

European Schools

Office of the Secretary-General

Pedagogical Development Unit

**Ref.: 2010-D-49-en-7[[1]](#footnote-1)**

**ENGLISH VERSION**

**Syllabus for all L III languages[[2]](#footnote-2)**

**APPROVED BY THE JOINT TEACHING COMMITTEE ON 5 AND 6 OCTOBER 2011 IN BRUSSELS**

**Entry into force in September 2012 for cycle 1 and cycle 2 and in September 2013 for cycle 3.**

**Annexes APPROVED BY THE JOINT TEACHING COMMITTEE ON 13 AND 14 FEBRUARY 2014 IN BRUSSELS AND BY THE BOARD OF GOVENORS ON 8-10 APRIL 2014 IN SOFIA**

**Entry in force in September 2014 for the 2015 Baccalaureate**

**SYLLABUS FOR ALL L III LANGUAGES SYLLABUS IN ENGLISH**

**1.Introduction:**

The Working group “Standards in L III” continued its work with reference to the conclusions of the CIS meeting on 8 February 2011 (document 2010-D-49).

The Working Group has developed the syllabus for all L III languages.

The syllabus is based on the *Common European Framework of Reference for the Teaching and Learning of Foreign Language*s 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 framework is a part of the reform of the Baccalauréat. It meets the demands of former presidents of the BAC who repeatedly underlined the necessity of a common and harmonised design which would provide standards for all language programmes.

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 describe 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 a commentary (annex). The subject-based Teams at system level can provide a forum for additional guidelines, clarification or advice.

This syllabus is a harmonised syllabus for all L III languages. It will guarantee student equity in all L III languages and will increase opportunities for sharing good practice and professional expertise across language sections.

The syllabus for all L III languages will come into force in September 2012 for cycle 1 and cycle 2 and in September 2013 for cycle 3.

**2. General objectives :**

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

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

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

1. communication in the mother tongue

2. communication in foreign languages

3. mathematical competence and basic competences in science and technology

4. digital competence

5. learning to learn

6. social and civic competences

7. sense of initiative and entrepreneurship

8. cultural awareness and expression

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

The study of an L III, *ab initio,* is compulsory for all secondary students from Year 1 to Year 5 and optional in Years 6 and 7. 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 5 are based on five years (two periods per week in Year 1 and three periods per week in Years 2 to 5) 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 6 and 7).

The learning objectives are benchmarked against the reference levels of the *Council of*

*Europe’s Common European Framework of Reference for Languages (CEFR).*

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

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| **Cycle** | **Attainment level** |
| 1st cycle S 1 – S 3 | Level A 1+ |
| 2nd cycle S 4+5 | Level A 2+ |
| 3rd cycle S 6+7 | Level B 1+ |

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

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| L II | C1 |
| L III | B1+ |
| L IV | A2+ |

**3. Didactic principles :**

The following didactic principles are intended to guide the teaching and learning of L III.

* Communicative language competence is an overarching learning goal.
* The skills of listening, reading, spoken interaction, spoken production and writing should have their place, but their relative weighting depends on the cycle.
* Teaching should take account of students’ progression through the various stages of language acquisition. Pupils’ mistakes should be used constructively to develop learning.
* In teaching, the target language should be used as much as possible.
* Students should be encouraged to draw on their existing language skills and learning strategies.
* A variety of teaching methods and approaches should be used.
* The use of differentiated teaching methodologies is encouraged in order to meet the diverse needs of all pupils.
* Pupils’ varied learning styles, pace of learning, social skills, strengths and weaknesses should also be used to best advantage.
* Pupils will achieve fluency and independence by making use of a range of learning resources including ICT (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.

**4. Learning objectives:**

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

By the end of the first cycle, the student should be able to

1. understand familiar words and phrases related to areas of immediate personal relevance and experience when people speak slowly and clearly

2. read and understand short written texts containing familiar words and phrases

3. take part in simple conversations about areas of immediate need or on very familiar topics with some support

4. describe in simple terms his/her personal world with some reference to the past and future

5. write short simple messages, notes and letters about everyday matters

6. demonstrate basic knowledge and understanding of the cultures of the target language countries/communities

7. relate his/her acquired cultural knowledge to that of the target countries/communities

8. identify and apply a range of basic strategies for learning languages

9. apply a range of basic study skills and tools to the learning of the target language

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

By the end of the second cycle, the student should be able to

1. understand spoken standard speech related to personal experience and some topics of wider interest when the delivery is clear

2. read and pick out specific information in everyday written material and literary texts

3. take part in conversations and exchange information about familiar and more general topics

4. orally describe, in a coherent way, his/her experiences, hopes and plans and narrate a story or the plot of a book or film

5. write personal letters and simple coherent texts on topics concerning everyday matters, experiences and impressions

6. demonstrate some knowledge and understanding of the target language cultures including society, current affairs, literature and its context

7. know and use basic intercultural codes to interact appropriately with speakers of the target language

8. choose effective strategies to organise his/her individual language learning

9. search, collect and process information from a wide range of paper-based and electronic resources to develop his/her language skills

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

By the end of the third cycle, the student should be able to

1. understand the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs

2. read, understand and analyse literary and non-literary texts

3. take part in conversations about topics of general interest and current affairs and express personal opinions with reasonable fluency and spontaneity

4. present clear, detailed descriptions on a wide range of subjects, and give reasons and explanations for opinions and plans

5. write clear, detailed texts, including letters, essays and reports which express points of view or impressions on a wide range of subjects

6. demonstrate insight and deeper understanding of the cultures of the target language including society, current affairs, literature and its context, and the arts in general

7. utilise a range of intercultural codes to respond to cultural stereotyping

8. take increasing responsibility for his/her own language learning

9. critically evaluate available resources and select those most reliable and suitable for given purposes and audiences

**5. Contents:**

**Cycle 1 (S1-S3)**

By the end of cycle 1 the student should have acquired

 a basic knowledge of pronunciation, intonation and spelling rules

 a knowledge of simple vocabulary and idiomatic phrases

 a knowledge of word patterns and simple grammatical structures

 a basic knowledge of how to use dictionaries and other resources including ICT

 awareness of the culture of target language countries/communities

 some knowledge of basic language learning strategies including an awareness of their own progress

**Cycle 2 (S4-S5)**

Building on the knowledge and skills already gained in cycle 1 the students should, by the end of cycle 2, have acquired

 a good knowledge of pronunciation and intonation, and consolidated spelling rules

 an extended range of vocabulary and idiomatic phrases

 an extended range of word patterns and grammatical structures

 knowledge of how to engage in research using a range of resources including ICT, with support where necessary

 some knowledge of the culture of target language countries/communities with some exposure to literary texts

 a range of language learning strategies and tools to evaluate their own learning

**Cycle 3 (S6-S7)**

Building on the knowledge and skills already gained in cycle 2, the student should, by the end of cycle 3, have acquired

 knowledge of different registers of language for diverse audiences and purposes

 a wide range of vocabulary including that related to abstract concepts

 a range of complex grammatical structures

 strategies for independent research using a range of resources including ICT

 insight into the culture of target language countries/communities including the study of literary texts

 independent learning strategies and an ability to evaluate his/her own learning

**6. Assessment:**

Teachers of language are encouraged to assess all of the language competences as reflected in the learning objectives and attainment descriptors.Attainment descriptors can also support self-assessment, formative feedback and progression in learning.

**Cycle 1 (S1 - S3)**

A) Formative assessment

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

**Cycle 2 (S4 - S5)**

A) Formative assessment

The assessment should be mainly formative. By means of an initial assessment, teacher observation, tests and self-assessment the students acquire an awareness of their level and their progress throughout the course. The basis of the assessment should be the learning objectives for the cycle. Use could be made of the self-assessment grids in the CEFR and of the European Language Portfolios.

B) Summative assessment

At the end of the cycle there will be a harmonised examination in listening, reading, spoken interaction, spoken production and writing.

**Cycle 3 (S 6- S7)**

A) Formative assessment

The assessment should be mainly formative. By means of an initial assessment, teacher observation, tests and self-assessment the students acquire an awareness of their level and their progress throughout the course. The basis of the assessment should be the learning objectives for the cycle. Use could be made of the self-assessment grids in the CEFR and of the European Language Portfolios.

B) Summative assessment

At the end of the cycle a written and oral examination will assess listening, reading, spoken interaction, spoken production and writing.

**Assessment criteria**

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

The examinations assess the students’ ability to present a theme in the target language, to draw out the main points, analyse its contents and to express a point of view. The student should make reference as appropriate, to relevant aspects of the target culture, literature, history and society, and show proficiency in morphology, syntax, vocabulary and idiom. Listening skills, spoken interaction and spoken production will be assessed in the target language.

Teachers will be provided with marking grids in order to arrive at an overall mark.

**ATTAINMENT DESCRIPTORS**

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| **Mark** | **Denominator** | **Grade** | **Competences** | **Cycle 1** | **Cycle 2** | **Cycle 3** |
| **9-10** | Excellent | A | Listening | The student shows an **excellent** understanding  of familiar words and phrases related to areas of immediate personal relevance and experience,  when people speak slowly and clearly. | The student shows an **excellent** understanding of spoken standard speech related to personal experiences and some topics of wider interest, when the delivery is clear. | The student shows an **excellent** understanding of the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs. |
| Reading | The student has an **excellent** level of reading and understanding of short written texts containing  familiar words and phrases. | The student has an **excellent** level of reading of everyday written material and literary text and can **excellently** pick out specific information from these texts. | The student has an **excellent** level of reading, understanding and analysis of literary and non-literary texts. |
| Spoken interaction | The student takes part **very** **actively and very fluently** in simple conversations about areas of immediate need or on very familiar topics, with some support. | The student takes part **very** **actively and very fluently** in conversations and the exchange of information about familiar and more general topics. | The student takes part **very actively and very fluently** in conversations about topics of general interest and current affairs and expresses personal opinions with reasonable fluency and spontaneity. |
| Spoken Production | The student is **excellently** able to describe in simple terms his/her personal world, with some reference to the past and future. | The student is **excellently** able to describe, in a coherent way, his/her experiences, hopes and plans and to narrate a story or the plot of a book or film. | The student is **excellently** able to present, clear detailed descriptions on a wide range of subjects, and to give reasons and explanations for opinions and plans. |
| Writing | The student is **excellently** able to write short simple messages, notes and letters about everyday matters. | The student is **excellently** able to write personal letters and simple, coherent texts on topics concerning everyday matters, experiences and impressions. | The student is **excellently** able to write clear, detailed texts, including letters, essays and reports which express points of view or impressions on a wide range of subjects. |
| Cultural Awareness | The student is **excellently** able todemonstrate basic knowledge and understanding of the cultures of the target language countries /communities and to relate his/her acquired cultural knowledge to that of the target countries /communities. | The student is **excellently** able to demonstrate some knowledge and understanding of the target language cultures including society, current affairs, literature and its context and knows and is **excellently** able to use basic intercultural codes to interact appropriately with speakers of the target language. | The student is **excellently** able to demonstrate insight and deeper understanding of the cultures of the target language including society, current affairs, literature and its context, and the arts in general, and is **excellently** able to utilise a range of intercultural codes to respond to cultural stereotyping. |
| Language Learning | The student is **excellently** able to identify and apply a range of strategies for language learning and is **excellently** able toapply a range of basic study skills and tools to the learning of the target language. | The student is **excellently** able to choose effective strategies to organise his/ her individual language learning and is **excellently** able tosearch, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills. | The student is **excellently** able to take increasing responsibility for his/her own learning and is **excellently** able to critically evaluate available resources and select those most reliable and suitable for given purposes and audiences. |

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| **8-8.9** | Very Good | B | Listening | The student shows a **very good** understanding of familiar words and phrases related to areas of immediate personal relevance and experience,when people speak slowly and clearly. | The student shows a **very good** understanding of spoken standard speech related to personal experiences and some topics of wider interest, when the delivery is clear. | The student shows **a very good** understanding of the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs. |
| Reading | The student has a **very good** level of reading and understanding of short written texts containing  familiar words and phrases. | The student has a **very good** level of reading of everyday written material and literary text and can **very well** pick out specific information from these texts. | The student has a **very good** level of reading, understanding and analysis of literary and non-literary texts. |
| Spoken interaction | The student takes part **actively and fluently** in simple conversations about areas of immediate need or on very familiar topics, with some support. | The student takes part **actively and fluently** in conversations and the exchange of information about familiar and more general topics. | The student takes part **actively and fluently** in conversations about topics of general interest and current affairs and expresses personal opinions with reasonable fluency and spontaneity. |
| Spoken Production | The student is **very well** able to describe in simple terms his/her personal world, with some reference to the past and future. | The student is **very well** able to describe, in a coherent way, his/her experiences, hopes and plans and to narrate a story or the plot of a book or film. | The student is **very well** able to present, clear detailed descriptions on a wide range of subjects, and give reasons and explanations for opinions and plans.  . |
| Writing | The student is **very well** able to write short simple messages, notes and letters about everyday matters. | The student is **very well** able to write personal letters and simple, coherent texts on topics concerning everyday matters, experiences and impressions. | The student is **very well** able to write clear, detailed texts, including letters, essays and reports which express points of view or impressions on a wide range of subjects. |
| Cultural Awareness | The student is **very well** able todemonstrate basic knowledge and understanding of the cultures of the target language countries /communities and to relate his/her acquired cultural knowledge to that of the target countries /communities. | The student is **very well** able to demonstrate some knowledge and understanding of the target language cultures including society, current affairs, literature and its context and knows and is **very well** able to use basic intercultural codes to interact appropriately with speakers of the target language.  . | The student is **very well** able to demonstrate insight and deeper understanding of the cultures of the target language including society, current affairs, literature and its context, and the arts in general, and is **very well** able to utilise a range of intercultural codes to respond to cultural stereotyping. |
| Language  Learning | The student is **very well** able to identify and apply a range of strategies for language learning and is **very well** able toapply a range of basic study skills and tools to the learning of the target language. | The student is **very well** able to choose effective strategies to organise his/ her individual language learning and is **very well** able tosearch, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills. | The student is **very well** able to take increasing responsibility for his/her own learning and is **very well** able to critically evaluate available resources and select those most reliable and suitable for given purposes and audiences. |

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| **7-7.9** | Good | C | Listening | The student shows a **good** understanding of familiar words and phrases related to areas of immediate personal relevance and experience, when people speak slowly and clearly. | The student shows a **good** understanding of spoken standard speech related to personal experiences and some topics of wider interest, when the delivery is clear. | The student shows **a good** understanding of the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs. |
| Reading | The student has a **good** level of reading and understanding of short written texts containing  familiar words and phrases. | The student has a **good** level of reading of everyday written material and literary text and can **well** pick out specific information from these texts. | The student has a **good** level of reading, understanding and analysis of literary and non-literary texts. |
| Spoken interaction | The student takes part **actively and with reasonable fluency** in simple conversations about areas of immediate need or on very familiar topics, with some support. | The student takes part **actively and with reasonable fluency** in conversations and can exchange information about familiar and more general topics. | The student takes part **actively and with reasonable fluency** in conversations about topics of general interest and current affairs and expresses personal opinions with reasonable fluency and spontaneity. |
| Spoken Production | The student **can ably** describe in simple terms his/her personal world, with some reference to the past and future. | The student **can ably** describe, in a coherent way, his/her experiences, hopes and plans and narrate a story or the plot of a book or film. | The student **can ably** present, clear detailed descriptions on a wide range of subjects, and give reasons and explanations for opinions and plans. |
| Writing | The student **can ably** write short simple messages, notes and letters about everyday matters. | The student **can ably** write personal letters and simple, coherent texts on topics concerning everyday matters, experiences and impressions. | The student **can ably** write clear, detailed texts, including letters, essays and reports which express points of view or impressions on a wide range of subjects. |
| Cultural Awareness | The student **can ably** demonstrate his/her basic knowledge and understanding of the cultures of the target language countries /communities and **can ably** relate his/her acquired cultural knowledge to that of the target countries /communities. | The student **can ably** demonstrate some knowledge and understanding of the target language cultures including society, current affairs, literature and its context and knows and **can ably** use basic intercultural codes to interact appropriately with speakers of the target language. | The student **can ably** demonstrate insight and deeper understanding of the cultures of the target language including society, current affairs, literature and its context, and the arts in general, and **can ably** utilise a range of intercultural codes to respond to cultural stereotyping. |
| Language Learning | The student **can ably** identify and apply a range of strategies for language learning and **can ably** apply a range of basic study skills and tools to the learning of the target language. | The student **can ably** choose effective strategies to organise his/ her individual language learning and **can ably** search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills. | The student **can ably** take increasing responsibility for his/her own learning and **can ably** critically evaluate available resources and select those most reliable and suitable for given purposes and audiences. |

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| **6-6.9** | Satisfactory | D | Listening | The student shows a **satisfactory** understanding of familiar words and phrases related to areas of immediate personal relevance and experience, when people speak slowly and clearly. | The student shows a **satisfactory** understanding of spoken standard speech related to personal experience and some topics of wider interest, when the delivery is clear. | The student shows a **satisfactory** understanding of the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs. |
| Reading | The student has a **satisfactory** level of reading and understanding of short written texts containing familiar words and phrases. | The student has a **satisfactory** level of reading of everyday written material and literary text and can **satisfactorily** pick out specific information from these texts. | The student has a **satisfactory** level of reading, understanding and analysis of literary and non-literary texts. |
| Spoken interaction | The student takes partwith a **satisfactory** level of fluency in simple conversations about areas of immediate need or on very familiar topics, with some support. | The student takes part with a **satisfactory** level of fluency in conversations and can **satisfactorily** exchange information about familiar and more general topics. | The student takes part with a **satisfactory** level of fluency in conversations about topics of general interest and current affairs and can express personal opinions with reasonable fluency and spontaneity. |
| Spoken Production | The student can **satisfactorily** describe in simple terms his/her personal world, with some reference to the past and future. | The student can **satisfactorily** describe, in a coherent way, his/her experiences, hopes and plans and narrate a story or the plot of a book or film. | The student can **satisfactorily** present clear, detailed descriptions on a wide range of subjects, and give reasons and explanations for opinions and plans. |
| Writing | The student can **satisfactorily** write short simple messages, notes and letters about everyday matters. | The student can **satisfactorily** write personal letters and simple, coherent texts on topics concerning everyday matters, experiences and impressions. | The student can **satisfactorily**  write clear, detailed texts, including letters, essays and reports which express points of view or impressions on a wide range of subjects. |
| Cultural Awareness | The student can **satisfactorily** demonstrate his/her basic knowledge and understanding of the cultures of the target language countries /communities and can **satisfactorily** relate his/her acquired cultural knowledge to that of the target countries/communities. | The student can **satisfactorily** demonstrate some knowledge and understanding of the target language cultures including society, current affairs, literature and its context and knows and can **satisfactorily** use basic intercultural codes to interact appropriately with speakers of the target language. | The student can **satisfactorily** demonstrate insight and deeper understanding of the cultures of the target language including society, current affairs, literature and its context, and the arts in general and can **satisfactorily** utilise a range of intercultural codes to respond to cultural stereotyping. |
| Language Learning | The student can **satisfactorily** identify and apply a range of basic strategies for learning languages and can **satisfactorily** apply a range of basic study skills and tools to the learning of the target language. | The student can **satisfactorily** choose effective strategies to organise his/her individual language learning and can **satisfactorily** search, collect and process information from a wide range of paper-based and electronic resources to develop his/her language skills. | The student can **satisfactorily** take increasing responsibility for his/her own language learning and can **satisfactorily** critically evaluate available resources and select those most reliable and suitable for given purposes and audiences. |

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| **5-5.9** | Sufficient | E | Listening | The student shows a **sufficient** understanding of familiar words and phrases related to areas of immediate personal relevance and experience, when people speak slowly and clearly. | The student shows a **sufficient** understanding of spoken standard speech related to personal experience and some topics of wider interest, when the delivery is clear. | The student shows a **sufficient** understanding of the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs. |
| Reading | The student has a **sufficient** level of reading and understanding of short written texts containing familiar words and phrases. | The student has a **sufficient** level of reading of everyday written material and literary texts and can **sufficiently** pick out specific information from these texts. | The student has a **sufficient** level of reading, understanding and analysis of literary and non-literary texts. |
| Spoken interaction | The student takes **sufficient** partwith **sufficient fluency** in simple conversations about areas of immediate need or on very familiar topics, with some support. | The student takes **sufficient** part with **sufficient fluency** in conversations and can **sufficiently** exchange information about familiar and more general topics. | The student takes sufficient part in conversations about topics of general interest and current affairs and can **sufficiently** express personal opinions with reasonable fluency and spontaneity. |
| Spoken Production | The student can **sufficiently** describe in simple terms his/her personal world, with some reference to the past and future. | The student can **sufficiently** describe, in a coherent way, his/her experiences, hopes and plans and narrate a story or the plot of a book or film. | The student can **sufficiently** present clear, detailed descriptions on a wide range of subjects, and give reasons and explanations for opinions and plans. |
| Writing | The student can **sufficiently** write short, simple messages, notes and letters about everyday matters. | The student can **sufficiently** write personal letters and simple, coherent texts on topics concerning everyday matters, experiences and impressions. | The student can **sufficiently** write write clear, detailed texts, including letters, essays and reports which express points of view or impressions on a wide range of subjects. |
| Cultural Awareness | The student can **sufficiently** demonstrate basic knowledge and understanding of the cultures of the target language  countries/communities and can **sufficiently** relate his/her acquired cultural knowledge to that of the target countries /communities. | The student can **sufficiently** demonstrate someknowledge and understanding of the target language cultures including society, current affairs, literature and its context, and has **sufficient** knowledge of and can **sufficiently** use basic intercultural codes to interact appropriately with speakers of the target language. | The student can **sufficiently** demonstrate insight and deeper understanding of the cultures of the target language including society, current affairs, literature and its context, and the arts in general and can **sufficiently** utilise a range of intercultural codes to respond to cultural stereotyping. |
| Language Learning | The student can **sufficiently** identify and apply a range of basic strategies for learning languages and can **sufficiently** apply a range of basic study skills and tools to the learning of the target language. | The student can **sufficiently**  choose effective strategies to organise his/her individual language learning and can **sufficiently** search, collect and process information from a wide range of paper-based and electronic resources to develop his/her language skills. | The student can **sufficiently**  take increasing responsibility for his/her own language learning and can **sufficiently** critically evaluate available resources and select those most reliable and suitable for given purposes and audiences. |

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| **3-4.9** | Failed (weak) | F | Listening | The student shows a **limited** understanding of familiar words and phrases related to areas of immediate personal relevance and experience, when people speak slowly and clearly. | The student shows a **limited** understanding of spoken standard speech related to personal experience and some topics of wider interest, when the delivery is clear. | The student shows a **limited** understanding of the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs. |
| Reading | The student has a **limited** level of reading and understanding of short written texts containing familiar words and phrases. | The student has a **limited** level of reading of everday written material and literary texts and can **with difficulty** pick out specific information from these texts. | The student has **a limited** level of reading, understanding and analysis of literary and non-literary texts. |
| Spoken interaction | The student takes **some part with limited fluency** in simple conversations about areas of immediate need or on very familiar topics, with some support. | The student takes **some part** **with limited fluency** in conversations and can to a **limited** extent exchange information about familiar and more general topics. | The student takes **some part** **with limited fluency** in conversations about topics of general interest and current affairs and can express personal opinions with **limited** fluency and spontaneity. |
| Spoken Production | The student is **able with difficulty** to describe in simple terms his/her personal world, with some reference to the past and future. | The student is **able with difficulty** todescribe, his/her experiences, hopes and plans and narrate a story or the plot of a book or film. | The student is able **with difficulty to** present descriptions on a wide range of subjects, and give reasons and explanations for opinions and plans. |
| Writing | The student is **able with difficulty** to write short simple messages, notes and letters about everyday matters. | The student is **able with difficulty** towrite personal letters and simple, coherent texts on topics concerning everyday matters, experiences and impressions. | The student is **able with difficulty** to write texts, including letters, essays and reports which express points of view or impressions on a wide range of subjects. |
| Cultural Awareness | The student is **able with difficulty** to demonstrate his/her demonstrate basic knowledge and understanding of the cultures of the target language countries/communities and can with **difficulty** relate his/her acquired cultural knowledge to that of the target countries/communities. | The student is **able with difficulty** to demonstrate some knowledge and understanding of the target language cultures including society, current affairs, literature and its context and has **limited** knowledge and **can with difficulty** use basic intercultural codes to interact appropriately with speakers of the target language. | The student is **able with difficulty** to demonstrate understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and can **with difficulty** utilisea range ofintercultural codes to respond to cultural stereotyping. |
| Language Learning | The student is **able with difficulty** toidentify and apply strategies for language learning and **can** **with difficulty** apply basic study skills and tools to the learning of the target language. | The student is **able with difficulty** to choose effective strategies to organise his/ her individual language learning and can **with difficulty** search and collect information from a range of paper based and electronic resources to develop his/her language skills. | The student is **able with difficulty** totake increasing responsibility for his/her own learning and can **with difficulty** criticallyevaluate available resources and select those most reliable and suitable for given purposes and audiences. |
|  |  |  |  |  |  |  |
| **0-2.9** | Failed (very weak) | FX | Listening | The student shows **no understanding** of familiar words and phrases related to areas of immediate personal relevance and experience, when people speak slowly and clearly. | The student shows **no** understanding of spoken standard speech related to personal experiences and some topics of wider interest, when delivery is clear and slow. | The student shows **no** understanding of  the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs. |
| Reading | The student has **no** level of reading and understanding of short written texts containing familiar words and phrases. | The student has **no** level of reading of everyday written material and literary text and is **unabl**e to pick out specific information from these texts. | The student **no** level of reading, understanding and analysis of literary and non-literary texts. |
| Spoken interaction | The student takes **no part** in conversations about familiar topics and activities. | The student takes **no part** in conversations and **is unable** to exchange information about familiar and more general topics. | The student **takes no part** in conversations about topics of general interest and current affairs and **is unable** to express personal opinions with reasonable fluency and spontaneity. |
| Spoken Production | The student is **unable** to describe his/her personal world, with some reference to the past and future. | The student is **unable** todescribe in a coherent way his/her experiences, hopes and plans and is **unable** to narrate a story or the plot of a book or film. | The student is **unable** to present clear detailed descriptions on a wide range of subjects related to his/her field of interest and is **unable** to give reasons and explanations for opinions and plans. |
| Writing | The student is **unable** to write short simple messages, notes and letters about everyday matters. | The student is **unable** towrite simple, coherent text on topics concerning everyday matters, experiences and opinion. | The student is **unable** to write texts, including letters, essays and reports which express points of view or impressions on a wide range of subjects |
| Cultural Awareness | The student is **unable** to demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and is **unable** to relate his/her acquired cultural knowledge to that of the target language country and its communities. | The student is **unable** todemonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and **does not know** and is **unable to** use basic intercultural codes to interact appropriately with speakers of the target language. | The student is **unable** to demonstrate insight and deeper understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and is **unable** toutilise a range of intercultural codes to respond to cultural stereotyping. |
| Language Learning | The student is **unable** to identify and apply a range of strategies for language learning and is **unable** toapply a range of basic study skills and tools to the learning of the target language. | The student is **unable** to choose effective strategies to organise his/ her individual language learning and is **unable** tosearch, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills. | The student is **unable** to take increasing responsibility for his/her own learning and is **unable** tocriticallyevaluate available resources and select those most reliable and suitable for given purposes and audiences. |

**Annex : 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.

**a) Didactic principles**

***The skills of listening, reading, spoken interaction, spoken production and writing should have their place, but their relative weighting depends on the cycle.***

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

The second cycle is an intermediate cycle where spoken production will play an increasing role and dialogue shall have less weighting. The same will apply to the skill of writing which will be a main learning objective.

In the third cycle the focus will be on writing and spoken production, while maintaining the

skills of listening, reading and spoken interaction.

***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.

***A variety of teaching methods and approaches should be used.***

It is very important to employ a variety of teaching methodologies. 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.

***The use of differentiated teaching methodologies is encouraged in order to meet the diverse needs of all students.***

Heterogenity is a specific characteristic of L III because in many cases not all students are

“ab initio” students. This requires a differentiated approach. The introduction of differentiation can provide a framework which will address individual students’ needs.

Learning objectives or goals can be worked upon at different levels.

Differentiation can be introduced in teaching and learning strategies and in the level of difficulty of chosen texts or tasks by taking account of the learner’s ability, interests, learning styles and preferences, and employing a variety of teaching methods.

***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 recognise 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.

**b) Learning objectives**

Cycle 2+3***: intercultural codes***

For the second cycle students should be able to *know and use basic intercultural codes to interact appropriately with speakers of the target language.*

For the third cycle students should be able to *utilise a range of intercultural codes to respond to cultural stereotyping.*

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.

Cycle 2+3*:* ***choose effective strategies to organise his/her language learning* and *take increasing responsibility for his/her language learning***

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 encourage

students 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.

Cycle *3****: read, understand and analyse literary and non-literary texts***

Students should have the skills to be able to read, understand and analyse texts of the various literary genres as well as non-literary genres such as newspaper articles, letters to the editor, debates, etc.

In this context analysis means the ability to express and explain the main messages of the text, with the help of basic technical terms where necessary.

**c) Contents**

***vocabulary and idiomatic phrases***

In each cycle the vocabulary should enable the students to meet the learning objectives for the five skills (see learning objectives 1-5).

For example in the first cycle the students should *understand familiar words and phrases*

*related to areas of immediate personal relevance and experience…*

The knowledge of day to day expressions will help students to use the target language spontaneously in the first cycle.

***word pattern and simple grammatical structures***

Priority should be given to language usage and functionality when it comes to teaching grammar. 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 student 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.

In the third cycle in order to be able to write and present clear, detailed description and texts or to explain personal opinions students need a range of complex grammatical structures.

***The culture of the target language countries***

Cycle 1:*awareness of the culture of the target language countries/communities*

The use of short authentic material, such as poems, short news items, comics, magazines, fairy tales, adapted versions of short stories, etc. is encouraged. In this context the use of ICT can be of particular benefit.

Cycle *2: some knowledge of the culture of the target language countries/communities with*

*some exposure to literary texts.*

Students should have access to a range of literary and non-literary texts and materials, such as short stories, poems and newspaper articles, etc.

Cycle *3*: *insight into the culture of the target language countries/communities including the*

*study of literary texts.*

Students should study examples from the various literary genres as well as non-literary genres. Two complete works of literature should be read in their original form.

**d) Assessment**

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

Teachers should use the learning objectives as the basis for assessment of students.

***Use of self-assessment grids in the CEFR and European Language Portfolios***

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/he learning more effectively.

In the European Language Portfolios and the CEFL, self-assessment grids (“Can-do”

statements) are introduced as an effective supplementary tool for the language learner.

ANNEXES (Document 2013-01-D-44-en-5 approved by the Joint Teaching Committee on 13th and 14th February 2014 and by the Board of Governors on 8th – 10th April 2014)

Annex 1: Assessment written Baccalaureate exams

Annex 2: Commentaries on the assessment grid for the written Baccalaureate exams

Annex 3: Assessment oral Baccalaureate exams

Annex 4: Samples for the written Baccalaureate exams (EN-DE-FR)

Annex 5: Samples for the oral Baccalaureate exams (Part 2, oral interaction)

A harmonized syllabus for all LIII languages was introduced in the school year 2012-2013. The new syllabus describes the learning objectives in terms of competences for listening, reading, oral presentation and interaction, writing and is based on the *Common European Framework of Reference for Language*s. It also refers to “learning to learn” strategies, study skills and cultural competences.

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

The use of the new marking scale in the LIII Baccalaureate has required that both the written and oral examinations be marked out of 100 thus necessitating a revision of the weighting of the various parts of both the written and oral examinations.

1. **BAC WRITTEN 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).

The written exam will consist of three parts:

Part 1: reading comprehension

Part 2: written production

Part 3: understanding literature

***Reading comprehension****:*

The learning objectives define the reading skills at the end of cycle 3. *The pupils should be able to read, understand and analyse literary and non-literary texts. In this context analyse means the ability to express the main messages of the text, with the help of basic technical terms, where necessary* (see: Syllabus for all L III Languages, annex: commentaries).

A variety of non-fictional texts may be used: newspaper articles, magazine articles, user manuals, brochures, travel guides, prospectuses, forms and questionnaires, formal letters, advertising material, letters, essays, databases, 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;* right/wrong statements; complete the sentence, matching exercises, short answer questions, rewriting the text, complete the text, etc.

***Written production:***

*At the end of cycle 3 the pupils should be able to write clear, detailed texts, including letters, essays and reports which express points of view or impressions on a wide range of subjects (*see Syllabus for all L III languages, Learning Objectives).

To assess their writing skills, the pupils complete a functional task (commentary, newspaper article, official letter etc.) and a creative task (short story, dialogue, personal journal, poem, etc.)

The assessment is based on the following criteria: task achievement, organisation, lexical and structural range, lexical and structural accuracy.

***Understanding literature:***

Understanding literature refers to the general objective of reading skills:

*Students should study examples from the various literary genres as well as non-literary genres. Two complete works of literature should be read in their original form (*see Syllabus for all L III Languages, annex: commentaries).

There will be two set books, one in year 6 and one in year 7.

To assess their understanding of, and personal response to, the set books pupils will write an essay, analysis or review. Pupils may choose to answer a question on one or other of the two set books.

**Model for the written exam**

Time allocation: 3 hours

|  |  |  |
| --- | --- | --- |
| Part 1: reading comprehension  30 points | 2-3 different texts  in total 600 words  (+/- 10%) | multiple choice, true/false,  short answer questions, etc. |
| Part 2: written production  40 points | 1 functional task (from a choice of 2) and 1 creative task (from a choice of 2),  in total about 400 words | commentary, newspaper article, official letter, etc.;  short story, dialogue, personal journal, poem, etc. |
| Part 3: understanding literature  30 points | 1 task for each book  choice: set book 1 or  set book 2 about 300 words | analysis, essay, review, etc. incl. personal response |

The examination will be marked out of a 100 points as follows: Reading Comprehension - 30 points; Written Production - 40 points and Understanding Literature - 30 points.

**2. BAC ORAL EXAM**

In L III the pupils can opt to take the written or oral BAC exam.

As the oral is an alternative for the written, it should assess the same competences as the written, except for the written skills being replaced by interaction and presenting skills. However, just as in the written exam, both reading skills and understanding literature are assessed.

During the exam, the pupils demonstrate their comprehension of an unseen non-literary text, show their understanding of and personal response to one of the set books and engage in a guided conversation.

The pupils’ competences are assessed according to the following criteria: content, communicative effectiveness, accuracy and fluency.

*At the end of cycle 3 pupils are able to take part in conversations about topics of general interest and current affairs and express personal opinions with reasonable fluency and spontaneity, present clear, detailed descriptions on a wide range of subjects, and give reasons and explanations for opinions and plans.*

In order to do so they should be able to *understand the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs (*see Syllabus for all L III languages, Learning objectives).

The oral exam will consist of three parts:

Part 1: reading comprehension - 30 points

Part 2: oral interaction - 40 points

Part 3: understanding literature - 30 points

**Model for the oral exam**

Preparation time: 20 minutes

The pupil draws a text from a variety of unseen non-fictional texts for reading and studies the text.

Time allocation for the oral exam: 20 minutes

Both examinersparticipate actively in the exam.

|  |  |
| --- | --- |
| Part 1: reading comprehension  30 points  length of the text: 350 words (+/- 10%) | Pupils’ understanding and insight into the text is assessed by the examiners who ask questions on the main ideas, relevant details, etc.  The pupils do not see these questions in advance. |
| Part 2: oral interaction  40 points | Pupils’ oral skills are assessed by a short conversation on topics of general and personal interest. |
| Part 3: understanding literature  30 points | Pupils present their personal response to the set book of their choice.  The pupils’ presentation is followed by questions from the examiners referring to main ideas/ characters/ themes, personal opinion, etc. |

**Annex 1**

**Assessment written BAC**

|  |  |  |
| --- | --- | --- |
| ***Criterion*** *Max. score 30* | | |
| **Part 1**  **Reading comprehension** | * 30 points to be distributed over the questions * Weighting in case of complex question/sub questions |  |
| *Max. score 40* | | |
| **Part 2**  **Written production** | 1. **Content**  * Requirements of task fulfilled * Coherence/development of thoughts/ideas | 1-12 |
| 1. **Organization**  * Structure. (Beginning – body – ending) * Cohesion between sentences and between paragraphs * Conventions of text type respected (lay-out, addressee taken into account, register etc.) | 1-12 |
| 1. **Accuracy**  * Vocabulary * Spelling * Grammar | 1-12 |
| 1. **Style**  * range of vocabulary, structures * readability | 1-4 |
| *Max. score 30* | | |
| **Part 3**  **Understanding literature** | 1. **Content**  * Requirements of task fulfilled * Knowledge of content (main ideas, themes, characters, composition of the set book) | 15 |
| 1. **Personal response**  * Personal viewpoint * Relevant arguments | 9 |
| 1. **Writing**  * adequate use of language | 6 |
|  | *Total score* | 100 |

**Comment on part 2 text production:**

For each task the rubric for written production will be used.

The overall points for the written production consists of the average of the two writing tasks.

**Annex 2**

**Commentaries on the assessment grid for the written BAC exams**

The assessment grid refers to the Common European Framework of Reference for Languages (CEFR, 2001) and is used for the assessment of the written BAC exams in L III at level B1+.

**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, organization, accuracy and style

**1. Content**

* requirements of task fulfilled

This criterion takes into account to what extent the student fulfills the requirements of the task.

* coherence/development of thoughts/ideas

“coherence” in this context means the logical development of 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. Style/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

This criterion takes into account the extent to which the student fulfills the requirements of the task.

Knowledge of content

* an overview of the main themes, principal characters and development of the plot.

**2. Personal response**

The student shows, and can give reasons for, his/her insight into and personal response to the literary text.

**3. Writing**

This criterion assesses the appropriate application of language (grammar, vocabulary, spelling) in relation to the tasks.

It is recommended that the rubric be used for the assessment of all written production exercises in order to familiarise students with the assessment criteria.

**Annex 3**

## Assessment BAC oral exams

The oral examination will be marked out of 100 with marks distributed as below. The harmonised oral record sheet has been revised to reflect this change.

|  |  |  |
| --- | --- | --- |
|  | *criteria* | Max 100 points |
| Part 1:  reading comprehension | * comprehension of a non-fictional text (summary, main theme(s)) * elaboration of the main message(s) | 30 |
| Part 2:  oral interaction | * communicative effectiveness\* * accuracy of vocabulary and grammar * fluency \*\* | 40 |
| Part 3:  understanding literature | * knowledge of one of the two books (main events/ideas/themes, characters) * personal response to one set book\*\*\* | 30 |

*\* communicative effectiveness* (see CEFR): appropriate in the context, relevant content

*\*\* fluency:* no unnatural hesitations

\*\*\* *personal response* means: to give one’s reaction to, and personal opinion of, the set text and to be able to justify his/her point of view

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Task/Element of Examination** | **Competence** | **Weight in %** | **Learning Objective** | **Question(s)** | **Evaluation/**  **Marking** | **Weight in Points** |
| Reading Comprehension (30) | **Reading for Understanding**  **Analysis** | 100%\*\* | *Read, understand and analyse* literary and *non-literary texts* |  | Paper-specific marking scheme | |
| Sub-part |  |  |  |  |  | 30 |
| Written Production (40) | **Writing**  - Achievement of Task  - Development of Ideas | 30% | *Write clear, detailed texts, including letters, essays and reports which express points of view or impressions on a variety of subjects* |  | Agreed Rubric | 12 |
|  | **Writing**  - Coherence and Cohesion | 30% |  | Agreed Rubric | 12 |
|  | **Lingustic Comptence**  - Grammatical and lexical accuracy | 30% |  | Agreed Rubric | 12 |
|  | **Writing and Lingustic Competence**  - Appropriateness &  Quality of Style | 10% |  | Agreed Rubric | 4 |
| Sub-part |  |  |  |  |  | 40 |
| Understanding Literature (30) | **Knowledge**  - Textual and Contextual | 50% | *Read, understand and analyse* *literary* and non-literary *texts*  *Demonstrate insight and deeper understanding of the cultures of the target language country including society, current affairs, literature and its context, and the arts in general* |  | Agreed Rubric | 15 |
|  | **Critical Thinking**  -Argument and Reasoning  - Evidence-based personal response | 30% |  | Agreed Rubric | 9 |
|  | **Writing and Linguistic Competence**  - Appropriate Use of language | 20% |  | Agreed Rubric | 6 |
| Sub-part |  |  |  |  |  | 30 |
| **Total** |  |  |  |  |  | **100** |

**L111: Matrix**

\* \*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**.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Task/Element of Examination** | **Competence** | **Weight in %** | **Learning Objective** | **Question(s)** | **Evaluation/**  **Marking** | **Weight in Points** |
| Reading Comprehension (30) | **Reading for Understanding**  **Analysis** | 100%\*\* | *Read, understand and analyse* literary and *non-literary texts* | Q A: Q1- 8;  Q B: Q1 – 7  Understanding:  QA: Qs 1 & 3  QB: Qs 3 & 6  Analysis:  QA: Qs 2, 4, 5, 6 7 & 8  QB: Qs 1, 2, 4, 5 & 7 | Paper-specific marking scheme | |
| Sub-part |  |  |  |  |  | 30 |
| Written Production (40) | **Writing**  - Achievement of Task  - Coherence/Development of Ideas | 30% | *Write clear, detailed texts, including letters, essays and reports which express points of view or impressions on a variety of subjects* | Q A 1 / 2  Q B 1 / 2 | Agreed Rubric | 12 |
|  | **Writing**  - Coherence and Cohesion | 30% | Agreed Rubric | 12 |
|  | **Lingustic Comptence**  - Grammatical and lexical accuracy | 30% | Agreed Rubric | 12 |
|  | **Writing and Lingustic Competence**  - Appropriateness &  Quality of Style /Expression | 10% | Agreed Rubric | 4 |
| Sub-part |  |  |  |  |  | 40 |
| Understanding Literature (30) | **Knowledge**  - Textual and Contextual | 50% | *Read, understand and analyse* *literary* and non-literary *texts*  *Demonstrate insight and deeper understanding of the cultures of the target language country including society, current affairs, literature and its context, and the arts in general* | Q A / B | Agreed Rubric | 15 |
|  | **Critical Thinking**  -Argument and Reasoning  - Evidence-based personal response | 30% | Agreed Rubric | 9 |
|  | **Writing and Linguistic Competence**  - Appropriate Use of language | 20% | Agreed Rubric | 6 |
| Sub-part |  |  |  |  |  | 30 |
| **Total** |  |  |  |  |  | **100** |

**L111: Sample Paper Matrix**

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

**ENGLISH LANGUAGE III**

**NEW MARKING SYSTEM**

**SAMPLE PAPER**

**Date: dd / mm / yyyy**

**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.**

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

**Part 1 - Reading Comprehension**

**30 Points**

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

**Question A**

**What I’m really thinking: the school-trip teacher**

When you wave off your child on her week away, don’t wish me a nice holiday. I’ve been planning every detail of this trip for months, with a mixture of dread and resignation. For the week, I’ll be your child’s parent. I’ll carry forms detailing what she can and can’t eat, her medical history, her travel sickness pills and her EpiPen[[3]](#footnote-3) in my backpack every minute of every day. In my head, I’ll carry my worries and hopes for your child. Will she sleep or wake me at night, feeling homesick? How will she cope with sharing a room with others? Will she have that allergic reaction? Will I be able to keep her safe?

I’ll lie awake at night thinking through strategies to keep her happy and engaged. I need to make sure I tweet a picture of her, so you see her looking happy while abseiling[[4]](#footnote-4), or cooking, or doing something that proves the value of the trip you’ve paid for.

I’ll do that for her, and for each child on the trip. Every meal eaten, every road crossed, every interaction will be considered, planned, observed and evaluated.

She’ll tell me about you in her words and behaviour. Has she learned to say thank you? Is she honest, caring, understanding? It’s a window into her life with you, your values and attitudes.

Sometimes I think I have performed a kind of miracle, being a parent to so many, bringing them new experiences and then delivering them home safely.

So when we return home, please remember to thank me. And maybe show that you understand the awesome responsibility I have undertaken by helping to get her bags off the coach.

(282 words)

Adapted from an article by Anonymous

*The Guardian, 22 April 2017*

**Question B**

**Utrecht's cycling lessons for migrants:**

**'Riding a bike makes me feel more Dutch'**



*In a city where more than 60% of journeys are made by bike, a local community group is using cycling as a tool to integrate people from immigrant backgrounds into their new nation.*

Naima cautiously pedals her bike round a corner of the car park and comes to a slightly wobbly halt. Feet safely back on tarmac she explains why, 27 years after coming to the Netherlands from Morocco, she has finally begun to learn that most Dutch of skills.

“Being able to ride a bike means I can go cycling with my children – they cycle everywhere,” the 47-year-old says. “I can do the shopping on it, and go and see friends. But also, being able to ride a bike makes me feel more Dutch, more part of the community.”

This is undoubtedly the case. While in the UK and US no more than 2% or so of all such trips are made on a bike, in the Netherlands it is 27%. Utrecht, the country’s fourth-biggest city with a population slightly over 300,000, sees even greater numbers, with 60% of journeys in the city centre made by cyclists.

Thus, the weekly bike circuits around a quiet car park behind a block of flats in Overvecht, a relatively deprived suburb to the north of Utrecht, are more than just a personal landmark for Naima and her dozen or so fellow trainees, all women of Moroccan or Turkish descent.

The organisers, a local non-profit community group called Harten voor Sport (Hearts for Sport), hope such schemes could provide a model for the many, varied ways in which people from immigrant communities can better integrate into their new nations, however long they have lived there. (…)

Dennis Schoonhoven, who coordinates the adult classes, contends the programme is about more than helping the women feel more part of the city. “It’s not just about integration, it’s about freedom,” he said. “In these communities, sometimes the role of the women can be very much based around the home, and they’re afraid to travel too far. But, when they know they can ride a bike, they are suddenly free.”

(353 words)

Peter Walker, 28 April 2016

*www.theguardian.com/cities/2016/apr/28/utrecht-cycling-lessons-refugees-riding-bike-feel-dutch*

**Part 2 – Written Production**

**40 points**

**Task A**

*Choose* ***one*** *of the following questions.**Write**approximately 200 words.**(20 points)*

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

*Please write your answer on the lined sheets provided.*

*Count the number of words you have used and note the number immediately after your answer.*

**EITHER**

**1.** **A** **Disappointing Weekend Break**

You have just arrived home from a weekend break with your family. The purpose of the break was to celebrate your birthday. The hotel website had promised five-star luxury, but you were not at all satisfied with your experience.

*You are Charles or Claire Duncan. Your address is 21, Rue Jacob, 75006, Paris. Write a* ***letter of complaint*** *to the manager of the hotel in which you state the reasons for your dissatisfaction. In your letter mention:*

* the quality of your accommodation and food
* the helpfulness of the staff
* your wish to be compensated

**OR**

**2. Visit to the cinema**

You went to the cinema recently.

*Write an* ***email*** *to a friend telling him/her this. In your email you should mention:*

* some details about the film
* what you liked or disliked about the film
* whether you would recommend it or not

**Task B**

*Choose* ***one*** *of the following questions.**Write**approximately 200 words.**(20 points)*

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

*Please write your answer on the lined sheets provided.*

*Count the number of words you have used and note the number immediately after your answer.*

**EITHER**

**1.**

Your graduation day is coming soon and you will leave your school days behind.

*Write a* ***diary entry*** *in which you give your thoughts and feelings. You should mention:*

* the ceremony itself
* your hopes for the future
* your feelings as you are about to leave school

**OR**

**2.**

You want to spend the summer after your Baccalaureate in Ibiza with your friends. Your parents/guardians want you to stay at home to work and save for university.

*Write the* ***dialogue*** *that takes place* ***between you and one of your parents/guardians****. You should mention:*

* why you want to go to Ibiza
* why you think your parents don’t understand
* why you don’t need to save for university

**Part 3 – Understanding Literature**

**30 points**

*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.*

*Count the number of words you have used and note the number immediately after your answer.*

**EITHER**

**A.**

***The Curious Incident of the Dog in the Night-Time,*** *Simon Stephens*

(b. 1971),(London, 2012)

Explain which character in the play interests you most.

*Refer closely to the text in your answer.*

**OR**

**B.**

***Of Mice and Men,*** *John Steinbeck*

(b. 1902),(New York, 1937)

Explain the importance of dreams to **one** of the characters in the novel.

*Refer closely to the text in your answer.*

**ENGLISH LANGUAGE III**

**NEW MARKING SYSTEM**

**SAMPLE PAPER**

**Answer Sheet**

**Date: dd / mm / yyyy**

**Part 1 – Reading Comprehension**

**30 Points**

*Read the following texts and answer the questions below.*

**Question A**

**What I am really thinking: the school-trip teacher**

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

**concerns holiday involved serious reveal sleepless**

A school trip is not a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ for this teacher. She/he will have \_\_\_\_\_\_\_\_\_\_\_\_\_\_ nights thinking of ways to keep the children content and \_\_\_\_\_\_\_\_\_\_\_\_\_\_. She/he prepares well in advance and will have both \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and hopes for the children. The behaviour of the children will \_\_\_\_\_\_\_\_\_\_\_\_\_\_ much about the values and attitudes of their families. Taking many children on a school trip is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ responsibility.

**3 points**

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

**a)** a strong feeling of fear or apprehension (paragraph 1) \_\_\_\_\_\_\_\_\_\_\_

**b**) manage (paragraph 1) \_\_\_\_\_\_\_\_\_\_\_

**c)** detailed plans for achieving success (paragraph 2) \_\_\_\_\_\_\_\_\_\_\_

**d)** an incredible achievement (paragraph 5) \_\_\_\_\_\_\_\_\_\_\_

**2 points**

***3.*** *Name the* ***four*** *items the teacher keeps in her/his bag during the trip. Write your answers on the lines provided.*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2 points**

***4****.* Why does the teacher lie awake at night? *Select the* ***correct*** *answer and* ***circle*** *the corresponding letter.*

**a)** The teacher is up all night checking Twitter.

**b)** The teacher is thinking of ways to please and involve students.

**c)** The teacher is worried that students might misbehave.

**d)** The teacher is concerned about what parents will think.

**1 point**

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

**a)** planning a school trip is a lot of work. \_\_\_\_\_\_\_\_\_\_\_

**b)** the school trip is free. \_\_\_\_\_\_\_\_\_\_\_

**c)** parents can see pictures of their children during the trip. \_\_\_\_\_\_\_\_\_\_\_

**3 points**

**6**. What feelings does this teacher experience on school trips? *Select the* ***two*** *correct answers and* ***circle*** *the corresponding letters.*

**a)** a lack of appreciation

**b)** happiness

**c)** anger

**d)** worry

**2 points**

**7.** Who is the teacher addressing in this article?

**a)** students

**b)** parents

**c)** colleagues

**d)** the head of the school **1 point**

**8**. What is the **main purpose** of the writer in this article? *Select the* ***correct*** *answer and* ***circle*** *the corresponding letter.*

**a)** The writer wishes to entertain the reader.

**b)** The writer wishes to give information to the reader.

**c)** The writer wishes to raise the reader’s awareness.

**d)** The writer wishes to complain.

**1** **point**

**Question B**

**Utrecht’s cycling lessons for migrants:**

**‘Riding a bike makes me feel more Dutch’**

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

**a)** definitely (paragraph 3) \_\_\_\_\_\_\_\_\_\_\_\_

**b)** disadvantaged (paragraph 4) \_\_\_\_\_\_\_\_\_\_\_\_

**c)** origin (paragraph 4) \_\_\_\_\_\_\_\_\_\_\_\_

**d)** believes (paragraph 6) \_\_\_\_\_\_\_\_\_\_\_\_

**2 points**

**2**. How does the community group help immigrants? *Select the* ***correct*** *answer and* ***circle*** *the corresponding letter.*

**a)** They teach them to cycle.

**b)** They teach them Dutch.

**c)** They teach them about Dutch culture.

**d)** They teach them how to cook.

**1 point**

**3.** How often do lessons take place? *Select the* ***correct*** *answer and* ***circle*** *the corresponding letter.*

**a)** daily

**b**) once a week

**c)** once a fortnight

**d)** every month

**1 point**

**4**. What does Denis Schoonhoven think about the work of the community group?

*Select the* ***correct*** *answer and* ***circle*** *the corresponding letter.*

**a)** He believes that it helps women to feel part of the city.

**b)** He believes that the group could do more to help immigrants.

**c)** He believes that it gives some women greater freedom.

**d)** He believes that the city should give greater support to the group.

**1 point**

**5.** Say whether the following are **True** or **False** and **quote** from the text to justify your answer. *Write your* ***answer*** *on the lines provided.*

1. Naima is a recently arrived immigrant.
2. More than half of all journeys in Utrecht are made by bicycle.
3. The programme is run by the government.

|  |  |  |
| --- | --- | --- |
| **Question** | **True or False** | **Quotation** |
| **a)** |  |  |
| **b)** |  |  |
| **c)** |  |  |

**6 points**

***6. Match*** *the following sub-titles to the* ***correct*** *paragraph by using the* ***numbers 1-6.***

*Write the paragraph number in the box provided.*

|  |  |
| --- | --- |
| **Sub-heading** | **Paragraph Number** |
| Pedalling to freedom |  |
| A programme worth copying |  |
| A shaky start |  |
| Feeling more Dutch |  |
| Utrecht: a cycling city |  |
| The added benefits of lessons |  |

**3 points**

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

1. to inform us about transport in the Netherlands
2. to inform us about the lives of immigrant women
3. to encourage the people of Utrecht to use their bicycles
4. to inform us about the integration of immigrant women

**1 point**

**End of Reading Comprehension Questions**

**European Baccalaureate English Language III**

**NEW MARKING SYSTEM - SAMPLE PAPER: Marking Scheme**

**Question A**

**What I am really thinking: the school-trip teacher**

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

**concerns holiday involved serious reveal sleepless**

A school trip is not a **holiday** for this teacher. She/he will have **sleepless** nights thinking of ways to keep the children content and **involved.** She/he prepares well in advance and will have both **concerns** and hopes for the children. The behaviour of the children will **reveal** much about the values and attitudes of their families. Taking many children on a school trip is a **serious** responsibility.

**3 points**

***Award .5 points to a maximum of 3***

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

**a)** a strong feeling of fear or apprehension (paragraph 1) **dread**

**b)** manage (paragraph 1) **cope**

**c)** detailed plans for achieving success (paragraph 2) **strategies**

**d)** an incredible achievement (paragraph 5) **miracle**

**2 points**

***Award .5 points to a maximum of 2***

**3.***Name the* ***four*** *items the teacher keeps in her/his bag during the trip. Write your answer on the line provided.*

**(i) Forms detailing what the student can or can’t eat;**

**(ii) her/his medical history;**

**(iii) her/his travel sickness pills and (iv) his/her EpiPen**

**2 points**

***Award .5 point to a maximum of 2***

**4**. Why does the teacher lie awake at night? *Select the* ***correct*** *answer and* ***circle*** *the corresponding letter.*

**b) The teacher is thinking of ways to please and involve students. 1 point**

***Award 1 point***

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

**a)** planning a school trip is a lot of work **True**

**b)** the school trip is free. **False**

**c)** parents can see pictures of their children during the trip. **True**

**3 points**

***Award 1 point to a maximum of 3***

**6**. What feelings does this teacher experience on school trips? *Select the* ***two*** *correct answers and* ***circle*** *the corresponding letters.*

**a) a lack of appreciation**

**d) worry**

**2 points**

***Award 1 point to a maximum of 2***

**7.** Who is the teacher addressing in this article? **b) parents**

**1 point**

***Award 1 point***

**8**. What is the **main purpose** of the writer in this article? *Select the* ***correct*** *answer and* ***circle*** *the corresponding letter.*

**c)** The writer wishes to raise the reader’s awareness.

**1 point**

***Award 1 point***

**Question B**

**Utrecht’s cycling lessons for migrants: ‘Riding a bike makes me feel more Dutch.’**

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

**a)** definitely (paragraph 3)  **undoubtedly**

**b)** disadvantaged (paragraph 4) **deprived**

**c)** origin (paragraph 4) **descent**

**d)** believes (paragraph 6) **contends**

**2 points**

***Award .5 point to a maximum of 2***

**2**. How does the community group help immigrants? *Select the* ***correct*** *answer and* ***circle*** *the corresponding letter.*

**a) They teach them to cycle.**

**1 point**

***Award 1 point***

**3.** How often do lessons take place? *Select the* ***correct*** *answer and* ***circle*** *the corresponding letter.*

**b**) **once a week**

**1 point**

***Award 1 point***

**4**. What does Denis Schoonhoven think about the work of the community group?*Select the* ***correct*** *answer and* ***circle*** *the corresponding letter.*

**c)** **He believes that it gives some women greater freedom.**

**1 point**

***Award 1 point***

**5.** Say whether the following are **True** or **False** and **quote** from the text to justify your answer. *Write your* ***answer*** *on the lines provided.*

1. Naima is a recently arrived immigrant.
2. More than half of all journeys in Utrecht are made by bicycle
3. The programme is run by the government.

|  |  |  |
| --- | --- | --- |
| **Question** | **True or False** | **Quotation** |
| **a)** | **False** | ***27 years after coming to the Netherlands from Morocco*** |
| **b)** | **True** | ***(With) 60% of journeys in the city centre made by cyclists*** |
| **c)** | **False** | ***(The organisers,) a local non-profit community group (called Harten voor Sport)*** |

**6 points**

***Award .5 to a maximum of 6***

***6. Match*** *the following sub-titles to the* ***correct*** *paragraph by using the* ***numbers 1-6.***

*Write the paragraph number in the box provided.*

|  |  |
| --- | --- |
| **Sub-heading** | **Paragraph Number** |
| Pedalling to freedom | 6 |
| A programme worth copying | 5 |
| A shaky start | 1 |
| Feeling more Dutch | 2 |
| Utrecht: a cycling city | 3 |
| The added benefits of lessons | 4 |

**3 points**

***Award .5 to a maximum of 3***

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

**d)** **to inform us about the integration of immigrant women**

**1 point**

***Award 1 point***

**Part 2: Rubric for Evaluation of Written Production – Total 40**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Aspect for Judgement** | **11-12** | **9-10** | **8** | **7** | **6** | **4-5** | **0-3** |
| **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.,) | Answer excellently structured demonstrating very skilful cohesion between sentences & paragraphs with conventions of text type fully & excellently met. | Answer very well structured demonstrating skilful cohesion between sentences & paragraphs with conventions of text type very well met. | Answer well structured demonstrating clear cohesion between sentences & paragraphs with conventions of text type well met. | Answer satisfactorily structured demonstrating clear cohesion between sentences & paragraphs with conventions of text type well met. | Answer sufficiently well structured demonstrating some cohesion between sentences & paragraphs with conventions of text type fairly well met. | Answer insufficiently well structured demonstrating insufficient cohesion between sentences & paragraphs with conventions of text type insufficiently met. | Answer shows no evidence of structure; a related lack of cohesion between sentences & paragraphs & no evidence of the respecting of text type. |
| **Accuracy**  Vocabulary  Spelling  Grammar/syntax | An excellent level of accuracy of vocabulary, spelling & grammar  Hardly any errors | A very good level of accuracy of vocabulary, spelling & grammar  Occasional errors | A good level of accuracy of vocabulary, spelling & grammar  Very few errors | A satisfactory level of accuracy of vocabulary, spelling & grammar  Few errors | A sufficient level of accuracy of vocabulary, spelling & grammar  Some errors | An insufficient level of accuracy of vocabulary, spelling & grammar  Quite a number of errors | No evidence of any accuracy of vocabulary, spelling & grammar  Many errors |
| **Style/Expression**  Range of vocabulary & Structures  Readability | **4** | | **3** | | **2** | **1** | **0** |
| Excellent to very good use of a wide range of vocabulary & structures  Most readable | | Good to satisfactory use of quite a range of vocabulary & structures  Quite readable | | Sufficient use of some range of vocabulary & structures  Fairly readable | Weak use of a limited range of vocabulary & structures  Insufficiently readable | No evidence of any range of vocabulary & structures  Largely unreadable |

**Part 3: Rubric for Understanding Literature - 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, composition of set book) | 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 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Aufgaben** | **Kompetenz** | **Gewichtung in %** | **Lernziele** | **Aufgaben-stellungen** | **Bewertung** | **Gewichtung in Punkten** |
| Leseverstehen (30) | **Textverständnis**  **Analyse** | 100%\*\* | *Literarische und nicht literarische Texte lesen, verstehen und analysieren* |  | Textabhängiges Bewertungsschema | |
| Teilbereich | | | | | | 30 |
| Textproduktion  (40) | **Schreiben**  - Erfüllung der Aufgabe  - Ideenentfaltung /   Kohärenz | 30% | *Zu einer Vielzahl von Themen klare und detaillierte Texte, einschließlich Briefe, Erörterungen, Berichte, schreiben und dabei unterschiedliche Standpunkte darlegen und persönliche Eindrücke wiedergeben* | Beide Texte werden mit Hilfe des Rasters bewertet, die Punkte addiert und durch zwei dividiert. | Vereinbartes  Bewertungsraster | 12 |
|  | **Schreiben**  - Kohärenz &   Textzusammenhang  (Gesamtaufbau,   Absätze, Merkmale der   Textsorte) | 30% | Vereinbartes  Bewertungsraster | 12 |
|  | **Sprachkompetenz**  - Grammatikalische und   lexikalische   Sprachrichtigkeit | 30% | Vereinbartes  Bewertungsraster | 12 |
|  | **Schreiben und Sprachkompetenz**  - Angemessenheit &   Qualität des Stils | 10% | Vereinbartes  Bewertungsraster | 4 |
| Teilbereich | | | | | | 40 |
| Literatur-verständnis (30) | **Wissen**  - Textwissen und   entsprechender  Kontext | 50% | *Literarische und nicht literarische Texte lesen, verstehen und analysieren.*  *Fundiertes Wissen über die Kultur der Zielsprache und vertieftes Verständnis dafür, wobei gesellschaftliche Aspekte, aktuelle Ereignisse, Literatur und deren Kontext sowie künstlerisches Schaffen im All-gemeinen im Mittelpunkt stehen* |  | Vereinbartes  Bewertungsraster | 15 |
|  | **Kritisches Denken**  - Argumentation und   Begründung  - Evidenz-basierte   persönliche   Stellungnahme | 30% |  | Vereinbartes  Bewertungsraster | 9 |
|  | **Schreiben und Sprachkompetenz**  - Angemessene   Sprachverwendung | 20% |  | Vereinbartes  Bewertungsraster | 6 |
| Teilbereich | | | | | | 30 |
| **Gesamt 100** | | | | | | |

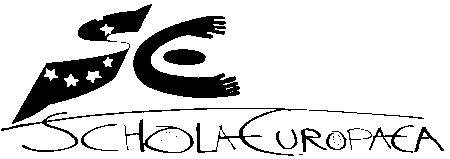
**DE L III: Matrix**

\* \* Die Gewichtung der einzelnen Aufgabenstellungen zum Leseverstehen kann von Prüfung zu Prüfung variieren, je nach Art des Textes. Wichtig ist jedoch, dass immer beides überprüft wird, - sowohl das reine Textverständnis als auch die Textanalyse.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Aufgaben** | **Kompetenz** | **Gewichtung in %** | **Lernziele** | **Aufgaben-stellungen** | **Bewertung** | **Gewichtung in Punkten** |
| Leseverstehen (30) | **Textverständnis**  **Analyse** | 100%\*\* | *Literarische und nicht literarische Texte lesen, verstehen und analysieren* | Aufgaben  1, 2, 3 | Textabhängiges Bewertungs-  Schema | 30 |
| Teilbereich | | | | | | 30 |
| Textproduktion  (40) | **Schreiben**  - Erfüllung der Aufgabe  - Ideenentfaltung /   Kohärenz | 30% | *Zu einer Vielzahl von Themen klare und detaillierte Texte, einschließlich Briefe, Erörterungen, Berichte, schreiben und dabei unterschiedliche Standpunkte darlegen und persönliche Eindrücke wiedergeben* | Aufgaben A 1/2  B 1/2  Beide Texte werden mit Hilfe des Rasters bewertet, die Punkte addiert und durch zwei dividiert. | Vereinbartes  Bewertungsraster | 12 |
|  | **Schreiben**  - Kohärenz &   Textzusammenhang  (Gesamtaufbau,   Absätze, Merkmale der   Textsorte) | 30% | Vereinbartes  Bewertungsraster | 12 |
|  | **Sprachkompetenz**  - Grammatikalische und   lexikalische   Sprachrichtigkeit | 30% | Vereinbartes  Bewertungsraster | 12 |
|  | **Schreiben und Sprachkompetenz**  - Angemessenheit &   Qualität des Stils | 10% | Vereinbartes  Bewertungsraster | 4 |
| Teilbereich | | | | | | 40 |
| Literatur-verständnis (30) | **Wissen**  - Textwissen und   entsprechender  Kontext | 50% | *Literarische und nicht literarische Texte lesen, verstehen und analysieren.*  *Fundiertes Wissen über die Kultur der Zielsprache und vertieftes Verständnis dafür, wobei gesellschaftliche Aspekte, aktuelle Ereignisse, Literatur und deren Kontext sowie künstlerisches Schaffen im All-gemeinen im Mittelpunkt stehen* | Aufgaben  1/2 | Vereinbartes  Bewertungsraster | 15 |
|  | **Kritisches Denken**  - Argumentation und   Begründung  - Evidenz-basierte   persönliche   Stellungnahme | 30% | Vereinbartes  Bewertungsraster | 9 |
|  | **Schreiben und Sprachkompetenz**  - Angemessene   Sprachverwendung | 20% | Vereinbartes  Bewertungsraster | 6 |
| Teilbereich | | | | | | 30 |
| **Gesamt 100** | | | | | | |

**L III Sample Paper DE Matrix**

\* \* Die Gewichtung der einzelnen Aufgabenstellungen zum Leseverstehen kann von Prüfung zu Prüfung variieren, je nach Art des Textes. Wichtig ist jedoch, dass immer beides überprüft wird, - sowohl das reine Textverständnis als auch die Textanalyse.



**EUROPÄISCHE ABITURPRÜFUNG**

**DEUTSCH SPRACHE III  
NEUES BEWERTUNGSSYSTEM  
SAMPLE PAPER**

**PRÜFUNGSDAUER: 3 Stunden (180 Minuten)**

**ZULÄSSIGE HILFSMITTEL: keine**

**ANWEISUNGEN: Bearbeiten Sie alle drei Teile**

Teil 1: Leseverständnis: Bearbeiten Sie Aufgabe **A** und **B**   
 Teil 2: Textproduktion: Bearbeiten Sie **eine** Aufgabe in

**A** und **eine** Aufgabe in **B**

Teil 3: Literaturverständnis: Bearbeiten Sie **eine** Aufgabe

WICHTIG:

Teil 1 muss auf dem **gelben Antwortblatt** bearbeitet werden

Teil 2 und Teil 3 müssen auf den linierten A4 Blättern bearbeitet werden

**Teil I**

**Leseverständnis**

**30 Punkte**

**Aufgabe A 20 Punkte**

**Ab heute für Interrail-Tickets bewerben**

Die EU-Kommission verlost 15.000 sogenannte Travel-Pässe an 18-jährige EU- Bürger. Die Idee des Projekts: Junge Menschen sollen Europa bereisen und so besser verstehen.

Die Initiative [*#FreeInterrail*](http://freeinterrail.eu/) geht auf die beiden Aktivisten Vincent-Immanuel Herr und Martin Speer zurück. Sie stellten das Projekt auf Konferenzen und in Zeitungsbeiträgen vor, unter anderem beim [*Festival Z2X von ZEIT ONLINE*](https://z2x.zeit.de/).

Die [EU-Kommission](https://www.zeit.de/thema/eu-kommission) hat die [Verlosung von 15.000 kostenlosen Interrail-Tickets](https://www.zeit.de/mobilitaet/2018-05/free-interrail-europaeische-kommission-gelder-zugtickets-junge-menschen) gestartet. Alle 18-jährigen EU-Bürger können sich um die Tickets bewerben. Mit dem sogenannten Travel-Pass kann man bis zu einen Monat lang in bis zu vier EU-Länder reisen – hauptsächlich per Zug, manchmal per Bus oder auch Fähre. Die Bewerbungsphase ist vom 12. bis 26. Juni. Eine zweite, kleinere Bewerbungsrunde könnte im September beginnen.

Die Reise muss zwischen dem 9. Juli und dem 30. September dieses Jahres stattfinden. Die Ziele müssen vorab genannt werden. Unterkunft und Verpflegung zahlen die Reisenden selbst. [EU-Bürger](https://www.zeit.de/thema/eu-buerger) können sich allein oder in Gruppen von bis zu fünf Menschen bewerben. Die Menge der verfügbaren Tickets pro Land richtet sich Angaben aus EU-Kreisen zufolge nach der Bevölkerungszahl – für Deutschland gibt es also relativ viele. Laut EU-Kommission ist das Ziel, dieses Jahr mindestens 20.000 junge Europäer auf eine Reise zu schicken, maximal aber 30.000.

Die [Aktion DiscoverEU](https://europa.eu/youth/discovereu_de) geht zurück auf die Idee von zwei Aktivisten, jedem EU-Bürger zum 18. Geburtstag ein Interrail-Ticket zu schicken, damit junge Leute den Kontinent und seine Kulturen besser kennenlernen können. Die #FreeInterrail-Initiative von Vincent-Immanuel Herr und Martin Speer hatten 2016 führende Politiker des Europäischen Parlaments aufgegriffen, schließlich beschloss die EU-Kommission das Pilotprojekt für dieses Jahr.

Das Projekt startet aber zunächst in einem kleinen Umfang mit einem Etat von zwölf Millionen Euro. Ab 2021 soll es deutlich ausgebaut werden: Dann hat die EU ein Budget von bis zu 700 Millionen Euro für das Pilotprojekt vorgesehen.

(300 Wörter)   
[https://www.zeit.de/mobilitaet/2018-06/discovereu-interrail-tickets-verlosung-eu-](https://www.zeit.de/mobilitaet/2018-06/discovereu-interrail-tickets-verlosung-eu-kommission) [Kommission](https://www.zeit.de/mobilitaet/2018-06/discovereu-interrail-tickets-verlosung-eu-kommission),

Die Zeit vom 12. Juni 2018

**Aufgabe B 10 Punkte**

**Selbstversuch: Mein Leben ohne Müll**

Eine Woche möchte unsere Redakteurin Verena so wenig Müll wie möglich produzieren. Ihren „Zero Waste“-Selbstversuch hat sie hier dokumentiert.

Wir stellen den Müll vor die Tür, er wird abgeholt und verschwindet aus unseren Köpfen. Vieles wird gesammelt, von Maschinen sortiert und recycelt. Aber oft lassen Menschen Müll auch an öffentlichen Orten liegen. Er wird durch den Wind in die Flüsse und dadurch ins Meer getragen und bleibt dort.

Besonders schlimm ist dabei Plastik, da es sich im Laufe eines Menschenlebens nicht zersetzen kann. Die Plastikflasche, die ich kaufe, überlebt mich etwa fünf Mal. […]

Es beginnt morgens unter der Dusche. Mein Haarshampoo und Duschgel sind in Plastik verpackt – Verpackungen, die ich jeden Monat auswechsle. Weiter geht es mit meiner Zahnbürste, Zahnpasta und Gesichtscreme. Auch andere Kosmetikartikel wie Make-up, Eyeliner oder Concealer sind in kleinen Plastikgefäßen verpackt. Schon beim Frühstück bekomme ich das Gefühl: „Plastik beherrscht mein Leben.“ Es ist ein durchsichtiger Feind, der mein Brot umhüllt, den Käse verschließt und die Milch ummantelt. […]

Um Müll zu vermeiden, sollte man vorausplanen. Wenn ich regionales Obst und Gemüse ohne Verpackung haben möchte, muss ich schauen, wann der nächste Wochenmarkt in meiner Umgebung ist, und am besten für die ganze Woche einkaufen. Bei mir gab es zum Glück direkt am Dienstag einen Markt ganz in meiner Nähe.

Paprika, Tomaten, Salat, Äpfel und auch Käse landeten direkt in meinem Korb. […]

Auch wenn sieben Tage erst mal nicht lang erscheinen: Ich bin in dieser kurzen Zeit

schon an meine Grenzen gestoßen. Gar keinen Müll zu produzieren ist fast unmöglich. Vieles dauert einfach länger und ist anfangs mühselig, weil einem nicht wie im Discounter oder Supermarkt die Komplettlösung in Plastik serviert und dreifach verpackt wird.

(287 Wörter)

<https://www.yaez.de/leben/selbstversuch-mein-leben-ohne-muell>; Verena Kassubek,   
erschienen am 27.09.2018

**Teil 2**

**Textproduktion**

**40 Punkte**

**Aufgabe A (funktionale Aufgabe)**   
Wählen Sie eine der beiden Aufgaben**.**

**1. Schüler-Café**

An Ihrer Schule wird gerade diskutiert, ob ein Schüler-Café eingeführt werden soll,

das nur von Schülern und Schülerinnen betrieben wird.





<http://www.holztotal.de/gastronomie/einzelansicht/article/schuelercafe/>

Sie unterstützen die Idee des Schüler-Cafés. Schreiben Sie einen **Artikel** für die   
**Schülerzeitung**.

In diesem

* erklären Sie, warum Sie ein Schüler-Café gründen wollen,
* beschreiben Sie, welche Vorteile die Schule und die Schülerinnen und Schüler davon hätten,
* stellen Sie dar, wie Sie dieses Schüler-Café organisieren wollen.

Schreiben Sie **etwa 200** Wörter.

**oder**

**2. Obdachlosigkeit** ist leider ein weit verbreitetes Phänomen in großen Städten.





Schreiben Sie einen **Leserbrief an die Zeitung Ihrer Stadt** zum Problem der Obdachlosigkeit. Gehen Sie dabei auf die folgenden Aspekte ein:

* Ursachen von Obdachlosigkeit
* Konsequenzen für die Stadt und ihre Bürger
* Möglichkeiten, diesen Menschen zu helfen

Schreiben Sie **etwa 200** Wörter.

**Aufgabe B (kreative Aufgabe)**

Wählen Sie eine der beiden Aufgaben.

**1. Ferne Zukunft**

Die ferne Zukunft, im Vergleich zur heutigen Zeit, stellen sich die Menschen

entweder schlechter oder besser vor.





<https://medium.com/@conradshaw/maybe-utopia-is-terrifying-bbc8870cd1c2>

Stellen Sie sich vor, Sie können in die Zukunft reisen. Nach Ihrer Rückkehr ins 21. Jahrhundert berichten Sie von Ihrer Reise in die Zukunft.

Verfassen Sie einen **Reisebericht**, in dem Sie beschreiben,

* wie die Erde in der Zukunft aussehen wird,
* welche neuen, technischen Möglichkeiten der Menschheit zur Verfügung stehen werden und
* ob Sie zu dieser Zeit gerne leben würden.

Schreiben Sie **etwa 200** Wörter.

**oder**

**2.** **Essen im Dunkelrestaurant**

Dunkelrestaurants sind Restaurants, in denen die Gäste bei absoluter Dunkelheit

essen. Zu Ihrem Geburtstag hat Sie Ihr bester Freund/Ihre beste Freundin mit einer

Einladung in solch ein Restaurant überrascht.

Verfassen Sie nun einen **Blogeintrag** und schreiben Sie von Ihren Erlebnissen.   
Erzählen Sie dabei vor allem von

* Ihrer Überraschung, als Sie im Restaurant ankamen,
* den Schwierigkeiten, die Sie beim Essen hatten, und
* ob Sie das nochmals machen würden.

Schreiben Sie **etwa 200** Wörter.

**Teil 3**   
**Literaturverständnis**

**30 Punkte**

Schreiben Sie eine Erörterung (etwa 300 Wörter) zu einer der beiden Aufgaben.

**1. Ödön von Horvath: *Jugend ohne Gott* (1937)**   
 *„Der Lehrer trieb mich in den Tod.“*

Zeigen Sie begründet, was für und gegen diese Aussage von T, dem Mörder von N, spricht.

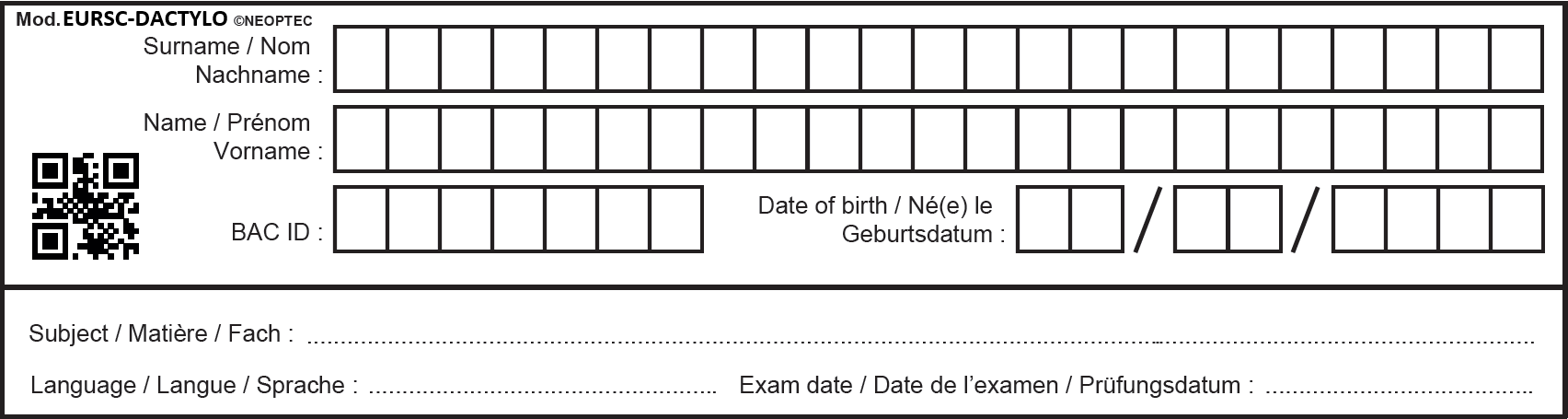
**oder**

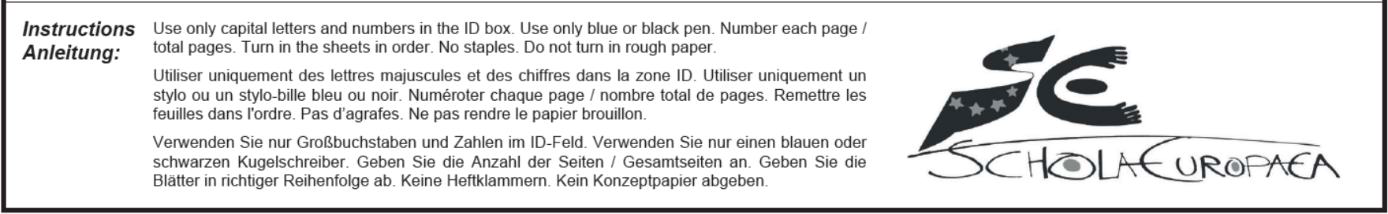
**2. Rolf Lappert: *Pampa Blues* (2012)**

„*Davonlaufen bringt nichts. Wohin auch? Das ist die Moral der Geschichte, die*

*Ben uns erzäh*lt.“ (FAZ, 23.11.2012)

Trifft diese Aussage Ihrer Meinung nach für Ben zu? Begründen Sie.





**DEUTSCH SPRACHE III**

**NEUES BEWERTUNGSSYSTEM**

**SAMPLE PAPER**

**ANTWORTBLATT**

**Teil 1: Leseverständnis**   
**30 Punkte**

**Aufgabe A**

**Aufgabe 1 10 Punkte**

**Richtig** oder **falsch**? Kreuzen Sie an.

Geben Sie zusätzlich die ersten vier Wörter des Satzes an, in dem die Begründung für Ihre

Entscheidung zu finden ist. Für jede richtige Lösung gibt es einen Punkt.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | richtig | falsch | Begründung  (die ersten vier Wörter) |
| **1.** | Jeder EU-Bürger ab 18 Jahren kann sich für  ein Interrail-Ticket bewerben. |  |  |  |
| **2.** | Man kann mit dem Ticket in mindestens vier Länder reisen. |  |  |  |
| **3.** | Man kann mit dem Ticket auch bestimmte Fähren nehmen. |  |  |  |
| **4.** | Das Ticket ist für ein Jahr gültig. |  |  |  |
| **5.** | Nach dem 26. Juni kann man sich auf keinen Fall mehr bewerben. |  |  |  |
| **6.** | Fahrziele muss man vorher schon aussuchen. |  |  |  |
| **7.** | Für Essen und Übernachtung müssen die Reisenden zahlen. |  |  |  |
| **8.** | Die Bewerbung ist nur in Gruppen möglich. |  |  |  |
| **9.** | Das Ziel des Projekts ist es, die Bahn zu fördern. |  |  |  |
| **10.** | 2021 soll das Projekt wieder beendet werden. |  |  |  |

\_\_\_\_\_/10

**Aufgabe 2** **10 Punkte**

Was bedeuten die unterstrichenen Wendungen in den folgenden Sätzen?   
Kreuzen Sie an. Nur eine Antwort ist richtig**.** Für jede richtige Lösung gibt es zwei Punkte.

*1. Die Initiative* [*#FreeInterrail*](http://freeinterrail.eu/) *geht auf die beiden Aktivisten Vincent-Immanuel*   
*Herr und Martin Speer zurück. (Z. 4/5)*

***zurückgehen auf***

□ beginnen mit

□ aufbauen auf

□ aufhören mit

*2.* Mit dem sogenannten Travel-Pass kann man bis zu einen Monat lang in bis   
zu vier EU-Länder reisen – hauptsächlich per Zug, manchmal per Bus oder   
auch Fähre. *(Z. 9)*

***bis zu einem Monat lang***

□ mindestens einen Monat lang

□ höchstens einen Monat lang

□ genau einen Monat lang

3.Die Menge der verfügbaren Tickets pro Land richtet sich Angaben aus EU-

Kreisen zufolge nach der Bevölkerungszahl – für Deutschland gibt es also   
relativ viele.(Z.16 - 17)

***sich richten nach***

□ von etwas abhängen

□ genau die Hälfte sein

□ von etwas unabhängig sein

4. Das Projekt startet aber zunächst in einem kleinen Umfang mit einem Etat   
von zwölf Millionen Euro. (Z. 26)

***in einem kleinen Umfang***

□ zu wenig

□ mit nur wenig

□ zu viel

5. Dann hat die EU ein Budget von bis zu 700 Millionen Euro für das Pilotprojekt   
vorgesehen. (Z. 28)

***vorsehen für***

□ vorher sehen

□ planen

□ einen Vorwand haben   
 \_\_\_\_\_/10

**Aufgabe B**

**Aufgabe 1 10 Punkte**

Was bedeuten die folgenden Sätze? Kreuzen Sie die passende Erklärung an.

Nur eine Antwort ist richtig. Für jede richtige Antwort gibt es einen Punkt.

1. [...], er [der Müll] wird abgeholt und verschwindet aus unseren Köpfen. (Z. 3-4)

□ Der Müll kommt weg und wir denken nicht mehr daran.

□ Wir müssen daran denken Müll zu holen.

□ Der Müll verschwindet einfach.

2. Er [der Müll] wird durch den Wind in die Flüsse und dadurch ins Meer   
getragen (Z.5/6)

□ Der Wind weht den Müll in die Flüsse.

□ Der Wind weht nicht.

□ Der Wind hält den Müll von den Flüssen fern.

3. Besonders schlimm ist dabei Plastik,... (Z.7)

□ Plastik ist der beste Müll.

□ Unter den Müllsorten ist Plastik eine der schlechtesten.

□ Plastik war schon immer etwas Besonderes.

4. Die Plastikflasche, die ich kaufe, überlebt mich etwa fünf Mal. (Z.8)

□ Plastik geht gleich kaputt.

□ Ich kaufe nur Plastik, weil es fünf Mal so teuer ist.

□ Plastik braucht sehr lange Zeit, bis es abgebaut ist.

5. [...], die ich jeden Monat auswechsle. (Z.10)

□ Ungefähr alle vier Wochen tausche ich sie aus.

□ Sie halten monatelang.

□ Alle zwei Monate muss man die Verpackung wechseln.

6. Plastik beherrscht mein Leben. (Z.13)

□ Ich liebe Plastik.

□ Es gibt keine Herrschaft ohne Plastik.

□ Plastik ist überall.

7. Es ist ein durchsichtiger Feind, der mein Brot umhüllt, den Käse verschließt   
und die Milch ummantelt. (Z.13-14)

□ Es gibt Feinde, die Brot, Käse und Milch unter dem Mantel haben.

□ Brot, Käse und Milch muss man immer fest verschließen.

□ Vieles ist mit Plastik verpackt.

8. Um Müll zu vermeiden, sollte man vorausplanen. (Z.16)

□ Man darf Müll nicht vermeiden.

□ Menschen meiden Müll.

□ Man muss sich gut organisieren, dann gibt es weniger Müll.

9. Ich bin in dieser kurzen Zeit schon an meine Grenzen gestoßen. (Z. 21/22)   
□ Es gibt zu viele Grenzen.

□ Ich habe es kaum noch geschafft.

□ Ich habe keine Zeit.

10. Vieles dauert einfach länger und ist anfangs mühselig. (Z. 23)

□ Man braucht mehr Zeit und muss mehr arbeiten.

□ Es ist einfacher und man bemüht sich mehr.

□ Mühe kann sehr schön sein.

\_\_\_\_/10

**DEUTSCH SPRACHE III  
NEUES BEWERTUNGSSYSTEM  
SAMPLE PAPER  
LÖSUNGSVORSCHLÄGE**

**TEIL 1  
LESEVERTSTÄNDNIS  
30 PUNKTE**

**Aufgabe 1 10 Punkte**

**Richtig** oder **falsch**? Kreuzen Sie an. Geben Sie zusätzlich die ersten vier Wörter des Satzes an, in dem die Begründung für Ihre Entscheidung zu finden ist. Für jede richtige Lösung gibt es einen Punkt.

**ACHTUNG:   
Es müssen beide Entscheidungen richtig sein, um einen Punkt zu bekommen. Es muss das Kreuz bei richtig/falsch korrekt gesetzt sein und die richtige Begründung muss vorhanden sein. Wenn nur eine Entscheidung richtig getroffen wurde, gibt es keinen Punkt, da dadurch ersichtlich ist, dass der Text nicht wirklich verstanden wurde. Halbe Punkte dürfen nicht vergeben werden.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | richtig | falsch | Begründung  (die ersten vier Wörter) |
| **1.** | Jeder EU-Bürger ab 18 Jahren kann sich für ein Interrail-Ticket bewerben. | **x** |  | Alle 18-jährigen EU-Bürger (Z. 8) |
| **2.** | Man kann mit dem Ticket in mindestens vier Länder reisen. |  | **x** | Mit dem sogenannten Travel-Pass (Z. 8/9) |
| **3.** | Man kann mit dem Ticket auch bestimmte Fähren nehmen. | **x** |  | Mit dem sogenannten Travel-Pass (Z. 8/9) |
| **4.** | Das Ticket ist für ein Jahr gültig. |  | **x** | Mit dem sogenannten Travel-Pass (Z. 8/9) |
| **5.** | Nach dem 26. Juni kann man sich auf keinen Fall mehr bewerben. |  | **x** | Eine zweite, kleinere Bewerbungsrunde (Z.11) |
| **6.** | Fahrziele muss man vorher schon aussuchen. | **x** |  | Die Ziele müssen vorab (Z.14) |
| **7.** | Für Essen und Übernachtung müssen die Reisenden zahlen. | **x** |  | Unterkunft und Verpflegung zahlen (Z.14) |
| **8.** | Die Bewerbung ist nur in Gruppen möglich. |  | **x** | EU-Bürger können sich allein (Z.15/16) |
| **9.** | Das Ziel des Projekts ist es, die Bahn zu fördern. |  | **x** | Laut EU-Kommission ist das (Z. 18) |
| **10.** | 2021 soll das Projekt wieder beendet werden. |  | **x** | AB 2021 soll es (Z. 27) |

**Aufgabe 2 10 Punkte**

Was bedeuten die unterstrichenen Wendungen in den folgenden Sätzen? Kreuzen Sie an. Nur eine Antwort ist richtig**.** Für jede richtige Antwort gibt es zwei Punkte.

Zeile 4/5: ***zurückgehen auf***

- **beginnen mit** **🗸**   
- aufbauen auf O   
- aufhören mit O

Zeile 9:   
***bis zu einem Monat lang***

- mindestens einen Monat lang O  
- **höchstens einen Monat lang** **🗸**  
- genau einen Monat lang O

Zeile 16-17:   
***sich richten nach***

- **von etwas abhängen** **🗸**  
- genau die Hälfte sein O- von etwas unabhängig sein O

Zeile 26:   
***in einem kleinen Umfang***

- zu wenig O   
-**mit nur wenig** **🗸**   
- zu viel O

Zeile 28:   
***vorsehen für***

- vorhersehen O   
- **planen**  **🗸**   
- einen Vorwand haben O

**Aufgabe B**

**Aufgabe 1 10 Punkte**

Was bedeuten die folgenden Sätze? Kreuzen Sie die passende Erklärung an. Nur eine Antwort ist richtig. Für jede richtige Antwort gibt es zwei Punkte.

1. [...], er [der Müll] wird abgeholt und verschwindet aus unseren Köpfen. (Z. 3-4)

**🗸 Der Müll kommt weg und wir denken nicht mehr daran**.

□ Wir müssen daran denken Müll zu holen.

□ Der Müll verschwindet einfach.

2. Er [der Müll] wird durch den Wind in die Flüsse und dadurch ins Meer   
getragen (Z.5/6)

**🗸 Der Wind weht den Müll in die Flüsse.**

□ Der Wind weht nicht.

□ Der Wind hält den Müll von den Flüssen fern.

3. Besonders schlimm ist dabei Plastik,... (Z.7)

□ Plastik ist der beste Müll.

**🗸 Unter den Müllsorten ist Plastik eine der schlechtesten.**

□ Plastik war schon immer etwas Besonderes.

4. Die Plastikflasche, die ich kaufe, überlebt mich etwa fünf Mal. (Z.8)

□ Plastik geht gleich kaputt.

□ Ich kaufe nur Plastik, weil es fünf Mal so teuer ist.

**🗸 Plastik braucht sehr lange Zeit, bis es abgebaut ist.**

5. [...], die ich jeden Monat auswechsle. (Z.10)

**🗸 Ungefähr alle vier Wochen tausche ich sie aus.**

□ Sie halten monatelang.

□ Alle zwei Monate muss man die Verpackung wechseln.

6. Plastik beherrscht mein Leben. (Z.13)

□ Ich liebe Plastik.

□ Es gibt keine Herrschaft ohne Plastik.

**🗸 Plastik ist überall.**

7. Es ist ein durchsichtiger Feind, der mein Brot umhüllt, den Käse verschließt und die Milch ummantelt. (Z.13-14)

□ Es gibt Feinde, die Brot, Käse und Milch unter dem Mantel haben.

□ Brot, Käse und Milch muss man immer fest verschließen.

**🗸 Vieles ist mit Plastik verpackt.**

8. Um Müll zu vermeiden, sollte man vorausplanen. (Z.16)

□ Man darf Müll nicht vermeiden.

□ Menschen meiden Müll.

**🗸 Man muss sich gut organisieren, dann gibt es weniger Müll**.

9. Ich bin in dieser kurzen Zeit schon an meine Grenzen gestoßen. (Z. 21/22)

□ Es gibt zu viele Grenzen.

**🗸 Ich habe es kaum noch geschafft.**

□ Ich habe keine Zeit.

10. Vieles dauert einfach länger und ist anfangs mühselig. (Z. 23)

**🗸 Man braucht mehr Zeit und muss mehr arbeiten.**

□ Es ist einfacher und man bemüht sich mehr.

□ Mühe kann sehr schön sein.

**LIII Part 2: Bewertungsraster für schriftliche Textproduktion – Gesamt 40**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Bewertungskriterien** | **11-12** | **9-10** | **8** | **7** | **6** | **4-5** | **0-3** |
| **Inhalt**  Aufgabenstellung erfüllt  Kohärenz und inhaltlicher Zusammenhang | Aufgabenstellung ausgezeichnet und vollständig erfüllt  Äußerst klarer Gesamt-aufbau  inhaltliche Punkte sehr klar und systematisch entwickelt | Aufgabenstellung sehr gut und vollständig erfüllt  Sehr klarer Gesamt-aufbau  inhaltliche Punkte sehr klar entwickelt | Aufgabenstellung gut erfüllt  Klarer Gesamtaufbau inhaltliche Punkte klar entwickelt | Aufgabenstellung zufriedenstellend erfüllt  Klarer Gesamtaufbau inhaltliche Punkte zufriedenstellend entwickelt | Aufgabenstellung ausreichend erfüllt  Ausreichend klarer Gesamtaufbau inhaltliche Punkte ausreichend entwickelt | Aufgabenstellung unzureichend erfüllt  Wenig angemessener Gesamtaufbau inhaltliche Zusammenhänge oft nicht klar | Aufgabenstellung nicht erfüllt  Text kaum strukturiert  Inhalte großteils ohne logischen Zusammenhang |
| **Organisation**  Struktur (Einleitung – Hauptteil – Schluss)  Zusammenhang zwischen Sätzen und Absätzen  Erfordernisse der Textsorte erfüllt (Layout, Adressat berücksichtigt, Register etc.,) | Text hervorragend strukturiert  sehr effektive Gliederung in Absätze Erfordernisse der Textsorte durchgehend erfüllt | Text sehr gut strukturiert effektive Gliederung in Absätze  Erfordernisse der Textsorte durchgehend erfüllt | Text gut strukturiert gute Gliederung in Absätze  Erfordernisse der Textsorte fast durchgehend erfüllt | Text zufriedenstellend strukturiert  zufriedenstellende Gliederung in Absätze  Erfordernisse der Textsorte großteils erfüllt | Text ausreichend gut strukturiert ausreichend gute Gliederung in Absätze  Erfordernisse der Textsorte teilweise erfüllt | Text nicht zufriedenstellend strukturiert  kaum Gliederung in Absätze  Erfordernisse der Textsorte nur ansatzweise erfüllt | Text kaum strukturiert Gliederung in Absätze weitgehend ignoriert  Erfordernisse der Textsorte nicht eingehalten |
| **Sprachrichtigkeit**  Vokabular  Rechtschreibung  Grammatik / Syntax | Ausgezeichnete Kenntnisse grammatischer und lexikalischer Strukturen sehr gute Rechtschreibung  Kaum Fehler | Sehr gute Kenntnisse grammatischer und lexikalischer Strukturen sehr gute Rechtschreibung  Gelegentliche Fehler | Gute Kenntnisse grammatischer und lexikalischer Strukturen  gute Rechtschreibung  Sehr wenige Fehler | Zufriedenstellende Kenntnisse grammatischer und lexikalischer Strukturen zufriedenstellende Rechtschreibung  Wenige Fehler | Ausreichend gute Kenntnisse grammatischer und lexikalischer Strukturen ausreichend gute Rechtschreibung  Einige Fehler | Nicht ausreichende Kenntnisse grammatischer und lexikalischer Strukturen mangelhafte Rechtschreibung  Eine Reihe von Fehlern | Kaum Kenntnisse grammatischer und lexikalischer Strukturen  sehr mangelhafte Rechtschreibung  Viele Fehler |
| **Ausdruck**  Spektrum sprachlicher Mittel  Lesbarkeit | **4** | | **3** | | **2** | **1** | **0** |
| Sehr breites Spektrum sprachlicher Mittel  eine Reihe an komplexen Strukturen  Sehr lesbar | | Breites Spektrum sprachlicher Mittel  einige komplexe Strukturen  Gut lesbar | | Hinreichend breites Spektrum sprachlicher Mittel   Relativ gut lesbar | Eingeschränktes Spektrum sprachlicher Mittel   Nicht gut lesbar | Sehr eingeschränktes Spektrum sprachlicher Mittel  Großteils unlesbar |

**Part 3: Bewertungsraster für Literaturverständnis - Gesamt 30**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Beurteilungskriterien** | **14-15** | **12-13** | **10-11** | **8-9** | **7** | **4-6** | **0-3** |
| **Inhalt**  Aufgabenstellung erfüllt  Kenntnis des Inhalts (Hauptaussagen, Themen, Charaktere, Aufbau des Buchs) | Erfordernisse der Aufgabenstellung ausgezeichnet erfüllt  Ausgezeichnete Textkenntnis | Erfordernisse der Aufgabenstellung sehr gut erfüllt   Sehr gute Textkenntnis | Erfordernisse der Aufgabenstellung gut erfüllt   Gute Textkenntnis | Erfordernisse der Aufgabenstellung zufriedenstellend erfüllt Zufriedenstellende Textkenntnis | Erfordernisse der Aufgabenstellung ausreichend erfüllt  Ausreichende Textkenntnis | Erfordernisse der Aufgabenstellung nicht ausreichend erfüllt Nicht ausreichende Textkenntnis | Erfordernisse der Aufgabenstellung nicht erfüllt  Keine Textkenntnis |
|  | **9** | **8** | **7** | **6** | **5** | **3-4** | **0-2** |
| **Persönliche Stellungnahme**  Persönlicher Standpunkt  Relevante Argumente | Ausgezeichneter Ausdruck des persönlichen Standpunks relevante Argumente ausgezeichnet verwendet | Sehr guter Ausdruck des persönlichen Standpunks  relevante Argumente sehr gut verwendet | Guter Ausdruck des persönlichen Standpunks  relevante Argumente gut verwendet | Zufriedenstellender Ausdruck des persönlichen Standpunks  relevante Argumente zufriedenstellend verwendet | Ausreichender Ausdruck des persönlichen Standpunks  relevante Argumente ausreichend gut verwendet | Nicht ausreichender Ausdruck des persönlichen Standpunks  relevante Argumente nicht ausreichend gut verwendet | Kein persönlicher Standpunkt, daher auch keine relevanten Argumente |
|  | **6** | **5** | **4** | | **3** | **2** | **0-1** |
| **Schreiben**  Sprachlicher Ausdruck | Ausgezeichneter sprachlicher Ausdruck | Sehr guter sprachlicher Ausdruck | Guter sprachlicher Ausdruck | Zufriedenstellender sprachlicher Ausdruck | Ausreichend guter sprachlicher Ausdruck | Nicht ausreichend guter sprachlicher Ausdruck | Sprachlicher Ausdruck völlig unzureichend |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Tâche** | **Compétence(s)** | **Pondération en %** | **Objectifs** | **Question(s)** | **Evaluation/**  **Notation** | **Répartition des points** |
| **Compréhension écrite** | **Lire pour comprendre**  **Analyser** | 100%\*\* | *Lire, comprendre et analyser des textes littéraires et non littéraires* |  | Grille de notation correspondant au cahier de l’épreuve (feuillet-réponse) | 30 |
| **Partie 1** |  |  |  |  |  | **30** |
| **Production écrite** | **Ecrire**  - Respect des consignes  - Cohérence et développement des idées | 30% | *Rédiger des textes clairs et détaillés, tels que courriers, essais et rapports exprimant une opinion ou une impression sur un large éventail de sujets* |  | Grille d’évaluation de référence | 12 |
| **Ecrire**  - Cohérence et cohésion du texte | 30% | Grille d’évaluation de référence | 12 |
| **Compétence linguistique**  Respect des normes grammaticales, lexicales et syntaxiques | 30% | Grille d’évaluation de référence | 12 |
| **Compétences d’écriture et de langue**  Qualité et richesse du style  Langue appropriée | 10% | Grille d’évaluation de référence | 4 |
| **Partie 2** |  |  |  |  |  | **40** |
| **Compréhension d’un texte littéraire** | **Connaître**  les œuvres et leur contexte | 50% | *Lire, comprendre et analyser des textes littéraires*  *Manifester une connaissance élargie de l’aire culturelle de la langue cible : société, thèmes d’actualité, littérature et son contexte,* et *création artistique en général* |  | Grille d’évaluation de référence | 15 |
| **Faire preuve d’esprit critique**  - arguments pertinents  - point de vue personnel | 30% | Grille d’évaluation de référence | 9 |
| **Compétences d’écriture et de langue**  - usage approprié de la langue | 20% | Grille d’évaluation de référence | 6 |
| **Partie 3** |  |  |  |  |  | **30** |
| **Total** |  |  |  |  |  | **100** |

L111 : Matrice Générale

\*\*La pondération des deux compétences dans la compréhension écrite peut varier d'un examen à l'autre, selon la nature des textes. Il est toutefois indispensable de toujours s'assurer que l’évaluation de la lecture prend en compte à la fois la compréhension ( globale/littérale) et l'analyse.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Tâche** | **Compétence(s)** | **Pondération en %** | **Objectifs** | **Question(s)** | **Evaluation/**  **Notation** | **Répartition des points** |
| **Compréhension écrite** | **Lire pour comprendre**  **Analyser** | 100% | *Lire, comprendre et analyser des textes non littéraires* | Exercice A : questions 1, 2, 3, 4 | Grille de notation correspondant au cahier de l’épreuve (feuillet-réponse) | 15 |
| Exercice B : questions 1, 2, 3, 4 | 15 |
| **Partie 1** |  |  |  |  |  | **30** |
| **Production écrite** | **Ecrire**  - Respect des consignes  - Cohérence et développement des idées | 30% | *Rédiger des textes clairs et détaillés, tels que courriers, essais et rapports exprimant une opinion ou une impression sur un large éventail de sujets* | Exercice A :  1/2  (texte d’ordre pratique) : un exercice au choix parmi deux propositions  Exercice B :  1/2 (texte de création) : un exercice au choix parmi deux propositions | Grille d’évaluation de référence | 12 |
| **Ecrire**  - Cohérence et cohésion du texte | 30% | Grille d’évaluation de référence | 12 |
| **Compétence linguistique**  Respect des normes grammaticales, lexicales et syntaxiques | 30% | Grille d’évaluation de référence | 12 |
| **Compétences d’écriture et de langue**  Qualité et richesse du style  Langue appropriée | 10% | Grille d’évaluation de référence | 4 |
| **Partie 2** |  |  |  |  |  | **40** |
| **Compréhension d’un texte**  **littéraire** | **Connaître**  les œuvres et leur contexte | 50% | *Lire, comprendre et analyser des textes littéraires*  *Manifester une connaissance élargie de l’aire culturelle de la langue cible : société, thèmes d’actualité, littérature et son contexte, et création artistique en général* | Partie 3 :  Sujet 1/2  un sujet au choix parmi deux propositions | Grille d’évaluation de référence | 15 |
| **Faire preuve d’esprit critique**  - arguments pertinents  - point de vue personnel | 30% | Grille d’évaluation de référence | 9 |
| **Compétences d’écriture et de langue**  - usage approprié de la langue | 20% | Grille d’évaluation de référence | 6 |
| **Partie 3** |  |  |  |  |  | **30** |
| **Total** |  |  |  |  |  | **100** |

FRANÇAIS

LANGUE III

**PARTIE 1 – Compréhension écrite**

**30 points**

Après avoir lu les deux documents A et B, répondez aux questions.

**Document A**

**Comment la baleine peut aider à lutter contre le réchauffement climatique**



En Norvège, en janvier 2019. Photo Olivier Morin. AFP

Lorsqu’elle meurt et qu’elle coule au fond de l’océan, une grande baleine piège à elle seule 33 tonnes de CO2 pendant plusieurs siècles, le temps de se décomposer. En comparaison, souligne un récent rapport du Fonds monétaire international (FMI) élaboré en collaboration avec des biologistes de Great Whale Conservancy, une organisation dédiée à la protection de ces mammifères marins, un arbre n’absorbe pas plus de 21 kilos de CO2 par an.

A l’origine de ce prodigieux pouvoir : leur alimentation. Ces énormes prédateurs marins se nourrissent essentiellement de krill, de petits crustacés qui consomment du phytoplancton. Or ces créatures microscopiques, à l’origine de la moitié de la production d’oxygène atmosphérique, captent pas moins de 40% du CO2 sur notre planète – l’équivalent de quatre forêts amazoniennes. *« Durant toute leur vie, les baleines emmagasinent du CO2 en mangeant, qu’elles accumulent dans leurs graisses. La quantité de CO2 stockée est d’autant plus importante que certaines espèces peuvent vivre un siècle* », explique Alexandre Gannier, président du groupe de recherche sur les cétacés (Grec).

La masse de CO2 captée par le phytoplancton est d’autant plus importante que celui-ci est présent en grande quantité. Or l’activité des baleines, rappelle cette étude, est indispensable au développement du précieux plancton. Riches en fer, phosphore et azote, leurs excréments apportent à ce dernier tous les nutriments nécessaires pour grandir. […]

**Déclins en chaîne**

Ce n’est donc pas un hasard si le déclin vertigineux des populations des plus grands cétacés – passés de 4 ou 5 millions avant le début de la pêche commerciale à la baleine à 1,3 million aujourd’hui – a aussi fait baisser la quantité de phytoplancton et de krill. Dans l’océan glacial Antarctique, notent les auteurs du rapport, les baleines bleues ont vu leur nombre chuter de 99% ; on y observe désormais une raréfaction des nutriments, notamment de fer, et par conséquent, de plancton.

*Libération*, par Sophie KLOETZLI - 20 octobre 2019

306 mots

**Document B**

**Clarisse Agbegnenou : « Au judo, j’ai appris à**

**accepter la défaite et même l’injustice »**



Clarisse Agbegnenou, médaille d’or dans la catégorie moins de 63 kg, le 23 juin aux championnats d’Europe à Minsk. SERGEI GAPON / AFP

Clarisse Agbegnenou est un phénomène. A seulement 27 ans, la boule d’énergie de 1,62 m pour 63 kg est déjà la Française la plus titrée de l’histoire du judo, avec quatre sacres mondiaux, la dernière fois à Tokyo, en août 2019. […]

**Je ne serais pas arrivée là si…**

… je ne m’étais pas battue pour vivre en tant que bébé prématuré. Je suis née à 7 mois de grossesse avec mon frère jumeau. Sauf que je ne respirais pas. Ils m’ont ranimée. Ils ont diagnostiqué une malformation au rein, il a fallu m’opérer. Je suis tombée dans le coma. J’y suis restée plusieurs jours… et je me suis réveillée. Avec l’envie de vivre. En tout cas, c’est comme ça qu’on a raconté l’histoire à la maison et je suis convaincue qu’effectivement, cette soif d’aller toujours de l’avant, de ne rien lâcher, ce refus de croire que les choses sont impossibles, je les ai tirés de là.

[…] Le judo, c’est grâce à la directrice de l’école. J’étais très turbulente, car je m’ennuyais terriblement. Et comme, en même temps, j’avais une énergie folle, vous imaginez le mélange ! On m’avait déjà fait faire différents sports, mais ça n’y faisait rien. Alors elle a convoqué mes parents, elle leur a dit que l’école ne pouvait plus me gérer, qu’il fallait me mettre à un sport de combat. J’ai proposé le judo – on en avait fait un peu à l’école. Et c’est parti ! J’avais 10 ans.

**Est-ce que cela a tout de suite été le coup de foudre ?**

Oui. Il y avait des règles claires, il fallait saluer, respecter l’adversaire. Et ensuite, on pouvait combattre, et s’amuser. Toutes ces lois qui me paraissaient arbitraires à l’école prenaient du sens, c’était le parfait équilibre : les bonnes valeurs, la liberté, le jeu. Et pas juste la loi du plus fort. Celle du plus intelligent, aussi. Si le fort pousse, que l’on résiste… et que l’on lâche, il tombe. Au judo, j’ai appris à accepter la défaite, et même l’injustice dans les décisions d’arbitrage : ça fait partie du sport.

Propos recueillis par Nathaniel HERZBERG, *Le Monde.fr*, 17 novembre 2019

347 mots

**PARTIE 2 – Production écrite**

**40 points**

**Traitez un sujet de l’exercice A et un sujet de l’exercice B.**

**Exercice A – 20 points**

**Rédaction d’un texte d’ordre pratique : le candidat choisit UN des deux sujets proposés (200 mots environ).**

**Sujet 1**

L’actualité met en lumière les difficultés de la vie urbaine.

Quelles seraient les mesures à prendre pour améliorer la qualité de vie en ville (pour diminuer le trafic routier, la pollution, le bruit…) et renforcer les liens entre les personnes ?

Vous voulez changer les choses. C’est pourquoi vous publiez **un article dans le journal de votre ville** pour présenter la situation et proposer des solutions aux autres habitants.

**OU**

**Sujet 2**

Dans le cadre de vos études, vous devez effectuer un stage dans un office du tourisme dans la ville francophone de votre choix. Vous écrivez **une lettre de motivation** adressée au service de recrutement de la ville.

Votre lettre comportera les éléments suivants :

* votre cursus en rapport avec l’expérience professionnelle visée ;
* vos connaissances linguistiques ;
* vos qualités personnelles pour accueillir, informer et guider les touristes.

Votre lettre devra convaincre votre destinataire que vous êtes la personne la plus adaptée à la fonction.

Pour respecter l’anonymat de l’épreuve du baccalauréat, la signature de la lettre sera fictive.

**Exercice B – 20 points**

**Rédaction d’un texte de création : le candidat choisit UN des deux sujets proposés (200 mots environ).**

**Sujet 1**

Vous avez décidé de passer, après votre baccalauréat, une année à voyager avec votre sac à dos pour rencontrer des populations isolées dans des pays lointains ; vous partez avec deux camarades.

Vos parents, au contraire, envisagent votre entrée immédiate à l’université et rêvent pour vous d’un avenir brillant.

Rédigez, sous forme de dialogue, la discussion avec vos parents dans laquelle :

* vous exposez vos motivations ;
* ils ne sont pas d’accord et tentent de vous faire changer d’avis.

Votre texte commencera et se terminera par un court passage narratif.

**OU**

**Sujet 2**



Œuvre de Banksy, 2019

Vous marchez tranquillement dans la rue et vous découvrez, sur un mur, l’image ci-dessus. Soudain, le personnage dessiné sort du mur et se met à avancer sur le trottoir. Par curiosité, vous le suivez. Racontez ce qui se passe ensuite…

**PARTIE 3 – Compréhension d’un texte littéraire**

**30 points**

**Vous choisirez UN des deux sujets proposés (300 mots environ). Vous indiquerez le nombre de mots utilisés à la fin de votre développement.**

**Sujet 1**

Vous venez de lire l’anthologie *Voyage en bohème* de Baudelaire, Rimbaud et Verlaine. Choisissez un poème de chaque auteur afin de montrer la façon particulière dont chaque poète représente le voyage.

Rédigez un texte structuré.

**OU**

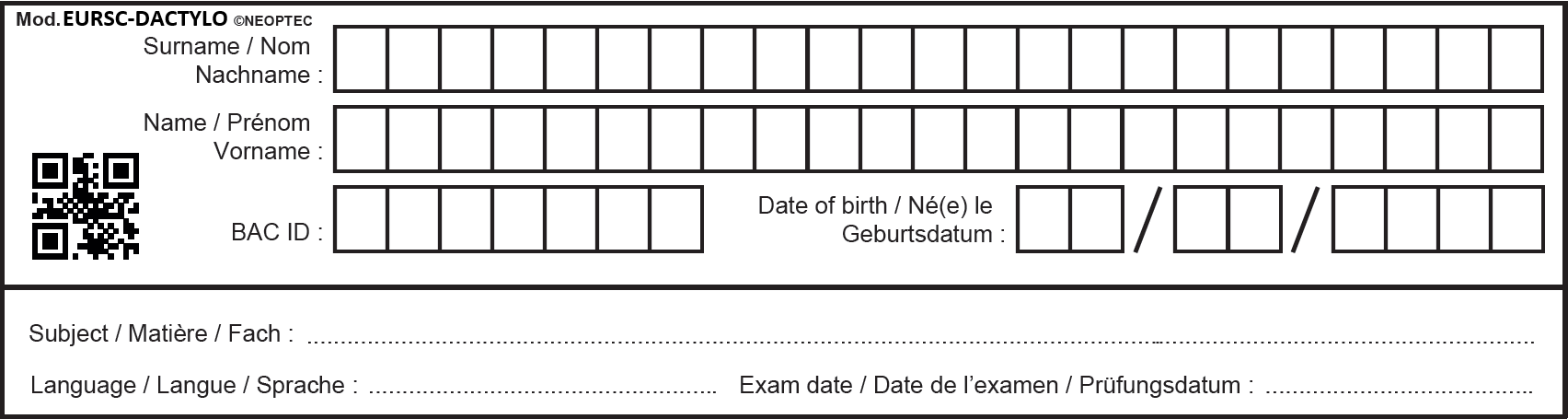
**Sujet 2**

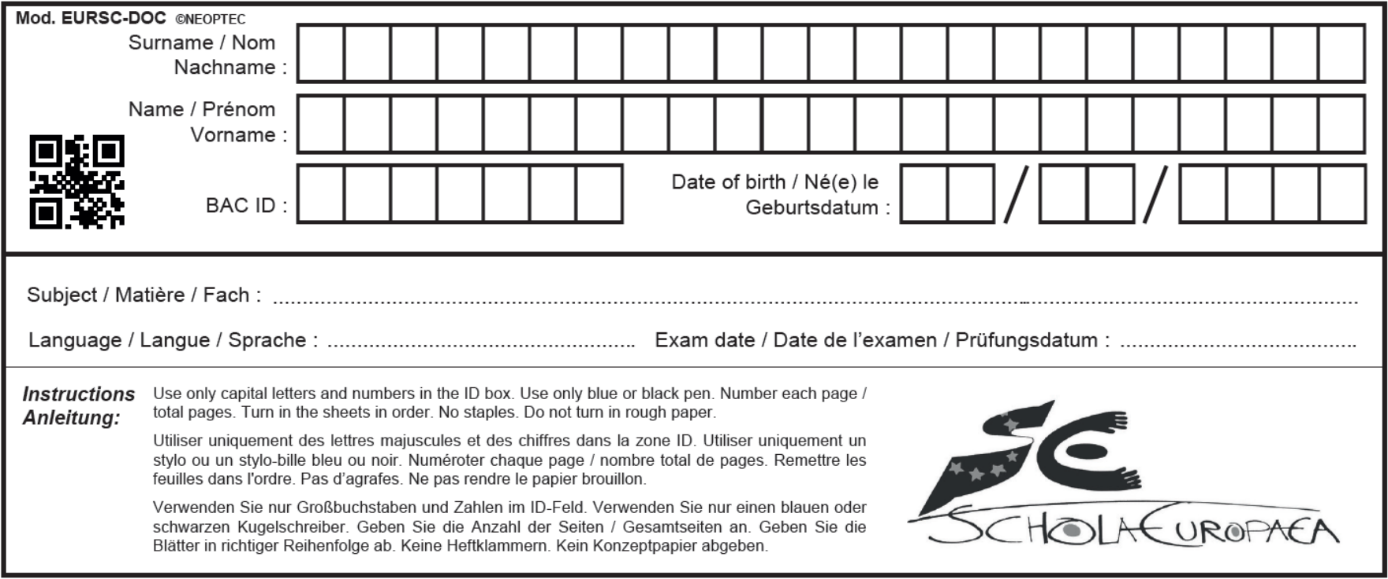
En lisant les œuvres d’Andrée Chedid, vous avez découvert de nombreux personnages qui sont des enfants.

Quelle place occupent-ils dans son œuvre ?

Quelles relations les enfants ont-ils avec le monde des adultes ?

Rédigez une réponse structurée qui s’appuie sur des exemples précis.





**FRANÇAIS LANGUE III**

**Feuillet réponse**

**PARTIE 1 – Compréhension écrite**

**30 points**

**Exercice A**

**Comment la baleine peut aider à lutter contre le réchauffement climatique**

1. **Vrai ou faux ? Cochez la bonne réponse et justifiez à l’aide d’une phrase du texte. (6 points)**

|  |  |  |
| --- | --- | --- |
| **Affirmation** | **Vrai** | **Faux** |
| **La baleine est nécessaire à la croissance du phytoplancton.**  **Justification**:  ………………………………………………………………..  ………………………………………………………………..  ……………………………………………………………….. |  |  |
| **La pêche commerciale est responsable de la diminution considérable des baleines.**  **Justification**:  ………………………………………………………………..  ………………………………………………………………..  ……………………………………………………………….. |  |  |
| **Grâce aux baleines bleues, le plancton se développe dans l’Antarctique.**  **Justification**:  ………………………………………………………………..  ………………………………………………………………..  ……………………………………………………………….. |  |  |

**2. Cochez la bonne réponse. (2 points)**

**Que signifie l’expression *« déclins en chaîne »*?**

◻ La pêche à la baleine a beaucoup diminué.

◻ Les baleines bleues sont beaucoup moins nombreuses.

◻ Le phytoplancton a disparu dans l’Océan glacial Antarctique.

◻ La diminution du nombre de baleines a eu une influence sur d’autres espèces.

◻ La population des pêcheurs est passée de 4 ou 5 millions à 1,3 million.

**3. Relevez dans les deux premiers paragraphes 3 expressions qui désignent les baleines. Attention : le mot « baleine » n’est pas accepté. (3 points).**

1. ………………………………………………

2. ………………………………………………

3. ………………………………………………

**4. Complétez le résumé de l’article à l’aide des mots suivants. Choisissez les quatre mots les plus adaptés. (4 points)**

**stocker - souvent - quantité - produire - lutter – moins - favoriser – solution - limiter - organisation - jamais - rejeter –**

La protection des baleines, capables de (1) …………. massivement le CO2 atmosphérique, apparaît plus que (2) …………. comme une (3) …………. aussi naturelle qu’efficace pour (4) ……………. l’augmentation de la température globale.

1. ……………………….

2. ……………………….

3. ……………………….

4. ……………………….

**Exercice B**

**Clarisse Agbegnenou : « Au judo, j’ai appris à accepter la défaite et même l’injustice »**

**1. Parmi les propositions suivantes, quelle est, selon vous, celle qui pourrait servir de titre à cet entretien ? (3 points)**

◻ Clarisse Agbegnenou, une judoka victime de son histoire.

◻ Le judo ou la loi du plus fort.

◻ A l’école de la vie et du judo.

◻ Une sportive habitée par une ambition démesurée.

**2. Vocabulaire : cochez la bonne réponse (3 points).**

**Quel est le sens, dans le texte, des expressions suivantes ?**

**a. *« cette soif d’aller toujours de l’avant »***

◻ besoin de boire beaucoup après le sport

◻ envie de progresser

◻ capacité à marcher très vite

**b. *« le coup de foudre »***

◻ un éclair pendant l’orage

◻ un coup reçu au judo

◻ une passion immédiate, soudaine

***c. « Toutes ces lois qui me paraissaient arbitraires »***

◻ rationnelles

◻ équitables

◻ injustifiées

**3. Parmi les adjectifs suivants, cochez-en quatre qui correspondent à Clarisse Agbegnenou aujourd’hui. (4 points)**

|  |  |
| --- | --- |
| combattive |  |
| antipathique |  |
| prétentieuse |  |
| folle |  |
| volontaire |  |
| respectueuse |  |
| rebelle |  |
| humble |  |

**4.** **Cochez la bonne réponse. (5 points)**

**a. Un bébé prématuré, c’est …**

◻ un bébé né avant la fin des neuf mois de grossesse.

◻ un bébé qui a plus de compétences que les autres.

◻ un bébé qui a un frère jumeau.

**b. *« Clarisse Agbegnenou est un phénomène »* signifie que…**

◻ elle est une personne bizarre.

◻ elle est atteinte d’une terrible maladie.

◻ elle a des qualités exceptionnelles.

**c. Clarisse Agbegnenou a commencé à faire du judo…**

◻ pour faire plaisir à ses parents

◻ parce que la directrice de l’école le lui a conseillé.

◻ parce qu’elle ne savait pas du tout ce que c’était.

**d. Elle aime le judo…**

◻ parce que c’est le plus fort qui gagne toujours.

◻ parce qu’on peut se battre et respecter l’adversaire.

◻ parce qu’il n’y a pas besoin de beaucoup réfléchir.

**e. Pour Clarisse Agbegnenou, être sportif, ça veut dire**

◻ accepter de perdre, à condition que l’arbitrage soit bien fait.

◻ accepter de perdre, quelle que soit la qualité de l’arbitrage.

◻ accepter de perdre, en contestant ouvertement l’arbitrage.

**FRANÇAIS LANGUE III**

**Eléments de correction**

**PARTIE 1 – Compréhension écrite**

**30 points**

**Exercice A**

**Comment la baleine peut aider à lutter contre le réchauffement climatique**

**1. Vrai ou faux ? Cochez la bonne réponse et justifiez à l’aide d’une phrase du texte. (6 points)**

|  |  |  |
| --- | --- | --- |
| **Affirmation** | **Vrai** | **Faux** |
| **La baleine est nécessaire à la croissance du phytoplancton.**  **Justification**:  l.18-19 : « l’activité des baleines, rappelle cette étude, est indispensable au développement du précieux plancton ». | X |  |
| **La pêche commerciale est responsable de la diminution considérable des baleines.**  **Justification**:  l.23-25 : « le déclin vertigineux des populations des plus grands cétacés – passés de 4 ou 5 millions avant le début de la pêche commerciale à la baleine à 1,3 million aujourd’hui » | X |  |
| **Grâce aux baleines bleues, le plancton se développe dans l’Antarctique.**  **Justification**:  l.26-28 : « Dans l’océan glacial Antarctique, notent les auteurs du rapport, les baleines bleues ont vu leur nombre chuter de 99% ; on y observe désormais une raréfaction des nutriments, notamment de fer, et par conséquent, de plancton. » |  | X |

**2. Cochez la bonne réponse. (2 points)**

**Que signifie l’expression *« déclins en chaîne »*?**

X ◻ La diminution du nombre de baleines a eu une influence sur d’autres espèces.

**3. Relevez dans les deux premiers paragraphes 3 expressions qui désignent les baleines. Attention : le mot « baleine » n’est pas accepté. (3 points).**

1. ces mammifères marins (l.6).

2. ces énormes prédateurs (l.8)

3. les cétacés (l.16)

**4. Complétez le résumé de l’article à l’aide des mots suivants. Choisissez les quatre mots les plus adaptés. (4 points)**

1. stocker

2. jamais

3. solution

4. limiter

**Exercice B**

**Clarisse Agbegnenou : « Au judo, j’ai appris à accepter la défaite et même l’injustice »**

**1. Parmi les propositions suivantes, quelle est, selon vous, celle qui pourrait servir de titre à cet entretien ? (3 points)**

X ◻ à l’école de la vie et du judo.

**2. Vocabulaire : cochez la bonne réponse (3 points).**

**Quel est le sens, dans le texte, des expressions suivantes ?**

**a. *« cette soif d’aller toujours de l’avant »***

X ◻ envie de progresser

**b. *« le coup de foudre »***

X ◻ une passion immédiate, soudaine

***c. « Toutes ces lois qui me paraissaient arbitraires »***

X ◻ injustifiées

**3. Parmi les adjectifs suivants, cochez-en quatre qui correspondent à Clarisse Agbegnenou aujourd’hui. (4 points)**

|  |  |
| --- | --- |
| combattive | X |
| antipathique |  |
| prétentieuse |  |
| folle |  |
| volontaire | X |
| respectueuse | X |
| rebelle |  |
| humble | X |

**4.** **Cochez la bonne réponse. (5 points)**

**a. Un bébé prématuré, c’est …**

X ◻ un bébé né avant la fin des neuf mois de grossesse.

**b. *« Clarisse Agbegnenou est un phénomène »* signifie que…**

X ◻ elle a des qualités exceptionnelles.

**c. Clarisse Agbegnenou a commencé à faire du judo…**

X ◻ parce que la directrice de l’école le lui a conseillé.

**d. Elle aime le judo…**

X ◻ parce qu’on peut se battre et respecter l’adversaire.

**e. Pour Clarisse Agbegnenou, être sportif, ça veut dire …**

X ◻ accepter de perdre, quelle que soit la qualité de l’arbitrage.

**Partie 2 : Grille d’évaluation de la production écrite LIII – Total 40**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Critères d’évaluation** | **11-12** | **9-10** | **8** | **7** | **6** | **4-5** | **0-3** |
| **Contenu**  Respect de toutes les consignes  Cohérence et développement des idées | L’élève répond parfaitement aux exigences de la tâche.  L’élève met parfaitement en évidence la cohérence et le développement des idées. | L’élève répond très bien aux exigences de la tâche.  L’élève met très bien en évidence la cohérence et le développement des idées. | L’élève répond bien aux exigences de la tâche.  L’élève met bien en évidence la cohérence et le développement des idées. | L’élève répond de manière satisfaisante aux exigences de la tâche.  L’élève met en évidence la cohérence et le développement des idées de manière satisfaisante. | L’élève répond suffisamment aux exigences de la tâche.  L’élève met suffisamment en évidence la cohérence et le développement des idées. | L’élève répond insuffisamment aux exigences de la tâche.  L’élève met insuffisamment en évidence la cohérence et le développement des idées. | L’élève ne répond pas du tout aux exigences de la tâche.  L’élève ne met pas du tout en évidence la cohérence et le développement des idées. |
| **Organisation**  Structure (Introduction – développement – conclusion)  Cohérence et cohésion entre les phrases et entre les paragraphes  Respect des conventions inhérentes au genre du texte (disposition/mise en page, prise en compte du destinataire, registres etc.) | La réponse est parfaitement structurée et manifeste une cohésion très habile entre les phrases et entre les paragraphes.  Elle respecte parfaitement les conventions des différents genres. | La réponse est très bien structurée et manifeste une cohésion habile entre les phrases et entre les paragraphes.  Elle respecte très bien les conventions des différents genres. | La réponse est bien structurée et manifeste une cohésion claire entre les phrases et entre les paragraphes.  Elle respecte bien les conventions des différents genres. | La réponse est assez bien structurée et manifeste une cohésion assez claire entre les phrases et entre les paragraphes.  Elle respecte assez bien les conventions des différents genres. | La réponse est suffisamment structurée et manifeste une certaine cohésion entre les phrases et entre les paragraphes.  Elle respecte suffisamment les conventions des différents genres. | La réponse est insuffisamment structurée et manifeste une cohésion insuffisante entre les phrases et entre les paragraphes.  Elle respecte insuffisamment les conventions des différents genres. | La réponse ne manifeste aucune structure ni cohésion entre les phrases et entre les paragraphes. Elle ne respecte pas les conventions des différents genres. |
| **Justesse de la langue**  Vocabulaire  Orthographe  Grammaire/syntaxe | Excellent niveau de langue (vocabulaire, orthographe et grammaire)  Quasiment pas d’erreurs | Très bon niveau de langue (vocabulaire, orthographe et grammaire)  Des erreurs occasionnelles | Bon niveau de langue (vocabulaire, orthographe et grammaire)  Très peu d’erreurs | Niveau de langue satisfaisant (vocabulaire, orthographe et grammaire)  Peu d’erreurs | Niveau de langue suffisant (vocabulaire, orthographe et grammaire)  Des erreurs | Niveau de langue insuffisant (vocabulaire, orthographe et grammaire)  Beaucoup d’erreurs | Aucune capacité dans la maîtrise de la langue (vocabulaire, orthographe et grammaire)  Trop d’erreurs |
| **Expression**  Richesse du vocabulaire et des structures syntaxiques  Fluidité et agrément de l’expression | **4** | | **3** | | **2** | **1** | **0** |
| Usage excellent / très bon d’une grande variété de vocabulaire et de structures syntaxiques.  Parfaitement / très fluide~~.~~ | | Usage bon / satisfaisant d’un vocabulaire et de structures syntaxiques variés.  Assez fluide | | Usage suffisant d’une certaine variété de vocabulaire et de structures syntaxiques  A peine fluide. | Usage très limité du vocabulaire et des structures syntaxiques  Trop peu fluide. | Aucune manifestation d’une connaissance du vocabulaire et des structures syntaxiques  Absence de fluidité |

**Partie 3: Grille d’évaluation – Compréhension d’un texte littéraire - Total 30**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Critères d’évaluation** | **14-15** | **12-13** | **10-11** | **8-9** | **7** | **4-6** | **0-3** |
| **Contenu**  Respect de toutes les consignes  Connaissances : idées principales, thèmes, personnages, composition de l’œuvre. | L’élève répond parfaitement aux exigences de la tâche.  Il manifeste une excellente connaissance de l’œuvre. | L’élève répond très bien aux exigences de la tâche.  Il manifeste une très bonne connaissance de l’œuvre. | L’élève répond bien aux exigences de la tâche.  Il manifeste une bonne connaissance de l’œuvre. | L’élève répond de manière satisfaisante aux exigences de la tâche.  Il manifeste une connaissance satisfaisante de l’œuvre. | L’élève répond suffisamment aux exigences de la tâche.  Il manifeste une connaissance suffisante de l’œuvre. | L’élève répond insuffisamment aux exigences de la tâche.  Il manifeste une connaissance insuffisante de l’œuvre. | L’élève ne répond pas du tout aux exigences de la tâche.  Méconnaissance de l’œuvre. |
|  | **9** | **8** | **7** | **6** | **5** | **3-4** | **0-2** |
| **Réponse personnelle**  Point de vue personnel  Arguments pertinents | Excellente expression d’un point de vue personnel Arguments parfaitement pertinents | Très bonne expression d’un point de vue personnel  Arguments très pertinents | Bonne expression d’un point de vue personnel Arguments pertinents | Expression satisfaisante d’un point de vue personnel  Arguments satisfaisants | Expression suffisante d’un point de vue personnel  Arguments suffisants | Expression insuffisante d’un point de vue personnel  Arguments insuffisants | Pas d’expression d’un point de vue personnel  Absence d’arguments |
|  | **6** | **5** | **4** | | **3** | **2** | **0-1** |
| **Production écrite : qualité de la langue**  Utilisation adéquate de la langue | Excellent usage de la langue | Très bon usage de la langue | Bon usage de la langue / Usage satisfaisant de la langue | | Usage suffisant de la langue | Usage insuffisant de la langue | Usage de la langue tout à fait insuffisant |

**Annex 5**

**Examples for the BAC oral exams, part 2 interaction**

Pupils’ oral skills are assessed by a short conversation on topics of general and personal interest.

During the conversation the pupil describes, expresses his opinions, his likes and dislikes, gives explanations, reasons etc. (based on the learning objectives in year 6+7).

A visual stimulus should be used. It is meant to be just a starting point for the conversation.

Topics can be taken from the following domains, but this list is not exhaustive.

|  |  |
| --- | --- |
| *I Sociocultural domain* | * National holidays, festivities * Habits * Republic/monarchy * Important national events |
| *II Art* | * Painting * Music * Movies * Museums etc.   *Material*: reproductions, film posters, brochures, sound samples |
| *III Cities and countries* | *Material*: maps, brochures, postcards |
| *IV Cuisine/food* | * National habits * Likes and dislikes   *Material:* menus, recipes |
| *V Leisure time, hobbies, sports* |  |
| *VI Study* | * Preferences * Choice * Universities * At home or abroad |
| *VII Travelling and holidays* | * Transport * Organised trips * All inclusive holidays * Backpacking * Discovering the world |
| *VIII News and current affairs* |  |
| *IX Media* | * Press * TV * Social media * Advertising   *Material*: collection of headlines, TV guide |

**Example 1 Conversation about sports/hobbies**

Two pictures: one of a team sport and one of an individual sport or hobby.

1. Instructions for the student

You will have a conversation about sports/hobbies that will last about 5 minutes.

2. Instructions for the examiner(s)

You could ask the following questions:

* Are you doing a team sport or an individual sport or do you have another hobby? Tell me about it.
* Why did you choose for this sport or hobby?
* Which other sport or hobby would you like to learn? Why?
* Etc.

**Sport / hobby**





**Example 2 Conversation about studies**

One picture of a class at the university (or something similar)

1. Instructions for the student

You will have a conversation about your studies that will last about 5 minutes.

2. Instructions for the examiner(s)

You could ask the following questions:

* Do you already know if and what you are going to study? Tell me about it.
* Where would you like to study? Why did you choose this place?
* What would you like to do with your diploma later on? What kind of job would you like to do?
* Etc.

**Studies**



1. Further to the decision of the BIS taken by Written Procedure PE 2020/16 on 15 May 2020, the approved written examination material for **English Language III** for use with the new marking system in the European Baccalaureate was inserted in the syllabus. [↑](#footnote-ref-1)
2. The “Language III attainment descriptors – Secondary cycle” (2017-01-D-38-en-3) were approved by the Joint Teaching Committee on 9 and 10 February 2017 in Brussels and inserted in the present syllabus.

   They entered into force Entry into force on 1 September 2018 for years S1-S5; on 1 September 2019 for year S6; on 1 September 2020 for year S7, and for a 1st Baccalaureate session in June 2021 [↑](#footnote-ref-2)
3. EpiPen: an injector which can be used in the case of an extreme allergic reaction [↑](#footnote-ref-3)
4. Abseiling: a sport which involves using a rope to climb down a rockface [↑](#footnote-ref-4)