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Syllabus for English LI – Secondary cycle

APPROVED BY THE JOINT TEACHING COMMITTEE ON 9 AND 10 FEBRUARY 2017 IN BRUSSELS

Entry into force : on 1 September 2017

> **1) Attainment descriptors:**
>> **On 1 September 2018 for S1-S5**
>> **On 1 September 2019 for S6**
>> **On 1 September 2020 for S7**
>>
>> **1st Baccalaureate session in June 2021**
>
> **2) New model of written exam – Harmonisation L1:**
>> **Immediate entry into force for S6**
>> **1st Baccalaureate session in June 2018**

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[1] Further to the decision of the BIS taken by Written Procedure 2020/16 on 15 May 2020, the different materials for the written examination papers to be used in the context of adoption of the new marking system in the European Baccalaureate for **English Language I** were inserted in the syllabus.

1. General objectives

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

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

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

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

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. Numerical, statistical and scientific content in written texts, physical or electronic, support the development of students' mathematical, scientific, technological and digital competences. Creating opportunities for individual research and private study assists students in learning to learn in those ways that best fit both the subject studied and their personal preferences.

The teaching of L1 has a special importance in the European Schools: it is a vital means of establishing and confirming the pupil's linguistic and cultural identity, thereby

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[2] see page 13 below for commentaries on how the Key Competences are addressed in this syllabus

providing a foundation for engagement with other subjects, notably other languages and cultures. A course in L1 should:

- develop pupils' abilities to communicate effectively in speech and writing and to listen and respond with sensitivity and understanding;
- encourage pupils to be enthusiastic, responsive and knowledgeable readers;
- assist pupils' development when transferring these skills to other learning contexts;
- enrich pupils' lives by introducing them to experiences beyond those encountered in their daily lives, and contribute to their personal and social development.

Its position as a global language means that English is vital for communicating with others in schools and in the wider world, and is fundamental to learning in other curriculum areas. Through studying English, pupils develop skills in speaking, listening, reading and writing that are necessary to participate in society and employment; pupils learn to express themselves precisely, creatively and imaginatively and to communicate with others confidently and effectively.

Literature in English is rich and universally influential. It reflects the experiences of people from many countries and societies and from different times; it contributes to individuals' sense of cultural identity. Through its study, pupils learn to become enthusiastic and critical readers of stories, poems and plays as well as of non-fiction, media and multimodal texts, gaining access both to the personal pleasure and enlightenment that reading offers and to the world of knowledge and experience that it reveals.

Studying the patterns, structures, origins and conventions of English helps pupils understand how the language works and how to develop and improve their own use of it. Drawing on this understanding, pupils can choose and adapt what is appropriate to say and write in different situations, as well as appreciate and interpret the choices made by other writers and speakers.

2. Didactic principles[3]

The following didactic principles are intended to guide the teaching and learning of English LI:

- ➢ communicative and intercultural competences are overarching learning goals;
- ➢ an integrated approach to teaching should be adopted, in which the skills of speaking, listening, reading, and writing should all have a place;

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[3] See Annex 1, page 11 below, for commentary on these principles

> ➢ a variety of teaching methods and approaches should be used. A range of types of differentiation strategies is needed in order to meet the individual needs of all students;

> ➢ students' mistakes and errors should be viewed as an integral part of the learning process and be used constructively as a springboard for improvement;

> ➢ students should be encouraged to draw on and extend their existing subject skills and learning strategies;

> ➢ students' individual strengths and weaknesses, their preferred styles and pace of learning and their social skills should be taken account of in planning lessons;

> ➢ students should be helped to achieve independence in learning through using a wide range of learning materials, including digital and electronic resources. Access to ICT (Information and Communication Technology) should be allowed wherever possible and appropriate;

> ➢ approaches to teaching and learning should reflect the contextualised nature of language use, historically and socially, in order to enable students' understanding of how language has developed as a system;

> ➢ students' sociolinguistic competence should be developed to make them aware of differences in linguistic register, language varieties, etc. so that they are able to use language appropriately in different contexts;

> ➢ priority should be given not only to functionality in teaching syntax, morphology and vocabulary, but to creativity and to the use and recognition of imaginative uses of language and how these achieve particular effects.

The above list is neither exhaustive nor in order of importance. Further detail is provided in Annex 1, *Commentaries*.

3. Learning objectives[4]

3.1 The competence model

By the end of year 7, students should have achieved overall:

a) subject-specific competences in the narrower sense, i.e. the ability to elaborate a personal interpretation and to express different points of view using different sources of information and set texts or books covering a wide range of social, cultural, political and literary topics;

b) subject-specific competences in a broader sense, i.e. differentiated communication skills and interpersonal and social skills through engagement with and reflection on language, literature and media;

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[4] See Annex 1, page 13 below, for commentary on these objectives

c) cross-curricular competences, i.e. the acquisition of learner independence and autonomy, including the development of metacognitive strategies and techniques such as academic writing and presentation skills in order to guarantee success in further/higher education.

Specific competences, which may be learnt and assessed separately or in combination, will be acquired throughout the student's secondary education, from cycle 1 to cycle 3. They are:

- reading;
- writing;
- arguing/reasoning;
- language awareness;
- interpretation;
- subject/specialist;
- critical thinking.

An explanation of these competences is provided in Annex 1, *Commentaries*. They serve as reference for the assessment of English (First Language) in the European Baccalaureate written examination.

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

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

1. read and understand written texts of appropriate lexical demand from a range of fiction and non-fiction sources, including electronic and digital media, identifying obvious linguistic, literary and presentational features and ideas;
2. write coherent texts in varying forms and structures on topics which express individual points of view, or describe personal experiences, impressions and ideas;
3. in speech or writing, present reasons and explanations for opinions and ideas in a variety of forms;
4. listen and respond appropriately to others' spoken or written productions;
5. show some awareness of how language and literature relate to their social, cultural and historical setting;
6. show some awareness of how language changes over time and in different contexts;
7. begin to choose and use strategies to organise individual learning, applying a range of study skills and tools suggested by the teacher.

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

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

1. read and understand written texts of increasing lexical demand from a range of fiction and non-fiction sources, including electronic and digital media, responding to and interpreting linguistic, literary and presentational features, ideas and concepts;

2. write coherent texts in an increasing range of forms and structures, and of increasing length and complexity, from impersonal as well as personal viewpoints;

3. in speech or writing, present developed reasons and explanations for opinions and ideas in a variety of forms and in different contexts;

4. listen and respond appropriately to others' spoken or written productions, challenging content or expression when appropriate;

5. show increasing awareness of how language and literature reflect their social, cultural and historical setting;

6. show increasing awareness of how language changes over time and in different contexts;

7. choose and use effective strategies to organise learning, developing individual responsibility for identifying appropriate study skills and tools.

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

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

1. read and understand written texts of complex lexical demand from a range of fiction and non-fiction sources, including electronic and digital media, analysing and evaluating sophisticated linguistic, literary and presentational features and ideas;

2. write complex and sophisticated texts, using appropriate forms, structures and registers, on a range of challenging topics;

3. in speech or writing, present supported, evidenced reasons and explanations for opinions and ideas, in a variety of forms, contexts and situations;

4. listen and respond appropriately to others' spoken or written productions, challenging where appropriate and acknowledging successes;

5. show detailed understanding of how language and literature relate to their social, cultural and historical setting;

6. show knowledge and understanding of how language changes over time and in different contexts;

7. accept full responsibility for organising his/her individual learning, independently adopting a variety of appropriate study skills and tools.

4. Content[5]

4.1   Cycle 1 (S1-S3) and 2 (S4-S5)

Building on the knowledge and skills already gained in the primary cycle, students should have acquired by the end of Cycle 1, and continue to broaden and develop during Cycle 2, the ability to:

1. speak and listen in a range of contexts, both formal and informal, learning to adapt their speech to different situations; participate in small and large group discussions and in a wide range of drama activities; consider and reflect on significant features of their own and others' spoken performances;

2. read a variety of literary and non-literary texts, both fiction and non-fiction, across a range of genres, in print and in electronic, digital or multimodal formats; **in Cycle 1**, the range of literary reading should include: one play by Shakespeare; a drama text by another significant playwright; a work from the English literary heritage pre-1900; two post-1900 works of fiction; a substantial selection of poems from different periods, including pre-1900; one text written in English from another culture or tradition; **in Cycle 2**, students should read at least one additional text from each of the preceding six categories;

3. write in a wide variety of genres and for different purposes, for themselves and for specific or unknown readers, choosing appropriate language, styles, forms and structures; take notes from written and oral sources, summarising and reporting accurately; develop the use of narrative, non-narrative and dramatic techniques;

4. use the grammatical, lexical and orthographic features of standard English as appropriate; write neatly, fluently and legibly; use ICT skills to produce printed, electronic or digital copy; employ a variety of simple, compound and complex phrase, clause and sentence structures to enable precise shades of meaning; show awareness of effective discourse structure; use an increasing range of punctuation and presentational devices;

5. develop an awareness of how language changes over time and of how meanings relate to specific social, cultural and historical contexts;

6. develop self-awareness and self-assessment skills as a speaker, listener, reader and writer and set appropriate targets to improve and enhance competences in English.

4.2   Cycle 3 (S6-S7)

Building on the knowledge and skills already gained in Cycles 1 and 2 students should, by the end of Cycle 3, have acquired the ability to:

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[5] See Annex 1, page 16 below, for commentary on content

1. show increasing independence when speaking and listening in an extensive range of contexts, both formal and informal, involving subject-matter of a challenging or complex nature, learning to adapt their speech to different situations through participation in a variety of activities, including self-review and assessment;

2. read a variety of literary and non-literary texts, both fiction and non-fiction, across a range of genres, in print and in electronic, digital or multimodal formats and from different social, cultural and historical settings; the scope of this reading will be influenced by, but not limited to, texts and themes set for the current European Baccalaureate written examination;

3. write with sophistication, creativity, flair and sensitivity in a variety of genres and for different purposes, and on a range of challenging or complex subjects, for themselves and for specific or unknown readers, successfully choosing and adapting appropriate language, styles, forms and structures;

4. use accurately the grammatical, lexical and orthographic features of standard English, or choose to consciously employ non-standard forms for effect; use handwriting or ICT to produce appropriate final copy; employ a full range of grammatical structures to enable precise and fine shades of meaning; employ effective discourse structure to shape texts; use a full range of punctuation and presentational devices to affect the reader or listener;

5. develop an understanding of how and why language changes over time, showing understanding of how meanings are shaped by social, cultural and historical contexts;

6. develop a sophisticated self-awareness of personal skills as a speaker, listener, reader and writer; be constructively self-critical, identifying and relishing ways to improve and enhance competences in English.

5. Assessment

5.1 Cycle 1 (S1-S3)

Formative assessment

The assessment should be mainly formative. It builds on the learning achieved and progress made in the primary cycle. By means of an initial assessment, teacher observation, tests and self- and peer-assessment, students should be enabled to enhance their awareness of both their current levels of attainment in each of the skill areas and of how to make further progress throughout the course. The basis of assessments should be the competences and the learning objectives for the cycle (section 3 above). Use should be made of the detailed assessment grids in the current Handbook for English L1/L1A to identify precisely students' achievement and targets

for improvement and of the attainment descriptors (Annex 2). Marks awarded should correspond to the harmonised marking scale currently in use.

5.2 Cycle 2 (S4 - S5)

A)   Formative assessment

The assessment should be mainly formative. It builds on the learning achieved and progress made in cycle 1. By means of an initial assessment, teacher observation, tests and self- and peer-assessment, students should be enabled to enhance their awareness of both their current levels of attainment in each of the skill areas and of how to make further progress throughout the course. The basis of assessments should be the competences and the learning objectives for the cycle (section 3 above). Use should be made of the detailed assessment grids in the current Handbook for English L1/L1A to identify precisely students' achievement and targets for improvement and of the attainment descriptors (Annex 2). Marks awarded should correspond to the harmonised marking scale currently in use.

B)   Summative assessment

At the end of the cycle there will be a harmonised written examination to assess reading comprehension and written production. Detailed requirements for the format, content and administration of this examination are found in the current Handbook for English L1/L1A. The calculation of a student's final mark will follow current regulations issued by the Pedagogical Development Unit of the Office of the Secretary General of the European Schools.

5.3 Cycle 3 (S 6- S7)

A)   Formative assessment

Much assessment, especially in S6, will be formative. It builds on the learning achieved and progress made in cycle 2. By means of an initial assessment, teacher observation, tests and self- and peer-assessment, students should be enabled to enhance their awareness of both their current levels of attainment in each of the skill areas and of how to make further progress throughout the course. The basis of assessments should be the competences and the learning objectives for the cycle (section 3 above). Use should be made of the detailed assessment grids in the current Handbook for English L1/L1A to identify precisely students' achievement and targets for improvement and of the attainment descriptors (Annex 2). Marks awarded for classwork and homework, which constitute the 'A' mark when calculating the overall Baccalaureate mark, should correspond to the harmonised marking scale currently in use.

B)   Summative assessment

Summative end of semester examinations, including the 'Part Bac' which is in essence a 'mock' examination for the Baccalaureate, contribute to the candidate's 'B' mark that is included in the calculation of the final Baccalaureate mark.

At the end of cycle 3 all students take a written Baccalaureate examination, which assesses all the competences through reading comprehension, written production and understanding literature. Students also take an oral Baccalaureate examination, which assesses a number of competences, principally: reading; argumentation/reasoning; interpretation; and language awareness. Annex 3 provides details of the oral examination.

The calculation of a student's final mark in the Baccalaureate, in individual subjects and overall, will follow current regulations issued by the Pedagogical Development Unit of the Office of the Secretary General of the European Schools.

Specific guidance concerning the requirements for proposals for both the written and oral examinations, and marking schemes, together with other assessment procedures, will be issued annually by the Pedagogical Unit of the Office of the Secretary General of the European Schools and/or by the national inspector(s).

5.3 European Baccalaureate proposals and calculation of candidates' marks

Guidance concerning the requirements on schools to submit proposals for both the written and oral examinations will be issued annually by the Pedagogical Unit of the Office of the Secretary General of the European Schools and/or by the national inspector.

Any required updating of marking schemes together with other assessment procedures and materials, and instructions concerning the calculation of a candidate's final mark in the European Baccalaureate, will also be issued by the Pedagogical Unit of the Office of the Secretary General of the European Schools and/or the national inspector as appropriate

5.4 Attainment descriptors

A set of attainment descriptors, detailing expected attainment at different marks/grades across all seven subject competences in all three secondary cycles, is included as Annex 2(a) below. These attainment descriptors should be used as the basis of all generic, formative assessments. Specific marking schemes for summative assessments in S1-S5 should be developed by teachers to match tasks set, ensuring that the level of demand equates to the attainment descriptors in Annex 2(a). Marking grids to use in assessing the work of candidates in the European Baccalaureate, or in summative pre-Baccalaureate tests/examinations, are provided in the NMS assessment grids/matrices attached to this document.

Annex 1: COMMENTARIES

The following section expands on those parts of the syllabus where clarification and/or exemplification is felt to be helpful for the preparation of schemes of work that will meet the syllabus requirements. Quotations from the syllabus are in italics.

a) Didactic principles

➢ *An integrated approach to teaching should be adopted, in which the skills of speaking, listening, reading, and writing should all have a place.*

All four skill areas should be developed. They should be given equal weighting within schemes of work; authentic language contexts and situations should be drawn upon wherever possible. A wide range of texts should be presented, and varied forms of writing required; speaking and listening activities should draw on different contexts, including social media.

➢ *A variety of teaching methods and approaches should be used. A range of differentiation strategies is needed in order to meet the individual needs of all students … Students' individual strengths and weaknesses, their preferred styles and pace of learning and their social skills should be taken account of in planning lessons.*

It is important to employ a variety of teaching methodologies appropriate to the subject-matter, the skills being taught and the needs of all learners. Different methods of classroom organisation, and active learning tasks such as pair and group work, independent research and project work, role play, and portfolio work are effective. Whole-class teaching should take account of individual needs, e.g. through questioning, recapitulation and re-presentation as necessary. In order to address heterogeneous grouping, differentiation must be used, such as in the level of difficulty of chosen texts or tasks and by taking account of the learner's ability, interests, learning styles and preferences through a variety of teaching methods.

➢ *Students' mistakes errors should be viewed as an integral part of the learning process and be used constructively as a springboard for improvement.*

Mistakes and errors can be used to enhance the students' learning. Accuracy and correct usage of the language should be the aim but the correction of mistakes should be constructive, and not hinder fluidity in speaking nor discourage students from writing. Errors or infelicities should provide the basis for specific targets for improvement; the processes of planning, drafting and re-drafting should be encouraged.

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

Teachers should take into account the competences students have learned and developed in the Primary Cycle, using the principle of continuity to develop and consolidate them. The focus should be on progressive learning between the Primary and Secondary Cycle, especially in the transition between P5 and S1. Account should be taken of students' learning styles and strengths (visual, auditory, kinaesthetic, etc.) are linked to different intelligences (linguistic, logical, musical, etc.).

➢ *Students should be helped to achieve independence in learning through using a wide range of learning materials, including digital and electronic resources. Access to ICT (Information and Communication Technology) should be allowed wherever possible and appropriate.*

Different resources should be provided not only by the teacher but may be suggested also by the students themselves, as they develop independence and responsibility, to explore both at school and in self-directed study at home. The increasing significance in the modern world of electronic and digital sources should be acknowledged.

➢ *Approaches to teaching and learning should reflect the contextualised nature of language use, historically and socially, in order to enable students' understanding of how language has developed as a system … Students' sociolinguistic competence should be developed to make them aware of differences in linguistic register, language varieties, etc. so that they are able to use language appropriately in different contexts.*

Through studying a range of fiction and non-fiction texts, and records of speech, from a variety of societies, cultures and times, students should be helped to appreciate how and why language changes and evolves over time and in different settings. This understanding will enable them to be sensitive to the appropriate use of language in their own lives.

➢ *Priority should be given not only to functionality in teaching syntax, morphology and vocabulary, but to creativity and to the use and recognition of imaginative uses of language and how these achieve particular effects.*

Instrumental functions and purposes of language should not dominate schemes of work and teaching approaches to the exclusion of studies and practices that focus on creative and imaginative approaches.

b) Learning objectives, the European Framework for Key Competences for Lifelong Learning and subject competences

The learning objectives derive from the skill areas within English of:

- speaking and listening
- reading
- writing
- language development and change

In order to meet one of the requirements of the European Framework for Key Competences (KCs) for Lifelong Learning (page 2, above), the learning objectives refer also to the importance of developing students' study skills and providing opportunities for independent learning (KC 5). KC 1 (communication in the mother tongue) underpins the entire syllabus; other KCs are supported through students' development, in reading and responding to spoken and written texts, of social and civic competences and of cultural awareness and expression (KCs 6 and 8); studying and responding to texts in translation may support students' understanding of communication in other languages (KC 2); numerical, statistical and scientific content in texts, including electronic media, enhances students' mathematical, scientific, technological and digital skills, as does their own use of electronic media in producing their own texts (KCs 3 and 4). Finally, encouraging creativity and confidence as both receivers and producers of texts develops students' potential for initiative and entrepreneurship (KC 7).

Subject competences are addressed in greater detail below.

➢ Reading competence

- Identifying and using the general and particular information which a text contains.
- The ability to reflect on the purpose of the text, on the communication objectives, on what the text articulates, on the intention of the author/narrator, on the different respective viewpoints, whatever the kind of text.

Sub-competences:
1. Understanding and using content
2. Picking out the significant details in the text
3. Analysing the significant details in texts from a linguistic and literary viewpoint

➢ **Writing competence**

- The ability to use language with sufficiently accurate syntax, vocabulary and spelling.
- The ability to produce texts which comply with the instruction given and with their context.
- The ability to use different language registers and the stylistic devices which are suited to the genre of text and to its theme and purpose.

Sub-competences:
1. Producing texts which take account of the target readership
2. Meeting textuality criteria
3. Meeting style/expression criteria
4. Formal accuracy, compliance with the rules

➢ **Arguing/reasoning competence**

- The ability to argue, in speech or writing, contentious questions and important issues of a social, political and/or cultural nature, by adopting different viewpoints.
- The ability to convince, to persuade, to refute or to follow a line of thought in speech or writing, using theses, arguments and examples.
- The ability to formulate a clear, structured and coherent strategy for presenting arguments in speech or writing, employing appropriate syntactical, lexical and grammatical elements.

Sub-competences:
1. Identifying and presenting lines of argument
2. Appraising strategies for presenting arguments in a given text
3. Forming a personal opinion on a set theme

➢ **Language awareness**

- The ability to recognise specific linguistic features of spoken or written texts and the ability to create spoken or written texts with regard to appropriate purpose, content, register and context.

➢ **Interpretation competence**

- The ability, in speech or writing, to put forward explanations and to evaluate and appraise polysemic sources, such as poetic texts, songs and images.
- The ability to recognise the extra-linguistic factors which determine language use (pragmatic awareness).
- The ability to transcribe or re-create possible meanings of spoken or written texts through spoken or written personal responses, drawing on relevant knowledge external to the text.

    Sub-competences: 1. Grasping the source text's intentions and reporting them critically
    2. Formulating plausible interpretative hypotheses

➢ **Subject/specialist competence**

- Knowing concepts and terminology relevant to the subject area.
- Knowing main aspects of the subject and links with others. Specialist competence in a subject is expressed through the use of appropriate language and the accuracy of the content presented.
- This competence encompasses knowledge of the wider world as it affects the reception and production of written and spoken texts in English.

    Sub-competences: 1. Identifying and understanding a theme or facts and appropriate contextual aspects or influences
    2. Drawing on knowledge external to the text (general knowledge of the world and of different topics)
    3. Drawing on and selecting specialist knowledge, for example, of literary genres and traditions

➢ **Critical thinking competence**

- This involves reflection, in speech or writing, on how texts, in various genres or forms, present the real or imagined world to the listener or reader.
- It allows students to develop personal viewpoints, beliefs and values that they may bring to bear critically on texts, on their linguistic and literary features and on the issues raised by them.

c) Content

Cycles 1, 2 and 3

➤ *speak and listen in a range of contexts, both formal and informal*

Pupils should talk for a range of purposes that includes: explaining, describing, narrating and reporting; exploring and hypothesising; considering ideas, including those expressed in literature and the media; expressing personal feelings, opinions and attitudes; arguing, debating and persuading; analysing and evaluating.

In order to develop as effective communicators through speaking, pupils should learn to: be confident users of standard spoken English; structure their talk clearly and helpfully; sift, summarise and use salient points and a range of markers to aid the listener; make contributions that clarify and synthesise others' ideas, taking them forward and building on them to reach a conclusion or a consensus, or in agreeing to differ; ask and answer questions and modify their ideas in the light of what others say; cite evidence where appropriate, judging the effective use of generalisation and detail; construct persuasive arguments, using e.g. humour or exaggeration for effect; use gesture, tone and intonation appropriately; show consideration for others, taking different views into account when expressing personal feelings, opinions and attitudes.

In order to develop as effective listeners, pupils should learn to: listen attentively and carefully, both in situations where they remain silent and where they have opportunities to respond; identify and understand the major elements of what is being said; appreciate how register, tone, implicit meaning and other indicators (e.g. gesture, body language and style of delivery) indicate a speaker's purposes or intentions; notice how ambiguities, vagueness, use and abuse of evidence, and unsubstantiated statements may show bias in what they hear; recognise the impact of a speaker's lexical choice (e.g. standard English, dialect or slang) and interference from other languages.

Opportunities should be given for individual presentations; pair and small group work; larger group discussions, including formal debate; and drama activities, both scripted and unscripted, including role-play.

➤ *read a variety of literary and non-literary texts, both fiction and non-fiction, across a range of genres, in print and in electronic, digital or multimodal formats*

Pupils should read for a range of purposes that includes: becoming independent, responsive and enthusiastic readers; gaining a swift overview of the content of texts by scanning or skimming; responding to the substance and style of individual texts through detailed study; responding both imaginatively and intellectually to what they read; appreciating the distinctive qualities of texts through activities such as performances of drama and poetry readings;

developing discrimination in what they read, recognising why they make choices; sharing their enthusiasm for writers and texts with others.

Texts selected for study should include works that: use language in rich, imaginative and diverse ways; embrace a diverse range of structures, forms, styles, literary and presentational techniques and devices; develop pupils' understanding of significant oral and literary traditions; develop pupils' understanding of drama in performance (e.g. aspects of staging, interpretation and portrayal of character, theme and setting); enrich pupils' intellectual, moral, emotional, social and cultural understanding and personal development.

Throughout Years S1-S5, pupils' reading should also include a wide range of: literary non-fiction (e.g. autobiographies, biographies, journals, letters, travel writing); non-literary texts (e.g. magazines, newspapers, advertising and promotional materials); media, moving-image and multimodal texts (e.g. film trailers, television advertising and websites), including e.g. works originally written for film and television as well as adaptations of print-based texts. The increasing significance of social media as a means of communication should be considered.

In order to develop as effective readers, pupils should learn: to adopt different strategies for different purposes (e.g. skimming, scanning or detailed study); to select and summarise information and ideas; synthesise and compare information and ideas drawn from different sources; to evaluate how information is presented and how it affects the reader's response to non-fiction texts; to sift the relevant from the irrelevant, and distinguish between fact and opinion, bias and objectivity; to talk and write about a wide range of reading, learning to articulate informed personal opinions; appreciate characteristics that distinguish literature of high quality and texts that have significant and lasting influence (e.g. Greek myths, the Authorised Version of the Bible, Arthurian legends); to appreciate distinctive features of vocabulary, grammar and structure in different text types (e.g. technical terms, rhetorical devices, figures of speech and imagery, impersonal constructions, literary language, sound patterning, organisational features); to explain how writers' choice of language and style affects meaning, both explicit and implicit; analyse and discuss alternative interpretations and ambiguity; to discern and reflect on writers' attitudes and ideas, the motivation and behaviour of characters, the development of plot and themes, and the overall impact of fiction texts; distinguish between the attitudes and assumptions displayed by characters and those of the writer; to consider how texts are changed, and how this affects the impact on an audience, when adapted to different media or genres (e.g. televised or film versions of a Shakespeare play, or stage versions of a novel).

➢ *write in a wide variety of genres, for themselves and for specific or unknown readers, choosing appropriate language, styles, forms and structures*

Pupils should write for a range of purposes that includes: personal, aesthetic and imaginative fulfilment (e.g. keeping a diary or creating a story or poem);

practical reasons (e.g. taking notes, writing an examination essay, an aide-memoire or business letter); informing and challenging others through instruction, explanation, argument, narration, reportage, description, persuasion and paraphrase (e.g. in a letter to a newspaper, lodging a complaint or making a website posting); recollection and reflection, through review, analysis, hypothesis, and summary (e.g. a critique/review of an artefact, performance or exhibition, historical or [auto]biographical texts and memoirs); they should publish and display their writing in different ways for different audiences, e.g. in classrooms, school newspapers, websites.

Pupils should learn to: use an increasing range of punctuation (e.g. full stops, question and exclamation marks, commas, semi-colons, colons, inverted commas and speech marks, apostrophes, brackets, dashes and hyphens); develop their use of apt and imaginative vocabulary, figurative language, imagery and other linguistic devices to gain, sustain and direct the reader's response; regular patterns of spelling, including word families, roots of words and their derivations; spell correctly increasingly complex words, including those that do not conform to regular or expected patterns; analyse critically and improve their writing, developing competence in planning, drafting, redrafting and proofreading on paper and on screen, using dictionaries, spell checks and grammar checks where appropriate; make appropriate use of a range of presentational devices (e.g. (sub) headings, bullet points, illustrations, different fonts and point sizes, hyperlinks); develop a distinctive, personal style through writing at all times with commitment and vitality.

Appropriate use should be made of electronic media and information and communication technology in planning, drafting and presenting written text.

➢ *develop an awareness of how language changes over time*

Pupils should study aspects of the patterns, structures and conventions of written and spoken English in order to support their development as effective speakers and listeners, readers and writers.

Much of this area of study will be taught in the context of activities planned to develop pupils' skills in listening and speaking (e.g. attitudes towards different dialects), reading (e.g. changes in language over time) and writing (e.g. conventions of spelling and grammatical functions).

Pupils should learn: how spoken and written language evolve in response to changes in society and technology and how this process relates to personal identity and cultural diversity; to recognise differences in the grammar and vocabulary of speech and writing, and of standard, non-standard or dialectal varieties of English; that attitudes to language (its form, structure and usage) vary, and are influenced by social, cultural and historical factors; to appreciate the origins of words, and to understand borrowings from other languages; to recognise how new words are coined and to appreciate changing attitudes to

spelling and syntax (e.g. text messages and social networking websites); the functions of word components e.g. (stem, prefix, suffix, inflection); the grammatical functions of parts of speech (e.g. nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, demonstratives); how to use dictionaries and thesauruses to explore derivations and meanings of words in order to broaden their vocabulary and make their expression more precise.

> *develop self-awareness and self-assessment skills … set appropriate targets to improve*

Assessment criteria should be shared with pupils and students and they should be encouraged to make realistic judgements of their competence across the range of English skills. In conjunction with their teacher, they should learn to set specific targets for improvement and develop the ability to recognise progress towards them and strategies for further improvement.

Annex 2: common attainment descriptors for L1 at the end of Cycles 1, 2 and 3, covering all competences

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	**End of Cycle 2**	**End of Cycle 3**
9-10	Excellent	A	Competences for written and oral performance			
			Reading	The student shows **excellent** – though not flawless – understanding of literary/non-literary text(s) **at the S3 level**; he/she is capable, **under the teacher's guidance,** of recognising and using relevant information, including important details, **excellently.**	The student shows **excellent** – though not flawless – understanding of literary/non-literary text(s) **at the S5 level;** he/she is capable, **with instructions,** of recognising, using and **analysing** relevant information, including important details, **excellently.**	The student shows **excellent** – though not flawless – understanding of literary/non-literary text(s) **at the S7 level;** he/she is capable, **without further instructions**, of recognising, using and analysing relevant information, including important details, **excellently.**
			Writing	The student is able **excellently** – though not flawlessly – **under the teacher's guidance,** to produce structured texts which meet the requirements of a **concrete assignment and which are related to his/her everyday environment**; he/she is capable of formulating correct sentences, using appropriate and varied vocabulary and correct spelling, in a suitable register, **excellently**.	The student is able **excellently** – though not flawlessly – **with instructions**, to produce structured texts which meet the requirements of a **concrete assignment and context**; he/she is capable of formulating correct sentences, using appropriate and varied vocabulary and correct spelling, in a suitable register, **excellently**.	The student is able **excellently** – though not flawlessly – **without further instructions**, to produce structured texts which meet the requirements of a **given assignment and context**; he/she is capable of formulating correct sentences, using appropriate and varied vocabulary and correct spelling, in a suitable style/register, **excellently**.
			Arguing/ reasoning	The student is able **excellently**, **under the teacher's guidance,** to argue on topics from **his/her everyday environment**; He/she is capable of **taking a position** and of formulating his/her argument(s) **in a clear way**, making use of linguistically appropriate means, **excellently**.	The student is able **excellently**, **on the basis of an assignment with instructions,** to argue **on concrete topics**; he/she is capable of **adopting a viewpoint for or against** and of formulating his/her argument(s) **in a clear and coherent way**, making use of linguistically appropriate means, **excellently.**	The student is able **excellently**, **without further instructions**, to argue on **a variety of topics**; he/she is capable of **adopting different viewpoints** and of formulating his/her argument(s) **in a clear, coherent and structured way**, making use of linguistically appropriate means, **excellently**.

Mark	Denominator	Grade	Descriptors				
					End of Cycle 1	**End of Cycle 2**	**End of Cycle 3**
9-10	Excellent	A	Interpretation		The student is able **excellently**, under **the teacher's guidance,** to interpret a literary/non-literary text **at the S3 level**. He/she is capable **of** evaluating the text **excellently**.	The student is able **excellently**, **with instructions,** to interpret and **grasp the intentions** of a literary/non-literary text **at the S5 level** and/or to **formulate hypotheses** about it. He/she is capable of evaluating the text **excellently**.	The student is able **excellently**, **without further instruction,** to interpret and **grasp the intentions** of a literary/non-literary text **at the S7 level** and/or to formulate hypotheses about it. He/she is capable of evaluating the text and of **reporting on it critically**, **excellently**.
			Subject/ specialist		The student shows an **excellent** knowledge of the most important **basic** aspects and terms of the subject (think of literary and grammatical terminology) **at the S3 level**.	The student shows an **excellent** knowledge of the most important aspects and terms of the subject (think of literary, grammatical and linguistic terminology) **at the S5 level** and he/she is able, **under the teacher's guidance, to relate them to other subjects** (history, philosophy, etc.).	The student shows an **excellent** knowledge of the most important aspects, **concepts** and terminology of the subject (think of literary, grammatical, linguistic concepts and **basic concepts of pragmatics, socio- and psycholinguistics**) **at the S7 level** and he/she is able, **without further instructions,** to relate them to other subjects (history, philosophy, etc.).
			Language awareness		The student is capable, **under the teacher's guidance,** of analysing the features of a text **at the S3 level**, in terms of content and communication context, **excellently**; he/she is able, also **excellently**, **on the basis of a concrete assignment and with the teacher's guidance,** to produce a **simple** text of his/her own **about a topic in his/her everyday environment**.	The student is capable, **with instructions,** of analysing the features of a text **at the S5 level at the S5 level,** in terms of content and communication context, **excellently**; he/she is able, also **excellently**, **on the basis of assignments with instructions,** to produce **several different** texts of his/her own	The student is capable, **without further instructions**, of analysing the features of a text **at the S7 level**, in terms of content and communication context, **excellently**; he/she is able, also **excellently**, **without further instructions**, to produce a **wide variety** of texts of his/her own.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	**End of Cycle 2**	**End of Cycle 3**
9-10	Excellent	A	Critical thinking	The student is able **excellently**, under **the teacher's guidance,** to reflect on **topics in his/her everyday environment** and to convey the outcomes of this process in language.	The student is able **excellently**, with **instructions,** to reflect on **topics in everyday reality** and to convey the outcomes of this process in language.	The student is able **excellently**, without **further instructions,** to reflect on **social reality** and to convey the outcomes of this process in language.
			For oral performance only			
			Oral competence	The student is capable of giving a presentation which meets the requirements of **a concrete assignment at the S3 level** regarding **his/her everyday environment**, **excellently**. In a concrete situation, he/she is able to communicate **excellently** and to **start a conversation**. He/she formulates sentences accurately, makes use of appropriate and varied vocabulary, in a suitable register.	The student is capable of giving a presentation which meets the requirements of **a well-defined assignment with instructions at the S5 level**, **excellently**. **In a given setting**, he/she is able to communicate **excellently** and to **start conversations**. He/she formulates sentences accurately, makes use of appropriate and varied vocabulary, in a suitable register.	The student is capable, without **further instructions**, Of giving **a well-structured** presentation which meets the requirements of a **complex assignment at the S7 level**, **excellently**. In a variety of **different contexts**, he/she is able to communicate **excellently** and to start conversations. He/she formulates sentences accurately, makes use of appropriate and varied vocabulary, in a suitable style/register.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
8-8.9	Very good	B	Competences for written and oral performance			
			Reading	The student shows **very good** understanding of literary/non-literary text(s) **at the S3 level**; he/she is capable, **under the teacher's guidance**, of recognising and using relevant information, including important details, **very well.**	The student shows **very good** understanding of literary/non-literary text(s) **at the S5 level**; he/she is capable, **with instructions,** of recognising, using and **analysing** relevant information, including important details, **very well.**	The student shows **very good** understanding of literary/non-literary text(s) **at the S7 level;** he/she is capable, **without further instructions**, of recognising, using and analysing relevant information, including important details, **very well.**
			Writing	The student is able **very well, under the teacher's guidance**, to produce structured texts which meet the requirements of a **concrete assignment and which are related to his/her everyday environment**; he/she is capable of formulating correct sentences, using appropriate and varied vocabulary and correct spelling, in a suitable register, **very well**.	The student is able **very well, with instructions**, to produce structured texts which meet the requirements of a **concrete assignment and context**; he/she is capable of formulating correct sentences, using appropriate and varied vocabulary and correct spelling, in a suitable register, **very well**.	The student is able **very well, without further instructions**, to produce structured texts which meet the requirements of a **given assignment and context**; he/she is capable of formulating correct sentences, using appropriate and varied vocabulary and correct spelling, in a suitable style/register, **very well**.
			Arguing/ persuading	The student is able **very well, under the teacher's guidance,** to argue on topics from **his/her everyday environment**; He/she is capable of **taking a position** and of formulating his/her argument(s) **in a clear way**, making use of linguistically appropriate means, **very well**.	The student is able **very well, on the basis of an assignment with instructions,** to argue **on concrete topics**; he/she is capable of **adopting a viewpoint for or against** and of formulating his/her argument(s) **in a clear and coherent way**, making use of linguistically appropriate means, **very well**.	The student is able **very well, without further instructions**, to argue on **a variety of topics**; he/she is **capable** of **adopting different viewpoints** and of formulating his/her argument(s) **in a clear, coherent and structured way**, making use of linguistically appropriate means, **very well**.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
8-8.9	Very good	B	Interpretation	The student is able **very well, under the teacher's guidance,** to interpret a literary/non-literary text **at the S3 level**. He/she is capable of evaluating the text **very well**.	The student is able **very well, with instructions,** to interpret and **grasp the intentions** of a literary/non-literary text **at the S5 level** and/or to **formulate hypotheses** about it. He/she is capable of evaluating the text **very well.**	The student is able very **well, without further instruction,** to interpret and **grasp the intentions** of a literary/non-literary text **at the S7 level** and/or to formulate hypotheses about it. He/she is capable of evaluating the text and of **reporting on it critically**, **very well**.
			Subject/ specialist	The student shows a **very good** knowledge of the most important **basic** aspects and terms of the subject (think of literary and grammatical terminology) **at the S3 level**.	The student shows a **very good** knowledge of the most important aspects and terms of the subject (think of literary, grammatical and linguistic terminology) **at the S5 level** and he/she is able, **under the teacher's guidance, to relate them to other subjects** (history, philosophy, etc.).	The student shows a **very good** knowledge of the most important aspects, **concepts** and terminology of the subject (think of literary, grammatical, linguistic concepts and **basic concepts of pragmatics, socio- and psycholinguistics**) **at the S7 level** and he/she is able, **without further instructions,** to relate them to other subjects (history, philosophy, etc.).
			Language awareness	The student is capable **very well, under the teacher's guidance,** of analysing the features of a text **at the S3 level**, in terms of content and communication context; he/she is able also, **on the basis of a concrete assignment and with the teacher's guidance,** to produce a **simple** text of his/her own **about a topic in his/her everyday environment**, very well.	The student is capable **very well with instructions**, of analysing the features of a text **at the S5 level**, in terms of content and communication context; he/she is able also, **on the basis of assignments with instructions,** to produce **several different** texts of his/her own, **very well**.	The student is capable **very well, without further instructions**, of analysing the features of a text **at the S7 level**, in terms of content and communication context; he/she is able also, **without further instructions**, to produce a **wide variety** of texts of his/her own, **very well**.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	**End of Cycle 2**	**End of Cycle 3**
8-8.9	Very good	B	Critical thinking	The student is able **very well, under the teacher's guidance,** to reflect on **topics in his/her everyday environment** and to convey the outcomes of this process in language.	The student is able **very well, with instructions,** to reflect on **topics in everyday reality** and to convey the outcomes of this process in language.	The student is able **very well, without further instructions,** to reflect on **social reality** and to convey the outcomes of this process in language.
			For oral performance only			
			Oral competence	The student is capable of giving a presentation which meets the requirements of **a concrete assignment at the S3 level** regarding **his/her everyday environment**, **very well**. In a concrete situation, he/she is able to communicate **very well** and to **start a conversation**. He/she formulates sentences accurately, makes use of appropriate and varied vocabulary, in a suitable register.	Speaking skills: The student is capable of giving a presentation which meets the requirements of **a well-defined assignment with instructions at the S5 level** In **a given setting**, **very well**. He/she is able to communicate **very well** and to **start conversations**. He/she formulates sentences accurately, makes use of appropriate and varied vocabulary, in a suitable register.	Speaking skills: The student is able **very well**, **without further instructions**, to give **a well-structured** presentation which meets the requirements of a **complex assignment at the S7 level**. In a variety of **different contexts**, he/she is able to communicate **very well** and to start conversations. He/she formulates sentences accurately, makes use of appropriate and varied vocabulary, in a suitable style/register.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
7-7.9	Good	C	Competences for written and oral performance			
			Reading	The student shows **good** understanding of literary/non-literary text(s) **at the S3 level**; he/she is capable, **under the teacher's guidance**, of recognising and using relevant information, including important details, **well**	The student shows **good** understanding of literary/non-literary text(s) **at the S5 level**; he/she is capable, **with instructions,** of recognising, using and **analysing** relevant information, including important details, **well.**	The student shows **good** understanding of literary/non-literary text(s) **at the S7 level;** he/she is capable, **without further instructions**, of recognising, using and analysing relevant information, including important details, **well.**
			Writing	The student is able **well, under the teacher's guidance**, to produce structured texts which meet the requirements of a **concrete assignment and which are related to his/her everyday environment**; he/she is capable of formulating correct sentences, using appropriate and varied vocabulary and correct spelling, in a suitable register, **well**.	The student is able **well,** with **instructions**, to produce structured texts which meet the requirements of a **concrete assignment and context**; he/she is capable of formulating correct sentences, using appropriate and varied vocabulary and correct spelling, in a suitable register, **well**.	The student is able **well, without further instructions**, to produce structured texts which meet the requirements of a **given assignment and context**; he/she is capable of formulating correct sentences, using appropriate and varied vocabulary and correct spelling, in a suitable register, **well**.
			Arguing/ persuading	The student is able **well, under the teacher's guidance,** to argue on topics from **his/her everyday environment**; He/she is capable of **taking a position** and of formulating his/her argument(s) **in a clear way**, making use of linguistically appropriate means, **well**.	The student is able **well, on the basis of an assignment with instructions,** to argue **on concrete topics**; he/she is capable of **adopting a viewpoint for or against** and of formulating his/her argument(s) **in a clear and coherent way**, making use of linguistically appropriate means, **well**.	The student is able **well, without further instructions**, to argue on **a variety of topics**; he/she is capable of **adopting different viewpoints** and of formulating his/her argument(s) **in a clear, coherent and structured way**, making use of linguistically appropriate means, **well**.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	**End of Cycle 2**	**End of Cycle 3**
7-7.9	Good	C	Interpretation	The student is able **well, under the teacher's guidance,** to interpret a literary/non-literary text **at the S3 level**. He/she is capable of evaluating the text **well**.	The student is able **well, with instructions,** to interpret and **grasp the intentions** of a literary/non-literary text **at the S5 level** and/or to **formulate hypotheses** about it. He/she is capable of evaluating the text **well**.	The student is able **well, without further instructions,** to interpret and **grasp the intentions** of a literary/non-literary text **at the S7 level** and/or to formulate hypotheses about it. He/she is capable of evaluating the text and of **reporting on it critically**, **well**.
			Subject/ specialist	The student shows a **good** knowledge of the most important **basic** aspects and terms of the subject (think of literary and grammatical terminology) **at the S3 level**.	The student shows a **good** knowledge of the most important aspects and terms of the subject (think of literary, grammatical and linguistic terminology) **at the S5 level** and he/she is able, **under the teacher's guidance,** to relate them to other subjects (history, philosophy, etc.).	The student shows a **good** knowledge of the most important aspects, concepts and terminology of the subject (think of literary, grammatical, linguistic concepts and **basic concepts of pragmatics, socio- and psycholinguistics**) **at the S7 level** and he/she is able, **without further instructions,** to relate them to other subjects (history, philosophy, etc.).
			Language awareness	The student is capable **well, under the teacher's guidance,** of analysing the features of a text **at the S3 level**, in terms of content and communication context; he/she is able also, **on the basis of a concrete assignment and with the teacher's guidance,** to produce a **simple** text of his/her own **about a topic in his/her everyday environment**, **well**.	The student is capable **well with instructions, of** analysing the features of a text **at the S5 level at the S5 level,** in terms of content and communication context; he/she is able also, **on the basis of assignments with instructions,** to produce **several different** texts of his/her own, **well**.	The student is **capable, without further instructions**, of analysing the features of a text **at the S7 level**, in terms of content and communication context; he/she is able also, **without further instructions**, to produce a **wide variety** of texts of his/her own, **well**.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	**End of Cycle 2**	**End of Cycle 3**
7-7.9	Good	C	Critical thinking	The student is able well, **under the teacher's guidance,** to reflect on **topics in his/her everyday environment** and to convey the outcomes of this process in language.	The student is able well, with **instructions,** to reflect on **topics in everyday reality** and to convey the outcomes of this process in language.	The student is able well, **without further instructions,** to reflect on **social reality** and to convey the outcomes of this process in language.
			For oral performance only			
			Oral competence	The student is capable of giving a presentation which meets the requirements of **a concrete assignment at the S3 level** regarding **his/her everyday environment**, **well**. In a concrete situation, he/she is able to communicate **well** and to **start a conversation**. He/she formulates sentences accurately, makes use of appropriate and varied vocabulary, in a suitable register.	The student is capable of giving a presentation which meets the requirements of **a well-defined assignment with instructions at the S5 level** in **a given setting**, **well**; he/she is able to communicate **well** and to **start conversations**. He/she formulates sentences accurately, makes use of appropriate and varied vocabulary, in a suitable register.	The student is capable, without **further instructions,** of giving **a well-structured** presentation which meets the requirements of a **complex assignment at the S7 level**, **well**. In a variety of **different contexts**, he/she is able to communicate **well** and to start conversations. He/she formulates sentences accurately, makes use of appropriate and varied vocabulary, in a suitable register.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	**End of Cycle 2**	**End of Cycle 3**
6-6.9	Satisfactory	D	Competences for written and oral performance			
			Reading	The student shows **satisfactory** understanding of literary/non-literary text(s) **at the S3 level**; he/she is capable, **under the teacher's guidance**, of recognising and using relevant information, including important details, **satisfactorily.**	The student shows **satisfactory** understanding of literary/non-literary text(s) **at the S5 level** he/she is capable, **with instructions,** of recognising, using and **analysing** relevant information, including important details, **satisfactorily.**	The student shows **satisfactory** understanding of literary/non-literary text(s) **at the S7 level;** he/she is capable, **without further instructions**, of recognising, using and analysing relevant information, including important details, **satisfactorily.**
			Writing	The student is able **satisfactorily, under the teacher's guidance**, to produce structured texts which meet the requirements of a **concrete assignment and which are related to his/her everyday environment**; he/she is **capable** of **satisfactorily** formulating correct sentences, the vocabulary is **satisfactory** but not very varied, the spelling is **satisfactory** but mistakes are regularly to be seen.	The student is able **satisfactorily, with instructions**, to produce structured texts which meet the requirements of a **concrete assignment and context**; he/she is capable of **satisfactorily** formulating correct sentences, the vocabulary is **satisfactory** but not very varied, the spelling is **satisfactory** but mistakes are regularly to be seen.	The student is able **satisfactorily, without further instructions**, to produce structured texts which meet the requirements of a **given assignment and context**; he/she is capable of **satisfactorily** formulating correct sentences, the vocabulary is **satisfactory** but not very varied, the spelling is **satisfactory** but mistakes are regularly to be seen, use is made of a suitable register **to a satisfactory extent**.
			Arguing/ persuading	The student is able **satisfactorily, under the teacher's guidance,** to argue on topics from **his/her everyday environment**; He/she is **capable** of **satisfactorily taking a position** and of formulating his/her argument(s) **in a clear way**, making use of linguistically appropriate means.	The student is able **satisfactorily, on the basis of an assignment with instructions,** to argue **on concrete topics**; he/she is **satisfactorily** capable of **adopting a viewpoint for or against** and of formulating his/her argument(s) **in a clear and coherent way**, making use of linguistically appropriate means.	The student is able **satisfactorily, without further instructions**, to argue on **a variety of topics**; he/she is capable of **adopting different viewpoints** and of formulating his/her argument(s) **in a clear, coherent and structured way**, making use of linguistically appropriate means, **to a satisfactory extent**.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
6-6.9	Satisfactory	D	Interpretation	The student is able **satisfactorily, under the teacher's guidance,** to interpret a literary/non-literary text **at the S3 level**. He/she is capable of evaluating the text **satisfactorily**.	The student is able **satisfactorily, with instructions,** to interpret and **grasp the intentions** of a literary/non-literary text **at the S5 level** and/or to **formulate hypotheses** about it. He/she is capable of evaluating the text **satisfactorily**.	The student is able **satisfactorily, without further instructions,** to interpret and **grasp the intentions** of a literary/non-literary text **at the S7 level** and/or to formulate hypotheses about it. He/she is capable of evaluating the text and of **reporting on it critically**, **to a satisfactory extent**.
			Subject/specialist	The student shows a **satisfactory** knowledge of the most important **basic** aspects and terms of the subject (think of literary and grammatical terminology) **at the S3 level**.	The student shows a **satisfactory** knowledge of the most important aspects and terms of the subject (think of literary, grammatical and linguistic terminology) **at the S5 level** and he/she is able, **under the teacher's guidance**, to relate them to other subjects (history, philosophy, etc.).	The student shows a **satisfactory** knowledge of the most important aspects, concepts and terminology of the subject (think of literary, grammatical, linguistic concepts and **basic concepts of pragmatics, socio- and psycholinguistics**) **at the S7 level** and he/she is able, **without further instructions,** to relate them to other subjects (history, philosophy, etc.).
			Language awareness	The student is capable **satisfactorily, under the teacher's guidance,** of analysing the features of a text **at the S3 level**, in terms of content and communication context; he/she is able also **satisfactorily, on the basis of a concrete assignment and with the teacher's guidance,** to produce a **simple** text of his/her own **about a topic in his/her everyday environment**.	The student is capable **satisfactorily, with instructions,** of analysing the features of a text **at the S5 level at the S5 level,** in terms of content and communication context; he/she is able also **satisfactorily, on the basis of assignments with instructions,** to produce **several different** texts of his/her own	The student is capable **satisfactorily, without further instructions**, of analysing the features of a text **at the S7 level**, in terms of content and communication context; he/she is able also **satisfactorily, without further instructions**, to produce a **wide variety** of texts of his/her own.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
6-6.9	Satisfactory	D	Critical thinking	The student is able **satisfactorily, under the teacher's guidance,** to reflect on **topics in his/her everyday environment** and to convey the outcomes of this process in language.	The student is able **satisfactorily,** with **instructions,** to reflect on **topics in everyday reality** and to convey the outcomes of this process in language.	The student is able **satisfactorily,** without **further instructions,** to reflect on **social reality** and to convey the outcomes of this process in language.
			For oral performance only			
			Oral competence	The student is capable of giving a presentation which meets the requirements of **a concrete assignment at the S3 level** regarding **his/her everyday environment, satisfactorily.** In a concrete situation, he/she is able to communicate **satisfactorily** and to **start a conversation.** He/she is capable of formulating appropriate sentences **satisfactorily**; the vocabulary is **satisfactory** but not very varied.	The student is capable of giving a presentation which meets the requirements of **a well-defined assignment, with instructions, at the S5 level in a given setting, satisfactorily**; he/she is able to communicate **satisfactorily** and to **start conversations.** He/she is capable of formulating appropriate sentences **satisfactorily**; the vocabulary is **satisfactory** but not very varied.	The student is capable, **without further instructions,** of giving **a structured** presentation which meets the requirements of a **complex assignment at the S7 level, satisfactorily.** In **a variety of different contexts**, he/she is able to communicate **satisfactorily.** He/she is capable of formulating appropriate sentences **satisfactorily**, the vocabulary is **satisfactory** but not very varied, use is made of a suitable register **to a satisfactory extent**.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
5-5.9	Sufficient	E	Competences for written and oral performance			
			Reading	The student shows **some** understanding of literary/non-literary text(s) **at the S3 level**; he/she is **more or less** capable, **under the teacher's guidance,** of recognising and using relevant information, including important details.	The student shows **some** understanding of literary/non-literary text(s) **at the S5 level;** he/she is **more or less** capable, **with instructions**, of recognising, using and **analysing** relevant information, including important details.	The student shows **some** understanding of literary/non-literary text(s) **at the S7 level;** he/she is **more or less** capable, **without further instructions** of recognising, using and **analysing** relevant information, including important details.
			Writing	The student is able to **some extent**, **under the teacher's guidance,** to produce a structured text which meets the requirements of a **concrete assignment and which is related to his/her everyday environment**; he/she is capable to **a slight extent** of formulating correct sentences, using appropriate vocabulary and correct spelling. However, the vocabulary is limited and spelling mistakes are regularly made.	The student is able to **some extent**, **with instructions**, to produce a structured text which meets the requirements of a **concrete assignment and context**; he/she is **capable to a slight extent** of formulating correct sentences, using appropriate vocabulary and correct spelling. However, the vocabulary is limited and spelling mistakes are regularly made.	The student is able **to some extent**, **without further instructions**, to produce a structured text which meets the requirements of a **given assignment and context**; he/she is capable **to a slight extent** of formulating correct sentences, using appropriate vocabulary and correct spelling. However, the vocabulary is limited and spelling mistakes are regularly made. **The student does not show a clear awareness of a suitable register.**
			Arguing/ persuading	The student is able to **some extent**, **under the teacher's guidance,** to argue on topics from **his/her everyday environment**; he/she is **more or less** capable of **taking a position** and of formulating his/her argument(s) **in a clear way**, making use of linguistically appropriate means.	The student is able to **some extent**, **on the basis of an assignment with instructions,** to argue **on concrete topics**; he/she is **more or less** capable **of adopting a viewpoint for or against** and of formulating his/her argument(s) **in a clear and coherent way**, making use of linguistically appropriate means.	The student is able **to some extent**, **without further instructions**, to argue on **a variety of topics**; he/she is **more or less** capable **of adopting different viewpoints** and of formulating his/her argument(s) **in a clear, coherent and structured way**, making use of linguistically appropriate means.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	**End of Cycle 2**	**End of Cycle 3**
5-5.9	Sufficient	E	Interpretation	The student is able to **some extent**, **under the teacher's guidance,** to interpret a literary/non-literary text **at the S3 level**. He/she is **more or less** capable of evaluating the text.	The student is able **to some extent**, **with instructions,** to interpret and **grasp the intentions** of a literary/non-literary text **at the S5 level** and/or to **formulate hypotheses** about it. He/she is **more or less** capable of evaluating the text.	The student is able to **some extent**, **without further instructions,** to interpret and grasp the intentions of a literary/non-literary text **at the S7 level** and/or to formulate hypotheses about it. He/she is **more or less** capable of evaluating the text and of **reporting on it critically**.
			Subject/ specialist	The student shows **some** knowledge of the most important **basic** aspects and terms of the subject (think of literary and grammatical terms) **at the S3 level**.	The student shows **some** knowledge of the most important aspects and terms of the subject (think of literary, grammatical and linguistic terms) **at the S5 level** and he/she is able to **some extent**, **under the teacher's guidance**, to relate them to other subjects (history, philosophy, etc.).	The student shows **some** knowledge of the most important aspects, concepts and terms of the subject (think of literary, grammatical, linguistic terms and **basic pragmatics, socio- and psycholinguistics terms**) **at the S7 level** and he/she is able **to some extent**, **without further instructions,** to relate them to other subjects (history, philosophy, etc.).
			Language awareness	The student is able **to some extent**, **under the teacher's guidance,** to analyse the features of a text **at the S3 level**, in terms of content and communication context; he/she is able also **to some extent**, **on the basis of a concrete assignment and with the teacher's guidance**, to produce a **simple** text of his/her own **about a topic in his/her everyday environment**.	The student is able **to some extent**, **with instructions,** to analyse the features of a text **at the S5 level**, in terms of content and communication context; he/she is able also **to some extent**, **on the basis of assignments with instructions**, to produce **several different** texts of his/her own.	The student is able **to some extent**, **without further instructions,** to analyse the features of a text **at the S7 level,** in terms of content and communication context; he/she is able also **to some extent**, **without further instructions,** to produce **a wide variety** of texts of his/her own.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
5-5.9	Sufficient	E	Critical thinking	The student is able **to some extent**, **under the teacher's guidance,** to reflect on **topics in his/her everyday environment** and to convey the outcomes of this process in language.	The student is able **to some extent**, **with instructions,** to **reflect** on **topics in everyday reality** and to convey the outcomes of this process in language.	The student is able **to some extent**, **without further instructions,** to reflect on **social reality** and to convey the outcomes of this process in language.
			For oral performance only			
			Oral competence	The student is able **to some extent** to give a presentation which meets the requirements of **a concrete assignment at the S3 level** regarding **his/her everyday environment**. In a concrete situation, he/she is able **to some extent** to communicate and to start a conversation. He/she is capable **to a slight extent** of formulating correct sentences and using appropriate vocabulary. However, the vocabulary is limited.	The student is able **to some extent** to give a presentation which meets the requirements of **a well-defined assignment with instructions at the S5 level. In a given setting**, he/she is able to communicate **to some extent** and to **start conversations**. He/she is capable **to a slight extent** of formulating correct sentences and using appropriate vocabulary. However, the vocabulary is limited.	The student is able **to some extent, without further instructions,** to give **a structured** presentation which meets the requirements of a **complex assignment at the S7 level**. In a variety of different contexts, he/she is able to communicate **to some extent** and to start conversations. He/she is capable **to a slight extent of** formulating correct sentences and using appropriate vocabulary. However, the vocabulary is limited. **The student does not show a clear awareness of a suitable register.**

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	**End of Cycle 2**	**End of Cycle 3**
3-4.9	Failed (weak)	F	Competences for written and oral performance			
			Reading	The student shows **little** understanding of literary/non-literary text(s) **at the S3 level**; he/she recognises little relevant information or important details, **even with (extra) guidance from the teacher**.	The student shows **little** understanding of literary/non-literary text(s) **at the S5 level**; he/she recognises little relevant information or important details, **even with (extra) instructions.**	The student shows **little** understanding of literary/non-literary text(s) **at the S7 level**; he/she recognises little relevant information or important details.
			Writing	The student is **hardly able, even with (extra) guidance from the teacher,** to produce **a short text** which meets the requirements of a **given assignment and context**; he/she is **hardly** capable of formulating correct sentences, using appropriate vocabulary and correct spelling. However, the vocabulary is very limited and there is a comparatively large number of spelling mistakes.	The student is **hardly able, even with (extra) instructions**, to produce **a text** which meets the requirements of a **given assignment and context**; he/she is **hardly** capable of formulating correct sentences, using appropriate vocabulary and correct spelling. However, the vocabulary is very limited and there is a comparatively large number of spelling mistakes.	The student is **hardly** able**, without further instructions**, to produce **a structured text** which meets the requirements of a **given assignment and context**; he/she is **hardly** capable of formulating correct sentences, using appropriate vocabulary and correct spelling. However, the vocabulary is very limited and there is a comparatively large number of spelling mistakes. **The student does not show any awareness of a suitable register.**
			Arguing/ persuading	The student is **hardly able, even with (extra) guidance from the teacher,** to argue on topics from **his/her everyday environment**; he/she is **hardly** capable of **taking a position** and of formulating his/her argument(s) **in a clear way**, making use of linguistically appropriate means.	The student is **hardly able, even on the basis of an assignment with (extra) instructions,** to argue **on concrete topics**; he/she is **hardly** capable of **adopting a viewpoint for or against** and of formulating his/her argument(s) **in a clear and coherent way**, making use of linguistically appropriate means.	The student is **hardly able, without further instructions**, to argue on **a variety of topics**; he/she is **hardly** capable of **adopting different viewpoints** and of formulating his/her argument(s) **in a clear, coherent and structured way**, making use of linguistically appropriate means.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
3-4.9	Failed (weak)	F	Interpretation	The student is **hardly** able, **even with (extra) guidance from the teacher,** to interpret a literary/non-literary text **at the S3 level**. He/she is **hardly** capable of evaluating a text.	The student is **hardly** able, **even with (extra) instructions**, to interpret and grasp the intentions of a literary/non-literary text **at the S5 level** and/or to formulate hypotheses about it. He/she is **hardly** capable of evaluating a text.	The student is **hardly** able, **without further instructions,** to interpret and grasp the intentions of a literary/non-literary text **at the S7 level** and/or to formulate hypotheses about it. He/she is **hardly** capable of evaluating the text and of **reporting on it critically**.
			Subject/ specialist	The student shows **some** knowledge of the most important **basic** aspects and terms of the subject (think of literary and grammatical terms) **at the S3 level**.	The student shows **some** knowledge of the most important aspects and terms of the subject (think of literary, grammatical and linguistic terms) **at the S5 level** and he/she is **hardly** able, **even under the teacher's guidance,** to relate them to other subjects (history, philosophy, etc.).	The student shows **some** knowledge of the most important aspects, concepts and terms of the subject (think of literary, grammatical, linguistic terms and **basic pragmatics, socio- and psycholinguistics terms**) **at the S7 level** and he/she is **hardly** able, without **further instructions,** to relate them to other subjects (history, philosophy, etc.).
			Language awareness	The student is **hardly** able, **even with (extra) guidance from the teacher,** to analyse the features of a text **at the S3 level**, in terms of content and communication context; he/she is also **hardly** able, **on the basis of a concrete assignment and with (extra) guidance from the teacher**, to produce a **simple** text of his/her own **about a topic in his/her everyday environment**.	The student is **hardly** able to analyse the features of a text **at the S5 level**, in terms of content and communication context, even **on the basis of (extra) instructions**; he/she is also **hardly** able, **on the basis of (extra) instructions**, to produce **several different** texts of his/her own.	The student is **hardly** able, **without further instructions,** to analyse the features of a text **at the S7 level,** in terms of content and communication context; he/she is also **hardly** able, **without further instructions,** to produce, **a wide variety** of texts of his/her own.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	**End of Cycle 2**	**End of Cycle 3**
3-4.9	Failed (weak)	F	Critical thinking	The student is **hardly** able, **even with (extra) guidance from the teacher,** to reflect on **topics in his/her everyday environment** and to convey the outcomes of this process in language.	The student is **hardly able, even with (extra) instructions, to reflect on topics in everyday reality** and to convey the outcomes of this process in language.	The student is **hardly** able, **without further instructions,** to reflect on **social reality** and to convey the outcomes of this process in language.
			For oral performance only			
			Oral competence	The student is **hardly** able to give a presentation which meets the requirements of **a concrete assignment at the S3 level** regarding **his/her everyday environment**. In a concrete situation, he/she is **hardly** able to communicate and to start a conversation. He/she is **hardly** capable **of** formulating correct sentences and using appropriate vocabulary. However, the vocabulary is very limited.	The student is **hardly** able to give a presentation which meets the requirements of **a well-defined assignment with instructions at the S5 level. In a given setting**, he/she is **hardly** able to communicate and to **start conversations**. He/she is **hardly** capable of formulating correct sentences and using appropriate vocabulary. However, the vocabulary is very limited.	The student is **hardly** able, without **further instructions,** to give **a well-structured** presentation which meets the requirements of a **complex assignment at the S7 level**. In a variety of different contexts, he/she is **hardly** able to communicate and to start conversations. He/she is **hardly** capable of formulating correct sentences and using appropriate vocabulary. However, the vocabulary is very limited. **The student does not show a clear awareness of a suitable register.**

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
0-2.9	Failed (very weak)	FX	Competences for written and oral performance			
			Reading	The student shows **no** understanding of literary/non-literary text(s) **at the S3 level**; he/she recognises **no** relevant information or important details, **even with (extra) guidance from the teacher**.	The student shows **no** understanding of literary/non-literary text(s) **at the S5 level**; he/she recognises **no** relevant information or important details, **even with (extra) instructions.**	The student shows **no** understanding of literary/non-literary text(s) **at the S7 level**; he/she recognises **no** relevant information or important details.
			Writing	The student is **unable, even with (extra) guidance from the teacher,** to produce a short text which meets the requirements of a given assignment and context; he/she is **hardly** capable of formulating correct sentences, using appropriate vocabulary and correct spelling. However, the vocabulary is inadequate and there is a comparatively large number of spelling mistakes.	The student is **unable, even with (extra) instructions**, to produce a text which meets the requirements of a given assignment and context; he/she is **hardly** capable of formulating correct sentences, using appropriate vocabulary and correct spelling. However, the vocabulary is inadequate and there is a comparatively large number of spelling mistakes.	The student is **unable, without further instructions**, to produce **a structured text** which meets the requirements of a given assignment and context; he/she is **hardly** capable of formulating correct sentences, using appropriate vocabulary and correct spelling. However, the vocabulary is inadequate and there is a comparatively large number of spelling mistakes. The student does not show any awareness of a suitable register in a given context.
			Arguing/ persuading	The student is **unable, even with (extra) guidance from the teacher,** to argue on topics from **his/her everyday environment**; he/she is **incapable** of **taking a position** and of formulating his/her argument(s) **in a clear way**, making use of linguistically appropriate means.	The student is **unable, even on the basis of an assignment with (extra) instructions,** to argue **on concrete topics**; he/she is **incapable of adopting a viewpoint for or against** and of formulating his/her argument(s) **in a clear and coherent way**, making use of linguistically appropriate means.	The student is **unable, without further instructions**, to argue on **a variety of topics**; he/she is **incapable of adopting different viewpoints** and of formulating his/her argument(s) **in a clear, coherent and structured way**, making use of linguistically appropriate means.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	**End of Cycle 2**	**End of Cycle 3**
0-2.9	Failed (very weak)	FX	Interpretation	The student is unable, **even with (extra) guidance from the teacher,** to interpret a literary/non-literary text **at the S3 level**. He/she is **incapable** of evaluating a text.	The student is **unable, even with (extra) instructions**, to interpret and grasp the intentions of a literary/non-literary text **at the S5 level** and/or to formulate hypotheses about it. He/she is **incapable** of evaluating a text.	The student is **unable, without further instructions,** to interpret and grasp the intentions of a literary/non-literary text **at the S7 level** and/or to formulate hypotheses about it. He/she is **incapable** of evaluating the text and of **reporting on it critically**.
			Subject/ specialist	The student shows **no** knowledge of the most important **basic** aspects and terms of the subject (think of literary and grammatical terms) **at the S3 level**.	The student shows **no** knowledge of the most important aspects and terms of the subject (think of literary, grammatical and linguistic terms) **at the S5 level** and he/she is **unable, even under the teacher's guidance,** to relate them to other subjects (history, philosophy, etc.).	The student shows **no** knowledge of the most important aspects, concepts and terms of the subject (think of literary, grammatical, linguistic terms and **basic pragmatics, socio- and psycholinguistics terms**) **at the S7 level** and he/she is **unable, without further instructions,** to relate them to other subjects (history, philosophy, etc.).
			Language awareness	The student is **unable**, **even with (extra) guidance from the teacher,** to analyse the features of a text **at the S3 level**, in terms of content and communication context; he/she is also **unable, on the basis of a concrete assignment and with (extra) guidance from the teacher**, to produce a **simple** text of his/her own **about a topic in his/her everyday environment**.	The student is **unable, even on the basis of (extra) instructions,** to analyse the features of a text **at the S5 level**, in terms of content and communication context; he/she is also **unable**, **on the basis of assignments with (extra) instructions**, to produce **several different** texts of his/her own.	The student is **unable, without further instructions,** to analyse the features of a text **at the S7 level,** in terms of content and communication context; he/she is also **unable**, **without further instructions,** to produce **a wide variety** of texts of his/her own.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	**End of Cycle 2**	**End of Cycle 3**
0-2.9	Failed (very weak)	FX	Critical thinking	The student is **unable, even with (extra) guidance from the teacher**, to reflect on **topics in his/her everyday environment** and to convey the outcomes of this process in language.	The student is **unable, even with (extra) instructions,** to reflect on **topics in everyday reality** and to convey the outcomes of this process in language.	The student is **unable, without further instructions,** to reflect on **social reality** and to convey the outcomes of this process in language.
			For oral performance only			
			Oral competence	The student is **unable** to give a presentation which meets the requirements of **a concrete assignment at the S3 level** regarding **his/her everyday environment**. **In a concrete situation**, he/she is **unable** to communicate and to start a **conversation**. He/she is **incapable** of formulating correct sentences and using **any** appropriate vocabulary.	The student is **unable** to give a presentation which meets the requirements of **a well-defined assignment with instructions at the S5 level. In a given setting**, he/she is **unable** to communicate and to **start conversations**. He/she is **incapable** of formulating correct sentences and using **any** appropriate vocabulary.	The student is **unable, without further instructions**, to give **a structured** presentation which meets the requirements of a **complex assignment at the S7 level**. In a variety of different contexts, he/she is **unable** to communicate and to start **conversations in a wide variety of contexts**. He/she is **incapable** of formulating correct sentences and using **any** appropriate vocabulary. The student does not show a clear awareness of a suitable register in a given context.

Annex 3: the European Baccalaureate oral examination

The oral examination assesses the candidate's ability to talk coherently and cogently about a text selected at random from a set provided by the school and approved by external experts. Candidates are expected to communicate an analytic and personal response to the chosen text, incorporating appropriate knowledge and understanding (e.g. of its linguistic and literary features, and of any relevant social, cultural and historical background). They may also talk about texts they have encountered during the course, both in school and in their personal reading, where these can be related to aspects of the text chosen for this examination. Written prompts are provided to guide candidates in their preparation, for which they are allowed 25 minutes, which includes the time taken to select the passage and to go to the examination room. The text is about 400 words long; details of authorship, date and source are provided.

Regulations concerning the conduct of the examination are issued by the Pedagogical Development Unit of the Office of the Secretary General of the European Schools. The national inspector issues specific advice and guidelines, concerning the choice and presentation of texts and administration of the examination, annually.

The examination itself lasts for 20 minutes, with an additional 5 minutes for the teacher and external examiner to agree the mark for the candidate. Candidates may be asked to read some of the selected text aloud; they will be required to develop an interpretation of it (initially related to the prompts, but not restricted by them) and to engage with the teacher and examiner in a dialogue about the text, referring to the candidate's wider personal reading where appropriate.

The examination is marked in accordance with the appropriate NMS assessment grids/rubrics attached. It should be noted that this oral examination has the potential to assess all the subject competences listed in section 3.1 above and described more fully in part (b) of Annex 1; the 'oral competence' attainment descriptors in Annex 2(a) above are also relevant. As well as taking account of the candidate's literary knowledge and critical understanding, marks are awarded for fluent and correct expression, appropriate pronunciation, intonation and register, and the candidate's ability to participate in and sustain a dialogue (i.e. his/her ability to understand, respond to and develop prompts put by the examiner in presenting a sustained argument).

Annex 4: the European Baccalaureate written examination

Harmonisation regulations require the L1 Baccalaureate examination paper to:

1. Assess all required competences so that candidates may not neglect or leave out parts of the syllabus.

2. Contain one, two or three tasks, sub-tasks possible. Necessary if only one task.

3. Include *unseen* literary and non-literary texts with 1000 to 1600 words.

4. Include the study of set texts and/or topics.

Various models are approved. That chosen for English L1 consists of three parts:

Part 1 Reading comprehension

Poetry – one task, which is to make an analysis and interpretation of the unseen text, including comparison if two texts are set.

Competences assessed: reading, writing, interpretation, subject/specialist, language awareness, critical thinking

Part 2 Written production

Prose – one task, which is to present the ideas and points of view expressed in an unseen non-fiction text and to analyse/evaluate the methods used to communicate them, including comparison if two texts are set.

Competences assessed: reading, writing, arguing/reasoning, subject/specialist, language awareness, critical thinking

Part 3 Understanding literature

Candidates choose one task from two related to the set texts and theme studied, producing an analysis and evaluation of how at least two writers present ideas and achieve their effects.

Competences assessed: reading, writing, arguing/reasoning, interpretation, subject/specialist, language awareness, critical thinking

If one text is set in Part 1, two texts will be set in Part 2 or *vice versa*, so that one of the tasks will always require candidates to compare texts. Parts 1 and 2 are not linked thematically; the text(s) in Part 2 will be non-fiction, to ensure that the examination assesses the candidate's response to a variety of text types and that there is full coverage of the syllabus through this assessment model. The examination is marked in accordance with the revised NMS assessment grids/rubric.

ATTACHED NMS DOCUMENTS

Tasks	Competences	Weight in %**	Generic Matrix for Written Exam LI Bac *	Question (s)	Evaluation/ marking	Weight in points**
			Learning objectives			
Part 1: Non-Literary texts **Question 1 Unseen Non-literary text (s)**	**READING** **Interpretation** **Critical thinking** **Scientific competence**	15%	• Understand information in a non-fiction text • Pick out significant details in the text • Analyse the features of a non-fiction text • Analyse and appraise the effects used to present a point of view • Understand the author's intention and evaluate it critically • Identify and understand themes, facts and their context • Evaluate and appraise different types of non-fiction text • Draw on knowledge external to the text to make sense of non-fiction texts • Make use of the relevant concepts and terminology of the subject area	Question 1	Marking Scheme/Rubric	
	WRITING **Arguing/reasoning** **Linguistic competence**	15%	• Write to convince, persuade or refute • Explore a range of contentious topics and analyse the validity of different points of view • Express a personal opinion on a theme or text • Present arguments clearly using linguistically effective means • Produce texts that take account of the target readership • Use language accurately (syntax, vocabulary, spelling) • Use different language registers and stylistic devices			
Total Part 1		**30%****				**30**

Part 2: Literary texts	READING	35%	• Understand different literary texts from a variety of forms • Analyse and interpret literary texts • Identify specific details in the text, particularly its linguistic and literary features • Explore the intentions of the text and evaluate them critically • Know the relevant concepts and terminology needed to understand different literary texts • Identify and understand the central themes of a text • Draw on knowledge external to the text to make sense of fiction texts	Questions 2 and 3	Marking Scheme/Rubric	
Question 1 Unseen literary texts (s)	Interpretation Critical thinking Scientific competence					
Question 2 Essay on literary texts and/or topics studied in class	WRITING Arguing/reasoning Linguistic competence	35%	• Produce a clear and well-structured answer to the questions or tasks set • Argue persuasively about literary texts, their impact and their intentions • Express fluent personal views on the texts read and studied • Show a well-founded understanding of the texts • Use language accurately (syntax, vocabulary, spelling) • Use different language registers and stylistic devices			
Total Part 2		**70%****				**70**
TOTAL		**100%**				**100**

*The matrix has been completed in accordance with the following two documents in order to ensure consistency across all L I syllabuses: Structure of the L 1 Written and Oral Examinations in the European Baccalaureate (2020-01-D-41-en-1) and Attainment descriptors for all L I – Secondary cycle (2018-09-D-57-en-fr-de-3)

**The percentages above are examples only. The range available, depending on the model chosen, is between 30 and 70% for literary and between 30 and 70% for non-literary texts. E.g. it could be 60% for non-literary texts and 40% for literary texts or the other way round.

Paper specific matrix for Written Exam LI Baccalaureate* English						
Tasks	**Competences**	**Weight in %**	**Learning objectives**	**Question (s)**	**Evaluation/ marking**	**Weight in points**
Non-Literary texts **Part 2 : Unseen Non-literary text (s) (30 marks)**	**READING** **Interpretation** **Critical thinking** **Scientific competence**	15%	• Understand information in a non-fiction text • Pick out significant details in the text • Analyse the features of a non-fiction text • Analyse and appraise the effects used to present a point of view • Understand the author's intention and evaluate it critically • Identify and understand themes, facts and their context • Evaluate and appraise different types of non-fiction text • Draw on knowledge external to the text to make sense of non-fiction texts • Make use of the relevant concepts and terminology of the subject area	Part 2	Marking Scheme/Rubric	
	WRITING **Arguing/reasoning** **Linguistic competence**	15%	• Write to convince, persuade or refute • Explore a range of contentious topics and analyse the validity of different points of view • Express a personal opinion on a theme or text • Present arguments clearly using linguistically effective means • Produce texts that take account of the target readership • Use language accurately (syntax, vocabulary, spelling) • Use different language registers and stylistic devices			
Total Part 1		**30%**				30

Literary texts	READING	35%	• Understand different literary texts from a variety of forms	Parts 1 and 3	Marking Scheme/Rubric	
			• Analyse and interpret literary texts			
	Interpretation		• Identify specific details in the text, particularly its linguistic and literary features			
Part 1			• Explore the intentions of the text and evaluate them critically			
Unseen literary text(s) (30 marks)	Critical thinking		• Know the relevant concepts and terminology needed to understand different literary texts			
			• Identify and understand the central themes of a text			
	Scientific competence		• Draw on knowledge external to the text to make sense of fiction texts			
and	WRITING	35%	• Produce a clear and well-structured answer to the questions or tasks set			
			• Argue persuasively about literary texts, their impact and their intentions			
Part 3	Arguing/reasoning		• Express fluent personal views on the texts read and studied			
Essay on set literary texts (40 marks)			• Show a well-founded understanding of the texts			
	Linguistic competence		• Use language accurately (syntax, vocabulary, spelling)			
			• Use different language registers and stylistic devices			
		70%				**70**
TOTAL		**100%**				**100**

*The matrix has been completed in accordance with the following two documents in order to ensure consistency across all L I syllabuses: Structure of the L 1 Written and Oral Examinations in the European Baccalaureate (2020-01-D-41-en-1) and Attainment descriptors for all L I – Secondary cycle (2018-09-D-57-en-fr-de-3)

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ENGLISH LANGUAGE I
SAMPLE HARMONISED PAPER
(format for summer 2021
examination onwards)

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DATE: dd June 2021

LENGTH OF THE EXAMINATION: 4 hours (240 minutes)

PERMITTED EQUIPMENT: None

SPECIAL REMARKS: Answer **ALL THREE** Parts

There is a choice of questions in Part 3

Each of your answers will be marked equally for the content (i.e. the knowledge and understanding you show of texts) and expression (i.e. the ambition shown in your use of language, and the accuracy of your spelling, punctuation and grammar).

Texts used in Part 3 are not those set for the 2021 Baccalaureate examination but are exemplars included to illustrate question types and the format of rubrics.

Part 1

Write a critical commentary on the following two poems. Compare and contrast them with regard to content, style and overall effect on the reader.

(30 marks)

Love After Love

The time will come
when, with elation
you will greet yourself arriving
at your own door, in your own mirror
5   and each will smile at the other's welcome,

and say, sit here. Eat.
You will love again the stranger who was your self.
Give wine. Give bread. Give back your heart
to itself, to the stranger who has loved you

10   all your life, whom you ignored
for another, who knows you by heart.
Take down the love letters from the bookshelf,

the photographs, the desperate notes,
peel your own image from the mirror.
15   Sit. Feast on your life.

(98 words)

Derek Walcott (1930-2017),
The Poetry of David Walcott 1948-2013 (London, 2017)

THE SECOND POEM IS ON THE NEXT PAGE

I Said to Love

          I said to Love,
'It is not now as in old days
When men adored thee and thy ways
          All else above;
5   Named thee the Boy, the Bright, the One
Who spread a heaven beneath the sun,'
          I said to Love.

          I said to him,
'We now know more of thee than then;
10   We were but weak in judgment when,
          With hearts abrim,
We clamoured thee that thou would'st please
Inflict on us thine agonies,'
          I said to him.

15   I said to Love,
'Thou art not young, thou art not fair,
No elfin darts, nor cherub air,
          Nor swan, nor dove
Are thine; but features pitiless,
20   And iron daggers of distress,'
          I said to Love.

          'Depart then, Love! . . .
— Man's race shall perish, threatenest thou,
Without thy kindling coupling-vow?
25   The age to come the man of now
          Know nothing of? —
We fear not such a threat from thee;
We are too old in apathy!
Mankind shall cease. — So let it be,'
30   I said to Love.

(166 words)

Thomas Hardy (1840-1928),
The Complete Poems (London, 1976)

PART 2 OF THE EXAMINATION IS ON THE NEXT PAGE

Part 2

Write a critical commentary on the following newspaper article, paying particular attention to the methods used in conveying the writer's ideas and in persuading the reader to his point of view.

(30 marks)

Pretentious, impenetrable, hard work ... better? Why we need difficult books

"The fascination of what's difficult," wrote WB Yeats, "has dried the sap out of my veins." In the press coverage of this year's Man Booker prize winner, Anna Burns's *Milkman*, we've read a good many commentators presenting with sapless veins – but a dismaying lack of any sense that what's difficult might be fascinating.

5 "Odd", "impenetrable", "hard work", "challenging" and "brain-kneading" have been some of the epithets chosen. They have not been meant, I think, as compliments. The chair of the judges, Kwame Anthony Appiah, perhaps unhelpfully, humblebragged that: "I spend my time reading articles in the *Journal of Philosophy*, so by my standards this is not too hard." But he added that *Milkman* is "challenging […] the way a walk up Snowdon is challenging.
10 It is definitely worth it because the view is terrific when you get to the top."

That's at least a useful starting point. Appiah defends the idea – which, nearly a century after modernism really kicked off, probably shouldn't need defending – that ease of consumption isn't the main criterion by which literary value should be assessed. We like to see sportsmen and women doing difficult things. We tend to recognise in music, film,
15 television and the plastic arts that good stuff often asks for a bit of work from its audience. And we're all on board with "difficult" material as long as it's a literary classic – we read *The Waste Land* for our A-levels and we scratched our heads as we puzzled it out, and now we recognise that it is like it is because it has to be that way. So why is "difficult" a problem when it comes to new fiction?

20 Attacking a literary prize for rewarding a book that doesn't accord with a critic's ideas about "readability" is simply philistinism. The question is not where the book sits on some notional sliding scale between "challenging" and "page-turner": it's how successfully it answers whatever challenge it sets itself. The question isn't how difficult a book is, but why it's difficult. What is it doing with its difficulty? What is it asking of the reader? Does that
25 difficulty reward the reader's investment of time? You're entitled, as James Marriott did in *The Times*, to conclude that in this case the view from the top of Snowdon wasn't worth the hike. But complaining about the hike *per se* is to give up on the idea that there might be any case for art that rewards an investment of energy and attention from its consumer.

[…]

All this is not to say that some difficult novels are not truly ghastly. If hypocrisy is the tribute
30 that vice pays to virtue, you could say that pretentiousness is the tribute that mediocrity

pays to genius. I remember a colleague on a judging panel surveying the gathered novels and saying, with a certain roll of the eyes: "There's a lot of ... *fine writing* in here." By this

he meant overwrought bad writing. The idea of literary fiction – in particular the idea that it is intrinsically high-status or, worse, "important" – is the rock on which many ambitious
35 second-rate writers bark their shins. It's what gives us plotless novels choked with portentous metaphors and pseudo-profound ruminations, novels that mistake difficulty for accomplishment or, worse, solemnity for seriousness. It's what gives us, in parody, the "octuple time scheme and sixteen unreliable narrators" of Richard Tull's unreadable seventh novel in Martin Amis's *The Information*. Just because literary fiction doesn't
40 necessarily tell a story (though it usually at some level does), and frequently spars with its own form, and tends to pay attention to its language, it doesn't mean that by turning all those things up to 11 you've created a worthwhile work of art. And it's for just that reason that, year by year, we should be grateful rather than indignant that panels of judges on literary prizes labour to bring to our attention those difficult books that really are worth our
45 time.

(662 words)

PART 3 OF THE EXAMINATION IS ON THE NEXT PAGE

Part 3

*Answer **ONE** of the following questions. The questions refer to the theme you have studied (**Women in Society**) and to the set texts, which are:*

Macbeth *(William Shakespeare);* **I Have Crossed an Ocean** *(Grace Nichols);* **The Handmaid's Tale** *(Margaret Atwood);* **A Room of One's Own** *(Virginia Woolf).*

EITHER: a)   *"I hate to hear you talk about all women as if they were fine ladies instead of rational creatures. None of us want to be in calm waters all*

our lives."

Jane Austen (1775-1817),
Persuasion (London, 1817)

In the texts that you have studied, to what extent do women fight against the expectations imposed upon them by their society?

*In your answer, you should make detailed reference to **at least two** of the set texts. You may refer briefly to other texts studied in class, where relevant, if you wish.*

(40 marks)

OR: b)   In the texts that you have studied, to what extent are women's lives shaped by their gender?

*In your answer, you should make detailed reference to **at least two** of the set texts. You may refer briefly to other texts studied in class, where relevant, if you wish.*

(40 marks)

END OF THE EXAMINATION

GENERIC MARKING SCHEME/RUBRIC L I
Grid A: UNPREPARED TEXTS. European Baccalaureate written examination, L1 Parts 1 and 2, 2021-

General descriptor and mark /10	Mark/30	Quality of the <u>reading</u> response to unprepared poetry (fiction) and unprepared non-fiction	Quality of <u>writing</u> in the response
A Excellent though not flawless 10-9.0	30 29 28 27	An independent, mature and persuasive overview of the text; cogent, reasoned analysis of subject-matter/themes, language and structure	A lucid, coherent and focussed essay; engaging and pleasurable to read
B Very good performance 8.9-8.0	26 25 24	A confident overall account of the text, showing personal engagement; detailed references to, and full explanations of, subject-matter/themes, language and structure	A thoughtful, organised and relevant essay that successfully conveys a full response to the question
C Good performance 7.9-7.0	23 22 21	An accurate overview of the text, highlighting its most significant aspects, with a straightforward explanation of content, language and structure	A competent essay that communicates a sensible, convincing and relevant response to the question

D Satisfactory performance 6.9-6.0	20 19 18	**Sound understanding of the text, using accurate paraphrase or summary; describes some clear aspects of language and/or structure**	**A straightforward essay that adequately conveys a sound understanding of the central thrust of the question**
E Performance corresponding to the minimum 5.9-5.0	17 16 15	**Some understanding of the main points of the text, using paraphrase or partial summary; refers to obvious features of language or structure**	**A simple essay that conveys some understanding of aspects of the question**
F* Weak performance almost entirely failing 4.9-3.0	14, 13 12, 11 10, 9	**Limited overview of the text, with possible oversights and/or misunderstandings**	**An essay that is weak in communicating an approach to the question and in engaging the reader**
FX* Weak performance entirely failing 2.9-0	8, 7, 6 5, 4, 3 2, 1, 0 0	**Very limited grasp of the meaning of the text as a whole or of significant details**	**A very weak essay that struggles to communicate an answer to the question**

Grid B: SET BOOKS AND THEMES. European Baccalaureate written examination, L1 Part 3, 2021-

General descriptor and mark /10	Mark /40	Quality of the reading response to: set books and themes	Quality of writing in the response
A Excellent though not flawless 10-9.0	40 39 38 37 36	An independent, mature and persuasive overview of theme and texts with convincing, fruitful links and/or contrasts; cogent, reasoned analysis of subject-matter/themes, language and structures	A lucid, coherent and focussed essay; engaging and pleasurable to read
B Very good performance 8.9-8.0	35 34 33 32	A confident overall account of theme and texts, with effective links and/or contrasts showing personal engagement; detailed references to, and full explanations of, subject-matter/themes, language and structures	A thoughtful, organised and relevant essay that successfully conveys a full response to the question
C Good performance 7.9-7.0	31 30 29 28	An accurate overview of the most significant aspects of theme and texts with appropriate links and/or contrasts and a straightforward explanation of content, language and structures	A competent essay that communicates a sensible, convincing and relevant response to the question

D Satisfactory performance 6.9-6.0	27 26 25 24	**Sound understanding of theme and texts, making straightforward links and/or contrasts; describes some obvious aspects of language and/or structures**	**A straightforward essay that adequately conveys a sound understanding of the central thrust of the question**
E Performance corresponding to the minimum 5.9-5.0	23 22 21 20	**Some understanding of the main points of theme and texts occasional links and/or contrasts; refers to clear aspects of language or structures**	**A simple essay that conveys some understanding of aspects of the question**
F Weak performance almost entirely failing 4.9-3.0	19,18,17 16,15,14 13,12,11	**Limited overview of theme and texts, with few links and/or contrasts and possible oversights and/or misunderstandings**	**An essay that is weak in communicating an approach to the question and in engaging the reader**
FX Weak performance entirely failing 2.9-0	10, 9, 8 7, 6, 5, 4 3, 2, 1, 0	**Very limited grasp of the overall meaning of theme and texts; texts treated individually or with very few links, contrasts or references to detail**	**A very weak essay that struggles to communicate an answer to the question**

L1 ENGLISH Rubric/Marking scheme, European Baccalaureate written examination, 2021

Grid A: UNPREPARED TEXTS, Questions 1 and 2

General descriptor and mark /10	Mark/30	Quality of the reading response to unprepared poetry (L1 Question 1) and unprepared non-fiction (L1 Question 2 and L1A Question 3)	Quality of writing in the response
A Excellent though not flawless 10-9.0	30 29 28 27	**An independent, mature and persuasive overview of the text; cogent, reasoned analysis of subject-matter/themes, language and structure** *which may include:* • *insightful response to subtleties and implicit meanings in the text, with difficulties confronted and explained effectively* • *successful evaluation of the effects and impact of structure, genre-specific features and language choices* • *plausible alternative interpretations of a writer's methods, intentions and purposes*	**A lucid, coherent and focussed essay; engaging and pleasurable to read** *which may include:* • *logical and convincing organisation; effective connections and transitions* • *ambitious and sophisticated choices of vocabulary, grammatical structures and punctuation that convey subtle and complex meanings* • *almost no technical errors* • *judiciously chosen quotations, references and examples are skilfully integrated and strengthen/further the argument*
B Very good performance 8.9-8.0	26 25 24	**A confident overall account of the text, showing personal engagement; detailed references to, and full explanations of, subject-matter/themes, language and structure** *which may include:* • *reading between the lines; grappling effectively with difficulties in the text* • *analysing effects of structure and genre-specific features and the writer's choices of language* • *understanding that texts have different purposes and may be interpreted in various ways*	**A thoughtful, organised and relevant essay that successfully conveys a full response to the question** *which may include:* • *conscious and careful structuring of arguments that develop convincingly* • *a wide and sometimes ambitious range of vocabulary, grammatical structures and punctuation* • *very few technical errors, that do not affect the reader's understanding or enjoyment* • *apt quotations, references and examples used fluently to support and develop the argument*
C Good performance 7.9-7.0	23 22 21	**An accurate overview of the text, highlighting its most significant aspects, with a straightforward explanation of content, language and structure** *which may include:* • *awareness of some implicit or ambiguous meanings in the text* • *understanding the effects of different structures, including genre-specific features, and the writer's language choices* • *awareness that texts may have different purposes or intentions*	**A competent essay that communicates a sensible, convincing and relevant response to the question** *which may include:* • *well structured, convincingly organised and sequenced paragraphs that support a clear argument* • *functional and appropriate choices of vocabulary, grammatical structures and punctuation* • *technical errors are mostly unobtrusive and insignificant* • *pertinent quotations, references and examples used to illustrate a number of points*

D Satisfactory performance 6.9-6.0	20 19 18	**Sound understanding of the text, using accurate paraphrase or summary; describes some clear aspects of language and/or structure** *which may include:* • *identifying and explaining simply some evident difficulties or subtleties in the text* • *describing some clear features of structures and/or genre-specific features and a recognition of language choices made by the writer and their effect on the reader* • *a broad awareness of the writer's purpose or intentions*	**A straightforward essay that adequately conveys a sound understanding of the central thrust of the question** *which may include:* • *simple but accurate organisation and sequencing of paragraphs* • *uncomplicated but functional vocabulary, grammatical structures and punctuation* • *technical errors that do not greatly impede communication* • *significant points illustrated by the use of obvious but appropriate quotations, references and examples*
E Performance corresponding to the minimum 5.9-5.0	17 16 15	**Some understanding of the main points of the text, using paraphrase or partial summary; refers to obvious features of language or structure** *which may include:* • *referring to and partially explaining some obvious difficulties in the text* • *referring to some noticeable features of structures and/or genre-specific features and language choices made by the writer and their obvious effect on the reader* • *some awareness that texts may have different purposes or intentions*	**A simple essay that conveys some understanding of aspects of the question** *which may include:* • *basic organisation through simple sequencing of paragraphs* • *undemanding vocabulary and grammatical structures; simple punctuation* • *technical errors that sometimes affect clarity of meaning* • *some obvious, but not always apt or relevant, quotations, references and examples*
F* Weak performance almost entirely failing 4.9-3.0	14, 13 12, 11 10, 9	**Limited overview of the text, with possible oversights and/or misunderstandings** *which may include:* • *overlooking some obvious difficulties or challenges in details of the text* • *a limited awareness of how some aspects of the writer's craft, such as readily-apparent structures, genre-specific features and/or language choices may affect the reader* • *a partial acknowledgement of the writer's purpose or intentions*	**An essay that is weak in communicating an approach to the question and in engaging the reader** *which may include:* • *paragraphs that are not always organised or connected in ways that support or develop a coherent argument* • *restricted range of vocabulary, grammatical structures and punctuation* • *frequent technical errors that sometimes impede the reader's understanding* • *quotations, references or examples that are few and seldom relevant or to the point*
FX* Weak performance entirely failing 2.9-0	8, 7, 6 5, 4, 3 2, 1, 0 0	**Very limited grasp of the meaning of the text as a whole or of significant details** *which may include:* • *leaving difficulties in the text unmentioned or poorly explained* • *showing limited awareness of the most obvious aspects of structure, genre-specific features and language choices and their effects* • *no clear sense of the purpose or intention of the text*	**A very weak essay that struggles to communicate an answer to the question** *which may include:* • *paragraphing that is formulaic and lacking a sense of overall direction* • *simple, basic choices of vocabulary, grammatical structures and punctuation* • *profuse technical errors that seriously impede communication* • *very few if any relevant quotations, references or examples*

Grid B: SET BOOKS AND THEMES, Question 3

General descriptor and mark /10	Mark /40	Quality of the <u>reading</u> response to: set theme and texts (L1 Part 3 and L1A Question 2); text set for detailed study and other texts linked by author/genre (L1A Question 1)	Quality of <u>writing</u> in the response
A Excellent though not flawless 10-9.0	40 39 38 37 36	**An independent, mature and persuasive overview of theme and texts, or set text and linked author/genre, with convincing, fruitful links and/or contrasts; cogent, reasoned analysis of subject-matter/themes, language and structures** *which may include:* • *insightful response to subtleties and implicit meanings in texts, with difficulties confronted and explained effectively* • *successful evaluation of the effects and impact of structure, author/genre-specific features and language choices* • *plausible alternative interpretations of writers' methods, intentions and purposes* • *evaluating the significance of relevant social, cultural and historical contexts*	**A lucid, coherent and focussed essay; engaging and pleasurable to read** *which may include:* • *logical and convincing organisation; effective connections and transitions* • *ambitious and sophisticated choices of vocabulary, grammatical structures and punctuation that convey subtle and complex meanings* • *almost no technical errors* • *judiciously chosen quotations, references and examples are skilfully integrated and strengthen/further the argument*
B Very good performance 8.9-8.0	35 34 33 32	**A confident overall account of theme and texts, or set text and linked author/genre, with effective links and/or contrasts showing personal engagement; detailed references to, and full explanations of, subject-matter/themes, language and structures** *which may include:* • *reading between the lines; grappling effectively with difficulties in texts* • *analysing effects of structures, author/genre-specific features and writers' choices of language* • *understanding that texts have different purposes and may be interpreted in various ways* • *conveying an understanding of the importance of social, cultural and historical factors*	**A thoughtful, organised and relevant essay that successfully conveys a full response to the question** *which may include:* • *conscious and careful structuring of arguments that develop convincingly* • *a wide and sometimes ambitious range of vocabulary, grammatical structures and punctuation* • *very few technical errors, that do not affect the reader's understanding or enjoyment* • *apt quotations, references and examples used fluently to support and develop the argument*
C Good performance 7.9-7.0	31 30 29 28	**An accurate overview of the most significant aspects of theme and texts, or set text and linked author/genre, with appropriate links and/or contrasts and a straightforward explanation of content, language and structures** *which may include:* • *awareness of some implicit or ambiguous meanings in texts* • *understanding the effects of different structures, including author/genre-specific features, and writers' language choices* • *awareness that texts may have different purposes or intentions* • *awareness of the impact of some social, cultural and historical issues*	**A competent essay that communicates a sensible, convincing and relevant response to the question** *which may include:* • *well structured, convincingly organised and sequenced paragraphs that support a clear argument* • *functional and appropriate choices of vocabulary, grammatical structures and punctuation* • *technical errors are mostly unobtrusive and insignificant* • *pertinent quotations, references and examples used to illustrate a number of points*

D Satisfactory performance 6.9-6.0	27 26 25 24	**Sound understanding of theme and texts, or set text and linked author/genre, making straightforward links and/or contrasts; describes some obvious aspects of language and/or structures** *which may include:* • *identifying and explaining simply some evident difficulties or subtleties in texts* • *describing some obvious features of structures and/or author/genre-specific features and a recognition of language choices made by writers and their effect on the reader* • *a broad awareness of writers' purposes or intentions* • *generalised references to the social, cultural and historical issues*	**A straightforward essay that adequately conveys a sound understanding of the central thrust of the question** *which may include:* • *simple but accurate organisation and sequencing of paragraphs* • *uncomplicated but functional vocabulary, grammatical structures and punctuation* • *technical errors that do not greatly impede communication* • *some points illustrated by the use of obvious quotations, references and examples*
E Performance corresponding to the minimum 5.9-5.0	23 22 21 20	**Some understanding of the main points of theme and texts, or set text and linked author/genre; occasional links and/or contrasts; refers to clear aspects of language or structures** *which may include:* • *referring to and partially explaining some obvious difficulties in texts* • *referring to some noticeable features of structures and/or author/genre-specific features and language choices made by writers and their obvious effect on the reader* • *some awareness that texts may have different purposes or intentions* • *a few brief references to social, cultural and historical issues*	**A simple essay that conveys some understanding of aspects of the question** *which may include:* • *basic organisation through simple sequencing of paragraphs* • *undemanding vocabulary and grammatical structures; simple punctuation* • *technical errors that sometimes affect clarity of meaning* • *some obvious, but not always apt or relevant, quotations, references and examples*
F Weak performance almost entirely failing 4.9-3.0	19,18,17, 16,15,14, 13,12,11	**Limited overview of theme and texts, or set text and linked author/genre, with few links and/or contrasts and possible oversights and/or misunderstandings** *which may include:* • *overlooking some obvious difficulties or challenges in details of the texts* • *a limited awareness of how some aspects of writers' craft, such as readily-apparent devices and structures, author/genre-specific features and/or language choices may affect the reader* • *partial acknowledgement of writers' purposes or intentions* • *brief mentions, if any, of social cultural or historical contexts*	**An essay that is weak in communicating an approach to the question and in engaging the reader** *which may include:* • *paragraphs that are not always organised or connected in ways that support or develop a coherent argument* • *restricted range of vocabulary, grammatical structures and punctuation* • *frequent technical errors that sometimes impede the reader's understanding* • *quotations, references or examples are few and seldom relevant or to the point*
FX Weak performance entirely failing 2.9-0	10, 9, 8 7, 6, 5, 4 3, 2, 1, 0	**Very limited grasp of the overall meaning of theme or genre or of author's qualities; texts treated individually or with very few links, contrasts or references to detail** *which may include:* • *leaving difficulties in texts unmentioned or poorly explained* • *showing limited awareness of the most obvious aspects of structure, author/genre-specific features and language choices and their effects* • *no clear sense of the purpose or intention of texts* • *no awareness of social, cultural or historical contexts*	**A very weak essay that struggles to communicate an answer to the question** *which may include:* • *paragraphing that is formulaic and lacking a sense of overall direction* • *simple, basic choices of vocabulary, grammatical structures and punctuation* • *profuse technical errors that seriously impede communication* • *very few if any relevant quotations, references or examples*