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ENGLISH VERSION

## **Syllabus for all L III languages**

**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.**

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**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 Languages* 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 Learning Gateway 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:

<b>Cycle</b>	<b>Attainment level</b>
1 <sup>st</sup> cycle S 1 – S 3	Level A 1+
2 <sup>nd</sup> 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:

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 1<sup>st</sup> 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 2<sup>nd</sup> 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 3<sup>rd</sup> 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:**

### **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

## 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.***

Heterogeneity 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 13<sup>th</sup> and 14<sup>th</sup> February 2014 and by the Board of Governors on 8<sup>th</sup> – 10<sup>th</sup> April 2014)

- Annex 1: Assessment written Bacculaureate exams
- Annex 2: Commentaries on the assessment grid for the written Bacculaureate exams
- Annex 3: Assessment oral Bacculaureate exams
- Annex 4: Samples for the written Bacculaureate exams (EN-DE-FR)
- Annex 5: Samples for the oral Bacculaureate exams (Part 2, oral interaction)

A harmonized syllabus for all LIII languages was introduced in the school year 2012-2013. The first LIII BAC will take place in 2015. As a result a new L III examination format is required. 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 Languages*. It also refers to “learning to learn” strategies, study skills and cultural competences.

## 1. BAC WRITTEN EXAM.

The final exam should reflect these competences in a representative way. The written 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	2-3 different texts in total 600 words (+/- 10%)	multiple choice, true/false, short answer questions, etc.
Part 2: written production	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	1 task for each book choice: set book 1 or set book 2 about 300 words	analysis, essay, review, etc. incl. personal response

The three parts of the written exam will have equal weighting.

## **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

Part 2: oral interaction

Part 3: understanding literature

### **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 examiners participate actively in the exam.

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

# Annex 1

## Assessment written BAC

<b>Criterion</b>		<i>Max. score 40</i>
<b>Part 1</b>  <b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>• 40 points to be distributed equally over the questions</li> <li>• Weighting in case of complex question/sub questions</li> </ul>	
<i>Max. score 40</i>		
<b>Part 2</b>  <b>Written production</b>	<b>1. Content</b>	1-12
	<ul style="list-style-type: none"> <li>• Requirements of task fulfilled</li> <li>• Coherence/development of thoughts/ideas</li> </ul>	
	<b>2. Organization</b>	1-12
	<ul style="list-style-type: none"> <li>• Structure. (Beginning – body – ending)</li> <li>• Cohesion between sentences and between paragraphs</li> <li>• Conventions of text type respected (lay-out, addressee taken into account, register etc.)</li> </ul>	
	<b>3. Accuracy</b>	1-12
	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Spelling</li> <li>• Grammar</li> </ul>	
	<b>4. Style</b>	1-4
	<ul style="list-style-type: none"> <li>• range of vocabulary, structures</li> <li>• readability</li> </ul>	
<i>Max. score 40</i>		
<b>Part 3</b>  <b>Understanding literature</b>	<b>1. Content</b>	20
	<ul style="list-style-type: none"> <li>• Requirements of task fulfilled</li> <li>• Knowledge of content (main ideas, themes, characters, composition of the set book)</li> </ul>	
	<b>2. Personal response</b>	10
	<ul style="list-style-type: none"> <li>• Personal viewpoint</li> <li>• Relevant arguments</li> </ul>	
	<b>3. Writing</b>	10
	<ul style="list-style-type: none"> <li>• adequate use of language</li> </ul>	
		<i>Total score</i>

### Comment on part 2 text production:

For each task this evaluation sheet 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**

The weighting is determined by the allocation of marks.  
Accuracy of language is not assessed.

#### **PART 2 WRITTEN PRODUCTION**

*The assessment grid 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. beginning-body-ending)
- cohesion between sentences and paragraphs
- conventions of text type: target audience, layout

##### **3. Accuracy**

This criterion assesses the correct use of language (morphology and syntax, vocabulary and spelling).

##### **4. Style**

This criterion assesses

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

#### **PART 3 UNDERSTANDING LITERATURE**

*The assessment grid 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 this assessment grid 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

	<i>criteria</i>	Max 90 points
Part 1: reading comprehension	<ul style="list-style-type: none"><li>• comprehension of a non-fictional text (summary, main theme(s))</li><li>• elaboration of the main message(s)</li></ul>	30
Part 2: oral interaction	<ul style="list-style-type: none"><li>• communicative effectiveness*</li><li>• accuracy of vocabulary and grammar</li><li>• fluency **</li></ul>	30
Part 3: understanding literature	<ul style="list-style-type: none"><li>• knowledge of one of the two books (main events/ideas/themes, characters)</li><li>• personal response to one set book***</li></ul>	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



**Annex 4**

**ENGLISH LANGUAGE III**

**SAMPLE** paper for the new Baccalaureate written L III exam  
(ref.2010-D-49-3 Syllabus for all L III languages)

**Length of the examination:** 3 hours (180 minutes)

**Permitted Equipment:** None

**Special remarks:** Answer **all three** parts

Part 1. Reading Comprehension: Answer questions A **and** B

Part 2. Written Production: Answer **one** question from task A and **one** question from task B

Part 3. Understanding Literature: Answer question A **or** question B

**EUROPEAN BACCALAUREATE  
ENGLISH LANGUAGE III**

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**Part 1 – Reading Comprehension**

**40 points**

**Question A**

Read the following text and answer the questions which follow.



**DOLLARS FOR SCHOLARS**

I

Paying kids for good grades is a popular (if questionable) parenting tactic. But when school starts next week, New York City (NYC) will try to use this type of enticement to get parents in low-income neighbourhoods more involved in their children's education.

II

5 The experimental programme, called Opportunity NYC, is modelled on a 10-year-old Mexican programme called Oportunidades, which has been so successful in reducing poverty in rural areas that it has been adopted by more than 20 countries. International studies have found that these programmes raise school enrolment and lower the number of sick days students take.

III

10 Bringing this idea to Harlem and the South Bronx may not make a radical difference, concedes Linda Gibbs, the deputy mayor for Health and Human Services. But, she adds, "It makes education matter in a new way." Schools chancellor Joel Klein hopes that the money will get students more interested in performing well at school, and that the positive reinforcement they receive will get them excited about learning.

IV

15 The idea behind Opportunity NYC is called conditional cash transfer, and the programme is the first of its kind in this country. In order to find out whether this works, the city is enlisting 5,000 families to take part in the social experiment. They are being chosen randomly from lists of people needing housing assistance from the city. Some of the participants will come from East New York, a predominantly black and Hispanic corner of Brooklyn where half of the residents live below the poverty level and only half of all adults  
20 are high school graduates.

V

25 Since the initial announcement in March, conservatives have denounced the programme as a waste of money, while liberals have called the idea insulting and patronizing to the people it aims to help. One potential foe, Randi Weingarten, president of the United Federation of Teachers, says she generally opposes any pay for good behaviour, but if it can help families who live in the city's poorest neighbourhoods, it may be a risk worth taking.

*(R. Kelley: Newsweek 2007)*

*(338 words)*

**EUROPEAN BACCALAUREATE  
ENGLISH LANGUAGE III**

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1 Complete the gaps in the following summary of the text with the words below:

**benefits      backgrounds      incentives      criticisms**

This article suggests the use of financial .....(i)..... in order to encourage under-achieving students to work harder at school. It targets, in particular, students from impoverished .....(ii)..... There have been various .....(iii)..... of the scheme but in general it is thought that the .....(iv)..... for the city's poorest families far outweigh the costs.

- (i) \_\_\_\_\_  
(ii) \_\_\_\_\_  
(iii) \_\_\_\_\_  
(iv) \_\_\_\_\_

*4p*

2 Which of the following sentences best describes the content of paragraph II?  
(Circle one letter, A, B, C or D.)

- A** It criticises the background of the Opportunity NYC programme.  
**B** It makes clear what inspired NYC to adopt the programme.  
**C** It highlights the achievements brought about in NYC by the programme.  
**D** It shows that there is considerable discussion about the impact of the programme.

*2p*

3 According to the text, which one of the following is true about the Mexican programme 'Oportunidades'? (Circle one letter.)

- A** It has improved the lives of people living outside of the cities.  
**B** It has brought down the number of poor people in city areas.  
**C** A large number of countries have taken it up because teachers strongly recommend it.  
**D** It is so popular because it has been running for more than half a century.

*2p*

4 What becomes clear about Opportunity NYC from paragraph III?  
(Circle one letter.)

- A** It could achieve more than the Mexican Oportunidades programme.  
**B** The public might expect too much from it.  
**C** Its ambitions are unrealistic.  
**D** It might succeed in getting students more involved.

*2p*

5 Which of these people are generally positive about Opportunity NYC?  
Write either **P (Positive)** or **N (Negative)** beside each name.

- A** Linda Gibbs (paragraph III) \_\_\_\_\_  
**B** Joel Klein (paragraph III) \_\_\_\_\_

**EUROPEAN BACCALAUREATE  
ENGLISH LANGUAGE III**

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- C 'liberals' (paragraph V) \_\_\_\_\_  
D Randi Weingarten (paragraph V) \_\_\_\_\_ 4p
- 6 Which of the following best sums up the experiment in paragraph IV?  
(Circle one letter.)  
A It is a trial to find out if the Opportunity NYC programme will be successful.  
B It involves giving all students a small bribe to make them work harder at school.  
C A group of well-off students will be offered an exciting new opportunity.  
D The city is choosing a few families who come from all over New York to test out the new programme. 2p
- 7 Which one of the following best characterises the content of paragraph V?  
(Circle one letter.)  
A An appeal to Opportunity NYC to invest more money in teachers.  
B An explanation as to why taxpayers are not involved in supporting Opportunity NYC.  
C A variety of reactions to Opportunity NYC.  
D Proof that Opportunity NYC will eventually run out of money. 2p
- 8 Find the words in the text which best fit the following meanings and write them in the lines provided. (The relevant paragraphs are in brackets.)  
A An encouragement to get someone to do something (*paragraph I*)  
\_\_\_\_\_
- B Taken up (*paragraph II*) \_\_\_\_\_
- C Important or major (*paragraph III*) \_\_\_\_\_
- D Mainly or primarily (*paragraph IV*) \_\_\_\_\_ 4p
- 9 Write beside each of the following statements whether they are **True (T)**, **False (F)** or **Not Stated (NS)**?  
A Opportunity NYC is an attempt to improve overall school attendance in New York City. \_\_\_\_\_  
B Similar international experiments have had very poor results. \_\_\_\_\_  
C Opportunity NYC is aimed at lower-income families. \_\_\_\_\_  
D Opportunity NYC is going to be paid for by tax payers in NYC. \_\_\_\_\_ 4p

**EUROPEAN BACCALAUREATE  
ENGLISH LANGUAGE III**

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**Question B**

Read the following text and answer the questions which follow.

**THE LONG ISLAND RAILROAD**



I

The Long Island Railroad's etiquette bully has walked again. John Clifford, notorious for loudly and aggressively harassing fellow travellers to make them behave better, was acquitted of assault, disorderly conduct and other charges. Judge Larry Stephen of Manhattan Criminal Court said most of the witnesses had "an axe to grind" or had other issues, and threw the case out.

5

II

And so Mr Clifford, despite years of complaints, arrests and summonses, none of which have stuck, is free to keep doing what he does: abusing fellow commuters in the name of peace, quiet and civility.

III

"Do I admit to being domineering?" he said in court. "Yeah." Actually, he admits a lot worse: pouring coffee on people, cursing and berating them, slapping them for talking too loudly on cell phones and other sins.

10

IV

He is a large (6-foot-4) former police officer, so it is easy to see why someone might be frightened when he comes after them, especially when he says, as he did to Donna Curtis, that he knows their names and where they live, and that "I can make your life hell."

V

It is true that many people have forgotten how to interact respectfully with strangers and carry their selfish behaviour into public places. On commuter trains, where random strangers are forced to tolerate one another in close quarters for long stretches, cell phone jabberers are a particularly obnoxious life-form. None of this excuses Mr Clifford's behaviour.

15

VI

The railway needs to do a lot more to instil a culture of decency and respect on board its trains. Whether this means adding "quiet cars," where cell phones are forbidden, or enforcing existing rules about loud conversations, feet on the seats and eating, it is important.

20

VII

The judicial system also needs to recognize that harassing and threatening behaviour like that repeatedly displayed by Mr Clifford is not only wrong, it could be downright dangerous.

25

*(New York Times 2008)*

*(318 words)*

**EUROPEAN BACCALAUREATE  
ENGLISH LANGUAGE III**

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**1** Why was Mr Clifford appearing in court? (Circle one letter, A, B, C or D.)

- A** He had attacked someone with an axe.
- B** He was talking too loudly on his mobile phone in a ‘quiet car’ of a train.
- C** He behaved aggressively towards fellow passengers.
- D** He threatened a police officer.

*2p*

**2** Which argument did the judge give for throwing out the case against Mr Clifford? (Circle one letter.)

He found that:

- A** Clifford promised to act more sensibly the next time he travelled by train.
- B** People gave evidence against Clifford for the wrong reasons.
- C** Clifford was only doing his job.
- D** The railway company should have protected passengers from troublemakers like Clifford.

*2p*

**3** Why does Mr Clifford keep on “doing what he does” according to the writer? (Circle one letter.)

- A** He has an illness that makes him act aggressively towards strangers.
- B** He is angry because the Railroad Authority has ignored his complaints.
- C** He refuses to accept that the use of mobile phones is restricted.
- D** He wants to force other travellers to behave correctly.

*2p*

**4** What is the main function of paragraphs III and IV? (Circle one letter.)

- A** To give more details about what Clifford does to other train passengers.
- B** To make clear that Clifford’s actions anger fellow travellers.
- C** To minimise the fuss made about Clifford’s actions.
- D** To show that Clifford’s former job has caused his present behaviour.

*2p*

**5** In paragraphs V and VI, the author shows some understanding of why Clifford acts the way he does. Write down three examples of things that can irritate travellers according to the text.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

*3p*

**EUROPEAN BACCALAUREATE**  
**ENGLISH LANGUAGE III**

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- 6** Judging from the article as a whole, which of the following expresses the writer's opinion on the Clifford case?  
(Circle one letter.)
- A** He believes the judge may have taken too great a risk in releasing Clifford from prison.
  - B** He feels Clifford has the right to correct people when they misbehave.
  - C** He is convinced that Clifford's fellow travellers deliberately tried to make him lose his temper.
  - D** He thinks that Clifford should not be allowed to take the law into his own hands.

*2p*

- 7** Which of the following alternative titles would suit this text?  
(Circle one letter.)
- A** Police Officer Arrested for Bad Behaviour
  - B** An Unusual Dictator
  - C** Hooliganism on the Railroad
  - D** Judge Larry Grinds an Axe

*1p*

*Part 2 follows on the next page.*

**EUROPEAN BACCALAUREATE  
ENGLISH LANGUAGE III**

**Part 2 – Written Production  
40 points**


**Task A.** Choose **one** of the following tasks. You should write approximately 200 words.  
(20 points)

**EITHER**

- (1) The EU is organising an internet competition and invites students to submit an article about their school. Write an article, including the following points:
- the school building and grounds, including facilities available to students;
  - what you particularly like or dislike about the school;
  - any extra-curricular or additional activities which make the school different from other schools.

**OR**

- (2) You and your family spent a week at Norden Farm. However, you were not at all satisfied as many campers did not respect the rules and this disturbed your stay.

 <p>info@nordenfarm.co.uk</p>
<b>RULES</b>
1 Noise Levels should be maintained at a reasonable level. Amplified music is not allowed on site.
2 Fires and BBQs are only allowed in the designated areas.
3 All rubbish must be removed from the site and placed in the bins provided or taken home. Please recycle where possible, recycling bins are located throughout the farm.
4 Please note that the Speed limit is 5 kph on site.

When you return home you decide to write an e-mail to the manager of Norden Farm, describing the problems you had and asking for some form of compensation. In your email you refer to at least two of the above rules.

**Task B.** Choose **one** of the following tasks. You should write approximately 200 words.  
(20 points)



**EUROPEAN BACCALAUREATE  
ENGLISH LANGUAGE III**

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**EITHER**

- (1) You are entering a public speaking competition. Write a short speech on the following topic:

*The more you have, the more you want!*

**OR**

- (2) Describe a visit to a place that made a deep impression on you, explaining why it was so memorable.

**Part 3 – Understanding Literature  
40 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.

**EITHER**

- A.** Vikas Swarup (B. 1963) : *Q and A (Slumdog Millionaire)* (London 2006)

What impression of Indian society do you gain from this novel? Discuss in detail some aspects of the country which seem attractive to you, and some which you might dislike.

**OR**

- B.** Tennessee Williams (1911 – 1983) : *A streetcar Named Desire* (New York 1947)

Which of the characters do you empathise most with at the end of the play? Give reasons for your choice.

**DEUTSCH - SPRACHE III**

**BEISPIEL für das neue Prüfungsformat schriftliches Abitur  
(Ref. 2010-D-49-3, Lehrplan für alle L III Sprachen)**

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

**Zulässige Hilfsmittel:** keine

**Anweisungen:** Bearbeiten Sie bitte **alle drei Teile**.

Teil 1: Leseverständnis: Bearbeiten Sie Aufgabe A, B **und** C

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

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

# EUROPÄISCHE ABITURPRÜFUNG DEUTSCH - SPRACHE III

## Teil 1 - Leseverständnis 40 Punkte

### Aufgabe A

Lesen Sie den folgenden Text und kreuzen Sie für 1-5 das jeweils Passende (A-D) an .

### Unfallstatistik

Im Jahr 2012 starben nach vorläufigen Ergebnissen 3606 Menschen auf deutschen Straßen. Das sind 10 Prozent weniger als im Jahr zuvor. Damit ist die Zahl der Todesopfer 2012 noch stärker gesunken als erwartet und liegt sogar unter dem bisher niedrigsten Wert von 3648 Getöteten im Jahr 2010. Grund dafür waren unter anderem die schlechten Witterungsverhältnisse im vergangenen Jahr: Bei Regen und Schnee ereignen sich zwar mehr Unfälle, es bleibt aber häufiger bei Sachschäden, da nicht so schnell gefahren wird. Trotz der erfreulichen Entwicklung darf aber nicht vergessen werden: Durchschnittlich sterben in Deutschland täglich zehn Menschen im Straßenverkehr, mehr als 100 werden verletzt.

(„Motorwelt“, 4/2013, S. 8; 103 Wörter)

1. Was sagt dieser Text über die Toten 2012 aus?
  - A 2012 gab es in Deutschland 3606 Verkehrstote.
  - B Im Jahr 2012 gab es 3606 getötete deutsche Autofahrer.
  - C 3648 ist die Zahl der Verkehrsoffer im Jahr 2012.
  - D Im Jahr 2012 starben 10% aller Autofahrer.
  
2. Wie lesen Sie die statistischen Zahlen von 2010 bis 2012?
  - A Die Zahl der Verkehrstoten steigt kontinuierlich.
  - B 2012 gab es weniger Verkehrstote als 2011.
  - C 2010 gab es mehr Verkehrstote als 2011.
  - D Die Zahl der Verkehrstoten ist seit 2010 um 10% gesunken.
  
3. Welche Erklärung gab es für die geringe Zahl an Todesfällen im Jahr 2012?
  - A Die Tatsache, dass viele Leute zu schnell fahren.
  - B Das gute Wetter.
  - C Es gab verhältnismäßig häufig einen Schaden am Auto.
  - D Das schlechte Wetter.

# EUROPÄISCHE ABITURPRÜFUNG DEUTSCH - SPRACHE III

## Aufgabe B

### Die Toten Hosen: Weltmeister (Liedtext)

Man müsste \_\_\_\_\_ jetzt dauernd lustig sein, wo doch immer so viele stöhnen  
Allein schon um zu zeigen, ich bin auf \_\_\_\_\_ Fall einer von denen.

Die Deutschen sind depressiv. Was ist bloß schief gelaufen,  
Dass so viele Menschen hier Musik von Grönemeyer kaufen?

Die Jugend ist scheinbar verblödet, die Lehrer sind ausgebrannt

Wie konnte das nur \_\_\_\_\_ im Dichter- und Denkerland?

Und wir fragen uns, was die Zukunft bringt,

Und die Antwort kennt nur der Wind.

\_\_\_\_\_ wir sind sicher, es wird aufwärts gehen,

Wenn wir erst wieder Weltmeister sind.

Wir werden Weltmeister sein ...

Und die geistig-moralische Wende, die wir damals herbeiriefen -

Der Geist und die Moral sind weg, nur die Schulden sind geblieben

Und alle stehen da und fragen sich wo die fetten Jahre \_\_\_\_\_ sind.

Wir sind sicher, es wird aufwärts gehen, wenn wir erst wieder Weltmeister sind.

Wir werden Weltmeister sein...

Jetzt kommt's auf jeden einzelnen von uns an, damit die \_\_\_\_\_ wieder  
funktioniert

Wir dürfen beim Elfmeterschießen jetzt nicht die Nerven verlieren!

Und wir fragen uns, wie das Spiel \_\_\_\_\_

(und) die Antwort kennt nur der Wind.

Wir werden fair zu den \_\_\_\_\_ sein

Hauptsache – wir gewinnen

(...)

Wörter)

(192

1. Setzen Sie die folgenden Wörter in die richtigen Lücken. Zwei Wörter bleiben übrig.  
geblieben – hoffentlich – ausgeht – doch - Siegern - Mannschaft – keinen – eigentlich-  
Verlierern – geschehen

## EUROPÄISCHE ABITURPRÜFUNG DEUTSCH - SPRACHE III

2. Ordnen Sie folgenden Begriffen und Definitionen Ausdrücke aus dem Text zu!

- A** Geld, das noch bezahlt werden muss: \_\_\_\_\_
- B** in der Vergangenheit: \_\_\_\_\_
- C** nach oben: \_\_\_\_\_

3. Was bedeutet der Begriff? Bitte kreuzen Sie an!

*Was ist bloß schief gelaufen?*

<b>A</b>	Warum sind wir umgedreht?	
<b>B</b>	Was haben wir falsch gemacht?	
<b>C</b>	Wer hat die falsche Richtung angegeben?	

*Die Lehrer sind ausgebrannt.*

<b>A</b>	Das Material der Lehrer ist kaputt gegangen.	
<b>B</b>	Lehrer sind bei einem Feuer ums Leben gekommen.	
<b>C</b>	Lehrern fehlt Energie und Kraft für ihren Beruf.	

*Und die geistig moralische Wende, die wir damals herbeiriefen.*

<b>A</b>	Die Deutschen verändern ihre moralischen Ansichten und Denkweisen.	
<b>B</b>	Man forderte eine Veränderung im Denken und von moralischen Ansichten.	
<b>C</b>	Deutsche wollten, dass die Wende zu ihnen kommt.	

*Hauptsache, wir gewinnen.*

<b>A</b>	Unser Hauptthema ist, wir gewinnen.	
<b>B</b>	Das Wichtigste ist, die Deutschen gewinnen.	
<b>C</b>	Das Wichtigste ist, die Toten Hosen gewinnen.	

# EUROPÄISCHE ABITURPRÜFUNG DEUTSCH - SPRACHE III

## Aufgabe C

Lesen Sie die Texte über neue DVDs. Entscheiden Sie, welche Überschrift aus der Liste (A-G) zu welchem Film (1-5) passt und tragen Sie Ihre Antworten in die Tabelle ein, die sich am Ende der Aufgabe befindet. Zwei Überschriften bleiben übrig.

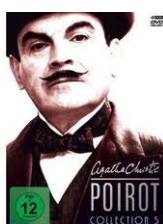
### Die besten DVDs

1. Literaturverfilmung eines der eindrucksvollsten Werke der deutsch-sprachigen Exilliteratur. In seinem Romanzyklus verarbeitete Feuchtwanger den Wiedereinbruch der Barbarei in Deutschland und hielt die Schrecken des Faschismus für die Nachwelt fest, damit diese niemals in Vergessenheit geraten.



2. Kurz nach dem Tod seines Vaters lernt der junge Schriftsteller Sal den charismatischen Dean kennen. Der reißt Sal kurzerhand aus der Arbeit an seinem Roman und nimmt ihn mit auf einen langen Trip Richtung Westen. Stets die nächste Etappe vor Augen, leben sie atemlos und berauschen sich an der unendlichen Weite der Landschaft, den Drogen, dem Sex, der Musik. Auf ihrer Reise stoßen sie auf neue Wegbegleiter und kehren ein bei alten Bekannten und verflommenen Lieben. Brillante Verfilmung des gleichnamigen Kultromans!

3. Der 16-jährige Claude sucht nach Inspiration für einen Roman, den er schreiben will. Sein desillusionierter Lehrer Germain ist beeindruckt vom ungewöhnlichen Talent seines begabten Schülers und macht es sich zur Aufgabe, ihn zu fördern... Ein aufwühlender Thriller um einen Lehrer, der sich immer tiefer in die literarische Fantasiewelt seines Schülers hineinziehen lässt.



4. Meisterdetektiv Hercule Poirot ist eine der bekanntesten Romanfiguren von Agatha Christie. Die Verfilmung der Folge „Morphium“ gab es bislang nur mit deutschen Untertiteln. Jetzt liegt eine hochwertige deutsche Synchronfassung vor. Zum Fall: Die junge Mary Gerard stirbt an einer tödlichen Dosis Morphium. Die Ermittlungen sind komplizierter, als es auf den ersten Blick scheint...

5. Er kommt immer dann, wenn die Polizei die Ermittlungen schon abgeschlossen hat: Heiko Schotte, genannt „Schotty“, räumt als sogenannter Tatortreiniger auf, was andere lieber nicht wegputzen möchten. Bei seinen Einsätzen trifft er auf Angehörige und Freunde der Verstorbenen. Dabei entstehen höchst skurrile Situationen...



(nach „Buch aktuell“, Frühjahr 2013, S. 77-78; 267 Wörter)

**EUROPÄISCHE ABITURPRÜFUNG  
DEUTSCH - SPRACHE III**

A	Nach der Tat
B	Möglicherweise ein gutes Buch
C	Schriftsteller erinnert an dunkle Stunden
D	Mord an Autor
E	Autor entdeckt das Leben wieder
F	Endlich auch deutsch
G	Neuer Kommissar am Tatort

Film	1	2	3	4	5
Überschrift					

# EUROPÄISCHE ABITURPRÜFUNG DEUTSCH - SPRACHE III

## Teil 2 - Textproduktion 40 Punkte

### Aufgabe A

Wählen Sie eine der folgenden Aufgaben.

(20 Punkte)

#### 1. Abiturfeier

Große Abiturfeiern gehören in Deutschland zu einer langen, mittlerweile aber auch gefürchteten Tradition. So veröffentlichte *Die Welt am Sonntag* vom 13.3.2013 folgendes Bild mit Untertitel.



*Die Abi-Sause Bier, Schaum und Gesang:  
Traditioneller Umzug der Absolventen  
der Theodor-Storm-Schule und der Her-  
mann-Tast-Schule durch Husum*

Schreiben Sie einen **Zeitungsartikel** zu diesem Bild.

- Geben Sie dem Bericht einen Titel.
- Beschreiben Sie die Geschehnisse in Husum.
- Informieren Sie über unterschiedliche Reaktionen auf die Party (z.B. Schüler, Lehrer, Eltern, Anwohner, Polizei).

Schreiben Sie etwa 200 Wörter.

oder



# EUROPÄISCHE ABITURPRÜFUNG DEUTSCH - SPRACHE III

## 2. Förderverein



Der Förderverein Ihrer Schule hat €3000 für ein Projekt zur Verfügung gestellt, von dem möglichst viele Schüler profitieren sollen. Der Schulleiter bittet um Vorschläge für ein Projekt aus der Schülerschaft. Sie beschließen, dem Schulleiter einen Vorschlag zu machen.

In Ihrem **Brief**

- stellen Sie dar, welchen Vorschlag Sie haben,
- begründen Sie, warum Ihr Vorschlag sinnvoll ist,
- erklären Sie, wie Schülerinnen und Schüler bei der Realisierung des Projekts beteiligt werden können.

Schreiben Sie etwa 200 Wörter.

### Aufgabe B

Wählen Sie eine der folgenden Aufgaben.

(20 Punkte)

#### 1. Zeitreise



Der österreichische Komponist Wolfgang Amadeus Mozart (1756-1791) reist mit einer Zeitmaschine in das Jahr 2013. Versetzen Sie sich in die Situation Mozarts und formulieren Sie einen Tagebucheintrag.

In diesem **Tagebucheintrag**

- kommentiert er die heutige Welt aus seiner Sicht,
- vergleicht er seine klassische Musik mit der aktuellen Musik,
- zeigt er viele Gefühle.

Schreiben Sie etwa 200 Wörter.

oder

# EUROPÄISCHE ABITURPRÜFUNG DEUTSCH - SPRACHE III

## 2. Green Fiction -Der Umweltschreibwettbewerb für junge Autorinnen zwischen 12 und 25 Jahren

*Lass die Erde beben, sich rächen oder rette sie aus ihrer Not. Widme dich ihrer Schönheit, ihren Abenteuern und denen, die sie schützen – oder zerstören. Wir suchen deine Idee für eine spannende, romantische oder fantastische Geschichte. Alles ist möglich, Hauptsache die Umwelt spielt eine Hauptrolle. (<http://www.lizzynet.de/wws/green-fiction-presse.php>)*

Sie nehmen an dem Wettbewerb teil, zu dem Green Fiction aufruft.  
Schreiben Sie eine **Geschichte** und geben Sie Ihrem Text eine Überschrift.

Schreiben Sie etwa 200 Wörter.

## Teil 3 - Literaturverständnis 40 Punkte

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

### A. Wolfgang Herrndorf, Tschick (2010)

Welche Bedeutung haben die Menschen, denen sie unterwegs begegnen, für Maik und Tschick und ihre Reise? Beziehen Sie sich auf konkrete Charaktere und begründen Sie Ihre Auswahl!

**oder**

### B.

Charlotte Kerner, Blueprint (1999)

Ein Kritiker schrieb zu Charlotte Kerners Buch „Blueprint“:

*„Ein Thema, das besser in dieser Geschichte als in trockenen Fakten abgehandelt wird, macht »Blueprint« zu einem faszinierenden erzählenden Sachbuch, das aus dem Rahmen fällt.“*

Inwiefern ist der Roman für Sie auch ein interessanter Beitrag zu einer aktuellen Diskussion?

## FRANÇAIS LANGUE III

EXEMPLE pour la nouvelle structure de l'épreuve écrite du BAC  
(Ref. 2010-D-49-3, Programme pour toutes les langues III)

**Durée de l'examen :** 3 heures (180 minutes)

**Matériel autorisé :** Aucun

**Remarques particulières :** Vous traiterez **les trois** parties

Partie 1: Compréhension écrite : exercices A **et** B

Partie 2: Production écrite : vous traiterez **un** sujet au choix pour la partie A  
et **un** sujet au choix pour la partie B

Partie 3: Compréhension littéraire: vous traiterez **un** sujet au choix

**PARTIE 1 : COMPETENCE de LECTURE  
40 points**

Après avoir lu et observé les différents documents, répondez aux questions en cochant la réponse, ou en écrivant l'information demandée.

**Exercice A**

**Aujourd'hui, le téléphone et les adolescents.**

Des médecins travaillant pour l'ASEF<sup>1</sup> ont réalisé dans les lycées de Provence une campagne sur les risques liés à la téléphonie mobile. Des questionnaires ont été remplis par les élèves, dont voici quelques résultats.

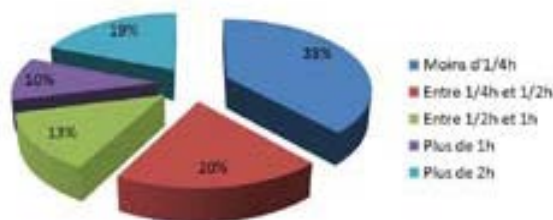
**Premier constat : les utilisateurs commencent très jeunes.**

- 5 Plus des trois quarts ont eu leur premier téléphone avant 14 ans. Un tiers l'ont même eu avant l'âge de 10 ans. Nous pressentions déjà cette tendance, mais cela nous a permis de mesurer l'urgence ! Des études ont montré que plus les utilisateurs sont jeunes, plus les ondes pénètrent loin dans le cerveau.

**Deuxième constat : les jeunes sont de très gros consommateurs.**

- 10 La quasi-totalité (85%) préfèrent envoyer des messages plutôt que de passer des appels. Malgré cela, ils passent beaucoup de temps au téléphone, et sans utiliser de kit main libre ! Seulement 20% en utilisent un. De nombreux lycéens ne savaient pas ce qu'était un kit main libre... Difficile alors de l'utiliser !

Chaque jour, combien de temps passes-tu au téléphone ?



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**Troisième constat : les jeunes sont « scotchés » à leur mobile.**

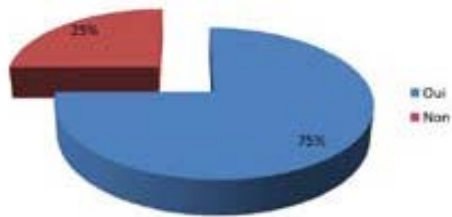
Les trois quarts dorment avec leur téléphone allumé sous l'oreiller (ils s'en servent de réveil) et le gardent précieusement dans la poche (ou dans le soutien-gorge !) toute la journée.

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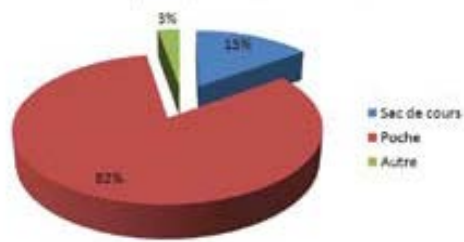
<sup>1</sup> Association Santé Environnement France.

# BACCALAURÉAT EUROPÉEN FRANÇAIS LANGUE III

Dors-tu avec ton téléphone allumé sous ton oreiller ou sur la table de chevet ?



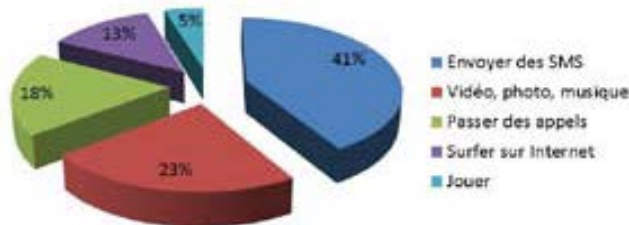
Pendant la journée, où ranges-tu ton téléphone ?



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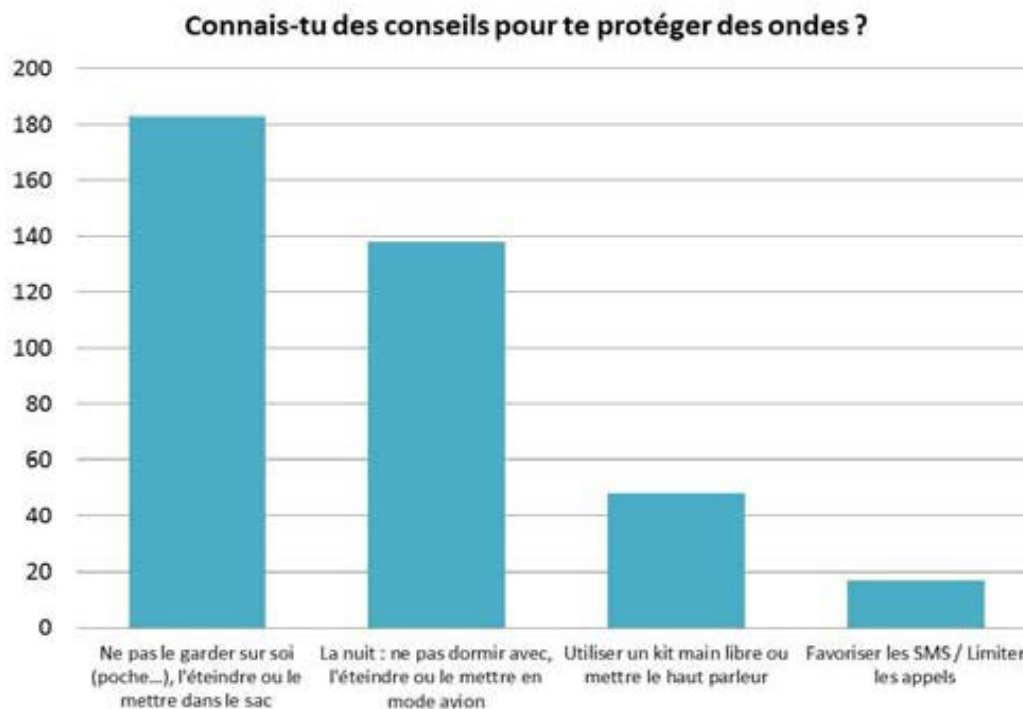
Mais pourquoi y sont-ils si attachés ? Seulement 18% s'en servent pour appeler !

Quel est l'usage principal de ton mobile ?



25 **Quatrième constat : une méconnaissance des mesures de protection.**

Beaucoup ont entendu parler des risques sanitaires du téléphone portable (72%). Cependant, quand on regarde de plus près, on remarque que seule la moitié sait comment se protéger.



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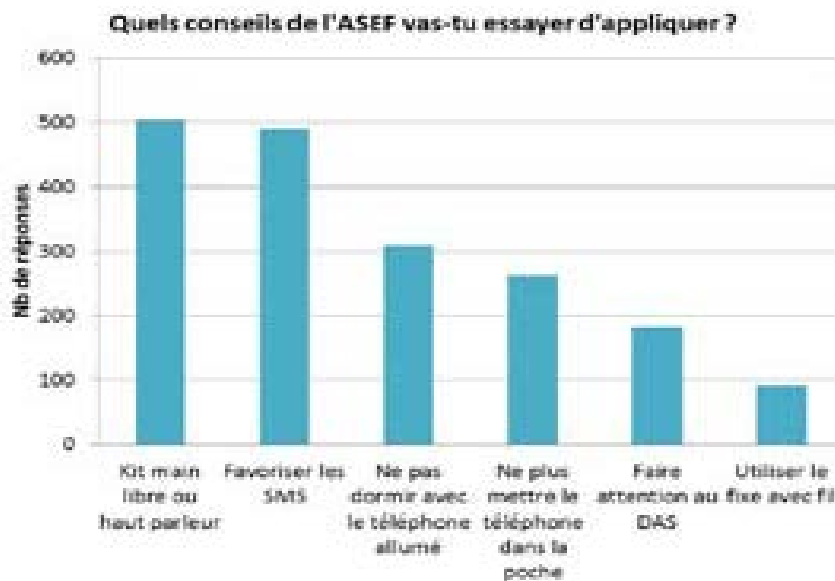
Les lycéens sont-ils prêts à changer de comportement ? Les réponses sont plutôt encourageantes ! En effet, après nos conférences, 81% des participants se disaient prêts à modifier leur façon de téléphoner, et 69 % comptaient parler des risques sanitaires à leur entourage.

35

Mais dans les faits sont-ils prêts à changer ? Parmi les six conseils que nous leur avons proposés, nous avons demandé à ceux qui souhaitaient changer de choisir les conseils qu'ils seraient prêts à appliquer.

«Utiliser le kit main libre» arrive en première position avec 82 %, suivi de près par «Favoriser les SMS» avec 79 %. Viennent ensuite «Ne pas dormir avec son téléphone avec 50%.

## BACCALAURÉAT EUROPÉEN FRANÇAIS LANGUE III



(361 mots).

D'après une enquête disponible sur le site [www.asef.asso.fr](http://www.asef.asso.fr)

**Vrai ou faux ? Cochez la case correspondante.**

		<b>VRAI</b>	<b>FAUX</b>
<b>1</b>	<i>La majorité des adolescents préfèrent téléphoner plutôt que d'envoyer des messages.</i>		
<b>2</b>	<i>Les adolescents utilisent davantage leur téléphone pour consulter Internet que pour passer des appels.</i>		
<b>3</b>	<i>Une minorité des adolescents dorment avec leur téléphone portable allumé sous l'oreiller.</i>		
<b>4</b>	<i>Les adolescents utilisent massivement le kit mains libres.</i>		
<b>5</b>	<i>Les adolescents sont informés des risques liés à l'utilisation de leur téléphone et il n'est pas nécessaire de les sensibiliser.</i>		

# BACCALAURÉAT EUROPÉEN FRANÇAIS LANGUE III

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## Exercice B

### Plus de 20 millions d'adultes ont un poids excessif

Depuis douze ans, leur proportion dans la population générale s'est élevée régulièrement, de 8,5 % à 14.5 %. Et les obésités<sup>2</sup> apparaissent de plus en plus tôt; elles sont de plus en plus marquées. La fréquence des obésités sévères (indice de masse corporelle supérieur à 35), les plus à risques sur le plan médical, est passée de 1,5 % en 1997 à 3,9 % cette année.

L'obésité est loin d'être répartie équitablement. Les femmes sont sensiblement plus touchées (15,1 %) que les hommes (13,9 %). La progression est plus importante chez les premières, particulièrement pour les formes les plus sévères : cela pourrait s'expliquer par « une plus grande propension des femmes à développer de la masse grasse ». Autre facteur d'inégalité : l'origine géographique. Dans la région Nord, qui détient le record national, un adulte sur cinq est obèse. Mais, comme l'ont montré d'autres enquêtes, le niveau socio-économique joue aussi un rôle majeur : les chiffres sont **édifiants** : en 2009, le taux d'obésité est de 22 % (7 % de plus que la moyenne nationale) là où le revenu du foyer est inférieur à 900 euros mensuels. Un tel bilan remet-il en cause l'efficacité des campagnes de santé publique menées depuis dix ans en France ?

« Condamner la prévention avec aussi peu de recul serait une erreur », rappelle le Pr Basdevant. Mais les messages nutritionnels ne suffisent plus : il faut aussi rendre les fruits et légumes réellement plus abordables économiquement, mener une politique urbaine qui incite à l'activité physique, comme le démontre l'exemple du Vélib<sup>1</sup>\*. (270 mots)

\* Réalisée par TNS Healthcare Sofres et financée par les laboratoires Roche

*Velib* : location de vélos dans les villes

[Lefigaro.fr](http://Lefigaro.fr) par Sandrine Cabut

10/11/2009

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<sup>2</sup> Etat anormalement gros d'une personne





**PARTIE 2 – Production écrite  
40 points**

**Exercice A.** Rédaction d'un texte d'ordre pratique : le candidat choisit UN des deux exercices proposés (200 mots environ)

5 (20 points)

1. Vous rédigez pour un journal local un article présentant l'environnement de votre Ecole : vous présenterez les aspects essentiels du paysage (bâtiments, rues, nature) et des types de population vivant autour de l'Ecole.

10

2. L'office du tourisme d'une ville que vous aimez particulièrement et que vous souhaitez mieux faire connaître, vous propose de rédiger un prospectus : vous devez présenter pour des jeunes gens de votre âge les atouts touristiques de cette ville, de façon claire et attrayante.

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**Exercice B.** Rédaction d'un texte de création : le candidat choisit UN des deux exercices proposés (200 mots environ)

(20 points)

20 1. Vous aimez particulièrement un personnage historique (écrivain, homme politique, savant, etc). Vous rédigez un dialogue imaginaire entre vous-même et lui, à propos d'un aspect que vous jugez important de sa vie et de son œuvre.

25 2. Imaginez-vous le journal intime d'un personnage historique que vous aimez particulièrement. Vous rédigez une page de ce journal intime.

**PARTIE 3 – Compréhension d'un texte littéraire  
40 points**

30

Vous traiterez en 300 mots environ l'UN des deux sujets suivants

**Sujet A**

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Vous avez lu le récit de Georges Simenon *En cas de malheur*(1956), et vu le film qui en a été tiré (1958)

- Quels aspects du récit le film vous a-t-il révélés ou mieux fait apprécier ?

**Sujet B**

40

Vous avez lu le récit de J.-M.G. Le Clézio, *La ronde et autres faits divers*, 1982

- L'expression « faits divers » est-elle juste ? Vous analyserez pour cela deux ou trois récits. Si vous le jugez nécessaire, vous remplacerez « faits divers » par une autre expression.

## 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>I Sociocultural domain</i>	<ul style="list-style-type: none"> <li>• National holidays, festivities</li> <li>• Habits</li> <li>• Republic/monarchy</li> <li>• Important national events</li> </ul>
<i>II Art</i>	<ul style="list-style-type: none"> <li>• Painting</li> <li>• Music</li> <li>• Movies</li> <li>• Museums etc.</li> </ul> <p><i>Material:</i> reproductions, film posters, brochures, sound samples</p>
<i>III Cities and countries</i>	<i>Material:</i> maps, brochures, postcards
<i>IV Cuisine/food</i>	<ul style="list-style-type: none"> <li>• National habits</li> <li>• Likes and dislikes</li> </ul> <p><i>Material:</i> menus, recipes</p>
<i>V Leisure time, hobbies, sports</i>	
<i>VI Study</i>	<ul style="list-style-type: none"> <li>• Preferences</li> <li>• Choice</li> <li>• Universities</li> <li>• At home or abroad</li> </ul>
<i>VII Travelling and holidays</i>	<ul style="list-style-type: none"> <li>• Transport</li> <li>• Organised trips</li> <li>• All inclusive holidays</li> <li>• Backpacking</li> <li>• Discovering the world</li> </ul>
<i>VIII News and current affairs</i>	
<i>IX Media</i>	<ul style="list-style-type: none"> <li>• Press</li> <li>• TV</li> <li>• Social media</li> <li>• Advertising</li> </ul> <p><i>Material:</i> collection of headlines, TV guide</p>

## 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)

- 5      1.      Instructions for the student  
         You will have a conversation about your studies that will last about 5 minutes.
- 10     2.      Instructions for the examiner(s)  
         You could ask the following questions:
- 15     -      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

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