%			Rubric for Organisation	12
	<b>Linguistic Competence</b> Grammatical and lexical accuracy	30%			Rubric for Accuracy	12
	<b>Writing and Linguistic Competence</b> Range of vocabulary, Structures and readability	10%			Rubric for Expression	4
Sub-part						
<b>Total</b>						<b>100</b>

# ENGLISH LANGUAGE IV

## NEW MARKING SYSTEM SAMPLE PAPER

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

**Permitted Equipment:** None

There are two parts to this examination:

- **Reading Comprehension**
- **Written Production**

Answer **both parts**.

Use blue or black pen only.

### **IMPORTANT:**

Part 1 must be answered on the yellow **answer sheet**.

Part 2 must be answered on the paper provided.

## Part 1 - Reading Comprehension - 60 points

Read the following texts and answer the questions on the *YELLOW* answer sheet provided.

### Question A - 30 points

#### **Coldplay stop touring until they can offer 'environmentally beneficial' concerts**

Coldplay have promised to make any tour in support of their new album “actively beneficial” to the environment. Frontman Chris Martin told BBC

- 5 News that the British group was waiting to tour their new album, ‘Everyday Life’, so they can guarantee such a tour does not increase the levels of carbon in the environment.



- 10 Coldplay are the latest musical act to address the impact of touring on the environment. Billie Eilish has announced plans to make her world tour “as green as possible” by banning plastic straws, encouraging fans to bring refillable water bottles and providing plenty of recycling facilities. Every venue on the tour, commencing next March, will feature the “Billie Eilish Eco-Village”, where fans can learn about their role in the climate crisis. Those who promise to fight the climate emergency with the
- 15 organisation Global Citizen can earn free tickets to the sold-out shows.

- The group 1975, are working towards making their tours carbon-efficient and have promised to plant a tree for every ticket sold for their UK arena tour in February. The British band has also stopped producing new t-shirts, instead printing a new design
- 20 over existing t-shirts.

- Emma Banks, co-founder of leading tour agents Creative Artists Agency, questioned the need for musicians to tour on a scale that might require dozens of trucks to transport equipment. “While I certainly don’t want to be putting anybody out of business, I think we have to start being realistic and saying, ‘OK, let’s just reduce it a
- 25 bit,’” she told the BBC.

Music festivals are also facing pressure to go green. This year, Glastonbury banned the sale of single-use plastic bottles across its site, offering 850 water taps and dozens of water kiosks. More than 60 major festivals, including Reading, Leeds and Download, have promised to go plastic-free by 2021.

(301 words)

Adapted from an article by Laura Snapes, *The Guardian*, 21 November 2019

## Question B - 30 points

### The Streets of London

Have you seen the old man,  
In the closed-down market,  
Kicking up the paper with his worn out shoes?  
In his eyes you see no pride,  
5 And, held loosely at his side,  
Yesterday's paper, telling yesterday's news.

So, how can you tell me you're lonely  
And say for you that the sun don't shine?  
Let me take you by the hand,  
10 And lead you through the streets of London.  
I'll show you something  
To make you change your mind.

Have you seen the old girl,  
Who walks the streets of London?  
15 Dirt in her hair and her clothes in rags?  
She's no time for talking,  
She just keeps right on walking,  
Carrying her home in two carrier bags.

In the all night café, at a quarter past eleven,  
20 The same old man sitting there on his own,  
Looking at the world over the rim of his teacup.  
Each tea lasts an hour and he wanders home alone.

Have you seen the old man,  
Outside the seaman's mission,  
25 Memory fading with the medal ribbons that he wears?  
In our winter city, the rain cries little pity  
For one more forgotten hero,  
And a world that doesn't care.

So, how can you tell me you're lonely,  
30 And say for you that the sun don't shine?  
Let me take you by the hand,  
And lead you through the streets of London.  
I'll show you something  
To make you change your mind.

(238 words)

Adapted from the lyrics of '*The Streets of London*' by Ralph Mc Tell, 1969

**Part 2** of the examination is on the next page.

## Part 2 – Written Production

**40 points**

Choose any **two** of the following three questions.

Label your answer clearly to show which question you have attempted.

Please write your answer on the lined sheets provided.

Write approximately 200 words. Count the number of words you have used and note the number immediately after your answer.

**A.**

### For you in Cadiz



Large family-friendly, well-furnished apartment in the old town centre. Living room, 3 bedrooms, 2 bathrooms and a rooftop terrace. Near all amenities. Well worth a visit!  
Please contact: Javier

You are Charles or Clara Smyth. You and your family are planning a trip to Cadiz. You have seen the advert above and wish to make a booking. Write an **email** to Javier. In your email:

- introduce yourself and explain why you intend to visit Cadiz
- explain when you wish to stay
- ask about arrival and departure times
- ask for information about things to do in the surrounding area

**B.**

You have been asked to write a **blog** about a recent charity event in your school. In your **blog**:

- say which charity it was for
- explain how you organized the event
- say how successful or unsuccessful it was
- give some advice for anyone organizing a charity event in the future

**C.**

You recently won a European Schools writing competition. Write a **diary entry** in which you:

- explain what the competition was
- say what you wrote about
- mention what you won
- say how you feel about winning



**EUROPEAN BACCALAUREATE SAMPLE PAPER  
ENGLISH LIII**

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2. Say whether the following are **True** or **False**. Write your answer on the lines provided.

- a) Coldplay are the most recent act to address the impact of touring on the environment. \_\_\_\_\_
- b) The Eco-village will be built in March. \_\_\_\_\_
- c) The group 1975 are creating new T-shirts. \_\_\_\_\_
- d) Emma Banks agrees with large scale tours. \_\_\_\_\_

**4 points**

3. Name **3** ways in which Billie Eilish's tour will be more environmentally friendly. Write your answers on the lines provided.

\_\_\_\_\_

**3 points**

4. Find the word in the text which best fits the following meanings and write it on the lines provided.

- a) add to/raise (paragraph 1) \_\_\_\_\_
- b) effect (paragraph 2) \_\_\_\_\_
- c) location (paragraph 2) \_\_\_\_\_
- d) well-known (paragraph 4) \_\_\_\_\_
- e) very small shops (paragraph 5) \_\_\_\_\_
- f) important (paragraph 5) \_\_\_\_\_
- g) gave their word (paragraph 5) \_\_\_\_\_

**7 points**

**EUROPEAN BACCALAUREATE SAMPLE PAPER  
ENGLISH LIII**

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5. Write the name of the **person** or **group** to which the following phrases refer. Write your answer in the boxes provided.

	wants to battle the climate crisis
	want to ensure a tour which actively helps the environment
	are currently trying to ensure tours which limit carbon damage
	wants to educate fans about the climate crisis
	established a tour agency

**5 points**

6. **Match** the sub-title to the relevant paragraph using the numbers 1-5.

a) Positive action	
b) We should think again	
c) Planning to tour responsibly	
d) Green action	
e) Not just bands	

**5 points**

<b>Question B – 30 points The Streets of London</b>
---

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

composed characters isolated verse repeated convince difficult
--

The song, \_\_\_\_\_ by Ralph McTell, tells the story of the lives of different \_\_\_\_\_ on the streets of London. All the people the speaker describes seem lonely and \_\_\_\_\_. Each \_\_\_\_\_ describes the situation of a particular person. One verse is \_\_\_\_\_. The song shows that life can be \_\_\_\_\_ in a big city, but the writer wants to \_\_\_\_\_ his friend that his life may not be so bad after all.

**7 points**

**EUROPEAN BACCALAUREATE SAMPLE PAPER  
ENGLISH LIII**

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

- a) very used (verse 1) \_\_\_\_\_
- b) bring along (verse 2) \_\_\_\_\_
- c) walks without purpose (verse 4) \_\_\_\_\_
- d) brave person (verse 5) \_\_\_\_\_

**4 points**

3. Find a **quotation** from the text which shows the following and write it on the lines provided.

- a) The old man in the market feels badly about himself.  
\_\_\_\_\_
- b) The old lady is neglected.  
\_\_\_\_\_
- c) The old man in the café doesn't want to go home.  
\_\_\_\_\_
- d) Even the weather is against the old man.  
\_\_\_\_\_

**4 points**

4. Say whether the following are **True** or **False** and **quote** to justify your answer. Write your answers in the box provided.

	<b>True or False</b>	<b>Quotation</b>
a) The old man in the market is shopping.		
b) The old girl wants someone to talk to.		
c) The old man leaves the café with his wife.		
d) The world respects the old man's achievements.		

**8 points**

**EUROPEAN BACCALAUREATE SAMPLE PAPER  
ENGLISH LIII**

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**5. Match** the sub-title to the relevant verse using the numbers 1-5.

<b>a)</b> Seeing is believing	
<b>b)</b> Heartless world	
<b>c)</b> Lonely night	
<b>d)</b> Nothing new	
<b>e)</b> On the move	

**5 points**

**6.** What is the purpose of this song? *Select the **two** correct answers and **circle** the corresponding letters.*

- a)** to amuse
- b)** to persuade
- c)** to inform
- d)** to describe

**2 points**

## Annex 5 Baccalaureate Written Exam L4 English Sample Paper Solutions

### European Baccalaureate English Language IV

#### Question A – 30 points

#### Coldplay stop touring until they can offer 'environmentally beneficial' concerts

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

limiting      vehicles      announced      action      demanding      proposals

Coldplay have **announced** that they will not do a tour for their new album until they can make it environmentally friendly. Many groups and singers have made the same promise. Some **proposals** include **limiting** plastic items. One problem with tours is that they need lots of **vehicles** to move the equipment. People are also **demanding** that music festivals take **action** to protect the environment, and many festivals have said they will not be using any plastic in the future.

**6 points**

*Award 1 point to a maximum of 6*

2. Say whether the following are **True** or **False**. Select the correct answer and circle the corresponding letter.

a) Coldplay are the most recent act to address the impact of touring on the environment.

**TRUE**

b) The Eco-village will be built in March.

**FALSE**

c) The group 1975 are creating new T-Shirts.

**FALSE**

d) Emma Bank agrees with large scale tours.

**FALSE**

**4 points**

*Award 1 point to a maximum of 4*

3. Name **3** ways in which Billie Eilish’s tour will be more environmentally friendly. Write your answers on the lines provided.

**banning plastic straws      encouraging fans to bring refillable bottles**  
**providing plenty of recycling facilities**

**3 points**

*Award 1 point to a maximum of 3*

4. Find the **word** in the text which best fits the following meanings and write it on the lines provided.

a) add to/raise (paragraph 1)

**increase**

b) effect (paragraph 2)

**impact**

c) location (paragraph 2)

**venue**

d) well-known (paragraph 4)

**leading**

e) very small shops (paragraph 5)

**kiosks**

f) important (paragraph 5)

**major**

g) gave their word (paragraph 5)

**promised**

**7 points**

*Award 1 point to a maximum of 7*

5. Write the name of the **person** or **group** to which the following phrases refer. Write your answer in the boxes provided.

<b>Global Citizen</b>	wants to battle the climate crisis
<b>Coldplay</b>	want to ensure a tour which actively helps the environment
<b>The 1975</b>	are currently trying to ensure tours which limit carbon damage
<b>Billie Eilish</b>	wants to educate fans about the climate crisis
<b>Emma Banks</b>	established a tour agency

**5 points**

*Award 1 point to a maximum of 5*

**6. Match** the sub-title to the relevant paragraph using the numbers 1-5.

Positive action	<b>2</b>
We should think again	<b>4</b>
Planning to tour responsibly	<b>1</b>
Green action	<b>3</b>
Not just bands	<b>5</b>

**5 points**

*Award 1 point to a maximum of 5*

## Question B – 30 points

### The Streets of London

2. Complete the following **summary** of the text using the words in the box below:

Composed    characters    isolated    verse    repeated    convince    difficult

The song, **composed** by Ralph McTell, tells the story of the lives of different **characters** on the streets of London. All the people the speaker describes seem lonely and **isolated**. Each **verse** describes the situation of a particular person. One verse is **repeated**. The song shows that life can be **difficult** in a big city but the writer wants to **convince** his friend that his life may not be so bad after all.

**7 points**

*Award 1 point to a maximum of 7*

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

a) very used (verse 1)

**worn out**

b) bring along (verse 2)

**lead**

c) walks without purpose (verse 4)

**wanders**

d) brave person (verse 5)

**hero**

**4 points**

*Award 1 point to a maximum of 4*

3. Find a quotation from the text which shows the following and write it on the lines provided.

a) The old man in the market feels badly about himself.

**in his eyes you see no pride**

b) The old lady is neglected.

**dirt in her hair and her clothes in rags**

c) The old man in the café doesn't want to go home.

**each tea lasts an hour**

d) Even the weather is against the old man.

**the rain cries little pity**

**4 points**

*Award 1 point to a maximum of 4*

4. Say whether the following are **True** or **False** and quote to justify your answer.

*Write your answers in the box provided.*

	<b>True or False</b>	<b>Quotation</b>
The old man in the market is shopping	<b>False</b>	<b><i>Kicking up the papers/the closed-down market</i></b>
The old girl doesn't want to speak to anyone.	<b>True</b>	<b><i>She's no time for talking</i></b>
The old man leaves the café with his wife.	<b>False</b>	<b><i>He wanders home alone</i></b>
The world respects the old man's achievements.	<b>False</b>	<b><i>For one more forgotten hero and/or and a world that doesn't care</i></b>

**8 points**

*Award 1 point to a maximum of 8*

5. **Match** the sub-title to the relevant verse using the numbers 1-5.

Seeing is believing	<b>2</b>
Heartless world	<b>5</b>
Lonely night	<b>4</b>
Nothing new	<b>1</b>
On the move	<b>3</b>

**5**

**points**

*Award 1 point to a maximum of 5*

6. What is the purpose of this song? Select the **two** correct answers and **circle** the corresponding letters.

b) to persuade

d) to describe

**2 points**

*Award 1 point to a maximum of 2*

# BACCALAURÉAT EUROPÉEN FRANÇAIS LANGUE IV

## Annex Baccalaureate Written Exam L4 Rubric Written Production

Aspect for Judgement	11-12	9-10	8	7	6	4-5	0-3
<b>Content</b>  Requirements of Task Fulfilled  Coherence/development of thoughts & ideas	Requirements of task excellently & fully met  Excellent evidence of coherence /development of thoughts & ideas	Requirements of task very well and fully met  Very good evidence of coherence /development of thoughts & ideas	Requirements of task well met  Good evidence of coherence /development of thoughts & ideas	Requirements of task satisfactorily met  Satisfactory evidence of coherence /development of thoughts & ideas	Requirements of task sufficiently met  Sufficient evidence of coherence /development of thoughts & ideas	Requirements of task insufficiently met  Related insufficient evidence of coherence /development of thoughts & ideas	Requirements of task not met  No evidence therefore of coherence /development of thoughts & ideas
<b>Organisation</b>  Structure (Introduction – development – conclusion)  Cohesion between sentences and between paragraphs  Conventions of text type respected (layout, addressee taken into account, register etc..)	Answer excellently structured demonstrating very skilful cohesion between sentences & paragraphs with conventions of text type fully & excellently met.	Answer very well structured demonstrating skilful cohesion between sentences & paragraphs with conventions of text type very well met.	Answer well structured demonstrating clear cohesion between sentences & paragraphs with conventions of text type well met.	Answer satisfactorily structured demonstrating clear cohesion between sentences & paragraphs with conventions of text type well met.	Answer sufficiently well structured demonstrating some cohesion between sentences & paragraphs with conventions of text type fairly well met.	Answer insufficiently well structured demonstrating insufficient cohesion between sentences & paragraphs with conventions of text type insufficiently met.	Answer shows no evidence of structure; a related lack of cohesion between sentences & paragraphs & no evidence of the respecting of text type.
<b>Accuracy</b> Vocabulary Spelling Grammar/syntax	An excellent level of accuracy of vocabulary, spelling & grammar	A very good level of accuracy of vocabulary, spelling & grammar	A good level of accuracy of vocabulary, spelling & grammar	A satisfactory level of accuracy of vocabulary, spelling & grammar	A sufficient level of accuracy of vocabulary, spelling & grammar	An insufficient level of accuracy of vocabulary, spelling & grammar	No evidence of any accuracy of vocabulary, spelling & grammar
<b>Expression</b>	4			3		2	1      0

# BACCALAURÉAT EUROPÉEN

## FRANÇAIS LANGUE IV

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Range of vocabulary & Structures Readability	Excellent to very good use of a wide range of vocabulary & structures  Most readable	Good to satisfactory use of quite a range of vocabulary & structures  Quite readable	Sufficient use of some range of vocabulary & structures  Fairly readable	Weak use of a limited range of vocabulary & structures  Insufficiently readable	No evidence of any range of vocabulary & structures  Largely unreadable
--	---	---	---	---	---