



**Schola Europaea**

Office of the Secretary-General  
**Pedagogical Development Unit**

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**ENGLISH VERSION**



## **Syllabus for all L5 Languages – complementary course (S6-S7)**

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**APPROVED BY THE JOINT TEACHING COMMITTEE AT ITS MEETING OF 12 AND  
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**Entry into force on 1 September 2018 for S6  
on 1 September 2019 for S7**

**Attainment descriptors: on 1 September 2019 for S6  
on 1 September 2020 for S7**

## Introduction:

The L V complementary course is designed for those students who have a genuine interest in language learning. The course aims to provide students with the ability to communicate in a new foreign language, together with a broadening of their cultural horizons.

This course is specifically designed for beginners.

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

<b>L V cycle 3</b> (S6 + S7)	<b>Attainment level</b> A 1
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For the learning and teaching of foreign languages in the system of the European Schools, reference is made to the following CEFR benchmarks:

L II	C1
L II advanced	C 1 +
L III	B 1 +
L IV	A2 +

## 1. General objectives

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

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

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

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

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

The study of an L V, *ab initio*, is optional for all secondary students from years 6 to 7 and is based on two years of continuous study of two periods per week.

## 2. Didactic principles

The following didactic principles are intended to guide the teaching and learning of L V:

- Communicative language competence is an overarching learning goal.
- The skills of listening, reading and spoken interaction will take priority. Spoken production and writing will be developed to a lesser degree.
- Teaching and learning should draw on the students existing language skills and learning strategies.
- A range of learning resources including digital ones supports students in their acquisition of the target language.
- Priority should be given to functionality when it comes to teaching grammar, morphology and vocabulary.

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

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

By the end of S 7, the student should be able to:

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

## 4. Content

By the end of S 7, the student should have acquired:

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

## **5. Assessment**

### **3<sup>rd</sup> cycle (S 6 – S 7)**

The assessment should be mainly formative.

The mark given for the European Baccalaureate is based on:

- a) formative assessment in the classroom and
- b) class-based tests in listening, reading, spoken interaction, spoken production and writing.

By means of teacher observation, tests, and self-assessment, students acquire an awareness of their level and their progress throughout the course.

The basis of the assessment should be the learning objectives for the cycle. Use could be made of the self-assessment grids in the CEFR and of the European Language Portfolios.

### 5.1. Attainment descriptors

Mark	Denominator	Grade	Competences	Cycle 3
9-10	Excellent	A	Listening	The student shows an <b>excellent</b> understanding of familiar words and everyday expressions relating to himself/herself, his/her family and his/her environment, if people speak slowly and distinctly.
			Reading	The student has an <b>excellent</b> level of reading and understanding of short simple texts of an everyday nature.
			Oral interaction	The student demonstrates <b>excellent</b> ability to interact in a simple way, and ask and answer simple questions in areas of practical need or on very familiar topics.
			Oral production	The student demonstrates <b>excellent</b> ability to use simple phrases and sentences to describe persons and things familiar to him/her.
			Writing	The student demonstrates <b>excellent</b> ability to write short simple texts on familiar topics and to fill in forms.
			Cultural Awareness	The student demonstrates an <b>excellent</b> basic understanding of some aspects of the culture of the target language countries/communities and an <b>excellent</b> ability to relate elements of his/her existing cultural awareness to elements of the culture of the target language countries/communities.
			Language Learning	The student demonstrates an <b>excellent</b> ability to identify and apply basic strategies for language learning and to apply basic study skills and tools to the learning of the target language.

8-8.9	Very good	B	Listening	The student shows a <b>very good</b> understanding of familiar words and everyday expressions relating to himself/herself, his/her family and his/her environment, if people speak slowly and distinctly.
			Reading	The student has a <b>very good</b> level of reading and understanding of short simple texts of an everyday nature.
			Oral Interaction	The student demonstrates a <b>very good</b> ability to interact in a simple way, and ask and answer simple questions in areas of practical need or on very familiar topics.
			Oral Production	The student demonstrates a <b>very good</b> ability to use simple phrases and sentences to describe persons and things familiar to him/her.
			Writing	The student demonstrates a <b>very good</b> ability to write short simple texts on familiar topics and to fill in forms.
			Cultural Awareness	The student demonstrates a <b>very good</b> basic understanding of some aspects of the culture of the target language countries/communities and a <b>very good</b> ability to relate elements of his/her existing cultural awareness to elements of the culture of the target language countries/communities.
			Language Learning	The student demonstrates a <b>very good</b> ability to identify and apply basic strategies for language learning and to apply basic study skills and tools to the learning of the target language.

7-7.9	Good	C	Listening	The student shows a <b>good</b> understanding of familiar words and everyday expressions relating to himself/herself, his/her family and his/her environment, if people speak slowly and distinctly.
			Reading	The student has a <b>good</b> level of reading and understanding of short simple texts of an everyday nature.
			Oral Interaction	The student demonstrates a <b>good</b> ability to interact in a simple way, and ask and answer simple questions in areas of practical need or on very familiar topics.
			Oral Production	The student demonstrates a <b>good</b> ability to use simple phrases and sentences to describe persons and things familiar to him/her.
			Writing	The student demonstrates a <b>good</b> ability to write short simple texts on familiar topics and to fill in forms.
			Cultural Awareness	The student demonstrates a <b>good</b> basic understanding of some aspects of the culture of the target language countries/communities and a <b>good</b> ability to relate elements of his/her existing cultural awareness to elements of the culture of the target language countries/communities.
			Language Learning	The student demonstrates a <b>good</b> ability to identify and apply basic strategies for language learning and to apply basic study skills and tools to the learning of the target language.

6-6.9	Satisfactory	D	Listening	The student shows a <b>satisfactory</b> understanding of familiar words and everyday expressions relating to himself/herself, his/her family and his/her environment, if people speak slowly and distinctly.
			Reading	The student has a <b>satisfactory</b> level of reading and understanding of short simple texts of an everyday nature.
			Oral Interaction	The student demonstrates <b>satisfactory</b> ability to interact in a simple way, and ask and answer simple questions in areas of practical need or on very familiar topics.
			Oral Production	The student demonstrates <b>satisfactory</b> ability to use simple phrases and sentences to describe persons and things familiar to him/her.
			Writing	The student demonstrates <b>satisfactory</b> ability to write short simple texts on familiar topics and to fill in forms.
			Cultural Awareness	The student demonstrates a <b>satisfactory</b> basic understanding of some aspects of the culture of the target language countries/communities and a <b>satisfactory</b> ability to relate elements of his/her existing cultural awareness to elements of the target language countries/communities.
			Language Learning	The student demonstrates a <b>satisfactory</b> ability to identify and apply basic strategies for language learning and to apply basic study skills and tools to the learning of the target language.

5-5.9	Sufficient	E	Listening	The student shows a <b>sufficient</b> understanding of familiar words and everyday expressions relating to himself/herself, his/her family and his/her environment, if people speak slowly and distinctly.
			Reading	The student has a <b>sufficient</b> level of reading and understanding of short simple texts of an everyday nature.
			Oral Interaction	The student demonstrates <b>sufficient</b> ability to interact in a simple way, and ask and answer simple questions in areas of practical need or on very familiar topics.
			Oral Production	The student demonstrates <b>sufficient</b> ability to use simple phrases and sentences to describe persons and things familiar to him/her.
			Writing	The student demonstrates <b>sufficient</b> ability to write short simple texts on familiar topics and to fill in forms.
			Cultural Awareness	The student demonstrates a <b>sufficient</b> basic understanding of some aspects of the culture of the target language countries/communities and a <b>sufficient</b> ability to relate elements of his/her existing cultural awareness to elements of the target language countries/communities.
			Language Learning	The student demonstrates a <b>sufficient</b> ability to identify and apply basic strategies for language learning and to apply basic study skills and tools to the learning of the target language.

3-4.9	Failed (Weak)	F	Listening	The student shows a <b>limited</b> understanding of familiar words and everyday expressions relating to himself/herself, his/her family and his/her environment, even if people speak slowly and distinctly.
			Reading	The student has a <b>limited</b> level of reading and understanding of short simple texts of an everyday nature.
			Oral Interaction	The student demonstrates <b>limited</b> ability to interact in a simple way, and ask and answer simple questions in areas of practical need or on very familiar topics.
			Oral Production	The student demonstrates <b>limited</b> ability to use simple phrases and sentences to describe persons and things familiar to him/her.
			Writing	The student demonstrates <b>limited</b> ability to write short simple texts on familiar topics and to fill in forms.
			Cultural Awareness	The student demonstrates a <b>limited</b> basic understanding of some aspects of the culture of the target language countries/communities and a <b>limited</b> ability to relate elements of his/her existing cultural awareness to elements of the target language countries/communities.
			Language Learning	The student demonstrates a <b>limited</b> ability to identify and apply basic strategies for language learning and to apply basic study skills and tools to the learning of the target language.

0-2.9	Failed (very weak)	FX	Listening	The student <b>fails</b> to show understanding of familiar words and everyday expressions relating to himself/herself, his/her family and his/her environment, even if people speak slowly and distinctly.
			Reading	The student is <b>unable</b> to read and understand short simple texts of an everyday nature.
			Oral Interaction	The student is <b>unable</b> to interact in a simple way, and ask and answer simple questions in areas of practical need or on very familiar topics.
			Oral Production	The student is <b>unable</b> to use simple phrases and sentences to describe persons and things familiar to him/her.
			Writing	The student is <b>unable</b> to write short simple texts on familiar topics and to fill in forms.
			Cultural Awareness	The student <b>fails</b> to demonstrate an understanding of some aspects of the culture of the target language countries/communities and <b>fails</b> to relate elements of his/her existing cultural awareness to elements of the target language countries/communities.
			Language Learning	The student is <b>unable</b> to identify and apply basic strategies for language learning and to apply basic study skills and tools to the learning of the target language.