



Schola Europaea / Office of the Secretary-General

Pedagogical Development Unit

Ref.: 2022-11-D-33-en-2

Orig.: EN



Syllabus for all L3 Languages – Secondary cycle

Approved by the Joint Teaching Committee on 9 and 10 February 2023
in Brussels (Hybrid)

Entry into force: on 1 September 2023 for S1-S4 and S6
on 1 September 2024 for S5 and S7

1st Baccalaureate session in June 2025

Table of Contents

Introduction	3
1. General objectives.....	3
2. Didactic Principles	5
3. Learning Objectives.....	6
4. Contents.....	14
4.1. Communication situations	14
4.2. Linguistic competence.....	16
5. Assessment.....	19
5.1. Attainment Descriptors	20
6. Annexes	21
6.1. Annex 1: Commentaries	21
6.1.1. Didactic principles	21
6.1.2. Learning objectives	22
6.1.3. Contents.....	22
6.2. Annex 2: Written Bac Exam.....	23
6.2.1. General Matrix.....	25
6.3. Annex 3: Oral Bac Exam	27
6.4. Overview Characteristics Text types	28
6.5. Written Bac Exam Rubric for Evaluation – Level B1+	30
6.6. Oral Bac Examination Record Sheet – Level B1+	32
6.7. Written Sample Paper	33
6.8. Oral Sample Paper.....	51
6.9. Paper-specific Matrix.....	54

Introduction

The syllabus is based on the *Common European Framework of Reference for the Teaching and Learning of Foreign Languages 2020 (CEFR 2020)* and the *European Framework for Key Competences for Lifelong Learning*.

The syllabus is based on expert advice and reflects in its objectives, content and methods a common, harmonised basis in the field of modern languages for the European Schools as already used by many national systems.

The syllabus focuses on the knowledge and the competences to be attained at the end of each cycle.

The syllabus includes general objectives, didactic principles, learning objectives, contents and assessment. It presents the linguistic items students will be expected to learn, and describes the knowledge and skills they will develop to be able to communicate effectively.

The structure of the syllabus is intentionally brief but is expanded through commentaries (annex 1-5).

Harmonisation guarantees student equity in all L III languages and increases opportunities for sharing good practice and professional expertise across all language sections.

The syllabus for all L III languages will come into force in September 2023 for S1 – S4 and S6 in September 2024 for S5 and S7. The first Baccalaureate session will be in 2025.

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. Literacy competence
2. Multilingual competence
3. Mathematical competence and competence in science, technology and engineering
4. Digital competence
5. Personal, social and learning to learn competence
6. Citizenship competence
7. Entrepreneurship competence
8. Cultural awareness and expression competence

The European Schools' syllabuses seek to develop all of these key competences in the pupils.

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 III, *ab initio*, is compulsory for all secondary students from Year S1 to Year S5 and optional in Years S6 and S7. Students may choose any of the official languages of the European Union as L III, but the language chosen must be different from those studied as L I and L II.

The learning objectives up to the end of Year S5 are based on five years (two periods per week in Year S1 and three periods per week in Years S2 to S5) of continuous study of the language, and the objectives for the Baccalaureate are based on seven years of continuous study (four periods per week in Years S6 and S7).

The learning objectives are benchmarked against the reference levels of the *Council of Europe's Common European Framework of Reference for Languages 2020 (CEFR)*.

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

Cycle	Attainment level
1 st cycle S1 – S3	Level A1+
2 nd cycle S4 + S5	Level A2+
3 rd cycle S6 + S7	Level B1+

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

L II	C1
L III	B1+
L IV	A2+

2. Didactic Principles

The learning and teaching of all subjects is based on the following didactic principles:

- **Integrated teaching and learning:** Links and correlations among the different areas of the European School curriculum make learning a more comprehensive and meaningful experience.
- **Active learning:** Pupils gradually become responsible for their own learning process.

These principles are applied through a variety of teaching and learning approaches and strategies, the use of differentiated teaching methods, and the use of a wide range of learning resources including digital tools and resources.

The following didactic principles are intended to guide the teaching and learning of L 3:

- Communicative language competence is an overarching learning goal.
- The skills of comprehension, production, interaction and mediation should have their place, but their relative weighting depends on the cycle.
- The use of differentiated teaching methodologies is encouraged in order to meet the diverse needs of all students and to promote inclusive education.
- Teaching should take account of students' progression through the various stages of language acquisition. Students' mistakes should be used constructively to develop learning.
- In teaching, the target language should be used as much as possible.
- Students should be encouraged to draw on their existing language skills and learning strategies.
- Students' varied learning styles, pace of learning, social skills, strengths and weaknesses should also be used to best advantage.
- Students will achieve fluency and independence by making use of a range of learning resources including Information and Communication Technology.
- A good command of the language in context presupposes a progressively constructed understanding of the language as a system.
- Priority should be given to functionality when it comes to teaching grammar, morphology and vocabulary.
- Students' sociolinguistic competence should be developed to include awareness of aspects such as linguistic register, language varieties, etc.

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

3. Learning Objectives

Learning objectives for the 1st cycle (level of reference CEFR: A1+)

By the end of the first cycle, pupils should be able to carry out the following language activities and demonstrate the following competences:	
Comprehension: Oral	follow language which is very slow and carefully articulated, with long pauses to assimilate meaning recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly
Comprehension: Reading	understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required
Comprehension: Reception strategies	deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject guess the probable meaning of an unknown word that is similar to one in the learner's language of normal use
Production: Oral	produce simple, mainly isolated phrases about people and places
Production: Written	give information about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions produce simple isolated phrases and sentences
Production: Strategies	use gestures to support simple words in expressing a need
Interaction: Oral	interact in a simple way but communication is totally dependent on repetition at a slower rate, rephrasing and repair ask and answer simple questions, initiate and respond to simple statements in areas of immediate need on familiar topics
Interaction: Written	ask for or pass on personal details
Interaction: Online	formulate very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool use standard expressions of thanks and apology
Interaction: Strategies	indicate with simple words, intonation and gestures that they do not understand use a very limited repertoire in different languages to conduct a very basic, concrete, everyday transaction with a collaborative interlocutor
Competence: Plurilingual	recognise different ways of numbering, measuring distance, telling the time, etc. but may find applying this difficult even in simple, concrete everyday transactions

	<p>recognise internationalisms and words/signs common to different languages (e.g. haus/hus/house) to:</p> <p>follow in outline short, simple social exchanges, conducted very slowly and clearly in their presence;</p> <p>deduce what people are trying to say directly to them, provided the articulation is very slow and clear, with repetition if necessary</p>
Competence: Linguistic	<p>possess a very basic range of simple expressions about personal details and needs of a concrete type</p> <p>use some basic structures in one-clause sentences with some omission or reduction of elements</p>
Competence: Sociolinguistic	<p>establish basic social contact by using the simplest everyday polite forms of: greetings and farewell; introductions; saying please, thank you, sorry, etc.</p>
Competence: Pragmatic	<p>link words/signs or groups of words/signs with very basic linear connectors (e.g. “and” or “then”)</p> <p>communicate basic information about personal details and needs of a concrete type in a simple way</p> <p>manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication</p>

Learning objectives for the 2nd cycle (level of reference CEFR: A2+)

By the end of the second cycle, pupils should be able to carry out the following language activities and demonstrate the following competences:	
Comprehension: Oral	understand enough to be able to meet needs of a concrete type, provided people articulate clearly and slowly
	understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided people articulate clearly and slowly
Comprehension: Reading	understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or school-related language
	understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items
Comprehension: Reception strategies	use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context
	exploit their recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts
	exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum, etc.

	<p>exploit numbers, dates, names, proper nouns, etc. to identify the topic of a text</p> <p>deduce the meaning and function of unknown expressions from their position in a text (e.g. at the beginning or end of a letter)</p>
Production: Oral	give a simple description or presentation of people, living (personal, family, school) or working conditions, daily routine, likes/ dislikes, etc. as a short series of simple phrases and sentences linked into a list
Production: Written	produce a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”
Production: Strategies	<p>recall and rehearse an appropriate set of phrases from their repertoire</p> <p>use an inadequate word from their repertoire and use gestures to clarify what they mean</p> <p>identify what they mean by pointing to it (e.g. “I’d like this, please”)</p>
Interaction: Oral	<p>interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary</p> <p>manage simple, routine exchanges without undue effort</p> <p>ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations</p> <p>communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with school and free time</p> <p>handle very short social exchanges</p>
Interaction: Written	compose short, simple formulaic notes relating to matters in areas of immediate need
Interaction: Online	<p>introduce themselves and manage simple exchanges online, asking and answering questions and exchanging ideas on predictable everyday topics, provided enough time is allowed to formulate responses, and that they interact with one interlocutor at a time</p> <p>make short descriptive online postings about everyday matters, social activities and feelings, with simple key details</p> <p>comment on other people’s online postings, provided they are written in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way</p>
Interaction: Strategies	<p>use simple techniques to start, maintain and end a short conversation</p> <p>ask for attention</p> <p>indicate when they are following</p> <p>ask very simply for repetition when they do not understand</p> <p>ask for clarification about key words or phrases not understood, using stock phrases</p> <p>indicate that they did not follow</p> <p>signal non-understanding and ask for a word to be spelt out</p>
Competence:	recognise and apply basic cultural conventions associated with everyday

Plurilingual and pluricultural	<p>social exchanges (e.g. different greetings, rituals) act appropriately in everyday greetings, farewells and expressions of thanks and apology, although they have difficulty coping with any departure from the routine</p> <p>recognise that their behaviour in an everyday transaction may convey a message different from the one they intend, and can try to explain this simply</p> <p>recognise when difficulties occur in interaction with members of other cultures, even though they may not be sure how to behave in the situation</p> <p>understand short, clearly articulated announcements by piecing together what they understand from the available versions in different languages</p> <p>understand short, clearly expressed messages and instructions by piecing together what they understand from the versions in different languages</p> <p>use simple warnings, instructions and product information given in parallel in different languages to find relevant information</p> <p>mobilise their limited repertoire in different languages in order to explain a problem or to ask for help or clarification</p> <p>use simple words/signs and phrases from different languages in their plurilingual repertoire to conduct a simple, practical transaction or information exchange</p> <p>use a simple word/sign from another language in their plurilingual repertoire to make themselves understood in a routine everyday situation, when they cannot think of an adequate expression in the language being used</p>
Competence: Linguistic	use a repertoire of basic language which enables them to deal with everyday situations with predictable content, though they will generally have to compromise the message and search for words
Competence: Sociolinguistic	socialise simply but effectively using the simplest common expressions and following basic routines
Competence: Pragmatic	<p>adapt well-rehearsed, memorised, simple phrases to particular circumstances through limited lexical substitution</p> <p>expand learnt phrases through simple recombinations of their elements (flexibility)</p> <p>initiate, maintain and close simple, face-to-face conversation (turn taking)</p> <p>tell a story or describe something in a simple list of points (thematic development)</p> <p>give an example of something in a very simple text using 'like' or 'for example' (thematic development)</p> <p>make themselves understood in short contributions, even though pauses, false starts and reformulation are evident (fluency)</p> <p>communicate what they want to say in a simple and direct exchange of limited information on familiar and routine matters (propositional precision)</p>

Learning objectives for the 3rd cycle (level of reference CEFR: B1+)

By the end of the third cycle, students should be able to carry out the following language activities and demonstrate the following competences:

Comprehension: Oral	understand straightforward factual information about common everyday or school-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety
	understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at school, leisure etc., including short narratives
Comprehension: Reading	read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension
	follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary
Comprehension: Reception strategies	<p>exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation in order to better understand the argumentation in a text</p> <p>extrapolate the meaning of a section of a text by taking into account the text as a whole</p> <p>identify the meaning of unfamiliar words from the context on topics related to their field and interests</p> <p>extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning, provided the topic discussed is familiar</p> <p>make basic inferences or predictions about text content from headings, titles or headlines</p> <p>watch or listen to a short narrative and predict what will happen next</p> <p>follow a line of argumentation or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand)</p> <p>deduce the probable meaning of unknown words in a text by identifying their constituent parts (e.g. identifying roots, lexical elements, suffixes and prefixes)</p>
Production: Oral	reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points
Production: Written	produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence
Production: Strategies	<p>rehearse and try out new combinations and expressions, inviting feedback</p> <p>work out how to communicate the main point(s) they want to get across, exploiting any resources available and limiting the message to what they can recall or find the means to express</p> <p>define the features of something concrete for which they can't</p>

	<p>remember the word</p> <p>convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus)</p> <p>use a simple word meaning something similar to the concept they want to convey and invite “correction”</p> <p>“foreignise” words in their first language and ask for confirmation</p> <p>correct mix-ups with the marking of time or expressions that lead to misunderstandings, provided the interlocutor indicates there is a problem</p> <p>ask for confirmation that a form used is correct</p> <p>start again using a different tactic when communication breaks down</p>
Interaction: Oral	<p>communicate with some confidence on familiar routine and non-routine matters related to their interests</p> <p>exchange, check and confirm information, deal with less routine situations and explain why something is a problem</p> <p>express thoughts on more abstract, cultural topics such as films, books, music, etc.</p>
	<p>exploit a wide range of simple language to deal with most situations likely to arise while travelling</p> <p>enter unprepared into conversation on familiar topics, and express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, travel and current events)</p>
Interaction: Written	<p>convey information and ideas on abstract as well as concrete topics, check information, and ask about or explain problems with reasonable precision</p> <p>compose personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point they feel to be important</p>
Interaction: Online	<p>engage in real-time online exchanges with more than one participant, recognising the communicative intentions of each contributor</p> <p>post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings</p> <p>post a comprehensible contribution in an online discussion on a familiar topic of interest, provided they can prepare the text beforehand and use online tools to fill gaps in language and check accuracy</p> <p>make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation</p>

Interaction: Strategies	<p>intervene in a discussion on a familiar topic, using a suitable phrase to get the floor</p> <p>initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest</p> <p>exploit a basic repertoire of language and strategies to help keep a conversation or discussion going</p> <p>summarise the point reached in a discussion and so help focus the argument</p> <p>repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course</p> <p>invite others into the discussion</p> <p>ask for further details and clarifications from other group members in order to move a discussion forward</p> <p>ask someone to clarify or elaborate what they have just said</p>
Mediation activities	<p>collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches</p> <p>convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided they can check the meaning of certain expressions</p>
Competence: Plurilingual and pluricultural	<p>exploit creatively their limited repertoire in different languages in their plurilingual repertoire for everyday contexts, in order to cope with an unexpected situation</p> <p>generally act according to conventions regarding posture, eye contact and distance from others</p> <p>generally respond appropriately to the most commonly used cultural cues</p> <p>explain features of their own culture to members of another culture or explain features of the other culture to members of their own culture</p> <p>explain in simple terms how their own values and behaviours influence their views of other people's values and behaviours</p> <p>discuss in simple terms the way in which things that may look "strange" to them in another sociocultural context may well be "normal" for the other people concerned</p> <p>discuss in simple terms the way their own culturally determined actions may be perceived differently by people from other cultures</p> <p>use what they have understood in one language to understand the topic and main message of a text in another language (e.g. when reading short newspaper articles in different languages on the same theme)</p> <p>use parallel translations of texts (e.g. magazine articles, stories, passages from novels) to develop comprehension in different languages</p>

	<p>deduce the message of a text by exploiting what they have understood from texts on the same theme in different languages (e.g. news in brief, museum brochures, online reviews)</p> <p>extract information from documents in different languages in their field (e.g. to include in a presentation)</p> <p>recognise similarities and contrasts between the way concepts are expressed in different languages, in order to distinguish between identical uses of the same word and “false friends”</p> <p>use their knowledge of contrasting grammatical structures and functional expressions of languages in their plurilingual repertoire in order to support comprehension</p>
Competence: Linguistic	<p>use a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and film</p>
Competence: Sociolinguistic	<p>perform and respond to a wide range of language functions, using their most common exponents in a neutral register</p> <p>are aware of the salient politeness conventions and acts appropriately are aware of, and look out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of their own community</p>
Competence: Pragmatic	<p>exploit a wide range of simple language flexibly to express much of what they want (flexibility)</p> <p>adapt their expressions to deal with less routine, even difficult, situations (flexibility)</p> <p>intervene in a discussion on a familiar topic, using a suitable phrase to get the floor (turn taking)</p> <p>clearly signal chronological sequence in narrative text.(thematic development)</p> <p>develop an argument well enough to be followed without difficulty most of the time (thematic development)</p> <p>introduce a counter-argument in a simple discursive text (e.g. with ‘however’) (coherence and cohesion)</p> <p>convey simple, straightforward information of immediate relevance, getting across the point they feel is most important (propositional precision)</p> <p>express the main point they want to make comprehensibly (propositional precision)</p> <p>express themselves with relative ease. Despite some problems with formulation resulting in pauses and ‘cul-de-sacs’, they are able to keep going effectively without help (fluency)</p>

4. Contents

Pupils will acquire the above mentioned overall language activities, strategies and competences through different communication situations in different contexts with different purposes. Below you will find the communication situations that correspond to the learning objectives. Pupils should become more and more familiar with the communication situations mentioned in the list below. Teachers will find more detailed descriptions of the corresponding levels of mastery in the CEFR 2020.

4.1. Communication situations

Learning objectives	Communication situation, context, purpose
Overall oral comprehension	Understanding conversation between other people
	Understanding as a member of a live audience
	Understanding announcements and instructions
	Understanding audio, media and recordings
	Watching TV, film and video
Overall reading comprehension	Reading correspondence
	Reading for orientation
	Reading for information and argument
	Reading instructions
	Reading as a leisure activity
Overall oral production	Sustained monologue: describing experience
	Sustained monologue: giving information
	Sustained monologue: putting a case (e.g. in a debate)
	Sustained monologue: public announcements
	Sustained monologue: addressing audiences
Overall written production	Creative writing
	Reports and essays
Overall oral interaction	Understanding an interlocutor
	Conversation
	Informal discussion (with friends)
	Formal discussion
	Goal-oriented co-operation (e.g. cooking together, discussing a document, organising an event)

	Obtaining goods and services
	Information exchange
	Interviewing and being interviewed
	Using telecommunications
Overall written interaction	Correspondence
	Notes, messages and forms
Overall online interaction	Online conversation and discussion
	Goal-oriented online transactions and collaboration
Mediation	Mediating a text
	Mediating concepts
	Mediating communication
Plurilingual and pluricultural competence	Building on pluricultural repertoire
	Plurilingual comprehension
	Building on plurilingual repertoire

4.2. Linguistic competence

Since the primary evidence for second language acquisition (that is, progress) is the emergence of new forms and not their mastery, the “range” of language at the user/learner’s disposal is a primary concern. Secondly, attempting to use more complex language, taking risks and moving beyond one’s comfort zone are essential parts of the learning process. When learners are tackling more complex tasks, their control of their language naturally suffers, and this is a healthy process. Learners will tend to have less control over more difficult, more recently learnt morphology and syntax than when they stay within their linguistic comfort zone, and this needs to be taken into consideration when viewing (lack of) accuracy. (CEFR- Companion volume 2020, p.130)

1st Cycle

By the end of cycle 1 the students should have acquired	
Vocabulary range	a basic vocabulary repertoire of words and phrases related to particular concrete situations
Grammatical accuracy	limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire
Overall phonological control	intelligible pronunciation of a very limited repertoire of learnt words and phrases that can be understood with some effort by interlocutors used to dealing with speakers of the language group. the ability to reproduce correctly a limited range of sounds as well as stress for simple, familiar words and phrases
Sound articulation	the ability to reproduce sounds in the target language when carefully guided the ability to articulate a limited number of sounds, so that speech is only intelligible if the interlocutor provides support (e.g. by repeating correctly and by eliciting repetition of new sounds)
Prosodic features	the use of prosodic features of a limited repertoire of simple words and phrases that are intelligible, in spite of a very strong influence on stress, rhythm and/or intonation from the other language(s) they speak; their interlocutor needs to be collaborative
Orthographic control	the ability to copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops, and set phrases used regularly the ability to spell their address, nationality, and other personal details the ability to use basic punctuation (e.g. full stops, question marks)

2nd Cycle

By the end of cycle 2 the students should have acquired	
Vocabulary range	sufficient vocabulary to conduct routine everyday transactions involving familiar situations and topics sufficient vocabulary for the expression of basic communicative needs
Grammatical accuracy	the correct use of some simple structures, although still making basic mistakes; nevertheless, it is usually clear what they are trying to say
Vocabulary control	the control of a narrow repertoire dealing with concrete, everyday needs
Overall phonological control	clear pronunciation of familiar words. Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time
Sound articulation	pronunciation that is generally intelligible when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds
Prosodic features	the intelligible use of the prosodic features of everyday words and phrases, despite a strong influence on stress, intonation and/or rhythm from the other language(s) they speak the use of prosodic features adequate for familiar everyday words and simple utterances
Orthographic control	the ability to copy short sentences on everyday subjects, e.g. directions on how to get somewhere the ability to write with reasonable phonetic accuracy (but not necessary fully standard spelling) short words that are in their vocabulary

3rd Cycle

By the end of cycle 3 the students should have acquired	
Vocabulary range	<p>a good range of vocabulary related to familiar topics and everyday situations</p> <p>sufficient vocabulary to express themselves, with some circumlocutions, on most topics pertinent to their everyday life such as family, hobbies and interests, travel and current events</p>
Grammatical accuracy	<p>the ability to communicate with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur but it is clear what they are trying to express</p>
Vocabulary control	<p>good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations</p> <p>the appropriate use of a wide range of simple vocabulary when discussing familiar topics</p>
Overall phonological control	<p>pronunciation that is generally intelligible</p> <p>intonation and stress, at both utterance and word levels, that do not prevent understanding of the message although accent is usually influenced by the other language(s) they speak</p>
Sound articulation	<p>articulation that is generally intelligible throughout, despite regular mispronunciation of individual sounds and words they are less familiar with</p>
Prosodic features	<p>the ability to convey their message in an intelligible way despite a strong influence on stress, intonation and/or rhythm from the other language(s) they speak</p>
Orthographic control	<p>the ability to produce continuous writing which is generally intelligible throughout; spelling, punctuation and layout are accurate enough to be followed most of the time</p>

5. Assessment¹

The basic principles on assessment are given in the Assessment Policy of the European Schools (Doc 2011-01-D-61-en).

Cycle 1 (S1 – S3)

The basis of the assessment should be the learning objectives for the cycle. The assessment should be mainly formative. By means of teacher observation, tests and self-assessment the students acquire an awareness of their level and their progress throughout the course. Use could be made of the self-assessment grids in the CEFR 2001 and of the European Language Portfolios. These “Can-do” statements can be introduced as an effective supplementary tool for the language learner.

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

Cycle 2 (S4 – S5)

The basis of the assessment should be the learning objectives for the cycle.

A. Formative assessment

The assessment should be mainly formative. By means of an initial assessment, teacher observation and self-assessment the students acquire an awareness of their level and their progress throughout the course. Use could be made of the self-assessment grids in the CEFR 2001 and of the European Language Portfolios. These “Can-do” statements can be introduced as an effective supplementary tool for the language learner.

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

B. Summative assessment

All the competences will be assessed in oral and written tests which should be harmonised at school level. Tests should have the same structure and assess the same competences.

Cycle 3 (S6 – S7)

The basis of the assessment should be the learning objectives for the cycle.

A. Formative assessment

The assessment should be mainly formative. By means of an initial assessment, teacher observation, tests and self-assessment the students acquire an awareness of their level and their progress throughout the course. Use could be made of the self-assessment grids in the CEFR 2001 and of the European Language Portfolios. These “Can-do” statements can be introduced as an effective supplementary tool for the language learner.

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

B. Summative assessment

All the competences will be assessed in oral and written tests which should be harmonised at school level. Tests should have the same structure and assess the same competences.

¹ ref. 2011-01-D-61-en, Assessment Policy in the European Schools
2022-11-D-33-en-2

Baccalaureate

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

The written examination assesses “Reading Comprehension”, “Written Production” and “Understanding Literature”.

The oral examination assesses “Reading Comprehension”, “Oral Production and Interaction” and “Understanding Literature”.

In both examinations the students should be able to deal with a theme in the target language, to draw out the main points of a text, to analyse its contents and to express a point of view. The students should be able to make reference to relevant aspects of the target culture and society and show proficiency in morphology, syntax, vocabulary and idiom. In the oral examination listening skills, spoken interaction and spoken production will be assessed in the target language.

Teachers are required to use the harmonized marking grids in order to arrive at an overall mark.

5.1. Attainment Descriptors

Mark / Grade /Denominator	Attainment Indicator
A / 9.0 – 10 Excellent	Excellent , though not flawless performance, entirely corresponding to the learning objectives and the linguistic competences required for each cycle.
B / 8.0 – 8.9 Very good	Very good performance, almost entirely corresponding to the learning objectives and the linguistic competences required for each cycle.
C / 7.0 – 7.9 Good	Good performance, corresponding overall to the learning objectives and the linguistic competences required for each cycle.
D / 6.0 – 6.9 Satisfactory	Satisfactory performance, corresponding to the learning objectives and the linguistic competences required for each cycle.
E / 5.0 – 5.9 Sufficient	Sufficient performance corresponding to the learning objectives and the linguistic competences required for each cycle.
F / 3.0 – 4.9 Failed / Weak	Weak performance, almost entirely failing to meet the learning objectives and the linguistic competences required for each cycle.
FX / 0 – 2.9 Failed / Very Weak	Very weak performance, entirely failing to meet the learning objectives and the linguistic competences required for each cycle.

6. Annexes

6.1. Annex 1: Commentaries

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

6.1.1. Didactic principles

The skills of comprehension, production, interaction and mediation should have their place, but their relative weighting depends on the cycle.

In the first cycle the main focus will be on comprehension and spoken interaction, while production shall have less weighting.

The second cycle is an intermediate cycle where production will play an increasing role.

In the third cycle all required competences will be equally important.

The use of differentiated teaching methodologies is encouraged in order to meet the diverse needs of all students and to promote inclusive education.

Heterogeneity is a specific characteristic of L 3 because in many cases students are false beginners. This requires a differentiated approach which will address individual students' needs, skills and talents.

Differentiation can be achieved through varying teaching and learning strategies and the level of difficulty of chosen texts or tasks taking into account the learner's ability, interests, learning styles and preferences, and employing a variety of teaching methods, ICT included. For example the use of active-learning tasks such as pair and group work, project work, role play, portfolios etc. can prove to be effective learning tools.

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

When learning a third language, recourse to existing language skills can be of great benefit to students' learning strategies (tertiary language effect) and making use of them should be encouraged.

Reflective use of language, comparative observations and awareness of general language- learning skills can greatly improve language acquisition.

Students' varied learning styles, pace of learning, social skills, strengths and weaknesses should also be used to best advantage.

Learning styles include various approaches or ways of learning which help the individual student to learn best.

Students' learning styles and strengths (visual, auditory etc.) are linked to different intelligences (linguistic, logical, musical etc.).

Teachers should adapt their teaching methodologies to suit the needs and the different learning styles of their students. The more aware teachers are of these, the more effective the learning outcomes will be.

Students will achieve fluency and independence by making use of a range of learning resources including Information and Communication Technology.

One of the aims of this syllabus is to encourage learners to take more responsibility for their own learning and to gather information about the learning processes. Students will develop an understanding about how to go about learning another language. In order to become active, autonomous and reflective learners they should develop strategies for effective language learning. For example, simply by sharing learning objectives with students at the beginning of each lesson and

encouraging them to use a learning diary, teachers can help students to evaluate their own learning. The use of tools, such as 'can-do' statements or the European Language Portfolio, enables students to identify realistic personal learning goals. Students should be encouraged to use the many resources available online to reinforce and develop their language acquisition, working at their own pace.

A good command of the language in context presupposes a progressively constructed understanding of the language as a system.

Foreign language learning is based on a communicative and action-oriented approach. Therefore the context plays an important role. Vocabulary and idioms should be presented in contextual situations and developed in a systematic way. It is important to take into account at all learning stages that students need to approach the target language through progressive steps and that mistakes are used constructively to develop learning. However, correct use of language should be pursued to a reasonable degree.

Students' sociolinguistic competence should be developed to include awareness of aspects such as linguistic register, language varieties, etc.

Sociolinguistic competence is the ability to recognize and to interpret the social meaning of linguistic varieties (registers, styles, dialects, etc.), to use language with the appropriate social meaning for the communication situation and to make an active contribution to the development of conversations.

Examples: to be aware of the differences between formal and informal situations, to recognize ways of greeting people, to know when and how to give compliments to others, to apologize, or to accept and refuse invitations, etc.

6.1.2. Learning objectives

Cycle 2+3: Competence: Plurilingual and pluricultural

The starting point for intercultural understanding and an awareness of intercultural codes is good knowledge of the areas which produce cultural differences: social rules, historic symbols, myths, humour, way of life, customs, religion, etc.

The more aware students are of cultural differences the less likelihood there is that they will come to wrong conclusions or behave inappropriately.

6.1.3. Contents

Overall oral production

Familiarity with day to day expressions will help students to use the target language spontaneously from the very beginning.

Linguistic competence – grammatical accuracy

The study of specific language structures should be integrated into communicative activities and situations. The necessary grammatical structures should be developed and increased steadily over the three cycles.

Knowledge of relevant grammatical structures and word patterns should be developed according to the learning objectives of each cycle.

For example: In the first cycle in order to take part in simple conversations it is necessary for the students to know common conversational phrases and to have some knowledge not only of present, but of past and future verbs. There is no need for the student to know all forms of such verbs at this stage.

6.2. Annex 2: Written Bac Exam

The written examination will be based on the learning objectives for the cycle. The exam will mainly assess the students' reading, writing and literary understanding.

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

MODEL WRITTEN BAC EXAM

Time allocation: 3 hours

Part 1: Reading Comprehension 40 marks	one text or two separate texts in total 600 words (+/- 10%)	multiple choice, true/false + justification, head matching, matching sentence endings etc.
Part 2: Written Production 30 marks	students choose one of two tasks 300 words (+/- 10%)	article, blog, dialogue, diary entry, e-mail, formal and informal letter, report, speech; (see annex 4)
Part 3: Understanding Literature 30 marks	students choose task for set book 1 or set book 2 300 words (+/- 10%)	analysis, essay, review, etc. incl. personal response

Part 1 – Reading comprehension:

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

The students should be able to read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension and they should be able to follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary (see: learning objectives p. 10)

A variety of non-fictional texts may be used: newspaper articles, magazine articles, user manuals, brochures, travel guides, prospectuses, forms and questionnaires, advertising material, letters, essays, public announcements, public speeches, lectures, etc.

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

Reading comprehension is assessed by a variety of tasks: multiple choice questions; true/false statements + justification; complete the sentence, matching exercises, short answer questions, etc.

Part 2 – Written production:

At the end of cycle 3 the students should be able to produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence (see Learning Objectives p. 10).

They should be able to convey information and ideas on abstract as well as concrete topics, check information, and ask about or explain problems with reasonable precision (see Learning Objectives p. 11).

They should be able to compose personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point they feel to be important see Learning Objectives p. 11).

To assess their writing skills, the students complete one of two writing tasks. The assessment is based on the following criteria: task achievement, organisation, lexical and structural range, lexical and structural accuracy.

Part 3 – Understanding literature:

Students should study examples from the various literary genres as well as non-literary genres. There will be two set books, one in year S6 and one in year S7. Adapted versions of these literary works may be used if the teacher finds that the original versions are too difficult for his/her students.

In the Bac exam, students will write an essay, analysis or review to assess their understanding of, and personal response to the set books. Students may choose to answer a question on one or other of the two set books.

6.2.1. General Matrix

Element of Examination	Competence	Weight in %	Learning Objective	Tasks	Evaluation/ Marking	Weight in Marks
Reading Comprehension (40 marks)	Reading for Understanding Analysis	100%**	<i>Read, understand and analyse non-fiction texts</i>		Paper-specific marking scheme	
Sub-part						40
Written Production (30 marks)	Content Task Achievement Coherence/ Development of Ideas	30%	<i>Write clear, detailed texts which express points of view or impressions on a variety of subjects</i>		Agreed Rubric	9
	Organisation Coherence and Cohesion	30%			Agreed Rubric	9
	Accuracy Grammatical and Lexical Accuracy	30%			Agreed Rubric	9
	Expression Appropriateness & Quality of Style	10%			Agreed Rubric	3
Sub-part						30
Understanding Literature (30 marks)	Content Textual and Contextual	50%	<i>Read, understand and analyse literary texts</i>		Agreed Rubric	15
	Personal Response Argument and Reasoning Evidence-based Personal Response	30%	<i>Demonstrate insight and understanding of the cultures of the target language country including society, current affairs, literature and its context, and the arts in general</i>		Agreed Rubric	9
	Writing Appropriate Use of Language	20%			Agreed Rubric	6
Sub-part						30
Total						100

* **The weighting of the sub-competences in RC could vary from examination paper to examination paper depending of the nature of the text. Essential however to **always** ensure assessment of **both reading for understanding (global/literal comprehension) and analysis**.

Commentaries on the rubric for the written BAC exams

PART 1 – READING COMPREHENSION

Questions must include assessment of both reading for understanding and analysis. Accuracy of language is not assessed.

PART 2 – WRITTEN PRODUCTION

The assessment rubric takes into account four separate criteria: content, organisation, accuracy and expression.

1. Content

This criterion takes into account

- requirements of task fulfilled
- coherence, logical development of thoughts/ideas

2. Organization

This criterion takes into account

- structure of text (e.g. introduction, development and conclusion)
- cohesion between sentences and paragraphs
- conventions of text type respected: layout, addressee taken into account, register etc.,)

3. Accuracy

This criterion assesses the correct use of language: vocabulary, spelling and grammar/syntax.

4. Expression

This criterion assesses

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

PART 3 – UNDERSTANDING LITERATURE

The assessment rubric takes into account three separate criteria: content, personal response and writing.

1. Content

- requirements of task fulfilled
- Knowledge of content
- an overview of the main themes, principal characters and development of the plot.

2. Personal response

- personal viewpoint
- relevant arguments

3. Writing

This criterion assesses the appropriate use of language (grammar/syntax, vocabulary, spelling).

The rubric should be used for the assessment of all written production exercises in order to familiarise students with the assessment criteria.

6.3. Annex 3: Oral Bac Exam

MODEL ORAL BAC EXAM

Preparation time: 20 minutes

Exam time: 20 minutes

The student reads and studies a text drawn from a variety of unseen non-fictional texts.

Both examiners participate actively in the exam.

Part 1: Reading Comprehension 30 marks length of the text: 350 words (+/- 10%)	Students' understanding and insight into the text is assessed by the examiners who ask questions on the main ideas, relevant details etc. The students do not see these questions in advance.
Part 2: Oral Interaction 40 marks	Students' oral skills are assessed by a short conversation on topics of general and personal interest based on a visual stimulus not previously seen by the students.
Part 3: Understanding Literature 30 marks	Students present their personal response to the set book of their choice. The students' presentation is followed by questions from the examiners referring to main ideas / characters / themes, personal opinion, etc.

6.4. Overview Characteristics Text types

	Article	Report	Blog		Email
Definition	text on a specific topic for a magazine or newspaper (online or in print)	presentation of a specific fact (or facts) in the form of an (official) document	text posted on the Internet, either independently or in response to a previous entry.		digital text to one or more people in the private or professional environment
Purpose/Function	inform/convince/entertain/interest the readership	report on facts, events, projects, research, etc.; may also contain a final recommendation	personal: e.g. express opinions, share experiences; comment on or react to a previous entry		give or ask for information/advice/help, complain, apply, etc.
Readership	readership of a particular magazine, newspaper or website	certain groups of people, depending on the task	personal: friends, like-minded people or interested parties		a specific person or group of people
Layout	<ul style="list-style-type: none"> - title - recognisable paragraphs 	<ul style="list-style-type: none"> - topic/subject - date & place - paragraphs - author 	blog entry: <ul style="list-style-type: none"> - username - title - text 	blog comment: <ul style="list-style-type: none"> - username - email address - text 	<ul style="list-style-type: none"> - recipient - sender - subject - date - opening salutation - main part (divided into paragraphs) - closing valediction
Structure	<ul style="list-style-type: none"> - striking title - beginning: should attract the attention of the reader and encourage further reading - a new paragraph for each main point - aspects/ideas that have relevance for the readership - suitable examples - conclusion: e.g. a short summary and/or outlook, solution 	<ul style="list-style-type: none"> - heading: refers to the content of the report - short introductory sentences that answer the following questions: what? why? for whom? - main part divided into paragraphs - ending e.g. summary, conclusion, recommendation 	blog entry: <ul style="list-style-type: none"> - striking title - beginning - should entice reader to read on - main part (divided into paragraphs) - conclusion 	blog comment: <ul style="list-style-type: none"> - refer to the previous entry - main part (divided into paragraphs) - Conclusion 	<ul style="list-style-type: none"> - subject line refers to the content of the e-mail - reason for the email is mentioned - reference to previous contact (optional) - a new paragraph for each main point - conclusion - closing valediction
Register	formal/neutral/personal depending on the readership	formal/neutral	personal/neutral/also colloquial, depending on readership		formal/neutral/personal dependent on the recipient
Style	<ul style="list-style-type: none"> - linguistic figures such as rhetorical questions, appeals to the reader - reader can be addressed directly 	<ul style="list-style-type: none"> - factual - precise 	<ul style="list-style-type: none"> - depends on content and readership - interactive elements (readership is addressed) 		recipient is addressed directly

	Dialogue (L3, L4) / Interview (L2)		Inner monologue	Diary entry	Speech Only L2 & L3	Letter Only L2 & L3
Definition	text in which two or more people talk to each other		text from a personal perspective	text that resembles a personal letter	public verbal address to a specific audience	message to a specific person dependent on task (e.g. personal/ official letter, letter to the editor, covering letter)
Purpose/Function	Dialogue verbal exchange on a topic, making clear the relationship between two speakers	Interview question and answer session eliciting information or opinion from the interviewee	making inner events perceptible	recording events personal reflection, commentary and response	-e.g. the presentation of an argued point of view to inform or persuade an audience, to celebrate a person or event on a ceremonial occasion etc.	express individual point of view on a topic or a personal concern
Readership	imagined audience	depends on situation (e.g. readers of a magazine, tv viewers, radio listeners, etc).	oneself	oneself	e.g. the school community (sporting or artistic events, mock European Parliament etc.)	dependent on task
Layout	- heading - interchange of speakers (e.g. also with stage directions)	- greeting - questions and answers - closing/ farewell	- continuous text	- date - place (optional) - text	- address to audience - continuous text layed out in paragraphs	- date and place - subject (optional) - opening salutation - paragraphed text - closing valediction
Structure	- establishment to the situation - main part: (development of the situation e.g. problem, conflict, opinion, contradiction) - resolution	- Introduction of interviewee and topic - main part: questions, answers, and comments - final thank you and farewell	e.g. flow of thoughts, - leaps of thought - looking forward and back	- presentation of event or occasion - comment on the situation - expression of feelings - conclusion: e.g. summary, insight, outlook	- address to audience - nature of the occasion - explanation of own role - main body of speech - final words and comments, thanks, toast, etc.	dependent on task
Register	formal/personal/colloquial depending on contexts		personal	personal, emotional, subjective	formal or personal depending on the context	formal / neutral / personal depending on the task and the recipient
Style	verbal exchanges – also written stage directions	verbal exchanges (question, answer, commentary, exaggeration, etc.) dependent on the situation	first-person perspective linguistic figures such as ellipsis, exclamations, interjections, hyperbole, punctuation for effect, etc.	first-person perspective linguistic figures such as questions, ellipses, exclamations, interjections, punctuation for effect, etc.	- direct address to audience - examples cited - rhetorical flourishes - rhetorical questions, metaphors, personification, etc.	language appropriate to the type of letter and the person/issue being addressed

6.5. Written Bac Exam Rubric for Evaluation – Level B1+

Part 2 – Total 30

Aspect for Judgement	9	8	7	6	5	3-4	0-2
Content Requirements of task fulfilled Coherence/development of thoughts & ideas	Requirements of task excellently & fully met Excellent evidence of coherence /development of thoughts & ideas	Requirements of task very well and fully met Very good evidence of coherence /development of thoughts & ideas	Requirements of task well met Good evidence of coherence /development of thoughts & ideas	Requirements of task satisfactorily met Satisfactory evidence of coherence /development of thoughts & ideas	Requirements of task sufficiently met Sufficient evidence of coherence /development of thoughts & ideas	Requirements of task insufficiently met Related insufficient evidence of coherence /development of thoughts & ideas	Requirements of task not met No evidence therefore of coherence /development of thoughts & ideas
Organisation Structure (Introduction – development – conclusion) Cohesion between sentences and between paragraphs Conventions of text type respected (layout, addressee taken into account, register etc.,)	9 Answer excellently structured demonstrating very skilful cohesion between sentences & paragraphs with conventions of text type fully & excellently met.	8 Answer very well structured demonstrating skilful cohesion between sentences & paragraphs with conventions of text type very well met.	7 Answer well-structured demonstrating clear cohesion between sentences & paragraphs with conventions of text type well met.	6 Answer satisfactorily structured demonstrating clear cohesion between sentences & paragraphs with conventions of text type satisfactorily met.	5 Answer sufficiently well-structured demonstrating some cohesion between sentences & paragraphs with conventions of text type fairly well met.	3-4 Answer insufficiently well structured demonstrating insufficient cohesion between sentences & paragraphs with conventions of text type insufficiently met.	0-2 Answer shows no evidence of structure; a related lack of cohesion between sentences & paragraphs & no evidence of the respecting of text type.
Accuracy Vocabulary Spelling Grammar/syntax	9 An excellent level of accuracy of vocabulary, spelling & grammar Hardly any errors	8 A very good level of accuracy of vocabulary, spelling & grammar Occasional errors	7 A good level of accuracy of vocabulary, spelling & grammar Very few errors	6 A satisfactory level of accuracy of vocabulary, spelling & grammar Few errors	5 A sufficient level of accuracy of vocabulary, spelling & grammar Some errors	3-4 An insufficient level of accuracy of vocabulary, spelling & grammar Quite a number of errors	0-2 No evidence of any accuracy of vocabulary, spelling & grammar Many errors
Expression Range of vocabulary & structures Readability	3 Excellent to very good use of a wide range of vocabulary & structures Most readable		2 Good to satisfactory use of quite a range of vocabulary & structures Quite readable		1 Sufficient use of some range of vocabulary & structures Fairly readable	0,5 Weak use of a limited range of vocabulary & structures Insufficiently readable	0 No evidence of any range of vocabulary & structures Largely unreadable

Written Bac Exam Rubric for Evaluation – Level B1+

Part 3 – Total 30

Aspect for Judgement	14-15	12-13	10-11	8-9	7	4-6	0-3
Content Requirements of task fulfilled Knowledge of Content (main ideas, themes, characters, development of the plot)	Requirements of task excellently & fully met demonstrating excellent textual knowledge	Requirements of task very well met demonstrating very good textual knowledge	Requirements of task well met demonstrating good textual knowledge	Requirements of task satisfactorily met demonstrating satisfactory textual knowledge	Requirements of task sufficiently met demonstrating sufficient textual knowledge	Requirements of task insufficiently met demonstrating insufficient textual knowledge	Requirements of task not met demonstrating no textual knowledge
	9	8	7	6	5	3-4	0-2
Personal Response Personal viewpoint Relevant arguments	Excellent expression of personal viewpoint making excellent use of relevant arguments	Very good expression of personal viewpoint making very good use of relevant arguments	Good expression of personal viewpoint making good use of relevant arguments	Satisfactory expression of personal viewpoint making satisfactory use of relevant arguments	Sufficient expression of personal viewpoint making sufficient use of relevant arguments	Insufficient expression of personal viewpoint making insufficient use of relevant arguments	No expression of personal viewpoint thus a related failure to use relevant arguments
	6	5	4		3	2	0-1
Writing Adequate use of language	Excellent use of language	Very good use of language	Good use of language	Satisfactory use of language	Sufficient use of language	Insufficient use of language	Use of language totally insufficient

6.6. Oral Bac Examination Record Sheet – Level B1+

L3 Oral Examination Record Sheet

Student: _____

Part of Examination	Competence	Criteria	Marks	Marks awarded
Part 1: 30 Marks Reading Comprehension - Comprehension of a non-fictional text (summary; main themes) - Elaboration of the main message(s)	Reading	Candidate demonstrates an excellent understanding of the text; excellent elaboration of the main messages	27-30	
		Candidate demonstrates a very good understanding of the text; very good elaboration of the main messages	24-26	
		Candidate demonstrates a good understanding of the text; good elaboration of the main messages	21-23	
		Candidate demonstrates a satisfactory understanding of the text; satisfactory elaboration of the main messages	18-20	
		Candidate demonstrates a sufficient understanding of the text; sufficient elaboration of the main messages	15-17	
		Candidate demonstrates a limited understanding of the text; limited elaboration of the main messages	9-14	
		Candidate demonstrates no or very limited understanding of the text; no or almost no capacity to elaborate the main messages	0-8	
Part 2: 40 Marks Oral Interaction - Communicative effectiveness - Accuracy of vocabulary - Fluency	Oral Interaction	Excellent communication; vocabulary and grammar excellent; most fluent	36-40	
		Very good communication; vocabulary and grammar generally very accurate; largely fluent	32-35	
		Good communication; vocabulary and grammar mainly accurate; quite fluent	28-31	
		Satisfactory communication; vocabulary and grammar quite accurate; reasonably fluent	24-27	
		Sufficient communication; sufficient vocabulary and grammatical accuracy; sufficiently fluent	20-23	
		Limited communication; vocabulary and grammar impede effective communication; related limited fluency	10-19	
Part 3: 30 Marks Understanding Literature	Spoken production / Reading of a literary text	Candidate demonstrates excellent knowledge of the set text; excellent personal response excellently supported by justification	27-30	
		Candidate demonstrates a very good knowledge of the set text; very effective personal response very well supported by justification	24-26	
		Candidate demonstrates a good knowledge of the set text; a good personal response well supported by justification	21-23	
		Candidate demonstrates a satisfactory knowledge of the set text; satisfactory personal response quite well supported by justification	18-20	
		Candidate demonstrates sufficient knowledge of the set text; a fair personal response supported by some justification	15-17	
		Candidate demonstrates a no or very limited knowledge of the set text; limited personal response and is largely unable to justify his/her response	9-14	
		Candidate demonstrates no or very limited knowledge of the set text; no sense of a personal response	0-8	
Total Marks/100				

Examiner: _____



6.7. Written Sample Paper

ENGLISH LANGUAGE III

Date:

Length of the examination: 3 hours (180 minutes)

Permitted Equipment: None

There are three parts to this examination:

- **Reading Comprehension**
- **Written Production**
- **Understanding Literature**

Answer **all three parts**.

Use blue or black pen only.

IMPORTANT:

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

Part 2 and Part 3 must be answered on the paper provided.

Part 1 - Reading Comprehension

40 Marks

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

Question A - 20 marks

Locals puzzled by sea 'going the wrong way' off the Irish south coast.

Unusual activity of the sea, spotted in West Cork on Saturday, has left local people puzzled. The sea began rushing out of the harbour at the village of Courtmacsherry at around 2pm when boat operator, David Edwards, was cleaning his boat.



“I could see that the water was going the wrong way”, he said. “It should have been coming in, but it was going out. The tide was rushing out like a river. The first thing you think is ‘tsunami’ and, if the water was flowing any faster, we would all have been heading for the hills.”

10 A few kilometres further down the coast Adrian Nowotynski was coming back from dropping some people off at a village across the bay, when he also noticed the tide behaving in an unusual way.

15 “I was rowing my small boat towards the shore at about 3.15pm when I noticed that I wasn’t making any progress and that the tide was really rushing out against me,” he said. “It was racing out so fast that my boat got stuck in the seabed, as did a number of yachts and fishing trawlers nearby. The water level dropped by one and a half metres in about five minutes, and the tide came in and out twice in less than half an hour.”

20 Tim Forde, from the Harbour Yacht Club said, “It was unbelievable. I was driving home from work, and when I was crossing the bridge over the harbour, I could see boats lying aground and the tide changing direction in minutes. I saw it flow in and out five times in about three hours, and when it went out the water dropped to a level lower than ever before witnessed in living memory.”

25 In 1755 an earthquake off the coast of Portugal, which caused massive loss of life and destruction in Lisbon, sent tsunamis as far away as the southwest coast of Ireland. The European Mediterranean Seismological Centre reported that it did record a 2.6 magnitude earthquake west of Portugal near the Azores, about 1,900 kilometres southwest of Ireland, which could have accounted for the unusual tidal movements. However, it said that this was unlikely and that the unusual movements
30 of the water were probably caused by a sudden change of pressure in the atmosphere.

Adapted from David Forsythe, *The Irish Times*, 19 June 2022 (380 words)

Question B- 20 Marks

Hong Kong: Famous floating Jumbo restaurant sinks.

A floating restaurant, that was a famous Hong Kong sight, has sunk in the South China Sea days after it was moved from the harbour where it had been serving food to customers for nearly fifty years.



- 5 The Jumbo restaurant sank while on its way to a secret place. Its owners, Aberdeen Restaurant Enterprises, said that it was a very sad event, but that no crew members were injured.

10 The restaurant closed in March 2020 as the Covid-19 pandemic spread. More than three million people, including film stars and members of royal families, are believed to have eaten its much-praised Cantonese cuisine over the years. The restaurant also appeared in many films, such as the James Bond movie, 'The Man with the Golden Gun'. However, after the Covid 19 outbreak, when diners had to stay away from the restaurant because of the pandemic, the business could not carry on. The restaurant managers, Melco International Development, stated that, while the pandemic was the
15 final blow to the restaurant, the business would probably have closed in any case as it had been losing money for many years previously.

20 Marine engineers were hired to inspect the floating restaurant before it was taken from the harbour and they confirmed that it was safe for it to make its journey. It was due to stay at an unknown location while waiting for a new operator, but it sank near the Paracel Islands when it ran into a storm and began to take on water, Aberdeen Restaurant Enterprises said that it would be very difficult to carry out recovery works since the water in the area is over 1,000 metres deep.

Adapted from George Wright, *BBC News*, 12 Jul 2022

(275 words)

Part 2 – Written Production

30 marks

Choose **one** of the following questions. Write approximately 300 words.

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

Please write your answer on the lined sheets provided.

EITHER

- A. You would like to persuade the Director of your school to allow you to hold a concert in the school grounds as a fundraising activity. You would like the concert to take place on a Friday evening.

Write an email to the Director of your school in which you explain

- what you would like to do
- why you believe that permission should be given to organise and hold this activity.
- what you expect the outcomes of this activity to be.

You are Sam Swallow (Sam Swallow@med.com) and the Director is Mr Peter Jones. (pjones@school.com)

OR

Write an article to be published in a teenage magazine entitled:

Are young people slaves to fashion?

In your article you should consider

- how young people think about fashion.
- in what ways fashion designers or manufacturers can target young people.
- how young people deal with the pressure to follow fashion trends.

Part 3 – Understanding Literature

30 marks

Write an essay of approximately 300 words on one of the following questions.

Number your answer clearly to show which question you have attempted, and refer closely to the text in your answer.

Please write your answer on the lined sheets provided.

EITHER

- A. ***The Mouse Trap***, Agatha Christie (1890-1976)
London, 1954

Explain how the desire for revenge plays a big part in the way at least two of the characters behave in Agatha Christie's play, ***The Mousetrap***

Refer closely to the text in your response.

OR

- B. ***The Perks of Being a Wallflower***, Stephen Chbosky (b.1970)
USA, 1999


Describe how Charlie's relationship with Sam and Patrick helps him to change and grow as a person throughout the novel, ***The Perks of Being a Wallflower***.

Refer closely to the text in your response.

Surname / Nom Nachname :

Name / Prénom Vorname :

BAC ID : Date of birth / Né(e) le Geburtsdatum : / /



Subject / Matière / Fach :

Language / Langue / Sprache : Exam date / Date de l'examen / Prüfungsdatum :

Instructions Use only capital letters and numbers in the ID box. Use only blue or black pen. Number each page / total pages. Turn in the sheets in order. No staples. Do not turn in rough paper.

Anleitung: Utiliser uniquement des lettres majuscules et des chiffres dans la zone ID. Utiliser uniquement un stylo ou un stylo-bille bleu ou noir. Numéroté chaque page / nombre total de pages. Remettre les feuilles dans l'ordre. Pas d'agrafes. Ne pas rendre le papier brouillon.

Verwenden Sie nur Großbuchstaben und Zahlen im ID-Feld. Verwenden Sie nur einen blauen oder schwarzen Kugelschreiber. Geben Sie die Anzahl der Seiten / Gesamtseiten an. Geben Sie die Blätter in richtiger Reihenfolge ab. Keine Heftklammern. Kein Konzeptpapier abgeben.



ENGLISH LANGUAGE III
Answer Sheet

Sample Paper

Part 1 – Reading Comprehension

40 Marks

Read the following texts and answer the questions below

Question A: 20 marks

Locals puzzled by sea 'going the wrong way' off the Irish coast

A 1. Complete the following **summary** of the text using the words in the box below to fill in the blank spaces. Two words are not needed.

amazed afraid caused several reached seabed

People in West Cork were _____ to see the sea rushing in and out of the harbour _____ times in the space of three hours. They thought that the strange event was caused by an earthquake and they were _____ that a tsunami would follow. After an earthquake near Portugal in 1755 tsunamis _____ places as far away as the southwest coast of Ireland.

(4 marks)

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

- a) noticed (paragraph 1) _____
- b) confused (paragraph 1) _____
- c) boats used by fishermen to catch fish (paragraph 4) _____
- d) observed (paragraph 5). _____

(4 marks)

A 3. *Decide whether each of the following statements is true or false. Write T or F in the boxes provided. Then justify your answer by writing down **the first four words** of a sentence from the text that supports your decision. There may be more than one supporting sentence but write down the first four words of **only one** sentence. Each correctly justified answer is worth **two marks**.*

Statement	True (T) or False (F)	Justification: first four words of sentence from text
David Edwards was rowing his boat.		
Adrianan Nowotynski was taking some people to a village across the bay.		
The sea water in Courtmacsherry harbour dropped to a level lower than ever seen before.		
The unusual movements of the water were probably caused by an earthquake near Portugal.		

(8 marks)

A 4. *Match the following statements with the people who made them using the corresponding numbers and letters to show your match.*

Statement	Person
1. The tide was really rushing against me.	a) Tim Forde
2. We would have been heading for the hills.	b) Adrian Nowotynski
3. An earthquake could have accounted for the unusual tidal movements.	c) David Edwards
4. I could see the tide changing direction in minutes.	d) The European Mediterranean Seismological Centre

Match One	Match Two	Match Three	Match Four

(4 marks)

Question B: 20 marks

Hong Kong: Famous floating Jumbo restaurant sinks

B 1. *Decide whether each of the following statements is true or false. Write T or F in the boxes provided. Then justify your answer by writing down **the first four words** of a sentence from the text that supports your decision. There may be more than one supporting sentence but write down the first four words of **only one** sentence. Each correctly justified answer is worth **two marks**.*

Statement	True (T) or False (F)	Justification: first four words of sentence from text.
The floating restaurant sank on the same day as it was being taken away from Hong Kong harbour.		
The restaurant had to close because it began to lose money after the pandemic struck.		
Nobody working on the floating restaurant was hurt.		
The Jumbo Restaurant owners do not expect to be easily able to get valuable materials back from the restaurant at the place where it sank.		

(8 marks)

B 2. *Select the correct statement from the following four options and write it in the space provided.*

The restaurant was

- a. in Aberdeen.
- b. in Hong Kong.
- c. in South China.
- d. on the set of a film.

Correct statement	
--------------------------	--

(1 mark)

B 3. Find the **word** in the text which best fits the following meanings and write it on the lines provided

(a) well known (paragraph 1) _____

(b) sickness that is world-wide (paragraph 3) _____

(c) was seen (paragraph 3) _____

(d) employed (paragraph 4) _____

(e) examine (paragraph 4) _____

(5 marks)

B 4. Find the **phrase** in paragraph four of the text that best matches the meaning of the phrase below and write it on the line provided:

Meaning	Phrase in text
<i>Started to sink</i>	

(2 marks)

B 5. **Underline the** correct answer to the following questions:

a. Which of the following best describes the Floating Restaurant?

- i. it was built as a set for a film
- ii. it belonged to a royal family
- iii. it was famous for its French cuisine
- iv. it was a ship turned into a restaurant

b. How did the owners feel after the Restaurant sank?

- i. they were angry with the restaurant managers
- ii. they were sorry because Hong Kong had lost a famous place
- iii. they were sad because it had sunk
- iv. they were happy because the business would stop losing money

c. What did the marine engineers say about the restaurant?

- i. that it should be taken to another place to be repaired
- ii. that it should not be moved from the harbour
- iii. that its engines were too old
- iv. that it was safe for it to sail

(3 marks)

B 6. *What is the main purpose of this article? Select the **correct** answer and **circle** the corresponding letter.*

a) to entertain; **b)** to persuade; **c)** to inform; **d)** to argue

(1 mark)

ENGLISH LANGUAGE III
Marking Scheme
Answer Sheet with answers

Sample Paper

Part 1 – Reading Comprehension

40 Marks

Read the following texts and answer the questions below

Question A : 20 marks

Locals puzzled by sea'going the wrong way' off the Irish coast

A 1. Complete the following **summary** of the text using the words in the box below to fill in the blank spaces. Two words are not needed.

amazed afraid caused several reached seabed

People in West Cork were **amazed** to see the sea rushing in and out of the harbour **several** times in the space of three hours. They thought that the strange event was caused by an earthquake and they were **afraid** that a tsunami would follow. After an earthquake near Portugal in 1755 tsunamis **reached** places as far away as the southwest coast of Ireland.

(4 marks)

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

- | | |
|--|------------------|
| a) noticed (paragraph 1) | spotted |
| b) confused (paragraph 1) | puzzled |
| c) boats used by fishermen to catch fish (paragraph 4) | trawlers |
| d) observed (paragraph 5) | witnessed |

(4 marks)

A 3. *Decide whether each of the following statements is true or false. Write T or F in the boxes provided. Then justify your answer by writing down the **first four words** of a sentence from the text that supports your decision. There may be more than one supporting sentence but write down the first four words of **only one** sentence. Each correctly justified answer is worth **two marks**.*

Statement	True (T) or False (F)	Justification: first four words of sentence from text.
David Edwards was rowing his boat.	F	<i>The sea began rushing ...</i>
Adrianan Nowotynski was taking some people to a village across the bay.	F	<i>A few kilometres further ...</i>
The sea water in Courtmacsherry harbour dropped to a level lower than ever seen before.	T	<i>I saw it flow ...</i>
The unusual movements of the water were probably caused by an earthquake near Portugal.	F	<i>However, it said that ...</i>

(8 marks)

A 4. *Match the following statements with the people who made them using the corresponding numbers and letters to show your match.*

Statement	Person
1. The tide was really rushing against me.	a) Tim Forde
2. We would have been heading for the hills.	b) Adrian Nowotynski
3. An earthquake could have accounted for the unusual tidal movements.	c) David Edwards
4. I could see the tide changing direction in minutes.	d) The European Mediterranean Seismological Centre

Match One	Match Two	Match Three	Match Four
1, b)	2, c)	3, d)	4, a)

(4 marks)

Question B: 20 marks

Hong Kong: Famous floating Jumbo restaurant sinks

B 1. *Decide whether each of the following statements is true or false. Write T or F in the boxes provided. Then justify your answer by writing down the **first four words** of a sentence from the text that supports your decision. There may be more than one supporting sentence but write down the first four words of **only one** sentence. Each correctly justified answer is worth **two marks**.*

Statement	True (T) or False (F)	Justification: first four words of sentence from text.
The floating restaurant sank on the same day as it was being taken away from Hong Kong harbour.	F	<i>A floating restaurant, that ...</i>
The restaurant had to close because it began to lose money after the pandemic struck.	F	<i>The restaurant managers, Melco ...</i>
Nobody working on the floating restaurant was hurt.	T	<i>Its owners, Aberdeen Restaurant ...</i>
The Jumbo Restaurant owners do not expect to be easily able to get valuable materials back from the restaurant at the place where it sank.	T	<i>Aberdeen Restaurant enterprises said</i>

(8 marks)

B 2. Select the correct statement from the following four options and write it in the space provided.

The restaurant was

- e. in Aberdeen.
- f. in Hong Kong.
- g. in South China.
- h. on the set of a film.

Correct statement	(b) in Hong Kong
--------------------------	-------------------------

(1 mark)

B 3. Find the *word* in the text which best fits the following meanings and write it on the lines provided:

- | | |
|--|-----------------|
| (a) well known (paragraph 1) | famous |
| (b) sickness that is world-wide (paragraph 3) | pandemic |
| (c) was seen (paragraph 3) | appeared |
| (d) employed (paragraph 4) | hired |
| (e) examine (paragraph 4) | inspect |

(5 marks)

B 4. Find the *phrase* in paragraph four of the text that best matches the meaning of the phrase below and write it on the line provided:

Meaning	Phrase in text
<i>Started to sink</i>	began to take on water

(2 marks)

B 5. *Underline the correct answer to the following questions:*

- d. Which of the following best describes the Floating Restaurant?
- v. it was built as a set for a film
 - vi. it belonged to a royal family
 - vii. it was famous for its French cuisine
 - viii. it was a ship turned into a restaurant**
- e. How did the owners feel after the Restaurant sank?
- v. they were angry with the restaurant managers
 - vi. they were sorry because Hong Kong had lost a famous place
 - vii. they were sad because it had sunk**
 - viii. they were happy because the business would stop losing money
- f. What did the marine engineers say about the restaurant?
- v. that it should be taken to another place to be repaired
 - vi. that it should not be moved from the harbour
 - vii. that its engines were too old
 - viii. that it was safe for it to sail**

(3 marks)

B 6. *What is the main purpose of this article? Underline the correct answer.*

- a)** to entertain; **b)** to persuade; **c) to inform;** **d)** to argue

(1 mark)

6.8. Oral Sample Paper

Part 1 – Reading Comprehension

30 marks



<https://www.derstandard.at/consent/tcf/story/2000137170871/groesste-seerosenart-der-welt-im-londoner-botanischen-garten-entdeckt>

A giant waterlily, that has been in the famous waterlily house at Kew Gardens in London for over 177 years, has been found to be a new species to science. A team of world scientists have said that it is the first discovery of a new giant waterlily in over a century. The new species is the largest waterlily in the world. It has leaves that reach up to three metres wide and are strong enough for a small child to sit on! It produces many flowers each year, but only one flower opens at a time. Each flower lasts for just two nights, turning from white to pink and covering itself all over with sharp prickles.

One of Kew's senior scientists suspected that the giant water lily was a different species many years ago. He had seen similar flowers when he was travelling in Bolivia, and he brought their seeds back to the waterlily house where he planted them and watched them grow beside the other waterlilies there. He knew immediately that there was something different about the new plant because its seeds had a different shape and its prickles spread themselves over the flowers in a different way. He knew that these were signs of a new species and invited a team of international scientists to analyse the flower's DNA. They proved that the new flower was distinct from all others, and they declared it a new species. They called it *Victoria boliviana* because it is native to Bolivia and because it has been in Kew since the time of Queen Victoria!

Discovering and analysing new species of plants is even more important today than ever before. Because of the changing climate around the world many species of plants are no longer found in places where they used to grow. We need to find and preserve as many plant varieties as possible so that we can retain the rich variety of plant life on earth and ensure the survival of the insects and animals that depend on them. Furthermore, the study of new plants can unlock many secrets about their benefits to our health and can help to advance our knowledge in the treatment of illness.

(368 words)

Adapted from an article by Grace Brewer in *Kew Gardens, Read and Watch*, 04 July 2022

1. What story is being told in this article about the discovery of the new giant waterlily species?
2. Why is the discovery important?
3. What does the waterlily look like?
4. How did scientists prove that the waterlily was a new species?
5. Why did scientists choose the name, *Victoria boliviana*, for the plant?

The questions are not made available to the candidates in advance.

Part 2 – Oral Interaction

40 marks

1. Describe what you think this picture is about.
2. Are you hopeful that we will be able to solve the problems of global pollution and warming?
3. Have you been involved, or would you like to be involved, in actions to protect life on our planet?

The questions are not made available to the candidates in advance.



<https://www.europarl.europa.eu/news/de/press-room/20190321IPR32111/wegwerfprodukte-aus-plastik-parlament-stimmt-fur-verbot-ab-2021>

Part 3 – Understanding Literature

30 marks

Questions

1. Which set text have you chosen to discuss?
2. What do you especially like about the text?
3. In *The Perks of Being a Wallflower* Charlie says that you can only tell if a film is good if you feel different after seeing it. Do you agree with him? Is the same true about reading a book?
4. Did you enjoy reading the script of *The Mousetrap*? Were you surprised by the ending? Did the ending satisfy you or did you feel a bit disappointed or cheated?
5. Have you read other stories where the past influences the present in the same way as in ***The Mousetrap***? Or stories about the breakdown of trust between people?
6. Do you like to read or watch murder mysteries, books or films that keep you in suspense to the end?

The questions are not made available to the candidates in advance.

6.9. Paper-specific Matrix

Element of Examination	Competence	Weight in %	Learning Objective	Tasks	Evaluation / Marking	Weight in Marks	
Reading Comprehension (40 marks)	Reading for Understanding	100%**	<i>Read, understand and analyse non-fiction texts</i>	QA: Q1-4 QB: Q1-6 Understanding: QA: Q1, 2 & 4 QB: Q2, 3 & 4	12 marks 8 marks		
	Analysis			Analysis: QA: Q3 QB: Q1, 5 & 6	8 marks 12 marks		
Sub-part						40	
Written Production (30 marks)	Content Task Achievement Coherence/ Development of Ideas	30%	<i>Write clear, detailed texts which express points of view or impressions on a variety of subjects</i>		Agreed Rubric	9	
	Organisation Coherence and Cohesion	30%			Agreed Rubric	9	
	Accuracy Grammatical and Lexical Accuracy	30%			Agreed Rubric	9	
	Expression Appropriateness & Quality of Style	10%			Agreed Rubric	3	
Sub-part						30	
Understanding Literature (30 marks)	Content Textual and Contextual	50%	<i>Read, understand and analyse literary texts</i>		Agreed Rubric	15	
	Personal Response Argument and Reasoning Evidence-based Personal Response	30%		<i>Demonstrate insight and understanding of the cultures of the target language country including society, current affairs, literature and its context, and the arts in general</i>		Agreed Rubric	9
	Writing Appropriate Use of Language	20%				Agreed Rubric	6
Sub-part						30	
Total						100	