

Références: 2000-D-574

Orig.: EN

Version: EN

Syllabus for English L II

Advanced

**Approved by the Board of Governors on 26 and 27 January
2000 in Brussels**

The date of entry into force will be communicated in due course

ENGLISH L2 ADVANCED SYLLABUS

SUMMARY

1.0 Objectives

- 1.1 General Objectives
- 1.2 Subject-specific objectives

2.0 Content (knowledge, skills)

- 2.1 Acts of Communication
- 2.2 Topics

3.0 Methodology (proposals for ways of teaching and use of material and media)

- 3.1 General principles
- 3.2 Course design, content, set books, topics, etc.
- 3.3 Skills
- 3.4 Teaching approaches, classroom activities, homework

4.0 Assessment of Learning Outcomes

- 4.1 Functions and principles of assessment of learning outcomes
- 4.2 Participation in class
- 4.3 Written work tests
- 4.4 The Baccalaureate
 - 4.4.1 The Baccalaureate written examination
 - 4.4.2 The Baccalaureate oral examination
 - 4.4.3 Baccalaureate specimen papers (oral & written) with marking grids

1.0 Objectives

1.1 General Objectives

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

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

1.2 Subject-specific objectives

The Advanced Course in English (First Foreign Language) seeks to develop the students' ability to comprehend, interpret, and make a personal response to different types of texts, using general, subject specific and literary knowledge.¹ This involves:

- proficiency in written language, as shown in the ability to write creatively, use a variety of registers, approaches and techniques, and to present complex ideas and arguments in a precise and comprehensible manner;
- understanding and knowledge of specific themes and works from a range of literature and writing on the country/countries in which English is spoken, using authentic texts.

2.0 Contents

Students opting for Advanced English will need to have adequate levels of literacy and oracy to deal competently with a wide variety of literary and non-literary texts and to express their responses to them in an extended written or oral presentation. Only students who show such competence - or

¹ **Comprehension** involves recognition of the theme and identification of aspects of the text which are essential to its understanding.

Interpretation involves analysis of significant message and keywords, examination of aspects of language and style, and the candidates' own perception of the text.

Personal response involves either personal evaluation of the text(s) or creative text production. It arises from the themes developed and from the points of view expressed in the text and allows the pupil to bring linguistic and factual knowledge and experience to bear on the themes.

the capacity to develop it - at the end of the fifth year should choose this course.

In the 7th Year, the course will be organised around (a) a prescribed literary text and (b) a theme which will require the study of two set texts (from a written, pictorial or audio-visual source) as well as a minimum of three other texts to be chosen from the list of five recommended texts (v. para 4.4) Students will also be required to write a 2,000-3,000 word essay or to make an extended oral presentation requiring equivalent preparation. This will account for 50% of the second A mark in the Seventh year.

A list of suggested themes and texts will be circulated to schools and the prescribed theme and text for the 7th Year will be selected from this in the normal way on a year to year basis. Other themes and texts should be chosen in the 6th Year.

At the end of the seventh year students should have developed a high level of syntactical and grammatical accuracy in both written and spoken English. They should have acquired a wide cultural perspective including knowledge of the evolution of the English language and the history of its literature supported by a habit of eclectic reading. They should be able to write for different purposes and audiences, have a good feeling for geographical, social and technical varieties of English, have a critical awareness of various aspects of the Media and an appreciation of varied literary texts. They should be discriminating, analytical listeners and comfortable speakers of the language capable of theorising and of expressing ideas, feelings, values and experiences..

The material which follows refers, with some additions, to the acts of communication and topics listed in the syllabus for the ordinary LII. This syllabus should be used in conjunction with the foregoing for the purpose of planning the teaching programme throughout years 6 and 7.

It should be pointed out that whilst this syllabus takes into account the existence of language skills in isolation (listening, reading, speaking, writing), it recognises that communicative competence requires the integration of these skills.

2.1

Acts of Communication that students should be able to participate in by the end of the seventh year advanced course in English

Listening

- listen/watch for information and pleasure, eg lectures, speeches, audio-visual media: radio, TV, films, CDs;
- listen for a variety of purposes (eg for gist, for accurate reproduction), to a single or repeated texts, dramatic representation, etc.
- recognise formal and informal speech and situate different registers within a general cultural context.

Speaking

- participate in an interview;
- participate in formal and informal conversation and discussion;
- give an oral summary of and a personal response to, a news broadcast/documentary/announcement/lecture/speech/film/play/fictional or non-fictional text;
- express an opinion on a news broadcast/documentary/announcement/film/play;
- give a critical response to a news broadcast/documentary/announcement/film/play;
- make a value judgement on a fictional or non-fictional text;
- speak from prepared notes/statistics/graphical information;
- participate in group discussions, role play and drama.
- make an extended oral presentation;
- make formal and informal speeches.

Reading

- read a variety of texts for information and pleasure e.g. works of literature, newspapers and magazines, works of reference;
- read in a variety of ways e.g. skimming, scanning etc. etymology and the influences of other languages on the development of English
- obtain some understanding of history of language and literature

Writing

- write a reply to an informal letter, a formal letter and a job advertisement (including writing a CV);
- write a summary of a text or a collection of texts;
- written on own initiative: formal and informal letters, descriptions, fiction, verse, speeches, advertisements, instructions, dramatic dialogues;
- write notes and then a personal response to a news broadcast/documentary/speech/film/play/announcement;
- write notes and then a summary of a news broadcast/documentary/speech/film/play/announcement;
- write a critical response to a work of literature/newspaper editorial/news broadcast/documentary/speech/film/play/announcement;
- write an academic essay using appropriate conventions
- write a report derived from graphical or statistical information;
- write a considered personal response to themes of general or topical interest.
- prepare notes and visual materials for an extended oral presentation.

2.2

Topics

The following are broad topic areas that provide contexts for learning and using English. These topics can be used, at an appropriate level, as organisational devices for teachers in the planning of their courses particularly in the sixth year:

Personal and social life

self, family and personal relationships;
free time and social activities;
holidays and special occasions.

The world around us

home town and local area;
the natural and made environment;
people, places and customs.

Education and employment

further education and training;
careers and employment;
language and communication in the workplace;
the economy.

The international world

life in the UK, Ireland and elsewhere;
world events and issues;
tourism.

The media

the nature of modern media;
the role of the media in today's world;
the differences between the media.

Language, Literature and Philosophy

the history and development of English;
geographical, social and technical varieties of modern English;
the works of modern writers of literature in English;
some experience of pre-twentieth century writers, including Shakespeare;
some consideration of social and ethical issues in the world today;
Folk-stories and the folk tradition.

3.0

Methodology

3.1

General principles

The length of the course and the range of work, topics and tasks to be covered, as well as the varying nature of teaching groups and teachers' personalities, means that it is both unrealistic and unreasonable to be prescriptive or proscriptive about the teaching methodologies to be employed. Teaching will encompass various styles and approaches to enable students to learn effectively and to fulfil the objectives of the course which are to promote personal development as well as formal education.

3.2

Course design, content, set books, topics, etc.

It is the role of the teacher to design and deliver a properly organized course which is clearly and logically structured so as to ensure that students are given the opportunity to build on skills and knowledge progressively and with proper reference to the objectives, contents and assessment principles set out in this document. It is assumed that while respecting these:

- teachers will select and sequence those which best suit the nature of the class;
- teachers will also supplement them in ways they consider appropriate;
- a list (and teaching plan) of set books, themes, topics, etc. will be established for the first as well as the second year of the course, and that this may complement but not in any sense repeat the compulsory elements of the Baccalaureate;
- teaching materials, themes and set books will reflect both the demands of the course in quantity and quality, as well as the variety and richness of English-speaking cultures;
- students will acquire a depth and breadth of knowledge of such cultures and especially (although by no means exclusively) of literature written in English;
- although relatively little formal grammar teaching or reinforcement will probably take place on the course, grammatical accuracy, lexical range and fluency will be encouraged and increased through a prudent selection of books and class activities.

3.3

Skills

Successful teaching and learning of English imply the acquisition of listening, reading, writing and speaking skills at an appropriate level. Teaching will neither neglect nor over-emphasise any of these, and the ability to nurture all of them will be built into both the overall design of the course, and its day-to-day delivery.

At Advanced level teachers will also encourage the wider reading and study habits as well as the close reading and writing skills connected with the norms of academic discourse in English. This will be particularly important in the preparation and production of the extended piece of writing demanded in 4.2.

3.4

Teaching approaches, classroom activities and homework

It would be at best inappropriate to propose any formulae or rules regarding teaching styles, since successful learning depends upon a wide range of factors. Nevertheless, the basic guidelines of the course, the nature of the exam and elements of the syllabus mean that a wide and eclectic range of approaches is ultimately inevitable. This implies that classroom activities, lesson organization and planning, student participation, etc. will respect the general principles outlined in this syllabus but will not be uniform.

Similarly, the level and quantity of work demanded by the course necessitate considerable student involvement in class work and a substantial amount of work outside class in the form of regular if varied assignments.

The importance of the Baccalaureate in the second year of the course will obviously have an effect on the teaching methodology as well as the content and skills taught. Students need to know what is expected of them and to be properly prepared for the oral and written examinations. Nevertheless, the Baccalaureate is still only a means of assessing knowledge and skills taught in the ways suggested in the syllabus and deemed appropriate by the teacher.

4.0 Assessment of Learning Outcomes

4.1 Functions and principles

Assessment is both formative and summative. As an ongoing process, formative assessment provides information about pupils' learning; it should also be a basis for their further achievement and play an important role for pupils, parents or guardians and School in the provision of educational guidance for pupils. Assessment need not always involve the award of a mark and it should not be punitive but evaluate performance. For teachers, assessment provides an opportunity to review the objectives, methods and results of their teaching.

Summative assessment provides a clear statement of the knowledge and skills possessed by a pupil.

The following general principles of assessment should be observed:

- performance should be assessed against all the objectives relating to knowledge and skills set out in the syllabus;
- assessment must relate to work which has been covered in the course;
- all types of work done by the pupil on the course should be part of the assessment process – e.g. oral and written contributions, class tests, practical work, etc.;
- pupils should be aware of the work to be done and the standards to be achieved in order to attain each level in the assessment scale;
- pupils should know how performance compares with other pupils in the same or other sections. This requires co-ordination between the teachers of the same and different sections to ensure comparability

4.2 Participation in class

Subject to the normal attendance records, A marks are awarded for "participation in class", a general term taken to include all class work, homework and tests given in normal class time (see General Regulations art.

67B-69), as well as the compulsory extended essay in year 7 (length: 2000-3000 words on a subject negotiated with the teacher) to be worth 50% of the second semester A mark. Typical performances for which an A mark can be given include: analysis of different texts¹; individual or group orals, or oral presentations; listening and viewing exercises; short class tests (reading, writing, dictation, grammar, etc.) projects; literary essays; etc.

The wider the range of performances assessed the more reliable the student's mark; teachers are therefore encouraged to provide students with a wide range of assessment opportunities.

Much of the development of a student's skills and acquisition of knowledge are discernible less in formal written assignments than in his or her ongoing contribution to class work. There is a natural tendency to evaluate pupils in the enormously wide range of formal and informal activities that occur both as a planned and sometimes as a spontaneous part of lessons, and this should be formalized and recorded as much as possible. Elements on which to base a judgement might include a student's listening skills; ability to respond to questions and to defend and expand upon views expressed; ability to follow and contribute to a discussion; ability to contribute in a constructive way to group work; reading aloud, etc.

Although judging "participation in class" may occasionally be impressionistic, teachers are encouraged to adopt the following practices and habits in the assessment of all A mark work:

- assessing and recording student performance and participation on a regular basis;
- taking into account a wide range of activities;
- giving students regular feedback as to their performance and advising students as to how they should improve;
- considering the quality as well as the quantity of work;
- ensuring that all students have sufficient opportunities for participating in different ways and at different times;
- recognising excellence in the use of language and of content.

4.3

Written work/Tests

Written work forms the basis of much formative assessment and nearly all summative assessment, including most importantly (apart from the Baccalaureate itself) the formal semester exams in year 6 and the pre-Baccalaureate exam in year 7 – which provide the official B marks. Tasks appropriate for awarding B marks, therefore, will normally be limited to:

- essays;
- reading comprehension;
- comparative analysis of different kinds of texts;
- other writing tasks reflecting course content and aims.

Assessment should follow the general principles set out in 4.1 and adopt mark schemes and patterns appropriate to the type of work set.

¹ 'Text' means any form of written, pictorial or audio-visual source.

Assessment should evaluate the two broad areas of language and content. Although both are important, and although the weighting given to each may vary from task to task, almost inevitably, language will in the final analysis be given slightly more weight than content.

Although referring primarily to summative assessment (i.e. the Baccalaureate), a detailed analysis and description of the types and levels of writing and oral skills expected in all work can be found in 4.4.3, *L2 Advanced: question 1 (Descriptors for text-based questions)* and *L2 Advanced: question 2 (Descriptors for theme-based essay)* and *L2 Advanced: Oral Grid*.

4.4 The Baccalaureate

4.4.1. The Baccalaureate written examination

The examination will last 240 minutes and will consist of two parts.

Part One: 50% of the marks

This will be based on an extract (approximately 700 words in length) from the set text (normally a work of fiction) whose level of difficulty should be appropriate for the evaluation of students who have studied the language for a period of twelve years, including study at an advanced level during the two preceding years. Three to five tasks will be set to test:

- knowledge of the context;
- ability to analyse and interpret the text;
- capacity to relate issues from the extract to the book as a whole (including discussion of characters).

In addition, there will be an optional style exercise in which candidates will be asked to give a personal response to the text in a particular register.

Part Two: 50% of the marks

This will be a wide-ranging essay based on two set texts, one of which may be a different format (e.g. film or film script) with an additional list of five "texts". Since it is recommended that candidates study a total of five of these (the two set texts plus any other three) the exam will test candidates' ability to analyse and discuss the theme from a range of different viewpoints and with reference to a number of approaches and genres.

4.4.2 The Baccalaureate oral examination

This will be based on an unseen text (approximately 400 words in length) whose level of difficulty will be higher than for the normal LII course and appropriate for pupils who have studied the language at an advanced level for two years. One or two prompts will be given to candidates to guide their preparation. Texts selected may relate to the themes studied in years 6 and 7. Teachers should take account. A more detailed outline of the possible form an examination might take is included in 4.4.3, *L2 Advanced oral – Grid*.

4.4.3

Baccalaureate specimen papers (oral & written) with marking grids

Included are the following:

- L2 Advanced: question 1 descriptors (text-based questions)
- L2 Advanced: question 2 descriptors (theme-based questions)
- Specimen written paper (set text: *A Passage to India*; set theme: 'On the Move')
- L2 Advanced oral - grid
- Specimen oral text and questions.

L2 Advanced: question 1

DESCRIPTORS FOR Advanced Q.1: TEXT-BASED QUESTIONS

Mark allocation will vary according to question; the table covers marks out of 10 and 15. In 10-point scale half-marks are accepted; in fifteen-mark scale no half-marks.

| ES 1-10 | 10 | 15 | LANGUAGE (inc. style and register) | CONTENT (inc. comprehension and response) |
|------------|-----|----|---|---|
| 10 | 10 | 15 | Barely distinguishable from work of accomplished native-speaker. Sophisticated use of language. Mastery of complete range of sentence patterns and complex structures. Virtually no errors. Vocabulary rich. All conventions of appropriate register observed. A pleasure to read. | Impressive assurance in placing, interpreting and using extract. Detailed (but not irrelevantly lengthy), subtle responses to questions posed, combining accuracy, originality and insight. Where appropriate, able to integrate focused analysis into overall, wide-ranging interpretations of work. Fully structured and coherent argument. |
| 9 | 9 | 14 | Approaching – if not quite achieving – native competence. Confident and very competent use of a comprehensive range of sentence patterns. Only rare minor errors, and punctuation and spelling generally accurate. Wide-ranging vocabulary, well adapted to the task. Few, if any, violations of appropriate register. Very easy to read. | Complete assurance in placing, interpreting and using extract. Detailed, accurate responses, demonstrating understanding and insight, and some originality. Where appropriate, able to combine close reading with overall view of work. Clearly structured and precise argument. |
| 8 | 8 | 12 | Fluent, assured work if noticeably that of L2 student. A competent grasp of advanced structures and sentence patterns even if leading to occasional errors. Vocabulary adapted to task. Appropriate register maintained despite occasional minor lapses. Easy to read notwithstanding a certain lack of naturalness. | Able to place, understand and use the extract with some assurance. Accurate if slightly uneven responses to questions posed but clear knowledge and independent understanding. Relates extract to work as a whole where necessary. Perhaps uses question to demonstrate knowledge, leading to length rather than structured argument. |
| 7 | 7 | 10 | Adequate writing and sometimes better. Some use of more advanced and complex structures even if accuracy inconsistent. General vocabulary reasonable but some topic-specific weakness. Appropriate register generally maintained. Message clearly conveyed, and reading is usually easy in spite of occasional awkwardness. | Places, understands and uses the extract satisfactorily but perhaps perfunctorily. Correct answers to questions – if occasionally coarse, brief or over-long. Evidence of textual study and knowledge but not entirely convincing movement between extract and work as a whole. Possibly weakly structured. |
| 6 | 6 | 9 | Not always controlled and often awkward. Uncertain and imprecise grasp of grammatical structure. Possibly a range and/or high number of minor inaccuracies and occasionally obscured meaning. Vocabulary may be repetitive, inappropriate or simply lacking in certain areas. Variable register, alternating between formal and informal. Message generally clear even if some patience required. | Extract placed approximately, not wholly understood and awkwardly used. Answers sometimes unconvincing and inappropriate – but evidence of more than passing acquaintance with book. Tendency towards irrelevance. Organization patchy. |
| 5 | 5 | 7 | Clearly inadequate grasp of grammatical structure or very frequent and possibly basic errors. Meaning is often obscured. Poor range of vocabulary hampers communication. Register is inconsistent and uncontrolled. The message is essentially conveyed but at times only with a great deal of effort on the part of the reader. | Does not place, understand or use the text at all convincingly. Some knowledge and appreciation rub shoulders with ignorance and misconceptions. Considerable irrelevance and little if any structure. Probably short and careless work. |
| 4 | 4.5 | 6 | Only a very basic grasp of grammatical structure or errors outnumber correct usage. Only basic meaning is conveyed. Correct register appears accidental. A difficult task to read – or possibly extremely short. | Unable to place text and demonstrates ignorance rather than understanding. Answers usually off-beam and prone to shortness and misconception. Hardly worth the effort of reading. |
| 3 | 3.5 | 5 | A few simple sentences. Grammatical awareness almost nil. Meaning carried only by few individual words. Reading may be extremely difficult. | Almost complete ignorance of text and work from which it comes. Answers probably little short of worthless. |
| 2 | 2.5 | 3 | Few random phrases. Practically no meaning. | Barely recognisable answer to the question. |
| 1 | 1 | 2 | | |
| | | 1 | Did not produce enough English for judgement. | |

L2 Advanced: question 2

DESCRIPTORS FOR Advanced Q.2 : THEME-BASED ESSAY

The Content descriptors refer to "texts". It is expected that candidates will relate their answers to a number of works perhaps in a variety of genres and even media. Discussion of only one work, however relevant, will be penalized.

| ES 1-10 | 25 | LANGUAGE (inc. style and register) | CONTENT (inc. relevance and organisation) |
|------------|----|--|--|
| 10 | 25 | Barely distinguishable from work of accomplished native-speaker. Sophisticated use of language. Mastery of complete range of sentence patterns and complex structures. Virtually no errors. Vocabulary rich. All conventions of appropriate register observed. A pleasure to read. | Exciting, illuminating response to theme, fully exploiting question's possibilities and implications; challenges premises, qualifies opinions; relevant yet resonant. Highly effective introduction; fully structured and coherent argument leading to enriching conclusion. Independent; focused, accurate knowledge, literary appreciation of varied texts, and sophisticated movement between them. |
| | 24 | | |
| 9 | 23 | Approaching – if not quite achieving – native competence. Confident and very competent use of a comprehensive range of sentence patterns. Only rare minor errors, and punctuation and spelling generally accurate. Wide-ranging vocabulary, well adapted to the task. Few, if any, violations of appropriate register. Very easy to read. | Highly impressive response to theme; uses question and intelligently selected texts to produce assured, entirely relevant answer. Able to challenge and analyse. Clear introduction; well structured, coherent argument; conclusion which attempts some original synthesis. Evidence of focused, accurate knowledge, critical skills and personal response to range of texts and confident movement between them. |
| | 22 | | |
| | 21 | | |
| 8 | 20 | Fluent, assured work if noticeably that of L2 student. A competent grasp of advanced structures and sentence patterns even if leading to occasional errors. Vocabulary adapted to task. Appropriate register maintained despite occasional minor lapses. Easy to read notwithstanding a certain lack of naturalness. | Generally impressive response to theme; consistently relevant use of appropriate texts. Identifies & considers ideas. Introduction gives sense of direction, maintained within sound structure to clear if slightly repetitive/uncertain conclusion. Good knowledge, understanding, response to range of texts; slight tendency to recount & generalize rather than analyse but makes points & musters evidence effectively. |
| | 19 | | |
| | 18 | | |
| 7 | 17 | Adequate writing and sometimes better. Some use of more advanced and complex structures even if accuracy inconsistent. General vocabulary reasonable but some topic-specific weakness. Appropriate register generally maintained. Message clearly conveyed, and reading is usually easy in spite of occasional awkwardness. | Competent (prepared?) response to theme within relevant answer despite occasional lack of focus & limited scope. Introduction – even if this does not entirely set essay's direction – provides some sense of structure and organisation. Conclusion may be short or perfunctory. Clear evidence of appreciation, understanding and knowledge of texts – even if some generalization, narration and/or superficiality. |
| | 16 | | |
| | 15 | | |
| 6 | 14 | Not always controlled and often awkward. Uncertain grasp of grammatical structure. Possibly a range/high number of minor inaccuracies and occasionally obscured meaning. Vocabulary may be repetitive, inappropriate or simply lacking. Register, alternating between formal & informal. Message generally clear even if some patience required. | Uneven response to theme and very possibly some irrelevance or obvious regurgitation of notes. Introduction probably lacks clarity and purpose; argument not entirely coherent or convincingly structured; conclusion possibly abrupt and perfunctory. Some knowledge of and response to relevant texts, but little depth. Tendency to narrate or make unfocused generalizations. |
| | 13 | | |
| | 12 | Clearly inadequate grasp of grammatical structure or very frequent and possibly basic errors. Meaning is often obscured. Poor range of vocabulary hampers communication. Register is inconsistent and uncontrolled. The message is essentially conveyed but at times only with a great deal of effort on the part of the reader. | Coarse, disappointing and probably formulaic response to theme. Does not entirely avoid question but not focused. Poor or entirely mechanical linkage between introduction, argument and conclusion; structure somewhat arbitrary. Knowledge sometimes outweighed by ignorance. Casual generalizations and confused idea of texts, suggesting unabsorbed classroom discussion. |
| 5 | 11 | | |
| | 10 | | |
| 4 | 9 | Only a very basic grasp of grammatical structure or errors outnumber correct usage. Only basic meaning is conveyed. Correct register appears accidental. A difficult task to read – or possibly extremely short. | Poor response to theme and texts. Avoids or misunderstands question despite occasional relevance. Introduction, conclusion and coherence ineffective. Poor knowledge and who-where-what mistakes. Reference to texts sparse and undirected. |
| | 8 | | |
| | 7 | A few simple sentences. Grammatical awareness almost nil. Meaning carried only by few individual words. Reading may be extremely difficult. | Theme a distant echo. Almost entirely avoids question; almost totally irrelevant. Some second-hand familiarity with texts amongst ignorance and misconceptions. |
| 3 | 6 | | |
| | 5 | | |
| | 4 | Few random phrases. Practically no meaning. | Barely recognisable answer to the question. |
| 2 | 3 | | |
| | 2 | | |
| | 1 | | |
| | | Did not produce enough English for judgement. | |

SPECIMEN PAPER

EUROPEAN SCHOOLS BACCALAUREATE 2002 ENGLISH LANGUAGE II (ADVANCED)

Time: 4 hours

Answer BOTH parts.

PART 1

E. M. Forster: *A Passage to India*

Read the following extract and then answer the questions.

There were real difficulties here - Ronny's limitations and her own - but she enjoyed facing difficulties, and decided that if she could control her peevishness (always her weak point), and neither rail against Anglo-India nor succumb to it, their married life ought to be happy and profitable. She mustn't be too theoretical; she would deal with each problem as it came up, and trust to Ronny's common sense and her own. Luckily, each had abundance of common sense and goodwill. 5

But as she toiled over a rock that resembled an inverted saucer she thought, 'What about love?' The rock was nicked by a double row of footholds, and somehow the question was suggested by them. Where had she seen footholds before? Oh yes, they were the pattern traced in the dust by the wheels of the Nawab Bahadur's car. She and Ronny - no, they did not love each other. 10

'Do I take you too fast?' inquired Aziz, for she had paused, a doubtful expression on her face. The discovery had come so suddenly that she felt like a mountaineer whose rope has broken. Not to love the man one is going to marry! Not to find it out till this moment! Not even to have asked oneself the question until now! Something else to think out. Vexed rather than appalled, she stood still, her eyes on the sparkling rock. There was esteem and animal contact at dusk, but the emotion that links them was absent. Ought she to break her engagement off? She was inclined to think not - it would cause so much trouble to others, besides she wasn't convinced that love is necessary to a successful union. If love is everything, few marriages would survive the honeymoon. 'No, I'm all right, thanks,' she said, and her emotions well under control, resumed the climb, though she felt a bit dashed. Aziz held her hand, the guide adhered to the surface like a lizard, and scampered about as if governed by a personal centre of gravity. 15

'Are you married, Dr Aziz?' she asked, stopping again and frowning.

'Yes, indeed, do come and see my wife' - for he felt it more artistic to have his wife alive for a moment. 20

'Thank you,' she said absently.

'She is not in Chandrapore just now.'

'And you have children?'

'Yes, indeed, three,' he replied in firmer tones. 30

'Are they a great pleasure to you?'

'Why, naturally, I adore them,' he laughed.

'I suppose so.' What a handsome little Oriental he was, and no doubt his wife and children were beautiful too, for people usually get what they already possess. She did not admire him with any personal warmth, for there was nothing of the vagrant in her blood, but she guessed he might attract women of his own race and rank, and she regretted that 35

neither she nor Ronny had physical charm. It does make a difference in a relationship - beauty, thick hair, a fine skin. Probably this man had several wives - Mohammedans always insist on their full four, according to Mrs Turton. And, having no one else to speak to on that eternal rock, she gave rein to the subject of marriage and said in her honest, decent, inquisitive way: 'Have you one wife or more than one?' 40

The question shocked the young man very much. It challenged a new conviction of his community, and new convictions are more sensitive than old. If she had said, 'Do you worship one god or several?' he would not have objected. But to ask an educated Indian Moslem how many wives he has - appalling, hideous! He was in trouble how to conceal his confusion. 'One, one in my own particular case,' he sputtered, and let go of her hand. 45
Quite a number of caves were at the top of the track, and thinking 'Damn the English even at their best' he plunged into one of them to recover his balance. She followed at her leisure, quite unconscious that she had said the wrong thing, and not seeing him she also went into a cave, thinking with half her mind 'Sightseeing bores me' and wondering with 50
the other half about marriage

1. a. Place this extract in its context within the novel. (5 marks)
b. Do you find that Adela is sympathetically portrayed in this extract? (15 marks)
2. 'She wasn't convinced that love is necessary to a successful union' (lines 19-20). Why are there so few successful unions in *A Passage to India*? (You may refer to this passage as well as to the novel as whole.) (15 marks)
3. EITHER:
a. What reason or reasons do you think Forster might have had for dividing his novel into three sections 'Mosque', 'Caves' and 'Temple'? (15 marks)
OR:
b) Imagine and write a letter Adela could have sent to Fielding attempting to explain what happened in the Caves and her subsequent behaviour. (Total: 50 marks)

PART 2

ON THE MOVE

'All journeys are, in some sense or other, internal voyages of discovery - and what the traveller wants to find is himself or herself'

In the light of your study of the theme discuss this statement, saying what your people on the move set out to discover, and what they found

(In your answer you are advised to refer to a number of works you have studied, and to discuss at least TWO of them in some detail)

(50 marks)

L2 Advanced oral grid

Although the precise format is variable, all candidates will ideally provide an analytical commentary, respond to questions, enter into and possibly initiate debate, and refer to work done and skills acquired over the course.

It is assumed that:

- texts chosen will be "literary" rather than journalistic;
- although unseen, the texts may invite connection with themes/works studied during the year;
- some of the questions will relate to such areas;
- candidates' commentary will tend towards analysis rather than paraphrase;
- such analysis will exploit skills and knowledge acquired during the course.

After a preliminary reading by the candidate (c. 10 lines), the examination will probably fall into two halves. In the first the candidate comments on, summarizes, analyses the text with little examiner intervention (thereby testing the candidate's ability to speak at length). The second part stems from questions to test comprehension, to explore points raised during the commentary, to suggest areas of interest and debate and to invite discussion – perhaps inspired by the candidate's commentary or by questions accompanying the text. The second part might finally lead to a "relaxed", intelligent and informed conversation, but should still test the candidate's knowledge, and ability to speak coherently and relevantly.

| ES grade / exam scale | OVERALL IMPRESSION | DESCRIPTION OF PERFORMANCE | CONTENT |
|--------------------------|--|--|---|
| 10 | Exceptional: sophisticated & stimulating communicator. | Subtle, articulate, perceptive; takes initiative, develops even complex ideas at length. Responds to questions and hints with insight. Fluent, effectively error-free. May have "foreign" accent but total command of spoken English. | Highly impressive mastery of ideas, implications and literary qualities of passage. Remarkably rich and organized commentary. Almost surprising depth and range of knowledge in discussion. |
| 9 | Excellent: creative and assured communicator. | Accomplished and fluent, can take initiative and develop ideas at length. Answers questions with assurance and intelligence. Fluent; very few errors; and almost complete command of spoken English. | Complete understanding and grasp of passage; able to appreciate literary qualities. Structured and satisfying commentary. Excellent knowledge and reference in discussion. |
| 8 | Very good: highly active, confident communicator | Effective and fluent; can initiate and expand ideas. Answers questions confidently and well. Conversation flows freely despite occasional errors or hesitations. Impressive if not total control of spoken English. | Very good understanding & appreciation of passage, stopping just short of literary insight and critical judgement. Coherent, intelligent commentary. Evidence of analytical skills and knowledge in discussion. |
| 7 | Good: active and able communicator | Able and generally fluent despite occasional hesitations and errors. Can sustain commentary/ answers to questions, respond to subject changes, and can initiate. Spoken English uneven but effective, possibly hampered by lexical gaps. | Passage causes no major problems: understanding and appreciation in order although uneven & rarely sophisticated. Solid commentary. Range of skills and knowledge quite good though possibly uneven. |
| 6 | Reasonable: generally active communicator | Reasonably sustained and fluent despite gaps; takes initiative if pushed, dialogue maintained; responds to questions perhaps slowly and literally but usually gets there. Reasonable language control; two-way communication neither a problem nor a pleasure. | Able to cope with passage – at literal if not literary level. Adequate commentary. Acceptable level of knowledge and understanding. Refers to other parts of course/ personal knowledge with mixed success. |
| 5 | Limited: reactive communicator | Disjointed and irregular, not able to take initiative convincingly; conversation is hard work and questions tend to be simple. Language error-prone and a blunt instrument. Communication takes place but is awkward. | Misses much of importance in passage and possibly goes off the rails. Unaware of implications, tone, etc. Commentary unstructured and sparse. Little evidence of applied wider reading and careful thought. |
| 4 | Inadequate: passive communicator | Candidate in difficulty; hardly ever appears able to take initiative, problems with comprehension, although some dialogue does take place, mainly thanks to examiner. | Painfully inadequate; some understanding but large gaps, silences, misconceptions. General conversation awkward and uninformed. |
| 3 | Very weak: passive, intermittent communicator | Minimal understanding and very limited responses. Painful silences. | Some glimpses of understanding but little more. |
| 2 | Totally inadequate: extremely passive communicator | Almost complete lack of communication beyond introductory courtesies. | Effectively worthless. |
| 1 | No communication | Total silence | None |

EUROPEAN BACCALAUREATE 2002
ADVANCED ENGLISH: ORAL EXAM

Be prepared to analyse and comment on the following passage, and to discuss and answer questions.
These may include those at the foot of the page.

Fanny Price, the eldest daughter of a large and not very wealthy family, is adopted by rich and aristocratic relations, the Bertrams. She is taken to their country house, Mansfield Park, and presented to her uncle, aunt and family by Mrs Norris, another aunt and neighbour of the Bertrams.

- 5 Fanny Price was at this time just ten years old, and though there might not be much in her first appearance to captivate, there was, at least, nothing to disgust her relations. She was small of her age, with no glow of complexion, nor any other striking beauty; exceedingly timid and shy, and shrinking from notice; but her air, though awkward, was not vulgar, her voice was sweet, and when she spoke her countenance was pretty. Sir Thomas and Lady Bertram received her very kindly; and Sir Thomas, seeing how much she needed encouragement, tried to be all that was conciliating; but he had to work against a most untoward gravity of deportment; and Lady Bertram, without taking half so much trouble, or speaking one word where he spoke ten, by the mere aid of a good-humoured smile, became immediately the less awful character of the two.
- 10 The young people were all at home, and sustained their share in the introduction very well, with much good humour, and no embarrassment, at least on the part of the sons, who, at seventeen and sixteen, and tall of their age, had all the grandeur of men in the eyes of their little cousin. The two girls were more at a loss from being younger and in greater awe of their father, who addressed them on the occasion with rather an injudicious particularity. But they were too
- 15 much used to company and praise to have anything like natural shyness; and their confidence increasing from their cousin's total want of it, they were soon able to take a full survey of her face and her frock in easy indifference.
- 20 They were a remarkably fine family, the sons very well-looking, the daughters decidedly handsome, and all of them well-grown and forward of their age, which produced as striking a difference between the cousins in person, as education had given to their address; and no one would have supposed the girls so nearly of an age as they really were. There were in fact but two years between the youngest and Fanny. Julia Bertram was only twelve, and Maria but a year older.
- 25 The little visitor meanwhile was as unhappy as possible. Afraid of everybody, ashamed of herself, and longing for the home she had left, she knew not how to look up, and could scarcely speak to be heard, or without crying. Mrs. Norris had been talking to her the whole way from Northampton of her wonderful good fortune, and the extraordinary degree of gratitude and good behaviour which it ought to produce, and her consciousness of misery was therefore increased by the idea of its being a wicked thing for her not to be happy. The fatigue, too, of so long a
- 30 journey, became soon no trifling evil. In vain were the well-meant condescensions of Sir Thomas, and all the officious prognostications of Mrs. Norris that she would be a good girl; in vain did Lady Bertram smile and make her sit on the sofa with herself and pug, and vain was even the sight of a gooseberry tart towards giving her comfort: she could scarcely swallow two mouthfuls before tears interrupted her, and sleep seeming to be her likeliest friend, she was
- 35 taken to finish her sorrows in bed.

Jane Austen: *Mansfield Park* (published 1813)

- 1 Explain in some detail why Fanny is not happy at being taken to live in such a grand house.
- 2 With reference to works you have studied, explain why the heroes and heroines of most works of literature, films, etc. are both young and attractive?